

# UPPER SCHOOL

## STUDENT HANDBOOK

**Hours of Operation** – 7:30 am to 6:00 pm

**Head of Upper School** – Dr. Ray Broderick – Broderick@glenelg.org

**Upper School Office** – MaryEllen Prantl - 410-531-5775

**To contact a student** – Please call the Upper School office. A message can be delivered to your child throughout the day.

**Visitors (including volunteers)** - must sign in and out in the Upper School Office.

### UPPER SCHOOL PHILOSOPHY

The Upper School is an interdisciplinary community where all members are able to become both teachers and students. In the integral nature of learning, teachers from all disciplines share ideas across the curriculum. Active learning is not relegated to the classroom.

Students are responsible for their own learning in the classroom, with teachers as facilitators and guides. Students will become teachers as well, seeking out material, synthesizing their ideas with the ideas of others, and supporting each other.

Students will become critical thinkers, who are able to synthesize, integrate and appreciate the aesthetics of a subject. Because students recognize their sharpening cognitive abilities, take risks in sharing themselves, and receive praise for original and critical thinking, the environment creates a sense of self worth, individuality, and responsibility.

The Upper School provides many challenges and growth experiences outside the classroom as inside. Students are encouraged to explore a variety of extracurricular activities and to take on leadership roles. When students respect themselves and others for their uniqueness, for their diversity, they can come nearest their potential and feel confident in their world.

### COMMUNITY EXPECTATIONS

*“Freedom is the right to discipline yourself before others do it for you.” – Georges Clemenceau*

Respect for others, property and self is the basic tenet of daily life at GCS. While the following guidelines help to define respect, the most valuable tools for remaining a good citizen in our community are personal integrity, self-discipline, and common sense. Students who exhibit an inability to handle the responsibilities vested in them will be subject to consequences. The actions of the School may include loss of free time, assignment to detention, Suspension, placement on Disciplinary Probation, or Expulsion. All Glenelg students are ambassadors for our community, and they should show respect for others at all times. GCS rules apply to all on-and off-campus events.

### HONOR

**“...there is nothing more important in education than development of character, because intellect without character is a disaster.”  
– Robert Coles**

The School believes that there is no more important attribute that a student or teacher can have than honor. Trust is essential to the integrity of our school community. Refusing to give or receive assistance on tests or other assignments that are intended to be each student's work alone; respect for another's property; and complete honesty in one's written work and spoken expression, especially when one is being asked about a rule that one has broken: all of these are necessary elements in an educational community based on trust. Thus, instances of lying, cheating (including plagiarism and other types of academic fraud), stealing, and other forms of dishonesty are viewed with great seriousness and can render a student liable to dismissal.

The Honor Code was developed by students in 1987. It was revised by students in 1995 and again in 2001. It belongs to you, the Upper School students and will work as well as you make it. You and your teachers are asked to sign a pledge indicating an understanding of and an agreement to follow the principles of the Honor Code.

### HONOR CODE

#### I. Goals and Standards

The Glenelg Country School believes that it has a responsibility for developing a sense of trust and a belief in honesty among its students and faculty. Living a life built on honesty should be a primary goal for our community.

Lying, cheating and stealing are not tolerated in any form in the GCS community. Lying is defined as anything other than “The truth, the whole truth, and nothing but the truth,” and includes half-truths, and anything designed to mislead and deceive others in order to protect yourself and/or others or to inflict harm. Cheating is defined as any attempt to unfairly gain an advantage in any endeavor including, but not limited to, homework, quizzes, tests, papers or any other evaluated assignment. Stealing is defined as taking something that is not yours without asking appropriate permission.

Violations of the Honor Code may result in a recommendation of expulsion, although students usually are given a second chance. Suspension, though, is a common consequence. In all cases, however, the Honor Council judges each case individually and takes into consideration the seriousness of each violation as well as relevant extenuating circumstances.

The foremost aim of the Code is to guide the members of the community by setting a standard. If a student is found guilty of a breach of honor, our hope and expectation is that the student will learn from the experience regardless of the specific consequence.

## **II. Composition and Selection of the Honor Council**

An Honor Council, consisting of three representatives from each grade and two faculty members, will be chosen randomly during the first week of each semester. A student cannot serve both semesters in any one year. Instead of appointing or electing only a few members of the community to be the “keepers of Honor,” the School hopes that through the lottery method of selection, the entire School community can reaffirm the commitment of each of its members to upholding the foundation of trust and integrity on which the community is based.

As a member of this community, it is vital that each individual be aware of the importance of the Honor Code. Each student and faculty member, having been admitted to the Upper School community, is expected to sign a statement acknowledging that she or he understands the goals and procedures of the Honor Code and agrees to support it by being willing to serve on the Honor Council. The Code is designed simply to ensure that every member of the community is aware of the importance we place on the Honor Code and that everyone understands the standards of the Code.

If at some point someone comes to feel that there is a compelling reason why he or she should not be considered for membership on the Honor Council, she or he may submit that reason to the Chair for consideration. The Chair then decides whether or not to grant the request. In order to ensure some measure of continuity and consistency in its deliberations from one semester to another, the Honor Council will be chaired by the Head of the Upper School or his designee. The Chair will be responsible for: 1) educating new Honor Council members in the implementation of the Honor Code; 2) investigating any reports of possible honor violations and convening the Council when there is evidence that an honor violation may have been committed; 3) moderating the deliberations of the Council and voting on a motion brought before the Council only in the case of a tie vote; and 4) maintaining in a separate, confidential file all records of the past deliberations of the Honor Council.

## **III. Honor Code Procedures**

**A.** Any person wishing to report an honor violation will notify the Chair of the Honor Council or another person in a position of authority.

**B.** The Chair, having been informed of a breach of the Code, immediately will attempt to gather all the facts relevant to the situation. When the Chair ascertains that there is enough evidence to summon the Honor Council, the Council will meet as soon as possible. When there is not enough evidence, or the facts are not certain enough, then the matter will be dropped.

**C.** The Council will be made up of twelve students and two faculty members and a non-voting Chair. If a member of the Council is suspected of breaching the Honor Code, he or she will be excused from serving on the Council while his or her case is being heard. A quorum for the Council will be eight students and one faculty member. When extended absences from School make it unlikely that a quorum can be reached promptly, the Chair may hold a special lottery in order to select enough temporary members to attain a quorum.

**D.** A student accused of a breach of honor has the option of inviting his/her advisor to the Honor Council meeting.

**E.** When the Council convenes, the first step is for the Chair to summon the student suspected of breaching the Honor Code and his or her advisor (if attending). The individual who turned the matter over to the Honor Council then presents an account of what happened. The student is then invited to relate his/her account of the incident and to answer questions posed by Council members. In addition, other faculty members or other students who may have relevant information may be summoned by the Council to answer questions. When all relevant questions have been asked, all students and faculty members not on the Council will be excused and the Council will begin its deliberations alone. The Council will attempt to arrive at consensus on all decisions. When this is not possible, a vote will be taken. All votes will be by secret ballot. All the deliberations of the Council, including the votes taken, are considered confidential and may not be discussed with any person not on the Council other than the Head of the Upper School. If the accused student is found guilty of an Honor Code violation, possible disciplinary measures will be recommended. Again, if consensus cannot be reached, there will be a vote by secret ballot. Once a recommendation is arrived at, the Council will invite the student back and inform him/her of its decision. The Chair and one student member of the Council will present the Council's recommendation with an explanation to the Head of the Upper School.

F. The Head of the Upper School, having received the recommendation of the Council, will proceed to make a final decision. He may ratify the recommendation, ask the Council to reconvene in order to reconsider its recommendation, or reach a different decision. In all cases, the judgment of the Head of the Upper School is final. A student wishing to make an appeal based on new information should do so directly to the Head of the Upper School. If the Head of the Upper School confirms that an honor violation has been committed, he will inform the school community of the case and an account of the decision that was reached, without identifying the student in question.

## PLAGIARISM

Plagiarism, that is, presenting another's work as one's own, combines both stealing and lying. When students plagiarize someone else's words or ideas, they are stealing intellectual property from that person. Additionally, taking credit for this work is lying. Plagiarism includes direct quotation, paraphrasing, or summarizing without proper citation. Following are some basic guidelines for plagiarism infractions.

### Grade 9 and Grade 10:

First Offense (anytime in Grade 9 or 10)

A mandatory conference with the Head of Upper School, Dean of Students, and Teachers -A possible consequence may be getting a zero on the assignment. The opportunity to rewrite the assignment will be granted at the discretion of the teacher. Subsequent offenses are referred to Honor Council.

### Grade 11 and Grade 12:

First Offense is immediately referred to the Honor Council (unless the student is new to GCS – in which case, the first offense is like that for underclassmen)

## PERSONAL BEHAVIOR

Through their actions and words each member of our community should be mindful of the feelings and rights of others. Students will be respectful and polite at all times to adults in and around the school and to each other. Students are to understand that consideration for others is expected at all times. Fighting, bullying, harassment, personal displays of affection and disrespectful language or behavior is not allowed. The school reserves the right to take appropriate action in the case of any student guilty of misconduct in this respect.

If a member of the Glenelg community breaks public law or brings dishonor to our community while off-campus, he/she may be subject to disciplinary action.

The Upper School facilities are as accessible to students as possible. The openness of the School is a privilege, and students must take responsibility for its condition and appearance. When damage (as opposed to natural wear and tear) occurs, students may be assessed an extra fee and/or asked to "pitch-in" and help with repairs, and are subject to disciplinary action.

Gambling and card games are not permitted.

Glenelg Country School is a **DRUG-FREE campus**. The use or possession of tobacco, alcohol, or any other drug is a serious matter and may result in expulsion from School. Any school-sponsored trip and events represent an extension of our campus.

Weapons of any kind including firearms, play knives, butterfly, pocket, hunting, pen or fishing knives are not permitted in school, on the school bus, or at any school-sponsored function. Props used for school plays, classroom sharing, or as part of a project will be treated in the same manner and should not be in school.

With the School's concern for the environment, cans, bottles and paper are to be recycled on a regular basis. Use receptacles located throughout the buildings that are designated only for aluminum, plastic, and paper at all times.

## EATING

Students may choose either the catered lunch program provided by the School or bring their lunch from home. A snack may be brought from home to enjoy outside of class. Drink and snack machines are also available. Microwave ovens are available in the kitchen. Students are expected to clean up after themselves before the lunch period is over. Advisor groups will do general cleanup at the end of the lunch period.

Students who enroll in the catered lunch program are expected to maintain an orderly lunch line with no cutting in line.

Students may eat in the Lunch Area or outside at the picnic tables.

Students may use the kitchen to prepare their food at lunchtime, but must clean up after themselves, including cleaning and putting away any dishes or utensils used.

Lunch meetings occur at a table in the forum area. Groups must sign up for meeting time.

Gum may not be chewed on campus.

## **FREE TIME**

Students who are not in class may use free time to meet with teachers, do homework, use the Library, or relax with friends in supervised areas of the Upper School. Students may not congregating in any hallways or stairwells during their free time. The forum space must be respected: no indoor sports, no loud noise or loud talking, no lying down on the floor, no sleeping. Students are responsible for keeping the forum area clean. Forum privileges may be taken away if protocol is not followed. Students must remain on campus, and be respectful of academic classes in session by being quiet and orderly.

## **CLASSROOM BEHAVIOR**

Respect for classes in progress and for students studying is vital in a learning community. Students will respect the learning process and adhere to established classroom rules and procedures.

At the discretion of the teacher, classroom disruptions may result in dismissal from class.

## **ELECTRONICS/CELL PHONE**

Personal music players are allowed during free time as long as they are not loud enough to be heard by others. Social interaction is important in our community, and we hope that students will not abuse this privilege.

The TV/VCR and computers are for educational use only. This includes the use of personal laptop computers during free periods. Excessive non-educational use of school computers can result in loss of computer privileges. We encourage the academic use of personal laptops during free periods.

Use of a cell phone during the academic day (8:00 a.m. – 3:15 p.m.) will result in two disciplinary demerits.

Students who need to make calls during the day should use their advisor's telephone, or ask to use a phone in the Upper School Office. Parents who need to reach their children during the day are asked to call the Office; a message will be placed in the student's mailbox. Parents: please do not call your child's cell phone during the school day.

## **DISCIPLINARY ACCOUNTABILITY**

Violations of community expectations will be reported to the Dean of Students. Based on reported information, the Dean of Students may take the following actions: For minor violations, an initial warning will be issued. For more severe infractions or continued minor infractions, the student may lose free time during the school day, have certain privileges revoked, and/or be assigned a detention to be served after school. Continued offenses or any single serious transgression may result in Suspension, Disciplinary Probation, or Expulsion.

## **DISCIPLINARY DEMERIT**

Demerits are given for being out of dress code, arriving late to class, chewing gum, and disturbing class or others outside of class. When a student is observed engaging in any of these activities, the disciplining adult will inform the student that they will be "written up" by recording the infraction in the system. An accumulation of four demerits in the system will result in the student's assignment to a one-hour after-school detention. Failure to report to an assigned detention will result in additional, more serious consequences. Detention takes precedence over other after school activities. Rescheduling of an assigned detention must be approved in advance by the Dean of Students or Upper School Head. Detentions are held on two days after-school from 3:30 p.m. to 4:30 p.m.

## **REPORTING OF DISCIPLINARY ACTIONS**

For several years, colleges have been asking students to self-report discipline infractions in which they have been involved. We encourage students to consult with their college counselor on how to report their disciplinary actions. More and more colleges have begun to ask schools to report the same information. Our School policy is not to report disciplinary actions to colleges. However, when asked by a college or university to confirm or provide information regarding an incident reported by the student, we will comply. In case of repeated serious transgressions, the school may choose to report.

## **LATENESS AND ABSENCES**

Tardiness and absenteeism are serious disruptions to academic progress. Glenelg teachers believe that it is important to hold students accountable for being at School and in class on time. Absences and unexcused lateness to School will be included in a student's final report card. Individual classroom teachers may deny academic credit to any student who misses an excessive amount of any class during the academic year.

Students will arrive on time for their commitments. The first academic commitment begins with advisor meetings each morning at 8:12 a.m. SHARP. Be on time for all classes, including Forum. If a pattern of lateness emerges, the student will be subject to disciplinary action and then a parent meeting will take place.

A student who arrives to School late should report to the office and present a note from a parent explaining the tardiness. It will be determined by the office if the late arrival is excused or unexcused. In order to be eligible for after-school activities, a student needs to arrive at School by 11:00 a.m. Exceptions to this can be made only by the Head of Upper School.

When absent from School, students are responsible for getting assignments and keeping up with missed work. Whenever a student is absent from School, regardless of the reason, a parent or guardian must call the office or send a signed note by 9:00 a.m.

If a student is absent due to an illness for 3 days or more, a doctor’s note is required prior to their being able to return to school.

Extended absences and/or absences immediately prior to and after school holidays. GCS families are strongly urged by the School to plan family trips during our regular school holidays. Long absences and/or those around holidays are discouraged and present an unwanted strain on both students and teachers. In order for a student not to receive an academic penalty of a zero each day, a parent must submit in writing a request to the Division Head for approval of such absences 10 days ahead. Students are responsible for academic content and completing all work missed within a week of their return. Whenever you know ahead of time that you will miss class, please let the teacher(s) know right away.

Absences due to suspensions: students who are suspended from School for any period of time will receive zeros on all tests and quizzes during their absence. Students may be allowed to receive credit for homework but must submit work immediately upon their return to School.

Please schedule medical and other appointments outside normal school hours whenever possible.

## **DRESS CODE 2009 -2010 UPPER SCHOOL**

Students are responsible for maintaining an appropriate appearance that adheres to the Dress Code at all times while on campus. The School strongly discourages extremes in personal appearance. The administration will decide if appearance is extreme on a case by case basis, and then will instruct the student to remediate accordingly.

### **BOYS**

Pants.....	khaki twill, with belt loops, button at waist
Shorts.....	khaki twill, knee length, with belt loops, button at waist (spring dress only)
Official GCS Oxford Shirt	white or light blue, tuck-in tails (short or long-sleeved) must be purchased from school store
Ties.....	required
Sweater.....	plain white or hunter green, cardigan, crew, v-neck, or vest style
Official GCS fleece.....	pullover or zip-up, gray or hunter green, long-sleeved or vest style, with GCS logo, sold in school store
Official GCS sweatshirt.	gray or green, with GCS logo, sold in school store
Official GCS Team Jacket	Jacket/Pullover (Approved by Athletic Department), sold in school store
Socks.....	required, visible, matching solid white or dark color
Shoes.....	brown or black; leather or suede formal shoes, below ankle (no boots)
Belt.....	required, (no studs or spikes)
Sport jacket.....	required on special occasions

### **ALL SHIRTS ARE TO BE TUCKED IN AT THE WAIST**

### **GIRLS**

Jumper.....	GCS plaid, knee length, must be purchased at Flynn & O’Hara
Skort.....	GCS plaid or khaki twill, knee length, must be purchased at Flynn & O’Hara
Pants.....	khaki twill, with belt loops, buttons at waist, must be purchased at Flynn & O’Hara
Official GCS Oxford Shirt	white or light blue (short or long-sleeved), must be purchased at school store
Sweater.....	plain white or hunter green, cardigan, crew, v-neck, or vest style
Official GCS fleece.....	pullover or zip-up, gray or hunter green, long-sleeved or vest style, with GCS logo, sold in school store

Official GCS sweatshirt	gray or green, with GCS logo, sold in school store
Official GCS Team Jacket	Jacket/Pullover (Approved by the Athletic Department) sold at the school store
Socks.....	Required, visible, matching, a solid white or dark color
Tights/Leggings.....	white, hunter green, gray, or black
Shoes.....	brown or black leather or suede formal shoes, no more than a 1" heel, below ankle, Closed heel and toe (no boots)
Belt.....	required (no studs or spikes)

**ALL SHIRTS ARE TO BE TUCKED IN AT THE WAIST**

Students out of dress code, at the discretion of the Dean of Students, will be asked to call home for the appropriate clothing and will not attend class until they are in appropriate dress. Illegal sweatshirts, hats etc., will be confiscated.

GCS uniform items may be purchased from Flynn & O’Hara. You may visit their store at Burwood Village Center, Baltimore-Annapolis Blvd. and West Furnace Branch Road, Glen Burnie – 1-800-441-4122. Their hours are Monday, Tuesday, Thursday, Friday and Saturday, 10:00 a.m.– 5:00 p.m.; Wednesday, 10:00 a.m. – 7:00 p.m. To order on-line, go to [www.fando.net](http://www.fando.net); to order by phone, call 1-800-441-4122.

**SPECIAL DRESS DAYS**

Any student inappropriately dressed on a “special dress” day will not be allowed to attend classes until they are dressed appropriately. Faculty and Administration will make determination of appropriate dress. Infractions of the dress code during the day result in disciplinary demerit.

**SPRING DRESS**

Spring Dress is knee length khaki Bermuda shorts (not cargo style), girls may wear capri pants, official GCS polo shirt (purchased from the school store), belts, sneakers with socks (no flip flops or sandals). Shirts must be tucked in.

**SPIRIT DAYS**

Occasionally during the school year there are Spirit Days when students are asked to wear official Glenelg Country School top, t-shirt or sweatshirt, to promote community and school spirit.

**CLASS COLOR DAYS**

Occasionally there are class color days in the Upper School when students are encouraged to wear clothing in their class colors to promote class unity and spirit.

**TAG DAYS**

Several times during the school year, GCS sponsors TAG DAYS to raise funds for charitable organizations. On these special days, students who wish to not wear the uniform may pay for that privilege. Students are not to view the Tag Days as costume days. Hats and sunglasses should not be worn during class. Students are still expected to dress appropriately and may not wear revealing clothing or other items which are unacceptable during the school day.

**NOT PERMITTED:**

- **hip huggers or low riders**
- **visible undergarments**
- **clothing that is worn, cut off, torn, has holes, or is too tight**
- **flip flops, sandals or other open toed shoes**
- **bare midriff or halter tops**
- **shorts or skirts above the knees**

## LOCKERS AND PERSONAL POSSESSIONS

Each student will be given two lockers and combinations—one in the academic building, the other in the locker room. For the safety and security of all members of the community, all bags, backpacks and personal items must remain with the student or in one of the two assigned lockers. The students have an obligation to respect the privacy of other students and enter other students' lockers only with the explicit permission of the student to whom the locker is assigned. It is the student's responsibility to secure his/her locker. We discourage students from bringing valuable possessions to School, but when necessary they are urged to lock their lockers or to give such valuables to an adult who can secure them in a safe place. In all circumstances, the School reserves the right to inspect student lockers, either collectively or individually, for any reason deemed necessary by the School. While a locker is assigned to the student, the locker remains the sole and exclusive property of the School.

## TRANSPORTATION AND CAR REGISTRATION

The school policy prohibits parents or other students from transporting students to any school event or activity, except for unusual or necessary exceptions. Specific written permission is required to allow such exemptions and final decisions remain at the discretion of the Head of the Upper School.

During the first full week of School, students who plan to park on campus are required to register all vehicles they may drive to School. Student drivers should fill out the appropriate form and return it to the Upper School Office.

Students who drive will adhere to the fifteen mile an hour speed limit and will not move their cars during school hours. All drivers on campus are expected to drive with courtesy at all times, especially when arriving and departing from school parking areas. Driving on campus is a privilege that may be revoked if a student is found to have been driving in a hazardous manner.

## SENIOR PRIVILEGES

Members of the senior class who are in good academic and disciplinary standing are eligible to receive certain privileges. These privileges are granted as we recognize the ability of seniors to handle more adult responsibilities in the latter stages of their high school careers. Privileges are not rights and result from responsible behavior and assumed continued responsible behavior. Parameters of senior privileges will be determined on a year to year basis by the Grade 12 Dean, Dean of Students and Head of Upper School and shared with seniors throughout the course of the school year.

## SAFETY DRILLS

Fire drills and other emergency drills are conducted on a regular basis. Students should become familiar with the procedures to be followed in each classroom. The procedures are posted in each classroom and office.

## ACADEMIC POLICIES AND PROCEDURES

### MINIMUM GRADUATION REQUIREMENTS

#### Humanities

- Ancient Studies (Grade 9)—2 credits
- Western Studies (Grade 10)—2 credits
- American Studies (Grade 11)—2 credits
- Senior Studies (Grade 12)—2 credits; requirements include
  - Integrative Seminar (Grade 12)—1 credit
  - Modern History (Grade 12)—1/2 credit
  - An additional Humanities Elective—1/2 credit\*

\* Beginning with the Class of 2011, all students will be required to take at least one course that is identified as a "World Elective" during their high school careers. The World Elective may be used to complete the 2-credit requirement for seniors, or it may be taken during the sophomore or junior years. Regardless, students are required to complete two full credits of Humanities during the senior year, and must be enrolled in at least two Humanities courses each semester. See the course selection sheet for the list of courses that meet the World Elective requirement.

**World and Classical Languages-** Successful completion of Level 3 in one World or Classical language. Students must take, at minimum, two (2) years of one World or Classical language in the Upper School. Students may not change languages until they have completed level three of one language.

**Mathematics** - Four years of math in high school, or math through Pre-Calculus are required.

**Science** - Biology I, Chemistry I, and Physics I are required.

**Fine Arts** - One full credit must be completed during four years of High School selected from Studio Art, Photography, Chorus, Drama, Instrumental Music, or other options by approval.

**Civic Leadership Program (CLP)** – Grade 9 students are required to take CL 9; Grade 10 students are required to take CL 10.

**Physical Education**- A one-credit Physical Education Health and Human Development pass fail course is required for Grade 9. The course is divided as 1/2 fitness, 1/4 human development and 1/4 CPR and first aid certification. Students must pass each section in order to gain Physical Education credit. Grade 10 students must take a one-semester (1/2 credit) in-day Physical Education class OR participate in one season of a team sport.

**School Service** - Four years required: 25 hours each year in Grades 9 - 11, and 20 hours in Grade 12.

**Total required academic credits: 22**

You must carry a minimum course-load of:

- 5 1/2 academic credits in Grade 9
- 5 1/2 academic credits in Grade 10
- 5 1/2 academic credits in Grade 11
- 5 1/2 academic credits in Grade 12

**\*Notes:**

- You may receive advanced standing in grade nine for high school courses successfully completed in grade eight, based upon an evaluation of pertinent materials. Such courses will be limited to French, Latin, Spanish, and Mathematics. However, you are still required to carry the minimum course load each year.
- Anyone earning less than a C -in Mathematics or Foreign Language may be required to do summer work before continuing to the next level.

(Exceptions to any part of the GCS program are made at the discretion of the Head of School)

**Senior Requirements**

Seniors must take a minimum of 5 1/2 academic credits, pass all courses in which they are enrolled, and meet minimum graduation requirements.

**GRADING**

Grades are awarded on the following scale:

Grade Equivalents G.P.A.\* Grade Equivalents G.P.A.\* Grade Equivalents G.P.A.\*

A+ =	97-100	4.3	B- =	80-82	2.7	D+ =	67-69	1.3
A =	93-96	4.0	C+ =	77-79	2.3	D =	63-66	1.0
A- =	90-92	3.7	C =	73-76	2.0	D- =	60-62	.7
B+ =	87-89	3.3	C- =	70-72	1.7	F =	0-59	0
B =	83-86	3.0	*(modified 4 point system)					

**Effort Grades**

Students in Upper School also receive numerical Effort Grades. The following scale is used:

- 1 = Excellent Effort
- 2 = Good Effort
- 3 = Satisfactory Effort
- 4 = Poor Effort
- 5 = Unsatisfactory Effort

## **GRADE POINT AVERAGE**

A student's grade point average (GPA) will be included on the official school transcript. The weighted and unweighted GPA will be included on the transcript, although, only the unweighted GPA will be listed on the report card. Courses designated as Honors (H) or Advanced Placement (AP) will carry additional weight on the transcript. Honors courses earn an additional .5 point, and AP courses earn an additional 1.0 point.

## **HONOR ROLL**

An honor roll containing the names of students who have done excellent work or shown superior effort is established at the end of each marking period. There are three types of honors:

1. "High Honors" designate Honor students who have an A-average (3.7 G.P.A.) or better with no grade lower than B;
2. "Honors" are awarded to students earning a B average (3.0 G.P.A.) or better with no grade lower than C; and
3. "Effort Honors" are awarded to students who have put forth exceptional effort. Specifically, this means that they have earned a 2 average with nothing below a 3 on the 5 point scale.

## **REPORTS**

Scheduled reports to parents will take several forms. In the middle of each quarter, parents will receive a progress report, in which classroom instructor's comment briefly on participation in class and on effort and achievement in homework and specific quizzes, tests and other graded assignments. (A need for more frequent reporting will be decided on an individual basis.) At the end of each quarter, report cards are generated which include grades and a comment from each teacher on academic performance. All Progress Reports and Report Cards are accessed through the Parent Portal. Parents are notified via e-mail regarding the posting to the portal. In some cases, a student, parent, teacher, or advisor may request more frequent reports from School via written reports or e-mail. Arrangements should be made with the advisor to help oversee the appropriate reporting process.

## **HOMEWORK AND STUDY HABITS**

As a general rule, students should find that work assigned outside of class requires 30 to 45 minutes a day for each course taken. Students need to make good use of any free periods for study so that not all homework is left to be completed at home.

Regular homework allows students to practice various skills and/or reflect on various problems or issues outside of School hours so that teachers can make more efficient and creative use of the time for classroom instruction. It reflects the School's commitment to a more active learning style, where students develop educational skills through actual practice rather than through passive observation. Finally, it establishes habits of study which will be useful in later educational experiences as well as in a life-style that surely will include continued learning.

One of the School's concerns is that students develop early the self-discipline and study habits that will keep them up-to-date in meeting the deadlines of your courses. In addition, one unit of 9th grade CL9 is focused on learning styles and study skills.

We also work to help students develop the self-discipline necessary to make study halls unnecessary. After the first quarter, only those students who demonstrate that they need the structure of study halls are assigned to them during regular free periods. Each quarter, grades and effort marks are reviewed and teachers and advisors make study hall recommendations to the Dean of Students.

## **ACADEMIC MONITORING**

All students undergo an academic review at the end of each quarter conducted by the grade-level deans. Academic difficulty will be addressed as follows:

### **Stage One – Academic Warning**

A student earning one F or two Ds in one quarter will be placed on Academic Warning for the ensuing one quarter. The following steps are taken:

- Student meets with the Academic Counselor to discuss and document the warning status; a letter is sent to parents and to the advisor.
- Student meets with Academic Counselor and teacher to establish specific adjustments.
- Student dedicates at least one free period to a Study Hall.

- Student meets weekly with Academic Counselor to monitor progress.

If at the end of the Warning period, the student has no grade less than C-, the Academic Warning status terminates with no further consequences. However, repeated episodes of Academic Warning may jeopardize the student's enrollment.

#### Stage Two – Academic Probation

If at the end of the Warning period, the student has a least one grade that is less than C-, the student is placed on Academic Probation. The following steps are taken:

- Student meets with Academic Counselor and teacher to review the Warning period progress and to establish specific expectations.
- Parents meet with Head of Upper School, Academic Counselor, and Advisor to review the academic expectations, and to discuss and document the probationary status and its possible ramifications, which may include:
  - suspension from extracurricular activities
  - holding of reenrollment contract
- Student continues weekly meetings with Academic Counselor to monitor progress.
- Student dedicates all free periods to Study Hall.

To terminate the Academic Probation status, the student must have two consecutive quarters with no grade less than C-. If the probationary status is maintained for four consecutive quarters, the student may be dismissed from the School. In addition, repeated episodes of Academic Probation/Warning may result in the student's dismissal.

#### ACADEMIC FAILURES

**“There is no such thing as failure; only useful information about what to do next.” – Unknown**

When students fail a course given by the School, they are expected to make up the failure by repeating the course through an accredited program or by undertaking additional study prior to the next academic year and by passing a make-up examination. In any case the original, failing grade will continue to be noted on the student's transcript. Upon successful completion of the summer study, the credit earned for the course will be recorded on the transcript. It is the responsibility of the student to make arrangements for making up any failure. In addition, anyone earning a D-, D, or D+ for the year in a foreign language or math may be required to do summer work before continuing to the next level. A competency test may be given at the end of the summer.

#### DROPPING OR ADDING A COURSE

The Add-Drop period for full year and first semester-only classes ends September 30; for second semester-only classes, the date is January 31. Courses dropped by these deadlines will not be noted on the student's transcript. Requests to add classes are considered on a space-available basis.

If a course is dropped after the deadline, a grade of WP (Withdraw Pass) or WF (Withdraw Fail) will be recorded on the transcript, depending on the student's status at the time.

The final date to withdraw from any full-year course (with the transcript notation of WP or WF as explained above) is one week after receipt of second marking period report cards. For first semester-only classes, the final date to withdraw is the end of the first quarter. For second semester-only classes, the final date to withdraw is the end of the third quarter.

Students must maintain the minimum number of credits (5 ½).

#### CHANGING LEVELS WITHIN THE SAME SUBJECT

On occasion it is appropriate to adjust the student's placement after the school year has begun. For example, if the student begins the year in the Honors level of a class and finds it too challenging, she or he may wish to switch to the Regular level of the class. It may also be the case that students placed in the Regular level wish the increased challenge of the Honors course.

Requests for a change **from a Regular section to an Honors section** must be made within one week of receipt of the first Progress Report or students will fall too far behind in the class. Requests for a change **from an Honors section to a Regular section** must be made one week after the end of the first quarter.

Moving from a Regular or Honors level course to an Advanced Placement level requires the permission of the instructor.

All schedule changes are made on a space-available basis.

## **STANDARDIZED TESTING**

On an annual basis we participate in a national standardized testing program that enables us to monitor your progress in the curriculum areas as well as our school in comparison to others throughout the United States. Preliminary SAT is administered to all Grade 10 and Grade 11 students in October.

## **EXTENDED/UNTIMED TESTING**

Extended time for testing is allowed on classroom and standardized tests when a current educational evaluation is on file recommending accommodations. The student must make arrangements in advance with the Academic Counselor. Students who wish to receive extended time on the PSAT, SAT, ACT or Advanced Placement tests, must apply directly to the testing agency 2-3 months in advance of the test date. For more information and to obtain the application, please contact the Director of College Counseling.

## **ADVANCED PLACEMENT STANDARDS AND REQUIREMENTS**

Advanced Placement courses are very serious academic challenges and require a great deal of time. In order for Glenelg Country School students to register for and take AP (Advanced Placement) courses, they must obtain, in writing, approval from the AP teacher as indicated by the teacher's signature on the course selection sheet. Students who take Advanced Placement courses are required to finish the course and take the Advanced Placement test in May. Failure to sit for the exam will result in the removal of the AP designation from the student's transcript.

## **CREDITS OUTSIDE OF GCS**

### **Mentorship**

The Mentor Program is an off-campus, one-credit experience for juniors and seniors. They are provided with expert professional guidance in advanced investigation or creative production for an average of 5 hours per week. Typically, but not always, students find placement with an agency or company in a field related to a potential career. Other times it is simply an area of interest that the student wishes to pursue in more depth. An application, which may be obtained from the Upper School Head, must be submitted by August 1 for this program.

### **College Courses**

If students wish to take a year-long or semester-length academic course at the secondary or post-secondary level which the School does not offer, they may, with prior approval, enroll in such a course at a nearby accredited secondary school or college and earn full or half credit. It must be determined in advance that the course is comparable in quality and scope to year-long or semester-length courses in the School's curriculum.

### **Summer Courses**

Full credit is **not** awarded for a course taken for the first time during the summer or some other period of time that is shorter than a normal school year, unless the School is convinced that the quality and the scope of the course in question is comparable to those of a year-long course in our curriculum. Moreover, when a student seeks full credit for such a course, they may be required to pass an examination composed and administered by the School that tests your general mastery of the course material. In any case only credit and no grade will be noted on final GCS transcript.

## **IN ABSENTIA PROGRAM**

If a student is successful in gaining admission to an accredited college at the end of grade eleven and before they have met the School's graduation requirements, the School's diploma will be withheld until the student has successfully completed a year of full-time study, which includes courses that are determined to be at least comparable to the courses in the School's curriculum that were needed to meet the School's graduation requirements.

If a student seeks early admission into college (i.e., at the end of the eleventh grade year), they must submit a formal request to the Head of School before the end of the tenth grade year along with a proposed plan for meeting all of the School's graduation requirements. No such plan will be approved if a student should wish to take concurrently two sequentially related courses (e.g., French II and French III or Algebra II and Pre-Calculus) or propose a course load of more than 7 credits in any given year. The Head of School will consider the emotional and social maturity as well as the academic ability of the student before approving such a plan.

Official signatures of parents or guardians are required on a school agreement or student plan for early admission to make certain of the family's commitment to the special program of studies. There will be an in absentia fee, (\$2,000) which will allow a student to receive their diploma and take part in graduation. An in absentia student will remain a member of his/her class and, as such, will graduate the year following departure.

## **AWARDS**

Special awards are given by a vote of the faculty and presented to students at the end of the year. The following awards, because they best represent the School's educational philosophy, are considered the highest awards the School can bestow. The first two, Integrative and Aesthetics, may be received only once. These are the characteristics we are striving to develop; once these characteristics are present, we assume they remain.

**Timothy C. Callard Award (Integrative Award)** – to that Upper School student who, during the course of the school year, has best demonstrated an appreciation of the integral character of all forms of learning and knowledge.

**Aesthetics Appreciation Award** – to that Upper School student who, during the course of the school year, has exhibited an exceptionally keen appreciation of aesthetics, not only in the arts but in all areas of expression.

**Exceptional Growth Award** – to those Upper School students who demonstrate exceptional growth, both personal and academic, during the course of the school year.

**Upper School Student's Award** – to that Upper School student who, through spirit, enthusiasm, and other personal strengths, has contributed the most to the life of the School community this year. (By vote of the students.)

**Academic Awards** – awards in each discipline are presented each year whenever the faculty believes there are qualified students.

**Leadership and Service Awards** – awards or certificates are presented each year to students who have distinguished themselves as school leaders or citizens.

**Faculty Prize** – the Faculty Prize recognizes overall accomplishment and is awarded to that senior who has most successfully exhibited the academic and personal qualities which the faculty seeks to develop in its students.

**Moxley Scholar-Athlete Prize** – this award is given to the young man and young woman in the Senior Class who, in the judgment of the faculty and varsity coaches, has best combined academic achievement and accomplishment in athletics.

## **STUDENT SUPPORT SERVICES**

### **FACULTY ADVISORS**

When you enter the Upper School, you are assigned an individual faculty advisor—someone who is expected to take a friendly interest in the many areas of your School life and is responsible for advising you about academic, athletic, and extracurricular matters, School Service obligations, and any aspect of your School life. (We hope you will develop special relationships with other faculty members as well and will feel comfortable talking with them.) Usually, a student has the same advisor for four years. This allows the advisor to get to know the student, as well as the parents, over the student's career. If during the school year, you have strong reasons for changing, please speak with the Upper School Head. You will be given an opportunity to request advisor changes at the end of each school year.

### **ACADEMIC SUPPORT**

The Academic Counselor assists students in developing successful learning strategies. Students who are experiencing difficulty in a particular subject, or who need help in improving overall study skills may seek assistance from the Academic Counselor. In addition, teachers, faculty advisors and/or grade deans may refer individual students to the Counselor for help. If the student requires additional subject-specific tutoring, the Academic Counselor can provide a list of outside tutors and/or set up a peer tutoring relationship with a member of the National Honor Society.

The Academic Counselor is also responsible for developing Accommodation Plans for students with professionally diagnosed learning differences, and for communicating those Accommodations to the faculty. Students who have undergone outside educational evaluations should be sure to forward a copy of the report to the School.

## COLLEGE COUNSELING

Our efforts focus on a coordinated, parent-faculty-student approach to culminating the GCS experience with a college opportunity that serves the student's best interests for a fulfilling future.

**Freshman Year:** Our most important goal in the freshman year is for each student to get off to a good start academically and socially. The administration, teachers, and advisors stay aware of how the adjustment period proceeds. During the year we use small group meetings to talk with the freshman about the college counseling program at Glenelg Country School and about the resources available to all students, even freshmen. Other topics related to college counseling include the importance of high school grades, the difference between quality extracurricular activity and the quantity of extracurricular activity, and establishing positive relationships with faculty.

**Sophomore Year:** In addition to the above, these students are invited to attend meetings with college representatives (as long as they do not miss class). All sophomores are given the PSAT in October. These scores are discussed with the sophomores, and they are generally informed about other standardized testing they will take as juniors and seniors. (Students in more advanced math and science classes will be advised to take SAT IIs in those areas.) In CL 10 they will write a resume and practice interviewing – both skills needed during the college search process. Students and parents are invited to attend an evening program during which the college process will be introduced.

**Junior Year:** The college counseling cycle begins in earnest in the junior year. In October, there is a meeting for all juniors and their parents. Standardized testing is explained in detail as well as introductory information about the college exploration process. In the fall, all juniors are invited on a school-sponsored trip to visit selected colleges. Through both individual and small group meetings, students are advised on how to go about analyzing colleges and deciding which ones are appropriate for application. All juniors take the PSAT in October and are encouraged to take SATs, ACTs, and SAT IIs (achievement tests) at the appropriate time.

**Senior Year:** In September, much work is done with seniors and their parents both individually and in groups. Seniors are given help in all areas of the admission process: finalizing an application list; understanding the workings of an admission committee; the application essay; and financial aid. GCS provides each senior with a counselor recommendation and two teacher recommendations that represent the student's accomplishments.

## SCHOOL COUNSELOR

The Upper School Counselor is an advocate for students and families within the School. The Counselor is available to students, parents, and faculty for individual counseling, group social learning, and life skills development support. The Counselor is available to assist students with positive coping and problem-solving around issues related to stress, anxiety, transitions, loss, goal-setting, relationships, risk-taking, decision-making, identifying strengths, and enhancing well-being. Students are welcome to "drop-in" and schedule time to talk. The Counselor supports families in identifying outside resources when more intensive support is needed for students. The Counselor provides instruction in the Human Development curriculum, as well as informal social learning groups and workshops. The Counselor also supports the community through parent workshops and faculty in-service training.

## UPPER SCHOOL LIBRARY

The Upper School Library/Media Center is open for use throughout the school day during the school year. Members of the school community and parents are welcome to check out materials. Any book or material checked out of the Library is the responsibility of the borrower. Laptops are available for check out for use in the Library as well. Reference books are not to be taken out of the Library.

Glenelg community members using the Library are expected to work quietly.

Upper School Librarians are available to assist community members in their reading selections and research needs throughout the day. If you have a special research assignment to discuss, you are welcome to make an appointment with either Librarian.

## CO-CURRICULAR PROGRAMS

### SERVICE

**"We make a living by what we get; we make a life by what we give." — Winston Churchill**

Students are expected to respect the rights and needs of those close to them—in their homes and in the School community. They are encouraged to think of ways to help others. Students may want to work with other area high schools to champion the causes affecting the youth of today. Students may want to serve as a leader of a service activity, helping others find their way to a community-based activity, or organizing a service event in the School.

Students may fulfill service hours by participating in school-sponsored community service activities or in-school activities. School Service hours can be completed either by regular attendance at an assigned job (as Lab Assistants, Library Assistants, Recycling Collectors, Office

Helpers, Teacher Aides, etc.) or by working on special in-school tasks (Open Houses, Sports Tournaments, Special Assembly Set-ups, etc.). Students may fulfill service hours by participating in school-sponsored community service activities.

All freshmen and juniors will be expected to perform a minimum of 25 hours of Service during the year. Students in their senior year have only a 20-hour requirement, while the mandatory community service component of the Grade 10 CL Program fulfills sophomore hours.

We encourage students to take part in direct community service outside the School, either in a long-term project like Project Literacy in Baltimore or Howard County, or in a short-term project like being a buddy for mentally or physically challenged students at The GCS Special Olympics Fun Day. Students will benefit from this experience as much or more than those they help.

The School has established relationships with many service organizations in the community. Opportunities to help are organized throughout the year on weekends, after School, and occasionally during the school day. Students may earn service hours by participating in these school-sponsored community service activities or by working regularly with any of our community service partners. Advisor groups and classes will be organizing activities during the year. Students are encouraged to participate in these activities as a way to help others and to build camaraderie among the group or class.

Students should submit any new service activity ideas to the Head of the Upper School and the Director of Community Service at least 3 weeks prior to the scheduled event for approval.

Each student will be required to keep track of their accumulated hours and these hours will appear on each report card. If a student does not fulfill enough hours during the school year, they will be required to make up missing hours over the summer. Additional consequences for not fulfilling the hours during the school year will be determined by the Head of the Upper School.

## **STUDENT ACTIVITIES**

**Field Day:** Team competition between the “Glens” and “Elgs” will take place at various times throughout the year during the sports period and on “Field Day.” Assignment to either team is made when students first enter the school and remains for the duration of enrollment.

**Expeditions:** A trip is scheduled prior to the opening of school for Grade 9 students and serves as a valuable team-building experience.

**Field Trips:** At various times during the year students will travel by bus for field trip activities related to an area of study. These are educational trips and the same student behavior that is expected at school will apply on these trips.

**Arts Festival:** In May, art exhibits, drama productions and an Open House for parents and students highlight the activities of the Fine Arts Festival for Lower, Middle and Upper School students.

**Dances:** Dances are scheduled periodically throughout the year. Students plan and help organize these activities. Other activities may be scheduled with the approval of the Dean of Students, and Head of Upper School.

## **CLUBS & ORGANIZATIONS**

We encourage leadership and individual interests. If a student was interested in starting a new club, they should speak with other students and faculty. Any special activities must be cleared through the Dean of Students.

## **NATIONAL HONOR SOCIETY**

The National Honor Society recognizes and rewards students who have demonstrated excellence in the areas of Scholarship, Service, Leadership and Character. A student in the Upper School is first considered for membership in the GCS Chapter of the National Honor Society after the first quarter (in early November) of junior year.

To be eligible for membership, a student must have attended GCS for at least one full semester and meet the following criteria:

- **Scholarship:** 3.65 weighted GPA
- **Service:** 75 hours of community service logged with the Civic Leadership Community Service Program Director by the end of the first quarter of junior year. Please note that this is 25 hours over the School requirement by the end of sophomore year. For the senior candidate, the minimum is 110 hours of community service (or 35 hours above the School requirement by the end of junior year) by the end of the first quarter of senior year.
- **Leadership:** The candidate must have taken a leadership role in at least one organized GCS activity before application. Examples: club leader, athletic team captain, School Council member, etc. Furthermore, the NHS website publishes numerous off-campus leadership activities that fulfill this requirement if properly completed and documented. Finally, any significant leadership opportunity pre-approved by the NHS Chapter Advisor and fully

supported by a GCS faculty member fulfills this requirement if properly completed and documented.

- Character: The candidate may not have been suspended from school or found guilty of a breach of the GCS Honor Code since the beginning of their freshman year. She or he may not have more than 2 detentions in the 12 months prior to application. Regarding disciplinary referrals and other infractions, the candidate must also have the approval of the Dean of Students.

A Student who meets the above criteria will be invited to create an application portfolio. The Faculty Council, made up of the Dean of Students and at least four other faculty members, will review the portfolio and then vote for membership in the GCS Chapter of the National Honor Society. If the applicant's portfolio is rejected for any reason, the Chapter Advisor will notify the student and family of the reason(s), and give specific suggestions as to how the student might enhance his or her candidacy in the future. A student, who either did not meet the basic eligibility criteria or was not selected in junior year, may apply (re-apply), if eligible, at the end of the first quarter of senior year.

All new members will be officially inducted into the GCS Chapter of the National Honor Society at a ceremony held in January. Parents of both current and new members are invited to attend along with the faculty in honoring these students.

After induction, the member is expected to:

- Maintain the standards of scholarship, service, leadership and character outlined above.
- Participate in the Induction Ceremony the following year.
- Complete a minimum of 10 hours of peer tutoring logged with the Academic Advisor by the end of their junior year and a minimum of an additional 10 hours of peer tutoring by the end of their senior year.
- Attend monthly meetings about NHS activities.
- Serve as guides and ushers, as available, at GCS activities such as:
  - Open House
  - Back to School Night
  - Grade 8 Parent Dinner
  - In School Open Houses (free periods only)

Based on the judgment of the Faculty Council, a student deemed to be out of compliance with the GCS expectations for NHS membership may be suspended or dismissed from NHS in accordance with Article X ("Discipline and Dismissal") of the National Constitution of the National Honor Society. Specific criteria for discipline and dismissal from the GCS Chapter of NHS include:

- Falling below a 3.65 GPA
- Earning more than 2 detentions during time as member
- Earning a suspension from school
- Being found guilty of a breach of the Honor Code
- Failing to fulfill peer-tutoring and member activities as above

## **SCHOOL COUNCIL**

School Council represents an opportunity for students and teachers to come together to discuss School issues, recommend ideas for improving the school, and plan activities. The Council consists of three students from each class elected by each class, two teachers elected by students and faculty, and one teacher appointed by the Upper School Head to act as a liaison between Council and administration (usually the Dean of Students). Students or teachers wishing their names be placed on the ballot are asked to sign an agreement to follow the rules of the Council. Elections occur in May for the following year. (Elections for ninth grade will be held one week after the return from expeditions.) The President of School Council, a student elected by Council, presides at all meetings.

## **INTERSCHOLASTIC ATHLETICS**

Glenelg Country School's Athletic Department hopes to offer each student a program which will encourage and support physical and healthy well being. It is the goal to challenge individual and team skill development, and to encourage and promote academic excellence, good sportsmanship, self-discipline, self-confidence and compassion for others. Being a humble winner and being gracious in defeat are qualities of a strong student athlete. All students are expected to practice and play with these qualities in mind, and to represent themselves and the school with good sportsmanship.

## **ATHLETIC TEAM PARTICIPATION**

All students are encouraged to try out for, and participate on, team sports in the fall, winter and spring seasons. Varsity and JV coaches will conduct tryouts for each team sport at the beginning of each season. Cuts may be made to ensure the positive and productive make-up for a team's squad. The uniqueness of each sport will determine the size of a team's roster. The number of players and the make-up of each team is at the discretion of the coaching staff. Students who are selected to be a part of a team must realize the commitment necessary for the success of the whole. Any student who continually misses practices and/or games risks the chance of being dismissed from the team at any time.

Generally, athletic team practices will be held after school Monday through Friday 3:45 – 5:30. Coaches may elect to conduct extended practices or weekend practice times at their discretion. Students and parents will be notified in advance by the coach if their schedule deviates from the regular times. All team practices are optional during exam periods.

Team and daily game schedules are available on the GCS athletic website, and are subject to change. Daily game information is also posted on the athletic hotline (410-531-7345).

To be eligible to participate in after-school practice or games due to tardiness or absence from school, a student must arrive at school by 11:00 a.m. Only the Head of the Upper School can make a decision for exception.

In special circumstances, students may drive to games only if it is acceptable to the coach, and a letter of permission is submitted to the Athletic Director at least one (1) day prior to the event. Under no circumstances are students permitted to drive other students to away games.

## **ATHLETIC TEAM DRESS CODE**

The dress code will be enforced for all team practices. Most clothing purchased through the school store will be acceptable (tie dye shirts are not acceptable).

All team members are required to have:

- GCS Athletic Tee shirt or team practices jersey
- GCS Athletic shorts or team shorts
- White or team socks
- Sneakers or appropriate cleats
- Sweatshirt or warm-up jacket must be G.C.S. gear

Please Note...only school purchased or school issued approved team apparel is acceptable. Team Jackets and/or Team Warm Up clothing are available through the school store only. No students or parents are permitted to order other jackets or clothing for team wear. These items will not be accepted or permitted on campus.

All students are expected to have the above athletic clothing on hand at all times throughout the year. Required GCS items are available in the school store located in the lobby of the athletic center.

All students must provide their own personal equipment (i.e. shoes, lacrosse/hockey sticks, gloves, lacrosse gloves, helmets, rackets, etc.) and safety equipment for participation in their particular sports. If a student forgets, loses or is unprepared in any way with safety equipment, they will not be permitted to participate in practice or games. This is a school policy, and complies with the official rules and guidelines provided by our league through the National Federation and NCAA.

### **Required Safety Equipment:**

Soccer (boys & girls)	shin guards
Field Hockey	shin guards, mouth guard (gloves optional)
Girls Lacrosse	eye mask, mouth guard (gloves optional)
Boys Lacrosse	helmet, gloves, mouth guard, all padding, athletic protective cup
Baseball	athletic protective cup
Wrestling	headgear
Ice Hockey	all necessary equipment

Helmets and gloves will not be available through the athletic department due to NOCSAE certification requirements. Girl's goalie equipment for field hockey and lacrosse will be available from the athletic department.

## **ATHLETIC AWARDS**

A Varsity Letter will be awarded to any GCS athlete who, by the consideration of the coach, has fulfilled the following criteria:

- Participation on a varsity team
- A positive attitude
- Loyalty to the program
- Meeting all the requirements of practice and games
- Putting forth a positive effort

A Varsity "G" will be awarded for the first year of Varsity participation, and a Varsity team pin will be awarded each year thereafter.

At the discretion of the coach, special recognition awards will be awarded to players at the end of the season for one or more of the following criteria: Most Valuable Player, Most Improved Player, Coaches Award, or Unsung Hero.

The "Dragon Award" is awarded to one varsity athlete selected by his or her teammates for overall contributions to the team. The recipient of the Dragon Award is a leader by example, one who exemplifies positive sportsmanship and is a strong field leader, but not necessarily the strongest athlete. This individual has been a positive and significant influence on his or her teammates during the course of the season.

## **SPORTSMANSHIP**

It is a privilege for each Upper School student to participate on a GCS team, and each student is expected to conduct themselves in a positive manner at all times in practices and games. Good sportsmanship embraces the privilege of being a member of a school team. Being a good teammate, a fair opponent, and courteous and respectful toward officials are perfect examples of good sportsmanship. Our school expects all of our athletes to be good sports at all times. Students who cannot comply with these expectations on the field of play will be limited in their playing time, removed from the team and/or face disciplinary action.

As well, spectators are expected to "set the example" and to show good sportsmanship by respecting our opponents, their fans and the officials who are doing their best to keep the game fair. Unnecessary and unsportsmanlike behavior in the stands is something that will not be tolerated.