

Upper School Student-Parent Handbook

2020-2021



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INTRODUCTION

The Garrison Forest School motto, *Esse Quam Videri* (*To be and not to seem*), is the foundation of the School's expectation that every student be fully herself. We are a school of individuals. We value each student for the unique strengths and interests she brings to our community. Most importantly, we value her honesty and integrity -- in thought, word, and deed. The reverence for honor which is inherent and implicit in the simple statement *Esse Quam Videri* forms the foundation of the School's expectation that students and all community members exemplify integrity. The community and culture of Garrison Forest School also abides by five Core Values: Be Authentic, Be Brave, Be Compassionate, Be Curious, Be Spirited, which shape and reflect our relationships both inside and outside the classroom.

As we begin the 2020-2021 school year at Garrison Forest, we present this Upper School Handbook for students, parents, and faculty. It supplies important information on all aspects of school life and provides an overview of the people, offices, departments, and services which support our educational mission. The handbook also sets forth the basic policies, rules, and procedures which govern school life.

This handbook reflects our fundamental belief that common sense and courtesy should govern behavior in our community. Policies and rules are designed to foster the well-being of all community members and to promote a shared commitment to the goals and practices which support the School's mission. In addition, since Garrison Forest School offers both boarding and day programs to students joined in one school community, all students are expected to know the special rules for each of these programs.

GARRISON FOREST SCHOOL MISSION STATEMENT

At Garrison Forest School, we prepare our students in and out of the classroom to thrive in a complex, changing world by:

- Challenging them to strive for academic excellence and to grow into informed, independent, and creative thinkers;
- Cultivating an authentic and resilient sense of self, grounded in respect and integrity;
- Creating a diverse and inclusive community built on a spirit of caring;
- Inspiring young women to lead and to serve with passion, purpose, and joy.

Our motto informs our mission: *Esse Quam Videri*, To Be Rather Than To Seem.

STATEMENT OF RESPECT

The Garrison Forest School community is deeply committed to equity, honesty, kindness, and respect as part of the educational experience. To this end, we:

- Strive to celebrate diversity both within our community and our curriculum;
- Are concerned for the well-being of all people;
- Seek to build the self-esteem of all people;
- Aspire to promote the understanding of all people.

Recognizing the dignity and worth of all individuals and to protect their rights, we confront bias, prejudice and discrimination. Garrison Forest School does not condone any behavior which is inconsistent with these tenets. We believe that spoken or written language or any behavior that is inconsistent with this philosophy and that demeans one's ethnic, religious, racial, physical, personal, and/or sexual characteristics is unacceptable. We expect individuals to take responsibility for their words and deeds and to respect all people.

COVENANT FOR SAFETY AND HEALTH

Garrison Forest School is committed to the health and safety of its students and has entered into an agreement with the other Baltimore area independent schools:

Baltimore Independent Schools Covenant for Safety and Health

We will collaborate in the continuing development of programmatic practices regarding alcohol and other drugs, including the creation and support of early intervention and peer and parent support activities.

We will work with families to help them create evening and weekend environments that are safe and positively complement our school activities.

We recognize and draw the distinction between disciplinary response to the violation of school rules and non-punitive response to general concerns raised about students who may be struggling with the abuse of alcohol and other drugs.

We agree that violation of school rules on alcohol and other drugs will lead to nothing less than suspension; return to school will usually include family and student commitment to evaluation, counseling and/or treatment.

We will support recovery, even as we confront activity.

We believe that the safety and well-being of our students, being of paramount importance, is best promoted by a strong partnership between school and home. We expect active participation and supervision by parents in preventing the use of alcohol and other illegal drugs by adolescents. We expect that parents will not serve, or allow to be served, alcohol or other illegal substances to other students.

GFS & THE ASSOCIATION OF INDEPENDENT MARYLAND SCHOOLS

The Association of Independent Maryland Schools (AIMS) is an association of more than 100 independent, college preparatory schools in Maryland and the District of Columbia, representing more than 40,000 students and more than 5,000 teachers, administrators, and staff. It was organized in 1967. AIMS works in cooperation with the Maryland State Department of Education and is a member of the Maryland chapter of the Council for American Private Education and the National Association of Independent Schools. The Garrison Forest School is a member of AIMS and adheres to the principles below that address relationships with parents and diversity in schools.

PARENTS

Working together, parents and school professionals exert a strong influence on children to become better educated; they also help them to mature by modeling adult working relationships based upon civility, honesty, and respect. In practice, the greatest impediment to effective teamwork between independent schools and parents grows out of misunderstandings about school decision-making processes: Who makes decisions in independent schools? How are those decisions made?

Independent schools must communicate their procedures to parents, who, in turn, share the important responsibility to become informed members of the school community.

Parents and the Board of Trustees

In most independent schools, decision-making authority at the highest level resides in a volunteer Board of Trustees whose membership often includes current parents. The Board of Trustees does not intervene in the daily affairs of the school, such as curriculum development and hiring, evaluating, or firing of faculty and staff. Instead, the Board focuses on three areas critical to the success of any independent school: it selects, evaluates, and supports the Head of School, to whom it delegates authority to manage the school; it develops broad institutional policies that guide the Head in running the school; and it is accountable for the financial well-being of the school.

In the conduct of its official business, the Board acts only as a whole; individual Trustees, including the Board Chair, have no authority to act unless specifically authorized to do so by the Board acting as a whole.

- AIMS encourages parents who are interested in high-level decision making to stay informed about the work of the Board of Trustees by reading school publications, talking to the Head of School, and attending appropriate meetings.
- Parents with concerns about the school or with decisions made by the administration or faculty are encouraged to inquire about and follow the school's review process, but they should not expect the Board of Trustees to act as an appeals board. In a day school, trustees often interact with others within the school community and hear concerns about the daily operation of the school. As a matter of good practice, the trustee reports those concerns to the Head of School.

Parents and Independent Schools

To be successful, every independent school needs and expects the cooperation of its parents, who must understand and embrace the school's mission, share its core values, and fully support its curriculum, faculty, and staff. When joined by a common set of beliefs and purposes, the independent school and its parents form a powerful team with far-reaching positive effects on children and the entire school community.

Parents and the Faculty and Administration

Parents play an essential and positive role in the life of an independent school. Not only are parents advocates for their children, they also support the faculty and administration through extensive volunteer activities and events. The relationship between parents and the faculty and administration is formally governed by the school's written enrollment contract and handbook, in which its procedures are spelled out. When parents choose to enroll their child in an independent school, they agree to subscribe to its mission, follow its rules, and abide by its decisions. However, most teachers and administrators would agree that trust and mutual respect are the most essential underpinnings of effective working relationships with parents.

- AIMS encourages parents to work productively with teachers and administrators by staying informed about their child and important events in the life of the school. Thoughtful questions and suggestions should be welcomed by the school. It is incumbent upon the school to provide parents with timely and pertinent information.
- Parents best support a school climate of trust and respect by communicating concerns openly and constructively to the teacher or administrator closest to the problem. Efforts by parents to lobby other parents will be viewed by the school as counterproductive.
- While parents may not agree with every decision by the school, in most cases, the parent and school will find enough common ground to continue a mutually respectful relationship. In the extreme case, however, an impasse may be so severe that the parent cannot remain a constructive member of the community. In such cases, both the parent and the school should consider whether another school would be a better match for the family.

The Parents' Association and the School

The Parents' Association in an independent school provides a vital and much-appreciated service to school leadership and the entire school community. Because the Parents' Association is so important, and its volunteer activities potentially so wide-ranging, AIMS recommends the following steps to structure and clarify the Association's role.

- The Board of Trustees, in consultation with the administration, should develop a set of written by-laws for the Association that make clear its procedures and role as a service organization.
- The by-laws should clearly state the Association's mission to support the decisions and policies of the Board and administration. The Parents' Association neither participates in policy-making by the school, nor functions as a lobbying group.
- The finances of the Parents' Association should be supervised and regularly monitored by the school and should be part of the school's annual audit process.

- The Head of School should be closely involved in the Association nominating process. Cooperation and teamwork between the Head of School and the officers of the Parents' Association are crucial to the health of the school community.
- It is appropriate that the Parents' Association advertise its activities and events. However, the Association is not a public relations arm of the school and should play no role in the school's efforts to communicate about itself.

¹ See the excellent *Trustee Handbook* by Mary Hundley DeKuyper, published by the National Association of Independent Schools.

DIVERSITY

To maintain educational excellence, to prepare students for a changing world, and to further the aims of a nation dedicated to great ideals of social justice and equity, AIMS urges school leaders to galvanize their communities to be more inclusive in seeking talented students, teachers, and administrators; to forge multicultural curricula; and to create and sustain cultures that better reflect the enormous variety among people. The ability of AIMS schools to thrive in the future will depend in part upon their ability to make good on the promise of diversity ideals by implementing concrete and far-reaching changes.¹ Support for diversity in its many forms will encourage students to challenge their assumptions, take intellectual risks, and learn to work collaboratively with different kinds of people. Moreover, the acquisition of multicultural competencies is now critically important for every student.²

Research shows that diversity in schools supports educational excellence; that demographic and economic changes are accelerating; and that in other sectors of society, notably in business and higher education, diversity has become essential to institutional success:

- Because human variety plays an important role in the intellectual, social, and emotional development of children, diversity is closely related to educational excellence. Students "learn more and think in deeper, more complex ways in a diverse educational environment...and they are better prepared to become active participants in our

pluralistic, democratic society."³ Diversity also brings texture and richness into students' lives and challenges them to grow intellectually and emotionally through a process of understanding and synthesizing differing points of view.

- In 1995, the United States population was estimated to be 74% non-Hispanic White. By 2050, the non-Hispanic White population will have decreased to just over one-half of the total population. After 2020, the Hispanic population is projected to add more people to the United States every year than will all other groups combined.⁴

Diversity and Independent Schools

Powerful 21st Century realities now call schools in the Association of Independent Maryland Schools (AIMS) to make a greater institutional commitment to diversity. In this context, diversity refers not only to legally protected groups, or to the "big eight" categories, but to the entire range of human variability. Broadly understood, diversity requires an ongoing process by which a school lives and breathes its commitment to include different peoples and perspectives into its community, curriculum, and culture.

- Major corporations understand the importance of diversity to institutional excellence, effectiveness, and success. Recruiting and retaining talented employees from diverse populations and reaching diverse consumers are important elements of successful business strategies.⁵

Diversity and School Leaders

Only through a compelling vision and sustained dedicated leadership will a school's commitment to diversity change from passive to active – from expressions of heartfelt intentions to concrete steps towards institutional transformation. Diversity training is recommended for all school constituencies. As with other areas critical to a school's success - pedagogy and curriculum development, for example - diversity practice must be supported by a solid understanding of the most recent research, theory, and thinking.

The Board of Trustees

- Working with the Head of School, the Board develops and approves a formal diversity statement, either within the mission statement or separately, which both defines diversity in relation to the school's mission and articulates a clear rationale for its importance to the school.
- The statement is widely distributed, including to parents and alumni. School leaders at all levels are consistent and clear about the school's commitment to diversity.
- The composition of the Board reflects its commitment to diversity and is a model to the entire school community.
- Trustees receive diversity training. Although Trustees play no role in the daily management of the school, their understanding of diversity issues is crucial to their ability to make wise decisions about whom to hire as Head of School, school policy, funding priorities, and strategic planning.
- The Board ensures that diversity is an important part of the Head of School's responsibilities and provides the resources necessary, including financial.
- The Board's agenda reflects the importance of diversity by dedicating the time necessary at regular meetings for trustees to stay informed about diversity good practice and to make wise diversity policy decisions for the school community.

The Head of School

- The Head of School dedicates sufficient time and focus to diversity. Without the Head's direct, intensive involvement, diversity may not be viewed as important as other school priorities.
- Moreover, the Head's vision and determination are often essential in helping others in the community to understand the importance of diversity to the school's mission and to its students. Only the Head can ensure that diversity is a priority for all constituencies.

- The Head ensures that all members of the school community receive diversity training, including the administrative team, faculty, staff, students, and parents.
- The Head of School places a high priority on attracting and retaining a diverse administration and faculty, not only because students need and deserve such role models and resources, but also because diversity among the adult professionals brings energy and insight to the school's efforts to diversify its curriculum and culture. To reach out to diverse candidates, the Head goes beyond traditional employment resources and establishes direct contacts with colleges, universities, and other community resources that serve historically underrepresented people.
- The Head of School assures that the school's curriculum, pedagogy, and culture reflect the school's commitment to diversity and the need to teach multicultural competencies in order to prepare students for an increasingly diverse world.

AIMS calls on its schools to focus their considerable resources of energy, talent, and money in this critical area, as they have in so many others in the past. On behalf of this generation and all future generations of students, it is now time for AIMS schools to have the courage, the determination, and the vision to take whatever steps necessary to greatly strengthen diversity practice and to ensure thereby not only institutional success, but more importantly, a better world.

- By communicating a school's more recent history and vision, the Head of School makes every effort to overcome feelings of mistrust among people for whom historic patterns of exclusion endure as painful memories.
- The Head of School institutionalizes both formal and informal conversations with underrepresented school constituencies in order to better understand how they experience the school's culture.
- The effectiveness of a school's diversity efforts is regularly evaluated.

Diversity and Parents

- The school regularly communicates to parents its commitment to diversity, beginning in the admission process.
- Parents understand and support the school's commitment to diversity.
- The leadership of the Parent Association reflects the diversity of the parent body, and Parents' Association events are welcoming to parents of all backgrounds.
- Parent leaders receive diversity training, which is also made available to the entire parent body.

¹ See *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*, Scott E. Page (Princeton University Press 2007).

² "...education for the twenty-first century must not only help students to become literate and reflective citizens who can participate productively in the workforce but it must also teach them to care about other people in their communities and to take personal, social, and civic action to create a more humane and just society." *An Introduction to Multicultural Education*, James A. Banks (Allyn and Bacon 2002).

³ Expert Report of Patricia Gurin. *Gratz vs. Bollinger, et al.*, No. 97-75321 (E.D. Michigan).

⁴ U.S. Bureau of the Census, Current Population Report. Local demographics often mirror these national trends. In Montgomery County, Maryland, for example, the non-White population will grow by 56% between 2010 and 2030. Maryland State Data Center.

⁵ *Diversity as Business Strategy*, David A. Thomas, Harvard Business Review (September 2004).

CITIZENSHIP AND SERVICE

Garrison Forest School recognizes that it must prepare students to be effective citizens of their immediate communities and the broader world. The School is committed to the philosophy that along with the provision for academic excellence should be opportunities for personal growth through service to others in our society. The School, therefore, strongly encourages the voluntary participation by all students in community service activities through Service League, clubs, class, team, or advisor group projects. The School also seeks to engage students in formal and informal leadership roles and co-curricular opportunities which develop citizenship skills.

CONFIDENTIALITY AND THE MARYLAND STATE REPORTING POLICY

Some student-faculty communications are subject to state laws regarding confidentiality. According to Section 5-704 of the Family Law volume of the Annotated Code of the State of Maryland, any teacher or other professional employee of the school who has reason to believe that a child has been subject to abuse or neglect must immediately make a report to the appropriate authority. Notification of the report should be given to the Head of School and the school counselor. In complying with the mandate to report, the person so reporting is given immunity from criminal or civil penalties or liability when that person, in good faith, makes such a report. Such reports are confidential.

OBJECTIVES OF GARRISON FOREST SCHOOL

To create enthusiasm for learning as an ongoing process through:

- Viewing ourselves as members of an intellectual community where students share in the pursuit of knowledge and understanding with teachers whose own enthusiasm acts as a model.

To afford students the opportunity to develop full academic potential through:

- Small classes, which provide opportunities for participation and leadership.
- Teaching approaches in each class designed to challenge students on different levels and to meet the needs of different learning styles.
- Upper and Middle School advisor systems and Lower Division Homerooms that support each student's growth.
- Divisional academic resource centers and teacher availability for academic support.
- Grade level and divisional faculty meetings to discuss students' needs.
- Formal and informal student assessments.

To prepare students for further formal education through:

- Emphasis on core subjects beginning in Kindergarten: English/Reading, World languages, history and Social Studies, mathematics, science, fine arts, and physical education.
- Emphasis on basic skills: mathematics; language and writing; and critical thinking - including analyzing, predicting, and generalizing.
- A balance of competitive and cooperative learning experiences.
- Beginning in First grade, preparation for standardized tests and a co-curricular program; including in the Upper School: college counseling, Advanced Placement programs, and career days.

To teach thought processes and self-expression, both logical and creative, by:

- Encouraging students to question, to take risks, and to think independently and critically in both written and oral work.

To foster a sense of self-esteem and confidence through:

- Opportunities to grow from participation and leadership in age-appropriate areas of school life, including academic, artistic, athletic, service, social, club, and activity programs.

To promote an awareness of intellectual, cultural, and aesthetic traditions through:

- Outside speakers, speeches, assemblies, field trips, and special activities.
- The academic program and curriculum at each level.
- The Middle and Upper School activities program and, in the Upper School, Independent Senior Projects.

To encourage concern for and service to the School and to the outside community through:

- The academic program, assemblies, outside speakers, speeches, field trips, and service projects.
- In the Upper and Middle Schools: student government, the work program, student tutoring, the Residential Life program prefect system, and Service League.

To cultivate a system of ethical values based on honor and integrity through:

- The “teachable moments” that arise.
- Personal counseling, assemblies, and, in Upper and Middle Schools, the student government system.
- The counseling and decision-making curricula.
- Expectations for student conduct, school policies and rules, and discipline policies.
- Our daily interactions with one another.
- The encouragement of respect for others and an appreciation of diversity through:
 - The interactions of all members of the school community.
 - An admission policy that seeks a range of racial and cultural backgrounds, including an Upper and Middle School boarding program that seeks a wide geographical range of students.
- Commitment to financial aid beginning in Kindergarten.
- The School’s Statement of Respect.

To support faculty growth as educators and as individuals through:

- New-teacher training, tuition reimbursement, leaves of absence, conference and workshop attendance, and in-service programs.
- Faculty development grants, including Dodge Foundation Grants, Talcott Grant, Chandler Faculty Awards, summer sabbaticals, and technology training.
- The encouragement of innovation in and outside the classroom.

To provide a productive atmosphere for faculty, staff and administrators through:

- Mutual respect, a sense of teamwork, and a high degree of academic commitment.

To incorporate the school motto "Esse quam videri" ("To be rather than to seem") into all aspects of our lives.

STUDENT CONDUCT EXPECTATIONS

Students of Garrison Forest School are expected to assume a large measure of personal responsibility and self-discipline. Enrollment at Garrison Forest signals agreement on the part of students and parents to know and abide by the School's expectations for student conduct. The School expects students to comply with the School's major rules, demerit-related rules, and all of the School's specific policies, procedures, and regulations.

Conduct expectations are upheld through a disciplinary process that includes demerits, the Honor Board, and informal interventions. The discipline process is an integral part of the School's educational mission. It protects students as well as the full school community; promotes the development of sound values, ethical behavior and good judgment; and fosters respect for self, fellows, the School community, and the broader world.

ACADEMIC INFORMATION

ACADEMIC RESPONSIBILITIES

As Upper School students, 9th through 12th graders are expected to assume primary responsibility for managing their school work, including knowing about, understanding, and meeting all academic responsibilities. Teachers, advisors, parents/guardians and others should play a significantly decreasing role in assisting with academic task management over students' four Upper School years. The School's goal is to support all students in becoming self-directed learners who are fully capable and conscientious about meeting responsibilities.

Students are expected to assume similar primary responsibility for all other School-related obligations, including those related to athletics, co-curricular activities, and performing arts activities.

Students have the following basic academic obligations:

1. To make active use of Schoology (Learning Management System) to keep track of the syllabus and written and oral instructions related to their work in all classes.
2. To proactively seek out teachers to clarify questions and address issues related to academic obligations.
3. To be present, on time, and prepared for class each day.
4. To submit all homework and assignments on time.
5. To be ready to take quizzes and tests as scheduled.
6. To keep parents/guardians informed about their academic life, as well as obligations that impact family plans.

Every student's academic success relies on practicing the habits necessary to meeting these obligations. The School assists students in developing these habits through teacher practices in the classroom; the structure of daily academic life; ready access to teachers, advisors, and other support staff; skill-building activities; active coaching by teachers and advisors; special resources; and specific interventions. This assistance includes holding students accountable and allowing them to experience the consequences of their choices.

The School urges parents/guardians to support their students in meeting these obligations by encouraging punctual arrival, planning family trips around school vacations and, whenever possible, making appointments during non-school hours.

ACADEMIC INTEGRITY

School Standards for Academic Integrity

The Garrison Forest School community highly values honesty and integrity in thought, word, and deed. In accepting membership in a community devoted to learning, students must be prepared to commit themselves to high standards of academic honesty and integrity.

It is expected that a student's work is her own.

This expectation of honesty extends to all work a student produces. Unless a teacher has given

permission to use outside help, it is assumed that a student has done her own work. Representing work as one's own when it is done in all or in part by friends, family, or tutors is dishonest. Using the words or ideas of others without credit is plagiarism; every student is expected to know and use proper documentation for words and ideas that are not her own.

Actions which violate the School's standards for academic integrity include these examples:

- Cheating on tests, quizzes, projects, assignments, or homework by copying a fellow student's answers; consulting materials without permission from the teacher; obtaining assistance from others (including parents) without permission from the teacher
- Obtaining a copy of or information about a test or similar academic activity without permission from the teacher
- Working on a timed assessment beyond the specified timeframe without the express consent of the teacher or proctor
- Cheating by sharing work with another student without the permission of the teacher
- In group projects and other forms of cooperative learning the expectation remains that work which a student represents as her own should be her own.

Policy on Plagiarism

Plagiarism is the failure to acknowledge and/or properly cite the words or ideas of others. Advisors and teachers review academic integrity expectations in their classes and educate students about plagiarism in the context of specific assignments. Students are expected to ask their advisors and teachers for clarification of expectations and procedures related to plagiarism. Ignorance of the requirements for proper citation of work will not excuse a student from accountability if she engages in plagiarism.

When a first offense of plagiarism is suspected, the student will meet with the Dean of Students, advisor, and/or classroom teacher to discuss the matter. Extremely serious offenses, repeated plagiarism offenses, a pattern of dishonesty, or plagiarism offenses that occur while a student is on

Disciplinary Warning or Disciplinary Probation or has other disciplinary issues, typically will be sent to the Honor Board where consequences will vary depending on the circumstances surrounding the plagiarism.

If plagiarism is found, the student will receive an academic penalty determined by the Dean of Students and which may be a zero for the plagiarized assignment. In addition, the student must demonstrate her knowledge of the subject matter by a means determined by the teacher; this will most often consist of redoing the assignment. In most cases, the recorded grade for the assignment will be the average of the zero and the grade for the redone assignment, although the student may receive a lower or higher grade if the nature of the offense warrants it. Recommendations for tutoring or other academic support also may be made.

Policy on Cheating

Cases of cheating on tests, exams, papers, and projects may be brought to the Honor Board. Typically, a first offense of cheating will result in an automatic failing grade for the assignment on which the student cheated. In some cases, the student may be asked to demonstrate her knowledge of the subject matter by a means determined by the teacher. Additional sanctions and/or interventions may occur based upon the needs of the student and the interests of the community.

Policy on Late Submission of Academic Work

Unexcused late work will be penalized with 5% off the final grade per day late. No unexcused late work will be accepted after one week from the assigned due date. Unexcused late work may be revised to continue learning, but not to improve the grade on the assignment.

Students are responsible for knowing the policies of each department and teacher regarding academic work that is submitted after the deadline set by the teacher. The policies are set by each department and are posted on the Schoology page for each class.

REQUIREMENTS FOR GRADUATION

Garrison Forest Upper School operates on a semester system. One credit is given for a full-year course; semester courses earn a half (½) credit.

General Requirements:

- A minimum of 22 credits is required for graduation.
- In general, students take at least 5 academic credits each semester. In grade 9, students generally carry 6 academic credits. In grade 10, students generally carry 5 ½ to 6 academic credits. In grades 11 and 12, students carry 5 to 6 academic credits.
- In order to graduate, a senior must carry no fewer than the equivalent of five full unit courses each semester.

Students may take a maximum of two Advanced Placement courses in the junior year and three Advanced Placement courses in the senior year. Placement in AP courses is by department recommendation (see AP guidelines in the Upper School Curriculum Guide). Exceptions are made by formal request on an individual basis. Students enrolled in AP courses are required to sit for the AP exam.

Graduation Requirements:

SUBJECT	REQUIREMENT
English	4 credits
Language	<i>Recommendation:</i> Language students who complete 3 credits at the end of grade 10 are recommended to continue at least one language in grade 11.
History	3 credits, one of which must be in World History II and one of which must be in United States History.
Mathematics	3 credits in grades 9, 10, & 11 including Algebra I, Geometry, & Algebra II.

	Students are required to enrol in at least one math course each year.
Science	3 credits of laboratory science including Biology, Chemistry, and Physics, one of which must be in grades 11 or 12.
The Arts	2 credits (including 1 credit of Arts Foundations in grade 9).
Physical Education	All physical education activities have a value of one (1) point. Each student entering Garrison Forest Upper School as a freshman must complete six (6) points of participation before the conclusion of her junior year. Students new to Garrison Forest Upper School as sophomores must complete four (4) points of participation before the conclusion of their junior year. Completion of the Physical Education requirement confers two credits.
Non-credit, required courses	Decision Making I and II, Digital Thinking, Dialogue & Debate, SAT Preparation & Career Explorations and Transitions

Early College Admission

The School does not support the idea of completing high school in three years in order to enter college early; four years of high school are extremely

important for the intellectual and social development of students. In those rare cases when a student seeks early admission to college, she must present her case in writing through her advisor to the Head of the Upper School. If approved for this option, the student receives a letter of completion from the School and not a Garrison Forest School diploma.

GRADES AND GRADE REPORTS

General policies and philosophy:

- Grades should reflect achievement of intended learning outcomes by an individual student.
- Grading policies should aim to give students and parents useful, timely, actionable information.
- Grading policies should be set up to support student motivation to learn.

Students should consult individual course descriptions for specific information about each course's grading practices.

Academic Grading Scale

A+	97-100	
A	93-96	Excellent Work
A-	90-92	
B +	87-89	
B	83-86	Consistently Good Work
B-	80-82	
C +	77-79	
C	73-76	Satisfactory Work
C-	70-72	
D+	67-69	
D	63-66	Passing Work (the grade of
D-	60-62	60 is considered passing)
F	59 and below	Failing work

Academic Notes

Academic Notes are communications sent from a teacher to a student, the student's advisor, and the student's parents or guardians to communicate

information about a student's academic progress between formal assessment/reporting periods. In an effort to help our students develop independence, responsible work habits and self-advocacy skills, we ask that students respond to the Academic Note by communicating with the teacher or with their advisor. The goal of our Academic Note system is to encourage early interventions such as extra help or support from the Academic Resource Center. The Academic Resource Coordinator oversees the Academic Notes system and provides individual support.

Incomplete Grades

A grade of "Incomplete" may be given to a student who has not completed required work for medical reasons. A grade of "Incomplete" is rarely given; it is never given to students who want the opportunity to improve their performance beyond what they have achieved during the course of the semester. In extenuating circumstances, the teacher, in consultation with the Head of the Upper School, has the discretion to give an "Incomplete" to a student. No student may be promoted to the next level until all grades of "Incomplete" have been resolved.

Failing Year Grades

If a student fails a required course, she must take an approved summer course or repeat the course the following year. Satisfactory completion of the work will allow the student to receive credit for the course, but the failing grade will remain on the permanent record.

The Head of the Upper School determines whether or under what conditions a student who has failed a course may be promoted.

Academic Watch

In order to provide a heightened level of awareness and individually tailored support, students having difficulty meeting the academic expectations at Garrison Forest School may be placed on Academic Watch at the end of a quarter for any of the following reasons:

- One failing grade in any course, two or more grades below C-, or an average below 70

- Failure to meet academic expectations (e.g. unresolved failures or incomplete grades) by deadlines
- Failure to attend class regularly
- Some combination of the above factors which leads the School to question whether Garrison Forest is the appropriate academic setting for the student
- Extended absence that makes it impossible for the student to meet her academic responsibilities

A conference will be held with the student who has been placed on Academic Watch, her advisor, and a member of the Upper School leadership or student support teams; the goal will be for the student to have a significant voice in designing solutions to remedy her academic difficulties, and the resulting plan will be shared and discussed with the student's family or guardian. In addition, students on Academic Watch may be assigned to two daytime study halls each week. Boarding students on Academic Watch also will be required to attend evening study hall in the Library Lecture Hall.

The student will remain on Academic Watch through the following two quarters. At that time, a student may be removed from Academic Watch if she maintains a 70% in each course at the reporting period for **2 consecutive periods**, and meets all the expectations outlined in the academic watch plan, or at the discretion of the Head of Upper School.

A student who remains on Academic Watch is in jeopardy of not being allowed to return to Garrison Forest School. The decision is made by the Head of the School, the Head of the Upper School, and the student's advisor, with input from the student's teachers.

A student currently on Academic Watch may not run for President or Vice President of the School, president of any class, or be considered for Prefect. A senior on Academic Watch is in jeopardy of losing the privilege of participating in the ISP program and would continue with regular coursework if she has an unsatisfactory grade in a course.

Report Cards and Comments /Updates on Student Progress

Report cards are published 4 times per year at the end of each quarter. Teachers write a comment on their students' progress at the end of the first and third quarters. Advisors write summaries of their advisees' progress at the end of the year.

Transcripts and Records

Cumulative records including biographical information, standardized test scores, courses taken, and grades earned, are maintained in the Faculty Room in the F.E. White Building.

HONOR ROLL

Criteria for the Academic Honor Roll

Honor Roll is calculated each semester.

To qualify for the semester *High Honor Roll*, a student must meet these conditions:

1. Have an overall semester grade average of A- or higher
2. Not have a semester grade below B
3. Not have a semester grade of F in a Pass/Fail course

To qualify for the semester *Honor Roll*, a student must meet these conditions:

1. Have an overall semester grade average of B or higher
2. Not have a semester grade below B-
3. Not have a semester grade of F in a Pass/Fail course

ADDING AND DROPPING COURSES

A student may initiate the process of adding or dropping a course during the designated add/drop period at the start of each semester. The student must obtain the appropriate signatures listed on the add-drop form available from her advisor. Adding or dropping a course after the add-drop period must be initiated by a faculty member.

Withdrawals after the add/drop period will be indicated on the student's transcript as "WP" or "WF" according to whether the student's average is passing or failing at the time of the withdrawal. In order to receive credit for a course, a student must remain in and pass the course.

Course level changes (i.e. honors to regular, AP to regular) can be made until the end of the first quarter.

EXAMS AND COURSEWORK

Tests and Final Examinations

Full class period tests are given periodically throughout the year. A student assigned a third full class period test on a single day at any time of the year may request the postponement of that test. A student who misses an assessment is expected to contact the teacher and make up the assessment at the first available opportunity, as determined with the teacher. No tests will be given in year-long courses in the three days before the exam period begins. Please note that we are regrettably unable to alter a student's exam schedule to accommodate travel or other personal plans. Students need to be available for exams for the entire week.

Cumulative-to-date examinations are given in December and June for all students. No major term papers or projects in year-long courses will be due during the last five days before the examination period begins. Semester courses may require an assessment during this period. No major term papers or projects are due in the first day upon returning from Thanksgiving, Winter and Spring breaks.

ADVANCED PLACEMENT EXAMS

Advanced Placement (AP) exams are given according to the national schedule, in early May. Students enrolled in an AP course are required to sit for the exam.

Attendance guidelines for students taking AP exams

A student who takes an AP exam in the morning should report to her afternoon classes 1 ½ hours after the exam period if she is not taking another AP exam the following morning. If she is taking an AP exam the following morning, she is excused from her afternoon classes unless it is an AP class.

A student taking an AP exam in the afternoon is excused from classes the morning prior to the AP exam, unless her morning class is an AP class.

SPECIAL CURRICULAR ACTIVITIES

Independent Study

A qualified student may pursue an independent study course with a GFS teacher to engage in an enriched, in-depth course in a particular discipline, either because she has already mastered the basic material in another course and there is no higher level course to take, or because unusual talent and ability warrant additional challenges not provided by the School's course offerings. The following requirements govern independent study:

1. The decision to request an independent study course must be a joint one between the student and the teacher with whom the student wishes to study, in consultation with her advisor. The student and her independent study teacher must prepare a comprehensive written study plan and submit it to the department head involved, to the Head of the Upper School and to the Dean of Academics during the yearly course selection process.
2. The Head of the Upper School and the Dean of Academics will evaluate the study plan and determine whether to allow the independent study course for the student.
3. In addition to regular tutorials, readings and reading notes, the student shall undertake a major project or research paper in her area of concentration, which will be presented to a committee who will evaluate the project, determine the grade and decide whether to award credit to the student.
4. The standard add/drop requirements apply to the independent study course.

Academic Credit for Courses and Special Programs Outside GFS

Garrison Forest School does not grant credit for courses and programs other than those offered during the regular school day and year. Summer school courses may not be taken to fulfill GFS graduation requirements.

Semester Away and School Year Abroad Programs

Upper School students may apply for a junior year semester or year away through programs such as City Term. Students considering such programs should carefully consider their course selection and co-curricular plans for the year involved and consult with their academic advisors the Head of Upper School, the Dean of Academics about their suitability for the program and about their ability to meet remaining graduation requirements if they participate.

A student who wishes to participate in one of these programs must work with her advisor to write a statement of intent (outlining her reasons for wishing to participate in the program and her preparation for it) and submit this letter, along with a copy of her 4-year academic plan, to the Head of Upper School by the end of the second full week in December of the school year preceding the semester/year away. The student will be notified after the start of the second semester whether her application has been approved. The student must also apply and be accepted to the program itself. The School reserves the right to limit the number of students who participate in such programs in a given year.

When a student participates in a semester away program, families are obliged to pay 50% of the GFS tuition for the year and a \$500 processing fee for the semester in addition to the costs of the program itself. Families who receive GFS financial aid pay 50% of the adjusted GFS tuition and the \$500 processing fee in addition to the costs of the program.

The WISE Program (Women in Science and Engineering)

The WISE program is a partnership with Johns Hopkins University which allows juniors and seniors to work alongside professionals in the fields of science, technology, engineering, public health, public policy, and classics and archaeology.

WISE requirements

The program seeks strong students who are independent learners generally capable of AP-level work. In addition, participants need personal maturity, resilience, intellectual curiosity, emotional readiness and solid interpersonal skills. Adherence

to strong standards of academic integrity also is essential. Additional information is available in the Upper School Curriculum Guide and on the website.

Independent Senior Project

The Independent Senior Project (ISP) is an opportunity for seniors in good academic standing to investigate a field of their choice by volunteering to observe and work with someone in that area. With the guidance of the ISP Committee, which organizes this program, each student plans a two week end of year individually meaningful project. ISP projects must be approved by a student's parents or guardian, the School, and the off-campus supervisor/mentor of the student's project.

A student's ISP privilege may be in jeopardy if:

1. A student has a grade below 70 in any course at the end of the first semester and/or the end of the third quarter

A student will forfeit **all** of her ISP privilege and must attend all of her classes for the entire ISP period if:

1. A student's grade in an individual course or overall grade point average is unsatisfactory, after review by the Head of the Upper School, the student's advisor, and, when appropriate, the teacher of an individual course.

ISP planning requirements include the punctual student submissions of the following elements:

1. The ISP proposal, including a conversation with an off-campus project mentor;
2. The parent/guardian permission form;
3. The project mentor permission form.

Project requirements for the student include the following elements:

- 1.
2. Completion of a daily journal during project duration;
3. Contact with the student's on-campus ISP mentor;
4. An oral presentation of the project to the Upper School community at the project's completion.

A student's project is evaluated by the student's on-campus ISP mentor and graded by the ISP Committee. The evaluation and grade is based on the quality of the proposal, contact with the on-campus mentor, the journal, the presentation, and the off-campus supervisor's evaluation. A **grade** of "Superior," "Satisfactory," or "Unsatisfactory" is recorded on the student's final transcript.

Students and parents are asked to refer to the ISP page in Schoology for complete ISP instructions and requirements.

ACADEMIC SUPPORT SERVICES

ACADEMIC RESOURCE CENTER

The Academic Resource Center (ARC) welcomes all students (free of charge). Students may set up appointments or drop by for assistance on their own initiative, or they may be referred for ARC help by their advisor or teacher or at the suggestion of a parent. The ARC works to optimize the individual learning experience by providing the following supports and programs:

- **Coordination of individual accommodations for students with educational testing:** The Academic Resource Coordinator analyzes educational testing reports, determines supports appropriate at GFS, and writes up formal accommodations plans, which are then shared with the student, her teachers, and parents. The ARC coordinator facilitates the implementation of classroom recommendations including: extended time, note buddies, preferential seating, technological aids, and others. The ARC coordinator also manages applications to the College Board on behalf of students recommended for accommodations on the PSAT / SAT / AP programs, and assists parents with applying for similar accommodations with the ACT program.
- **An ARC Class** which provides individualized study tools and a supportive setting for 9th grade students who have been recommended for additional structures and strategies as they transition to the demands

of the Upper School curriculum: This non-credit class meets for one class period in each 7-day cycle, providing small group and individual instruction in time management, organization, effective reading and note-taking, writing process, study habits, memory techniques, test and exam preparation, and stress reduction. Part of the class period is also usually devoted to accomplishing homework or review.

- **Individual academic support on a scheduled or ad hoc basis for students** who are experiencing challenges in meeting their academic goals. Work with these students depends upon their individual needs and includes assistance with time management, study skills, organization, reading comprehension, writing assignments, research projects, college essays, and test preparation.
- **Academic Mentor program:** A peer tutoring program is also run out of the ARC. Upper School students have the opportunity to gain valuable internship experience by providing subject-specific academic reinforcement or homework help to students in all three Divisions of the school. Students interested in receiving tutoring support from an Academic Mentor submit request forms through their Division's Academic Resource Center.

TUTORING

Occasionally parents inquire about recommendations for tutors to provide additional support for their daughters. In general, we strongly encourage students to take advantage of the resources available here on campus first – consulting with the Academic Resource Center (ARC) for study strategies, meeting with teachers for extra help, working with a volunteer peer tutor (Academic Mentor). Handling an unfamiliar difficulty and working through challenges is a vital learning experience for all students, and we need to be careful not to send a message that they need to be rescued or cannot surmount obstacles independently.

At the same time, if the difficulties are really persistent and the in-school resources have not proven sufficient, assistance from an outside provider may be appropriate.

The ARC maintains a list of tutors GFS students have worked with in the past, and we are happy to share that list upon request. The list is not an endorsement or recommendation of particular individuals, and it is the family's responsibility to check references and find a good match for their daughter's needs. In general, to avoid any possible conflict of interest, Upper School teachers do not provide outside tutoring during the school year for GFS Upper School students.

If you do make arrangements with a tutor, please send an email with that tutor's contact information to the Academic Resource Coordinator so that she can help connect the tutor and the classroom teacher to support the student's progress.

Any outside individuals coming on campus to work with students must be fingerprinted and registered with our Human Resources office, and the ARC can assist with that process as well. Finally, if you have experiences, positive or negative, with any specific tutors, we would love to have that feedback to help provide better information to other GFS families.

DISABILITY ACCOMMODATIONS

Garrison Forest School provides limited support services and accommodations, consistent with maintaining academic standards and with available school resources. The Upper School does not modify curriculum. Parents or guardians of students with disabilities, including diagnosed learning differences, should consult with the Academic Resource Coordinator about the documentation needed for the particular disability. In general, the documentation required must:

- be current;
- include the results of relevant evaluations;
- present a diagnosis by a qualified professional;
- describe the rationale for the recommended accommodations. .

STUDY HALL

Students will attend proctored study hall as follows:

- All 9th grade students (twice in a 10-day cycle, or once in addition to ARC class)
- Students on Academic Watch
- Any student whom the advisor, dorm parent or Head of the Upper School believes that she would benefit from a more structured study environment.

In addition, boarding students who meet one or more of these criteria will be in proctored study hall in the Lecture Hall/Library, Monday through Thursday nights. All other boarding students and student guests will be in study hall in their residence hall rooms during the study hall period. All boarding students will observe the study hall period in their rooms on Sunday evenings.

POLICY ON COMMERCIAL STUDY GUIDES

It is the strong belief of Garrison Forest School that the ability to comprehend and analyze a work of literature by oneself is a skill that a student should acquire at the secondary level. Online study guides may be appropriate for preview or review purposes, but should never be substituted for reading the original text. These guides should be used minimally and read critically. English teachers will provide further guidance during the year as necessary.

LIBRARY SERVICES AND PROCEDURES

The Elinor Purvis McLennan Library serves the Garrison Forest middle and upper school students and all faculty and staff. It is fully automated and has a variety of reading and research materials, both print and online; online resources and the library catalog are available from the GFS campus and from home. All students, faculty and staff have library cards, and can borrow both print and non-print items. Library hours are Monday through Friday from 8:00 a.m. to 10:00 p.m., Saturday from noon until 6:00 p.m., and Sunday from noon until 10:00 p.m. The library staff is available during the afternoons to respond to any and all questions and needs of students related to library services.

The library is a space to gather, to do group work and to find a quiet place to study. Students are expected to respect the library collection, as well as the library space and those using it. Students may

not eat in the library, fix hair, leave trash or prop the back doors.

Collection: The library collection strongly supports the Middle and Upper School curricula. Research for most assignments given can be completed using the library print, non-print and online resources. In addition to over 13,000 print and non-print items, the library has computer workstations with access to 17 online databases, the GFS email system and the internet. Online databases include two encyclopedias, poetry and map collections and several informational databases. Print and non-print items as well as some equipment may be borrowed through the library.

Remote access to library information: The library catalog and online databases may be accessed wirelessly across campus. The catalog and online databases are also available to students and faculty at home through remote access using log-ins and passwords.

Copying and printing: A copier and a color printer are available for student use at no charge.

Borrowing library materials: All items must be checked out. Students are responsible for the materials they borrow. Most items circulate for four weeks. All items should be renewed if needed for a longer period. A student may put an item on hold if it has been borrowed by another student.

Magazines and Newspapers: The library subscribes to over 30 magazines and 3 newspapers. Current issues are kept on shelves in the fireplace area. Many more magazine and newspaper articles are available in full text through online databases.

COMPUTER SERVICES AND POLICIES

Introduction/Mission

At Garrison Forest School, we prepare students to thrive in a complex, changing world. Garrison Forest believes that the use of digital technology can enrich the teaching and learning experience through access to information, research, interpersonal communication, learning, and collaboration for all members of our community. Increasingly, technology is a medium for demonstrating knowledge, creating content, and is

in itself, an essential tool for learning to code and build tools that are useful and fun. While we are committed to teaching our students to use digital tools and technology in the pursuit of learning and creating, we also believe it is equally important to develop an ethical and responsible sense when using these tools at school and in one's personal life.

Educational use and benefits

The hardware, software, and the network used in and through the School are the property of Garrison Forest School and are for educational and professional use by the Garrison Forest students, faculty and staff.

The computing resources made available through Garrison Forest School should be understood as an extension of the School's physical environment. Use of these resources entails the same privileges, obligations, and responsibilities that come with using any school facility. It should also be understood that the scope of this Responsible Use Policy (RUP) extends to the use of student-owned computers in our Upper School BYOL program and to all digital devices used within or outside the Garrison Forest School network as such use connects and/or impacts members of the Garrison Forest School community.

The network is the property of Garrison Forest School and there can be no expectation of full privacy. Access entails responsibility. Garrison Forest School reserves the right to check users' network activity and/or remove any files on the network without prior notification to system users.

Personal responsibility

Use of the equipment and resources, online and off, is guided by the same basic expectations of responsible behavior that guide student behavior in other areas of life at school. These guidelines apply as well to personal computers or mobile devices accessing GFS resources, including email and productivity and learning applications.

We expect users to be mindful of their own privacy and security. Students should not share personal information, including home address or phone number, or the personal information of others, in

online forums unless approved for a specific purpose, i.e. college applications. When students leave a public computer, they should be sure to quit any applications they are using and log out. Students are responsible for keeping their password private.

Interacting with people online should be no different than interacting face-to-face, as far as respect and kindness go. Students are responsible for what they post and what they do online. Parents and students must understand clearly that most online interactions such as email, text messages, and personal profiles are public and permanent once they are posted or sent.

There is an expectation of honesty and academic integrity. Community members are expected to adhere to copyright rules and give credit where credit is due, including, though not limited to, digital media. Students should ask a teacher or a librarian for assistance if needed.

Parents are strongly encouraged to communicate frequently with their daughters about technology use and related issues, to monitor use, and to set appropriate guidelines. Young people have ready access to an array of apps and internet-based services, all of which can present ever-expanding challenges to their good judgment. There is no substitute for informed, ongoing parental monitoring and guidance.

Electronic Devices and Shared Resources

- Upper School students are permitted to have their cell phones with them during the academic day, but phones must be out of sight during class time unless a teacher says otherwise.
- With the teacher's approval, students are permitted to use a tablet or e-reader device in place of an assigned text.
- Cell phones and other electronic devices (including laptops, tablets, gaming devices, etc.) are not permitted in community gatherings, unless permission is given.
- School resources, specifically wi-fi access and bandwidth, are shared community resources and priority is placed on the academic and instructional use of these

resources; as such, students are not permitted to download, stream, or view non-academic media during the academic day.

Unacceptable Use of Technology

The following uses of school-provided server space and Internet access, including those that occur on external cloud-based computers/networks and/or other electronic communication devices that have a direct and negative impact on individual members of the GFS community and/or the larger GFS community are not permitted.

- Receiving or transmitting information that contains material that explicitly or implicitly refers to sexual conduct, and is unrelated to class projects.
- Likewise, receiving or transmitting information that contains profane language or panders to bigotry, sexism, homophobia, or other forms of discrimination or defamation, and is unrelated to class projects.
- Transmitting or posting abusive or threatening language.
- Bullying.
- Taking or sharing photos or recordings of others without their knowledge or permission.
- Using any user ID or password other than your own, allowing anyone else to use your user ID or password or accessing files other than your own.
- Violating any school policy, or any city, state, or federal statute.
- Using limited bandwidth for downloads or streams not related to academics during the academic day.
- Violating copyright or otherwise using the intellectual property of another individual or organization without permission and correct acknowledgement.

If students use the network in a dishonest, disrespectful or abusive manner, disciplinary action will be taken.

Limitation of Liability

Garrison Forest School makes no guarantee that the functions or the services provided by or through the

GFS network will be error-free or without defect. The school will not be responsible for any damage suffered including, but not limited to, loss of data or interruptions of service. The school is not responsible for the accuracy or quality of the information obtained through, or stored on, the system. The school will not be responsible for your exposure to “unacceptable” information nor is the school responsible for misinformation. The school will not be responsible for financial obligations arising through the unauthorized use of the network. Garrison Forest is not liable for damage or theft of digital devices including laptops, Chromebooks, tablets, gaming devices etc.

PHYSICAL EDUCATION AND ATHLETIC DEPARTMENTS

PHYSICAL EDUCATION

Information regarding the PE requirements can be found in the Upper School Curriculum Guide.

Independent PE

Students may request an Independent PE class if they are engaged in an off-campus PE-related activity not offered by the School. The student must complete the required independent PE form. The Chair of the Physical Education Department and the Head of the Upper School will decide if the student's request is approved.

PE Class Attendance, Participation Expectations, and Grading

Most PE classes meet three days each week from 3:20 to 4:00 p.m. Students may select from a variety of PE classes offered each term featuring different activities. Some classes require an additional fee and may meet at a different time.

Interscholastic Athletics

The interscholastic athletic program provides students with many opportunities to compete in a sport at a level appropriate to the student's skill and experience. Team participation encourages cooperation, collaboration, responsibility, loyalty, and the capacity to contribute to a group effort. Team membership is both a privilege and a responsibility. As representatives of the School, student-athletes are expected to uphold the School's mission and conduct expectations at all times.

FALL: Cross Country (V)
Field Hockey (V/JV)
Soccer (V, JV)
Tennis (V/JV)
Polo (fee; V/JV/3rd Team)
Riding (fee; V/JV)
Volleyball (V, JV)

WINTER: Basketball (V/JV)
Indoor Soccer (fee; V/JV)
Polo (fee; V/JV/3rd)
Squash (fee; V/JV)
Riding (fee; V/JV)
Indoor Track (V/JV)

SPRING: Badminton (V/JV)
Lacrosse (V/JV)
Softball (V)
Golf (fee; V)
Polo (fee; V/JV/3rd Team)
Riding (fee; V/JV)

EXPECTATIONS AND STUDENT RESPONSIBILITIES FOR PARTICIPATION IN INTERSCHOLASTIC SPORTS

General Expectations

A student should give thoughtful consideration to her selection of team sports each season; **once squad lists have been posted, a player is fully committed to that sport and team level for the entire season and may not drop or switch sports.** All practices and games are mandatory. Each student is required to have a yearly physical examination in order to participate in athletics.

Varsity and junior varsity teams meet at least five times a week, two hours each day; game days may require more time. In addition to school days, practices and competitions may be scheduled for weekends and on days on which Garrison Forest School is not in session. There will be shortened practices during the exam period and some teams may practice during the winter and Spring breaks.

A team member will not be excused from practice or competition due to any event, including a non-school sports club competition or practice. Absences will result in the issuance of class cuts in accordance with the GFS attendance policy. A team

member who misses a practice for any reason may not be able to participate in the next game.

In order to practice or play in a game, a student must arrive at school by 10:00 a.m. and fully participate in the academic day. The Dean of Students and/or the Director of Athletics must approve exceptions.

All team members are expected to travel on school provided transportation to and from away-games. Only students driving with a parent may be exempted from returning to school with the team; advanced written permission must be on file and approved by the coach and the Director of Athletics. The Athletic Department and the student will share the cost of school-provided transportation. At the end of the season each team member will be billed for team travel. All team members are expected to remain at the game site until the completion of all competitions in which GFS students are participating (i.e., varsity players remain for JV games).

Additional information on the athletic program and expectations regarding participation is available in the student-athlete handbook distributed by the Athletic Department.

Practices

Practice is Monday through Friday from 4:00 to 6:00 p.m. The two-hour practice time is necessary to support the various phases and needs of team play: stretching, conditioning, acquisition and development of skills, instruction and practice in game concepts and strategies, and the application of skills and techniques in game situations. A student excused from practice for medical reasons is still expected to observe practice unless she has been admitted to the Health Center. Extended medical excuses will affect a player's team standing.

In order to respect coaching and team activities, parents are asked not to attend practices and to maintain appropriate distance from the playing area while waiting to pick up their student-athlete daughter.

Start Dates:

Registration for all Upper School fall athletes takes place in the Searle Athletic Center at 9:00am on Wednesday, August 15th. Tryouts to follow.

Cross Country, Field Hockey, Soccer and Tennis and Volleyball practices begin on 8/15/18
Basketball, Indoor Track, Indoor Soccer and Squash practices begin on 11/6/18
Badminton, Lacrosse, Golf and Softball practices begin on 2/19/19

THE ELIZABETH B. SEARLE ATHLETIC CENTER (SAC)

The SAC in the Campus Center houses the Department of Athletics and the Physical Education Department and includes a fitness center, dance studio, an elevated two-lane track, and three basketball courts side-by-side. The Sports Medicine Facility is on the lower level and features a whirlpool room alongside the treatment room and office. Separate locker rooms are provided for Upper School students.

Complete descriptions of the facility and procedures which govern its use can be found in the 2018-2019 Student-Athlete handbook. Students are responsible for familiarizing themselves with SAC use rules.

CO-CURRICULAR LIFE

The Garrison Forest School Upper School provides ample opportunities for students' growth and enrichment through the co-curricular program.

These out-of-classroom opportunities are both formal and informal and occur during the academic day and beyond. They include experiences such as assemblies, Quest, special days dedicated to topics such as ethics and careers, regional and national conferences and special programs, class-year activities, student government, athletics, student organizations, and student activities.

A hallmark of the Garrison Forest Upper School experience is the emphasis placed on providing every student with a chance to come to know herself more deeply, to gain an appreciation of her strengths, to hone her integrity and character, to develop her life skills and interpersonal abilities, to develop her capacity to compete, to collaborate effectively and appropriately, to mature as a leader in an array of contexts, and to prepare for a life of active citizenship in a global community.

Garrison Forest School fosters the elements of our Core Values: Be Authentic, Be Brave, Be Compassionate, Be Curious, Be Spirited. Immersion in the GFS co-curricular program is key to student development in these areas. Some activities, such as public speaking and physical education or team athletics, are ingredients in every student's educational experience at Garrison, while other activities are presented as options. Students are encouraged to explore the myriad opportunities open to them and parents are encouraged to play an active role in helping students select options which fit their needs and interests. Faculty advisors and administrators are available to guide and support students with their choices.

LEADERSHIP DEVELOPMENT OPPORTUNITIES

Formal opportunities to develop leadership abilities and skills are provided to students through elected and appointed leadership positions, through training programs and retreats, and through participation in regional and national conferences and programs. Student government positions, residential life leader positions, roles directing class-year activities, club and organization heads, team captaincies, student

publication editorships, appointments to school committees, and representing the School at conferences and programs are some of the ways GFS students experience formal leadership.

Finally, the inclusive, respectful and collaborative culture of the School gives all students daily opportunities to listen, to be heard, and to contribute - all in an effort to develop each student's ability and aptitude to lead. Students are encouraged to understand that they make a difference on many public and personal fronts. Students are encouraged to make positive contributions at all times and in all places.

ELECTION/SELECTION PROCESS FOR FORMAL LEADERSHIP POSITIONS

The election and selection processes for student organization leadership positions are held primarily in the late winter and early spring. The specific responsibilities and time commitment required for each of the formal leadership positions vary, but in each position, student leaders will hone and develop important skills such as time management, organization, planning, and effective communication. Selection process information is provided by faculty advisors and/or in the Upper School Meetings and via email. Formal leadership positions help ensure that Garrison Forest community is cared for and thoughtfully shaped by its members.

Formal leadership opportunities include:

- President of the School
- Vice President of the School
- Secretary of Forum
- Light Blue/Dark Blue Captains
- Class President (Day)
- Class President (Boarding)
- Class Secretary
- Service League Representatives
- Student Diversity Leadership Council Representatives

A student currently on Disciplinary Probation or Academic Watch may not run for President or Vice-President of the School, president of any class, or be considered for a formal leadership position.

ACTIVITIES PROGRAM

The Activities Program is created by the Director of Residential Life in consultation with students. All students are urged to take advantage of the Activities Program, which offers a wide range of events and activities, primarily on weekends. Trips to cultural and recreational events in Washington, D.C., and Baltimore are scheduled on a regular basis. Other activities include service opportunities, movies, trips to restaurants and shopping, culturally diverse events, athletic outings, and special events on campus. Some activities are designed to give students opportunities to engage with students from other schools.

A list of weekend activities will be sent to all Upper School students on a weekly basis from the Assistant Director of Residential Life. Students may sign up for the activities that are offered weekly. Unless otherwise announced, the Activity Fee covers participation for each student in all events. Students and parents may contact the Director of Residential Life with any questions about an upcoming activity.

SCHOOL DANCES

Snoball is the School's semi-formal winter dance for all Upper School students. It is planned by Forum, the student government. The Junior-Senior Ring Dance, planned by the Junior Class, celebrates the bond between ring sisters and the receiving of the GFS ring. The Junior-Senior Prom is planned by the Senior Class. Additional dances may be planned by students with the help and approval of adults at various times throughout the year.

The culture around dances at Garrison Forest School permits students to celebrate these occasions with or without a date. The emphasis is on enjoying friendships, experiencing the fun of dressing up and enjoying a special setting, and making lasting memories.

Dances and all associated activities are School events; no drugs or alcohol, including tobacco/electronic smoking devices may be consumed at these events or at any parties or activities before or after. Students and parents are expected to work in cooperation with the School to assure that these activities are alcohol and drug free.

Students who do not meet this expectation will face serious disciplinary consequences.

SENIOR CLASS ACTIVITIES

The connection which seniors typically feel with each other, with other classes, with faculty, and with the Garrison Forest community as a whole makes Senior year especially meaningful. Seniors work as a class with their class advisors to plan ways to enjoy the year, manage its stresses, and leave a strong legacy to those who follow.

Seniors meet as the Senior Class for the first time on New Student Orientation Day when they also formally meet and join their Little Sisters for planned activities. The traditional Senior Skits in October, the Senior Retreat, spirit days, April Fools' Day, and 100-Days-Until-Graduation are other occasions which bring seniors together.

Seniors are expected to work closely with their Class Advisors and with the Dean of Students to assure that activities are appropriate and workable within the context of school life.

LIGHT BLUES AND DARK BLUES

The School's colors are light blue and dark blue. Every student, faculty and staff member at the School is a Light Blue or Dark Blue team member. Teams are led by captains from the Senior Class. These teams build spirit and unite the School through fun, friendly competition in all aspects of school life. A plaque is awarded during graduation week to the team with the most points at the end of the year.

The Light Blue and Dark Blue captains draw names to assign new community members to the teams. A new student with a sister or mother who attended GFS will be assigned to membership on her relative's team.

MERITS

Merit slips or merit emails are submitted by a faculty or staff member to recognize students who make noteworthy, positive contributions to the School community.

Examples of times a student might receive a merit include:

- outstanding community contributions
- exemplary behavior
- special kindness shown to others
- special assistance offered to faculty or staff
- an act that embodies the School motto, “To be and not to seem” and/or our Core Values

Each time a student receives a merit, she will receive a Light Blue or Dark Blue point. Light Blue and Dark Blue captains are encouraged to announce point standings regularly during Grizzly Gatherings so that the team that has accumulated the most merits will receive recognition.

CLUBS AND ORGANIZATIONS

Membership in student clubs provides students with an important avenue for exploring an area of interest and for developing leadership skills. All students are encouraged to participate at some level. Clubs include the following but are subject to change according to student interest.

Art Club
 Asian Student Alliance (ASA)
 Athletic Association
 Babysitting Club
 Baltimore Girls’ Schools Leadership Coalition (BGSCLC)
 Black Student Alliance (BSA)
 Callisto (annual literary magazine)
 Chicken Club
 Film Club
 French Club
 Forum (student government)
 GREEN
 Grizzly Guides
 History Club
 Jewish Student Association (JSA)
 Karma for Cara
 Latin Club
 Mental Health Club
 Model United Nations
 Multicultural Exchange
 Mural Club
 One Love
 Paw Print (student newspaper)
 Peer Educators/Peer Mentors
 Politics Club
 Ragged Robin (yearbook)

Ragged Robins (junior/senior a cappella group)
 Riding Club
 Robotics Club
 Save the Bees
 Save the Turtles
 Service League Board
 Spanish Club
 Spectrum
 Students Against Animal Cruelty
 Students Against Drunk Driving (SADD)
 Student Diversity Leadership Council (SDLC)
 Tea and Culture Club
 Yearbook

SERVICES FOR STUDENTS

ADMINISTRATION

The Head of School is responsible for overall management of the School. Comprehensive and day-to-day responsibility for management of the Upper School is the responsibility of the Head of the Upper School. The Dean of Academic Development oversees the Upper School curriculum. The Dean of Students is responsible for the non-academic needs of day and boarding students. The Director of Residential Life supports the residential program and coordinates the student activities program. The Director of Community Life and Inclusion supports the School’s commitment to multicultural objectives and serves the entire school community. The Director of the James Center supports the School’s public purpose programs in areas including civic engagement, service, financial literacy and social entrepreneurship, oversees the WISE program and leadership development programs. The Director of Athletics coordinates the comprehensive athletic program and manages the Elizabeth B. Searle Athletic Center.

COUNSELING DEPARTMENT

The School Counselor is available to work with individual students, groups of students, and parents. There is a wide range of issues students bring to the Counselor’s attention including personal development issues, relationship issues, stress management, adjustment to Upper School or residential life, roommate issues, and identification of psychological issues that may affect school work. The Counselor works closely with administration and faculty to help determine services for students.

She may provide these services herself, and may also refer students and their families to other professionals in the community. In addition, the Counselor teaches the 9th grade Decision Making course. The School Counselor is the primary resource for Upper School students and families for mental health concerns. The School Counselor also coordinates the Peer Education program. **The US Counselor can be reached at 410-559-3123 or aminahwells@gfs.org.**

COLLEGE COUNSELING

The College Counselors are available to students and parents to assist in college planning. They conduct an array of programs and activities which provide comprehensive support through every step of the planning process, which begins formally in the junior year. The College Counselors teach the sophomore year Career Explorations class, junior year Decision-Making class, and the senior year Transitions class, which provide information on and guidance through the college planning process, and address personal growth and development issues.

FACULTY ADVISORS

Each student has a faculty advisor who encourages her academic and personal development. The advisor strives to develop a rapport based on warmth, trust, and openness with each student advisee. In addition to one-on-one meetings with each advisee, the advisor meets with all four to nine of her or his advisees on a regular basis in small group sessions allowing students to benefit from sharing with each other.

Parents are encouraged to use the faculty advisor as their primary contact for questions related to their daughter's academic progress and needs. Advisors may be reached by GFS email or phone.

ORIENTATION

Orientation to the Upper School begins in the spring with meetings for rising GFS Middle School students and new-to-GFS students. A comprehensive Orientation Program in the fall welcomes all new students and their parents to the Upper School at GFS.

New students and boarding students are then supported throughout the year through a variety of

formal and informal activities and programs, in class, during the academic day, as part of the activities program, and in the residence halls. New boarding students participate in orientation sessions several times over the first semester to address transition issues especially related to residential life.

BUS SERVICE

Garrison Forest School offers bus service for students in Kindergarten through 12th grade to several areas in Baltimore County (Hunt Valley and the Ruxton/Charles St. corridor), Howard County and Baltimore City (Downtown). Every route is offered for an additional fee. Please visit the website at

<http://www.gfs.org/admission/transportation> or contact the Business Office 410-559-3141.

DINING SERVICES AND REGULATIONS

The School's dining service includes daily meals, special meals, celebrations for the residential community and their guests, catering services, and special event services. Day students may purchase meals or ala carte items in Alumnae Hall (the GFS dining hall) by submitting their school-issued PIN number.

Costs:

Breakfast..... \$4.50 per day
Lunch \$5.75 per day
Dinner..... \$6.50 per day

MONDAY-FRIDAY

Breakfast 7:15-7:45 a.m.
Lunch 11:00 a.m.-1:45 p.m.
Dinner 6:15 p.m. - 6:45 p.m.

SATURDAY & SUNDAY/Holiday/Snow

Brunch 11:30 a.m.-1:00 p.m.
Dinner 5:00-5:30 p.m.

Lunch: All students who bring lunch or purchase it on campus must eat lunch in Alumnae Hall, in the Student Activities Center in Manor House, or in appropriate outdoor areas. Students **may not** eat or drink in the sitting room areas of Manor House or in academic buildings including Marshall-Offutt or the Library. Students may eat in classrooms only with explicit permission by a teacher. Seniors may have snacks only in the Senior Room.

The “O Zone,” a café/snack bar, is located in the Student Activities Center in Manor House and features fun food and drinks. Beverages also are available in vending machines.

Dinner is served buffet-style beginning at 6:00 p.m. A sit-down family style dinner is served two nights per week, on Tuesdays and Thursdays, beginning at 6:15 p.m.

Students are expected to observe the following dining hall regulations:

- Food, glassware, plates or utensils may not be removed from Alumnae Hall.
- Day students must use their school-issued PIN numbers to obtain food.
- Students must bus their own dishes and appropriately dispose of all trash.
- Students shall treat fellow diners and staff with courtesy and respect.
- Students must comply with the directions and requests of food service staff.

MANOR HOUSE ACTIVITIES CENTER

The Student Activities Center in Manor House featuring The “O Zone” Café and social space, a wide screen television, TV/VCR and other A/V equipment, and game tables, is available for Upper School student use. The Center is open for use on Monday through Thursday from 7:00 a.m. to 10:00 p.m.; Fridays from 7:00 a.m. to 11:00 p.m.; and Saturdays and Sundays from 9:00 a.m. to 10:00 p.m. Students who wish to use the Center for a special event may make a request to the Director of Residential Life.

Guests are not permitted in the Center on school days, except with special permission from the Dean’s Office. On weekends, students must notify the faculty member on duty at the number posted in the Center if they wish to bring a guest to the Center. Boarding students must see the Residential Life faculty member on duty to register any guests. Students may not be alone in the Center on Friday evenings after 6:00 p.m. or on weekends; students must be accompanied by another student or a guest.

The “O Zone” café in the Center provides specialty drinks, snacks, and light meals in the morning, lunchtime, and afternoon hours. Items can be purchased with cash or can be charged to student accounts. The operating schedule is posted in the Center. The café is also open at special times to support programming needs. Scheduling arrangements may be made with the Dean of Students’ Office.

Students are expected to take proper care of the furnishings and equipment in the Center and to clean up after themselves. Problems with equipment should be reported to the Dean of Students’ Office. Equipment and furnishings may not be moved within the room or removed from the Center. The television cannot be used in the Center on academic days before 3:00 p.m. Students may not view media with inappropriate or explicit content.

Misuse of the Center and/or failure to observe guidelines for use of Manor House facilities may result in loss of privileges for individual students or groups of students with the possibility of disciplinary action.

SCHOOL STORE

The School Store is located in Manor House and is open Monday through Thursday from 9:00 a.m. to 4:00 p.m. and Friday from 9:00 a.m. to 1:00 p.m. The School Store carries school supplies, uniform sweatshirts and shorts, fun out-of-uniform apparel, GFS goodies (car stickers, key rings, etc.) and gift items. Textbooks are ordered online at <https://www.mbsdirect.net>.

MESSAGES, MAIL, AND CALENDARS

A schedule of each day’s events is posted on the flat screen monitor in the lobby of Marshall-Offutt and in the F.E. White commons area for students and visitors. Boarding students receive posted mail in the Residential Life office near the lobby of Marshall-Offutt. Student packages are picked up in the Residential Life offices. Faculty and staff have mailboxes in the Upper School mailroom and have school email accounts. E-mail addresses follow a “firstnamelastname@gfs.org”

The yearly calendar for the next school year is mailed with renewal contracts in February. A monthly calendar for each division can be found on the School's web site at www.gfs.org along with extensive information on the School and school happenings. Student Activities Program events will be included in the weekly be in "Sunday Student Notes" email and posted daily on the two flat screen monitors in F.E. White and Marshall-Offutt.

SCHOOL HEALTH SERVICES

The goal of the Garrison Forest School health services is to maximize the potential of all students to learn and grow by promoting and protecting their health in the school setting. In a school setting we work in close contact with each other, so our goal is to be proactive in protecting students and others in the school community from disease and infection. The spread of many common contagious conditions can be prevented or ameliorated by teaching and encouraging good hygiene, including using proper hand washing, covering skin trauma, avoiding shared personal items, and maintaining a clean environment. Our housekeeping standards remain exceptional and are based on Health Department recommendations for schools. We are vigilant about monitoring our community and require that students and teachers be cleared by a healthcare professional to return to school after contracting certain contagious conditions. Decisions to notify parents of contagious conditions among student groups are made by our registered nurses in consultation with our school physician and local Baltimore County Health Department. These decisions are based on the likelihood of another student contracting the condition. Our team of registered nurses provides on-site or on-call coverage whenever school is open, and a school physician is always on call.

The nurses provide assessments, minor treatments and/or referrals for injuries, illnesses, and chronic health conditions. The Health Center is open from 8:00 a.m. until 6:00 p.m. Monday through Friday. The nurse on duty will treat the student and determine if she should return to class, go home, or remain in the Health Center. Except in emergency situations, students who go home due to illness must sign out through the nurse on duty, leaving campus directly from the Health Center.

In accordance with the Athletics Department policy on page 29 "In order to practice or play in a game, a student must arrive at school by 10 a.m. and fully participate in the academic day", any student who misses a class period due to resting in the Health Center will not be allowed to participate in practice or games that day. The Upper School Head and/or the Director of Athletics must approve exceptions.

INFORMATION FOR DAY STUDENTS

A student should not be sent to school if she has been ill during the night or early in the morning. She should be fever-free for 24 hours before returning to school. **A student who must go home because of illness or injury must be picked up from the Health Center within an hour via transportation arranged by the parent. We ask whomever is picking the student up to enter into the Health Center to ensure student's safety. Student drivers must check out of the Health Center with a parent giving permission to one of the RN's on duty for their child to drive themselves home.** If the care of a physician is necessary, the parent will be notified. In a potential life-threatening emergency, the day student will be taken to a hospital emergency room via ambulance. Financial responsibility for healthcare rests with the parent.

MEDICATION POLICY

If a physician determines that it is necessary for a student to receive medication at school for long or short-term administration, specific requirements must be met:

1. Written orders from the physician, nurse practitioner, or dentist must accompany all medication to be administered. A new order must be obtained at the beginning of each school year. **This includes epipens, inhalers and medications for attention deficit disorder.**
2. The written order must be dated and must identify the **medication, dosage, route, and time or specific circumstances** under which it should be given. Possible side effects should also be noted.
3. The parent or guardian must provide written permission for the medication to be given.

4. Any **change in the medication, dose, or time** the medication is to be given must be accompanied by a new written order and the parent or guardian's permission.
5. The medication must be brought to school by the parent, guardian or other responsible person in an original pharmacy container, labeled with the name of the student, the name of the medication, the name of the prescribing practitioner, and appropriate directions for school staff.
6. This container will remain at school for the duration of the time the medication is to be given.
7. All medications, with the exception of certain asthma, allergy, diabetic supplies and medicines, must be kept in the Health Center. Students must not carry prescribed or over-the-counter drugs in school for self-administration except under the guidance of the School nurse. A student may carry an inhaler or epipen only with the written permission of her parent/guardian and prescribing practitioner.
8. Attention deficit disorder medications must be given under the direct supervision of the School nurse.
9. If a student is found to possess medication not authorized by the Nursing Staff, the medication will be confiscated and held for the student in the Health Center.
10. Students with diabetes must administer all insulin injections as ordered by their medical provider and written in their DMMP or ITP.

The prescribing practitioner's order and parent/guardian's permission may be provided on the Medication Authorization Form available from our online student medical record, Magnus.

Nurses may give students acetaminophen (like Tylenol), ibuprofen (like Motrin), antacid (like Tums), Benadryl for allergic reactions, Sudafed for nasal congestion, or throat lozenges for symptomatic relief and apply hydrocortisone cream or antibiotic ointment if parents/guardians provide annual consent on the OTC Form located in Magnus. No allergy shots or other injection medications will be given in the Health Center

except for emergency medication; allergy treatments in the School physician's office may be arranged on request. Use at school of alternative/herbal medications is discouraged unless prescribed by a physician.

POLICY FOR ADMINISTRATION OF MEDICATION TO CHILDREN WITH ANAPHYLACTIC ALLERGIES REQUIRING THE USE OF AN EPIPEN

Parents of children with a medical order for the emergency use of an Epipen for an anaphylactic allergy are required to provide a non-expired epinephrine auto-injector prescribed by their physician to be kept in the Health Center. Magnus provided FARE, and Maryland State Medication Administration forms must also be completed and uploaded to Magnus along with a completed Prescription Medication Order Form for the Epipen. If a student self-carries please be sure that this is indicated on the Prescription Medical Order Form.

STUDENT MEDICAL HEALTH RECORDS

The Health Center must have complete and accurate health and emergency information for each student to provide optimal school health care. All Magnus requirements must be correctly completed by the first day of school or your child will be sent home until all requirements are met.

IMMUNIZATIONS

Immunization requirements for the State of Maryland may differ from those in other states or countries. Please check the requirements below to be sure your child is in compliance before the beginning of the school year. The Immunization Record must show the day, month, and year of each vaccination and must be signed by a physician or health department official. **No child will be admitted to school without uploading the required and completed immunizations form onto Magnus unless officially exempted for medical and religious reasons that satisfy Maryland law.** Consult with the School nurse, the health department, or your physician about proper documentation for such exemptions.

* Influenza vaccine: The flu vaccine will be available in the Health Center for boarding students prior to flu season and is highly recommended. Parental consent is required and will be available to consent for on Magnus.

STUDENT COMPLIANCE WITH HEALTH CENTER REGULATIONS

It is important that students respect the importance of the Health Center's functions by using it appropriately and complying with the directions of the nursing staff. Students are expected to:

- Refrain from being dishonest about health needs in order to avoid class or other obligations
- Keep all appointments with off-campus health care providers or give appropriate notice
- Comply with the medication policy, pick up medications on time, and take medications as directed
- Accept responsibility for partnering with the Health Center and the School in promoting self health
- Failure to meet these expectations will result in intervention by the School, including possible disciplinary action.

PARTNERING WITH PARENTS

The capacity of the Health Center to respond effectively and responsibly to the health needs of individual students and the school community as a whole rests in large measure on a strong partnership between the Health Center and parents. Parents are asked to:

- Be familiar with School health-related regulations and procedures, comply with them, and expect compliance from their child
- Keep the School up-to-date on changes to contact information, including phones, cell phones, emails, and home addresses
- Respond promptly to requests for health-care-related information and assistance from the Health Center
- Err on the side of caution when determining whether to send a child who may be sick to school

- Be diligent about calling the school office to report a child's absence due to illness
- Respond promptly if the Health Center determines that the student needs to return home or to the home of a guardian in cases when the student's health and/or the health of others in the community so warrants
- Encourage the practice of prophylactic health care habits at home, including hand washing, bans on sharing glasses/bottles and the like, other basic sanitary measures, good sleep and good nutrition.

SCHOOL LIFE REGULATIONS

ATTENDANCE

The class-day runs from 8:00 a.m. to 3:05 p.m. unless the student is in a PE class, then the day goes until 4:00 p.m. or until the end of the PE class. Attendance will be taken for all students, boarding and day, in their first period class. If a student has their first block free, they should check-in personally with the Student Life Assistant. Classes begin promptly at 8:00 a.m. Attendance will also be taken in each subsequent class period.

Upper School students will receive instructions on accessing Upper School buildings in the fall. Academic buildings are closed in the evenings and students may need to call security to gain access to the buildings.

When a student arrives after 8:00 a.m., she is considered late and should report to the Student Life Assistant's Office to check in and to pick up a pass for entrance to first-period class. **Day students who are absent or who will be late must have a parent or guardian email attendance at: USattendance@gfs.org, or call the absence line: 410-559-3169 by 8:30 a.m. Students may not call in themselves.** The Dean of Students' Office will call home if the School has not been properly notified of the student's absence by 8:30 a.m. All day students are required to live with a parent or guardian.

Students who call in sick or are recorded as absent from school and who then wish to come to school for some portion of the class day must check in with the Dean of Students' Office. Students who arrive after 10:00 a.m. may not participate in athletic games or other major co-curricular events that day except with special permission.

The Academic Day ends at 3:30 p.m. The last period of the day, 3:10-3:30, is designated for club meetings, work program, and extra help from teachers. Students who do not have an obligation during that last period may leave campus anytime after 3:05 p.m.

Students must attend all of their classes (including self-scheduled classes in music and riding) scheduled study halls, Upper School Grizzly Gatherings, class meetings, advisor meetings, assemblies, and meetings with teachers. Students are required to attend all of their physical education classes or their athletic after-school activity option, their team practices and games, and their other scheduled athletic obligations. Students also must keep appointments for extra-help sessions and other specific meetings scheduled with faculty or staff.

LATENESS POLICY

Students who arrive at school after 8:00 a.m. will be marked as late regardless of the reason for lateness. A student may be late three times in a quarter without penalty. These three non-penalized latenesses are designed to cover unexpected obstacles involving sleep, health, family, car, traffic, and weather.

After a student has been late to school four times in a quarter, she receives an **afternoon detention** for **each** subsequent lateness.

Continuous lateness to school may affect a student's grades. The student and her parents may be asked to meet with the Head of the Upper School and the Dean of Students. If a student receives an accumulation of 6 demerits for lateness over the course of a quarter, she will be required to have a conference with the Dean of Students or may be required to appear before a board comprised of her peers and faculty. Students who anticipate being late to school due to appointments or special needs

must have their parents contact the Dean of Students at least one day in advance to avoid having the late arrival count toward the three allowed latenesses.

A student who misses more than half of her class due to lateness may receive 6 demerits, the demerit number assigned to a class cut. Six demerits will result in automatic detention. Demerits are also issued for missing Grizzly Gatherings, assemblies, athletic obligations, and all other class-day obligations. The student must speak to the Dean of Students within 24 hours if she feels that the demerit should be excused or it remains.

In addition, a student who cuts a class may receive a penalty on work due that day. Teachers are not obligated to provide extra help for material missed due to a class cut or lateness to school.

ABSENCE FROM SCHOOL

A student who misses work due to an **unplanned absence**, such as illness, must:

- Contact each teacher on the day of her return to school to discuss what she missed in class and to make specific arrangements for making up missed work.
- Submit on the day of her return to school any written assignment that was due on the missed day unless excused by the teacher.

Day and boarding students may arrange to take a missed quiz or test during the proctored evening study hall if they are not able to schedule a time during the academic day.

Whether the absence is planned or unplanned, students are responsible for understanding and following the specific expectations regarding missed work of each department and teacher. We require a note from a doctor after an absence of 3 or more consecutive days or as requested by the Dean of Students.

Planned Absences

A student who knows in advance that they will need to miss *one or more classes* for a reason other than a School-organized field trip or activity, must obtain a "Request for a Planned Absence" form available

from the Dean of Students, and follow the procedures outlined on the form. *Whenever possible, planned absence forms should be requested at least two academic days prior to the absence.*

Procedure for Completing a “Request for Planned Absence” Form

A student who will miss academic work due to a planned absence is responsible for talking with each teacher *in advance* to make arrangements to complete the missed work. Some teachers may require work to be completed *prior to the absence*. Students should be very aware of the “policy on late submission of academic work”

Step 1: The Parent or guardian of a student requesting a planned absence must give the student a note, send an email or call the Dean of Students to confirm the request for the absence.

Step 2: The student should pick up a “Request for Planned Absence” form from the Dean of Students.

Step 3: The student must then

- Speak with each teacher whose class will be missed to discuss the impact of the absence, make a plan to address work that will be missed, and obtain each teacher’s signature. This includes her Physical Education teacher.
- Speak with her coach and obtain her coach’s signature if she is missing a practice or game.
- Speak with the faculty member responsible for any co-curricular obligation she may miss, such as a rehearsal or meeting.
- Speak with her advisor and obtain her advisor’s signature.
- Return the form to the Dean of Students, sign the form herself, and obtain the Dean’s final signature of approval.

The student is responsible for following through with her teachers, coaches and other faculty to make up all missed work and fulfill any missed obligations.

Excessive Absence Policy

In cases of excessive absence, the School may withhold credit. If a student is absent for more than 20% of a course, the Head of the Upper School, in consultation with the student’s teacher and advisor, will decide whether or not to give credit for the course and may require the student to complete additional work outside of the classroom setting.

Absences During Exams

Exams will take place the week prior to Winter Break and again in the final week of school in the spring. All students will be excused for Winter Break following their last exam. Spring exams will be followed by end-of-year events most of which require mandatory student attendance.

Students are expected to attend exams. Exams may *not* be rescheduled to accommodate family travel schedules, routine medical appointments, and the like. All requests related to exam rescheduling must be directed to the Dean of Students in advance for her consideration and action.

Absences for College Visits

Students are encouraged to use non-school days for college visits as much as possible. College visits should be scheduled, whenever possible, during vacations and weekends. If students must miss class, they should obtain a College Day Visiting form from the college counseling office and have it signed by a College Counselor before obtaining the signatures of her teachers. If students must miss class, they must complete all work missed during the absence and they should keep in mind the excessive absence policy stated above.

SNOW DAYS/INCLEMENT WEATHER

Cancellations, late openings and early dismissals

Weather-related announcements are made as early as possible (typically by 6:00 AM). Parents, students, and faculty/staff are notified via:

- Automated email/text message of any weather-related cancellation, late opening or early dismissal.
- A voice message on the switchboard number at 410-363-1500.
- The school website (gfs.org) and social media: facebook.com/GarrisonForestSchool, facebook.com/GFSAlumnae and twitter.com/garrisonforestschool.
- Announcements on WBAL Radio and WBAL, WJZ, WMAR, WB54, and Fox 45 TV stations.
- Postings before 8:00 a.m. in the residence halls.

In the case of inclement weather during the day, GFS will evaluate the need for early dismissal. Parents should use their best judgment for safe travel and are asked to notify GFS if they wish their child(ren) to be excused early.

GRADE LEVEL PRIVILEGES

Upper School students in all grades have privileges based on grade level. Academic or disciplinary problems or parental requests may result in removal of some or all of these privileges. **Any student leaving campus before 3:00 p.m. must sign out.** Failure to sign out is a violation of a major school rule and will result in disciplinary sanctions. **Early sign-out is for use during free periods only and students must return to campus for any obligations.**

12th Grade Privileges:

- Leaving campus during the academic day **after 11:30 a.m.** during free periods with an administrative signature and parental permission
- Use of the Senior Room in F.E. White

Use of the Senior Room is contingent upon compliance by seniors with the following regulations:

1. Seniors may have snacks in the Senior Room, but all food and drink must be

disposed of properly. Food and drink may not be left uncovered overnight. Odors, insects, stains and spills, and/or other evidence of unsanitary/unacceptable conditions will result in loss of all eating/drinking privileges in the room.

2. The room must be kept clean and odor-free. Trash must be emptied daily by 3:45 p.m.
3. Paint supplies approved by the Dean of Students may be used to decorate walls and cubbies. Spray paint is never permitted.
4. Inappropriate language and images in wall writing/drawings, posters, etc. are prohibited. Material that may be offensive to students, faculty, staff, and parents who may enter the room is prohibited.
5. All animals, including goldfish, are prohibited.
6. Inappropriate activity, including noise and disruptive behavior, is prohibited.
7. Students must share cubbies to accommodate all class members, including boarding students.

The Dean of Students may lock the Senior Room for a minimum of one day if seniors fail to comply with these conditions for Senior Room use. Seniors must carry their books if the room is locked.

11th Grade Privileges:

- Departure after 1:55 p.m. on 16 occasions per semester with a signature and parental permission during a free period

10th Grade Privileges:

- Departure after 1:55 p.m. on 8 occasions per semester with a signature and parental permission during a free period

9th Grade Privileges:

- Departure after 1:55 p.m. on 4 occasions per semester with a signature and parental permission during a free period

ACADEMIC DAY SIGN OUT PROCEDURES

Students leaving campus during the academic day must sign out. Sign out cards for every student are provided in boxes near the Student Life Assistant's Office in Marshall-Offutt. To sign out for an appointment off campus, a student must have a note from her parents or the Health Center. To sign out as a class privilege, a student must have blanket permission or a note from her parents. Cards must be signed by an administrator just prior to the student's departure and immediately upon her return; if the student is returning to campus after 3:45 p.m. it is not necessary to get a signature upon return to school the next day.

Students listed on athletic teams are exempt from signing out to games. Boarding students who leave campus during the academic day who will return after 6:00 p.m. **also must sign out** via Boardingware.

Leaving campus without following the correct procedure and/or without permission is a violation of a major school rule. As this is a major safety issue, the School asks that students and parents understand and comply with the sign-out rules for students.

The following administrators and staff members may sign out students: the Dean of Students, the Student Life Assistant, the Head of the Upper School, the Assistant to the Head of the Upper School, the Upper School Academic Dean and the Director of Residential Life.

DRIVING REGULATIONS

Student Driving and Parking on Campus

Driving and parking on campus is a privilege extended only to students who demonstrate consistent willingness to comply with campus driving regulations. Failure to abide by regulations is likely to result in loss of driving privileges. Parents who value the advantages of these privileges are asked to consistently reinforce with their daughters the importance of observing the School's driving regulations.

All drivers on campus must observe posted speed limits, cross walks, stop signs, and established traffic patterns.

Students who wish to park on campus during the academic day must register their cars with the School and obtain and display valid school parking permits on their cars. This regulation applies to any occasion on which a student drives and parks on campus during the academic day, regardless of the frequency. Failure to have a parking permit will result in loss of campus driving privileges.

Students must park only in designated student parking spaces at all times, including weekdays, evenings, and weekends. Students may not park or stop anywhere outside the student parking lot to check in, run errands, or attend to other matters without the permission of a faculty member.

General Regulations for Student Driving

Day students are expected to arrive at and depart from school using transportation approved by their parents. Students are responsible for communicating with their parents about any change in their regular transportation arrangements.

Students who wish to drive and be driven by other students while under school supervision must have special written permission from their parents or written permission on file in the Dean of Students' Office and must comply with all school sign out procedures. The number of passengers in a car must not exceed the prescribed capacity of the car, and seat belts must be used in accordance with Maryland law.

The School recommends that parents not permit their daughter to drive other students until she has had her license for a minimum of six months. The School counts on parents to determine and enforce whatever conditions for driving and being driven they deem reasonable in addition to school regulations.

WALKING NEAR CAMPUS

Students may not walk on any road contiguous to the Garrison Forest School campus due to traffic.

Exceptions are made only with parental permission and approval by the Dean.

CELLULAR TELEPHONE POLICY

While students may have cellular telephones in Upper School buildings during the academic day, respectful community and academic engagement remain the priority.

During the school day, we encourage families to limit texting/calling students as they are busy with classes and engaged in community activities.

Teachers are encouraged to collect cell phones during class and to draft a cell phone policy with clear expectations relating to their individual spaces. Cell phones may not be used in class without teacher permission.

The Garland Theater is a cell-free zone—students may not use cell phones here. Any phone brought into the theater will be taken and kept by the Dean of Students until the end of the day.

Students are never permitted to have Cellular Phones or Smart Watches on their person during exams. They are encouraged to leave these devices in their lockers or with their exam proctor prior to the beginning of assessments.

Members of the community are expected to refrain from using cellular devices when they are mobile. Community members should stop and move to the side if they must use their device while in transit.

Students who wish to study while listening to music may wear headphones or earbuds. Students may not wear headphones or earbuds while walking through buildings or around campus.

If a student is found to be in violation of any of these expectations, she should expect to have the device taken away and/or have the infraction reported to the Dean of Students Office. The Dean of Students has discretion with regard to this policy.

PROPERTY AND ACCESS

- Garrison Forest School is not responsible for the loss of personal property of students. Students are discouraged from wearing or

bringing valuable, non-essential items to school, such as jewelry and excessive cash.

- Students are asked not to leave their laptop computers unattended.
- Students are encouraged to use locks on their lockers; the Dean's Office must be given the combination or a key. (Locks will be available for purchase at the School Store.)
- Boarding students are expected to lock their rooms and not to enter residence hall rooms other than their own without permission. Day students may not enter the residence halls in the morning prior to the beginning of the school day until after 3:45 p.m. Day students should never be in a boarding student's room without their host.
- The School reserves the right to enter and search rooms and lockers at any time.
- Residence hall common spaces are for use by boarding students only. Day students may not use these rooms during the day. Day students are encouraged to use the lobby of the SAC as a place to wait for after-school pick-up.
- Students will be held financially responsible and/or disciplined for vandalizing or damaging School property.
- Students are asked to report any theft or similar event of concern to the Dean of Students for appropriate follow-up, including notification of campus security staff.

VISITORS ON CAMPUS

Class Visitors

Students should ask permission in advance from the Head of the Upper School or the Dean of Students to invite a visitor to school. The teacher should be asked before a student brings any visitor to class. Visitors to school must be escorted by their student host or be in a supervised area of campus at all times.

Visitors

Day and boarding students may have guests on campus for afternoon, evening, and weekend school sporting, performing arts, and special events attended by the public. Students may bring guests to the dining hall on occasion for weekday dinner with permission from the Dean of Students or Director of Residential Life. In general, guests are not permitted on campus during the academic day.

Boarding students must follow the Residential Life rules governing visitors. Students with special circumstances regarding visitors should speak with the Dean of Students to make appropriate arrangements.

INTERPERSONAL AND INTIMATE BEHAVIOR

The School prohibits student behavior involving intimate sexual relations on School property or at School events. If a student is discovered engaging in sexual activity, the School will take appropriate action. Students are expected to avoid intimate contact in School-related public settings and/or on School property. Students may not spend the night in residence halls rooms or in rooms overnight on School-sponsored trips with anyone who is an intimate associate.

In their conduct and expression in school, students are expected to keep their focus on the objectives of the academic day and to avoid behavior that may be unreasonably distracting or disruptive for others. Outside of the academic day, the conduct and expression of students is expected to reflect respect for self and for others. The School reserves the right to provide specific guidance to students regarding conduct and expression in order to support the well-being of students and the needs of the community.

THE GFS UNIFORM CODE

The uniform tradition is intended to enhance school spirit and pride and to allow students to focus on learning. The spirit in which a uniform is worn reflects in every way the spirit of the community. It is a particular expectation that students wear clothes that are clean, neat, and in good condition (no tears, frays, hems out, patches, etc.) and which fit well.

Kilts, tunics and cord skirts may not be shorter than mid thigh.

Uniforms are required during the academic day Monday through Friday, from check-in to 3:45 p.m. The acceptable uniform consists of the following:

Upper School Uniform

<u>Approved Bottoms:</u>		
Bottoms	Leggings	Pants
Kilt*	Blue or black--solid colors only	Navy blue chino pants
Light Blue Skirt*	Must come below the knee	Navy blue chino bermuda shorts (must be knee-length)
Tunic* (belt optional)	Small (less than 1") logos are fine	
<ul style="list-style-type: none"> On formal dress days, students may wear either the kilt or navy blue chino pants Skirts and tunics should be no shorter than mid-thigh Shorts or leggings must be worn under all skirt options (shorts may not be visible under skirt) 		

<u>Approved Tops:</u>	
White Polo Shirt and GFS Game Day Polo Shirt	GFS Sweatshirt, Fleece or *Sweater
<ul style="list-style-type: none"> Plain, loose-fitting Short or long sleeves No visible insignias or 	<ul style="list-style-type: none"> GFS sweatshirts and fleeces are available at the GFS School Store

<p>labels</p> <ul style="list-style-type: none"> • May be untucked if hem falls at or above hip • Students may wear a plain white t-shirt under polo <ul style="list-style-type: none"> ○ T-shirt may not have visible writing ○ T-shirt may not be visible below the sleeves or hem of polo shirt • GFS game day polo shirts may be purchased in the Athletic Department and worn by athletes on game day or the Friday before game day if the game falls on a weekend. 	<ul style="list-style-type: none"> • Must be worn over a white polo shirt • Outerwear may not be worn inside <p><i>*The sweater is available at Flynn & O'Hara. See below for information</i></p>
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**GFS kilt, cord skirt and tunic must be purchased from GFS's uniform company, Flynn & O'Hara School Uniforms. Their local store where items may be tried on and purchased is at North Plaza Shopping Center, 8868 Waltham Woods Road, Parkville, MD 21234. The store telephone numbers are 410-828-4709, 1- 800-441-4122. On the web at: www.fando.net or flynnohara.com*

Physical Education classes: Students must wear shorts (no tunics, pants or skirts), uniform shirt, athletic shoes, socks, GFS sweatshirt and navy sweatpants. Sweatpants may be worn for PE classes ONLY.

Game Days: Team members may wear a game day shirt (navy embroidered "G" emblem, or other approved shirt) on game days. Shirts may be purchased through the Athletic Department.

Outerwear: When outside academic buildings, students may wear jackets, GFS athletic jackets, winter coats, or sweatpants. Students must take off outerwear, including sweatpants, immediately upon entering academic buildings along with any hats, scarves and gloves. **Non-GFS sweatshirts or sweaters MAY NOT be worn at any time.**

Gum: Students may not chew gum at any time during the academic day.

Field trips: Students must follow the directions of the trip leader regarding attire. Unless otherwise specified, students are expected to wear dress-casual, modest, unrevealing clothing and shoes.

Out-of-uniform days: Students must wear modest attire appropriate for school. Strap tops, bare midriffs, very short skirts, and other tight and/or revealing clothing is not allowed.

Residential Community Dinner: Uniforms are not required for dinner. Students are expected to come to dinner neatly and modestly dressed. On special occasions, students will be asked to wear dresses, skirts, or dressy pants and shirts to meals.

<u>Approved Footwear:</u>	
Shoes	Socks/Boots
<ul style="list-style-type: none"> • Must have laces • Must fully enclose toe and heel • Must be worn with socks • Sperrys, sneakers, high-tops are permitted • NO Tom's, sandals, flip-flops, slippers, slip-ons, etc. 	<ul style="list-style-type: none"> • Socks must be crew or ankle athletic socks; can be any color • Boots may be worn from after Thanksgiving Break until Spring Break • Rain boots may be worn all year in rainy weather

UNIFORM INFRACTIONS

The School asks for cooperation from both parents and students in making certain that students are in uniform during the academic day.

Uniform infractions may be addressed by faculty and Forum representatives. Infractions will result in the student receiving one demerit and being required to comply with the Uniform Code. This may require purchasing new items at the Bookstore, from the uniform company, or from an approved vendor.

STUDENT GROUP CLOTHING POLICY

GFS student groups – including co-curricular organizations, athletic teams, residence halls, and other groups – that wish to create an article of clothing designating membership in the group or supporting the group's activities, must receive approval from the Dean of Students and their advisor/faculty leader.

Student groups may not use school funds for the purchase of student group clothing and may not compel members to buy such clothing. Use of student group funds, or fundraising efforts for the purchase of student group clothing, must be approved by the group's advisor, coach, or the appropriate GFS staff.

The wearing of student group clothing must comply with all GFS uniform regulations. **Student group clothing may not be worn as part of the GFS academic day uniform.** Athletic team members may not wear such clothing as a substitute for team uniforms or coach-approved practice wear.

Garrison Forest School reserves the right to regulate and limit the use of the School's name, seal, logo, and other design elements used by the School for its official purposes.

EMERGENCY PROCEDURES/ CAMPUS SAFETY

The **on-campus alarm system** alerts the campus community of weather-related or other safety issues in the vicinity. Students, faculty/staff, parents and visitors should seek shelter when they hear the siren and await further instructions. **Emergency**

messages are sent via text message to parents, faculty/ staff, Upper School and boarding students in the event of a campus emergency depending upon the situation.

FIRE REGULATIONS

All GFS community members are expected to be familiar with basic fire safety procedures. The procedures for students include the following steps:

1. Know where the fire alarm and exits are located in each building.
2. Sound the alarm if fire is discovered.
3. Do NOT attempt to extinguish the fire; exit the building immediately.
4. Walk quietly and quickly to the nearest exit, and leave the building.
5. If time and safety permits, close doors when exiting the room.
6. Move to designated outdoor areas and line up by class in alphabetical order. Wait for instructions and listen for roll call.
7. Do not re-enter any building FOR ANY REASON until the all-clear signal has been given.

DISCIPLINE POLICIES AND PROCEDURES

Community Philosophy Concerning Honesty and Integrity

Members of The Garrison Forest Upper School acknowledge the importance of commitment to community, character and educational pursuit by upholding a high standard of honesty and integrity in every facet of school life.

Lying, cheating, and stealing are unacceptable behaviors which erode the climate of trust essential to a successful learning community and a breach of this trust will result in restorative and/or disciplinary action.

Students are expected to be familiar with the information on academic integrity which appears in the “Academic Information” section of this handbook and the “Major School Rules” which appear here:

MAJOR SCHOOL RULES

The major school rules are designed to protect the well-being of the individual students and the community. A major school rule violation may result in the student appearing before the Honor Board and/or School administrators; either process may lead to dismissal from the School. The major school rules prohibit:

1. Dishonesty, including lying, stealing, cheating, plagiarism
2. Possession, use, or distribution of alcohol or other drugs
3. Smoking or use of tobacco products to include electronic smoking devices on campus, in school vehicles, on school trips, and at school-sponsored activities
4. Leaving school without permission
5. Any threats or acts physically harmful to another person or destructive of property
6. Any speech or action which harasses, hazes, coerces, or threatens another person
7. Excessive class cut/study hall cut demerit violations
8. Excessive or extreme Class I and/or Class II demerit violations
9. Violations of the Computer Acceptable Use Policy
10. Significant or excessive violations of school policies, rules, and regulations, including those of the Upper School, departments or programs of the School, and the Residential Life Program
11. Possession, use, or distribution of weapons on campus, in school vehicles, on school trips, and at school-sponsored activities.

Other conduct may be equally inconsistent with the School’s conduct expectations. Students are expected to use integrity and common sense, and to seek guidance when in doubt, in making choices related to the School’s conduct expectations.

The Head of School, the Head of the Upper School, the Dean of Students, or the Director of Residential Life may require a student to appear before the Honor Board if she makes conduct choices inconsistent with the spirit of the Garrison Forest School community. School officials may take other disciplinary action when the needs of individual students and/or the community warrant intervention.

No student is welcome who is not in sympathy with the aims of the School, or whose influence is deemed detrimental to the School’s best interest. The School reserves the right to ask a student to leave Garrison Forest School if her behavior on or off campus, or online, during the academic year or during breaks, is contrary to the best interests of the School. In addition, any student holding an appointed or elected office in the school may be asked to relinquish her position if she violates School rules. As unanticipated concerns arise, it is within the discretion of School officials to determine appropriate responses.

EXPECTATIONS REGARDING OFF-CAMPUS STUDENT CONDUCT

Students are expected to conduct themselves in a manner consistent with school rules both **on and off campus**, while school is in session and on breaks. Garrison Forest School does not wish to be a substitute for parental guidance around student decision-making, or for civil law enforcement. The School is, however, committed to the education of the whole-student, to maintaining a healthy school community, and to preserving the reputation of the School in the surrounding community. With these goals in mind the School may need to respond to conduct issues that occur off-campus.

Disciplinary interventions regarding off-campus conduct may range from conversations and consultation with parents and the student, requests and recommendations for parents and the student, formal warning, or formal disciplinary action, including the possibility of an Honor Board hearing. At all times, the School’s objective is to fulfill its educational mission.

POLICY ON ALCOHOL AND OTHER DRUGS

Garrison Forest School is committed to educating its students to make healthy and responsible decisions regarding alcohol and other drugs. The School also is committed to supporting the laws of the State of Maryland on alcohol and controlled substances.

The School sustains these commitments through educational activities inside and outside the classroom for students, parents, faculty, and staff; through the provision of medical and mental health referral services for students with specific needs; and through its discipline process.

The School also participates in the efforts of AIMS and other school associations that address alcohol and drug issues. The Head of School has joined heads from peer institutions in supporting the *Baltimore Independent Schools' Covenant for Safety and Health*. The *Covenant* asserts:

- We will collaborate in the continuing development of programmatic practices regarding alcohol and other drugs, including the creation and support of early intervention and peer and parent support activities.
- We will work with families to help them create evening and weekend environments that are safe and positively complement our school activities.
- We recognize and draw the distinction between disciplinary response to the violation of school rules and non-punitive response to general concerns raised about students who may be struggling with the abuse of alcohol and other drugs.
- We agree that violation of school rules on alcohol and other drugs will lead to nothing less than suspension; return to school will usually include family and student commitment to evaluation, counseling and/or treatment.
- We will support recovery, even as we confront activity.
- We recognize that the safety and well-being of our students is of paramount importance and is best promoted by a strong partnership between school and home. We encourage

the active participation of parents in preventing the use of alcohol and other illegal drugs by adolescents. We will not tolerate a parent providing or condoning the use of alcohol or other illegal substances to other students.

Educational Activities

Activities and programs appropriate to each grade level and division are offered. These activities are designed to give students, parents, and other community members, factual information, strategies for avoiding unhealthful and illegal alcohol or other drug use, and resources for specific issues. In the Upper School, the Decision Making courses, assemblies, classroom-based units, awareness days, student-initiated programs, and parent peer meetings are some of the mechanisms used to educate.

Additionally, faculty and staff from all divisions are offered information, training, and opportunities for focused discussion designed to assist them in offering appropriate guidance and support to students. Nursing and mental health staff, faculty advisors, residential life faculty, student life administrators, and selected student leaders participate in more extensive training activities appropriate to their roles.

Garrison Forest School encourages all members of the school community to personally invest in becoming and remaining educated about the physiological, psychological, social, cultural, and legal implications of adolescent use of and involvement with alcohol and other drugs.

Resource and Intervention Services

The School recognizes that some students may meet medical and/or mental health challenges stemming from involvement with alcohol or other drugs. These challenges may involve a single incident or on-going use, on or off campus, by day or boarding students.

The School Health Center provides routine and emergency medical care for physical health issues related to the use/abuse of alcohol or other drugs, which emerges while a student is on campus. The Health Center also may make referrals to health care providers off-campus.

The School Counselor provides direct support for students with needs related to use/abuse of alcohol and other drugs. She is prepared to assist students and families to connect with health professionals and services beyond the School. She is available on a daily and emergency basis to consult with and assist any community member who has a concern regarding their own use or that of another person. The Counselor observes standards of confidentiality consistent with Maryland law and professional ethics.

Disciplinary Responses for Alcohol and Drug Use or Involvement—On or Off-campus

The School's expectations for students on campus and off campus, especially but not limited to School-sponsored events and activities, and at activities where students represent the School, prohibit:

1. The possession, use, or distribution of alcohol (the State of Maryland prohibits the possession, use or distribution of alcohol by persons under the age of 21)
2. The possession, use, or distribution of drugs classified by State law as controlled dangerous substances
3. The misuse of prescribed medications
4. The misuse of over-the-counter medications, health substances, and substances such as inhalants

Students who violate alcohol and other drugs prohibitions shall appear before the Honor Board if the violation occurred on campus, in connection with a school-sponsored event or activity, or at an activity in which the student represented the School. Violations that occur off campus, but were not sponsored by the School or representative of the School, may be addressed by the Head of the School via an Honor Board, a disciplinary conference, an informal warning, or other means.

Serious violations of the prohibitions regarding alcohol and other drugs, especially violations involving distribution and/or violations which create a high risk of physical harm for a student or others, may result in dismissal or suspension from the School.

When possible without creating peril for the School community, students who commit a first-time violation will be allowed to remain in the community under one or more of the following conditions:

1. Suspension of one day or more.
2. Recommended or required participation with the student's family in a substance use evaluation by a health care provider recommended by or agreed upon by the School. The recommendations from this evaluation must be shared with the School and a plan for fulfilling the recommendations must be agreed upon by the School and the student and her family.
3. Recommended or required participation in individual and/or group counseling or other treatment program, as recommended by the evaluation and/or required by the School. Counseling services provided outside the School are paid for by the family.
4. Participation by the student in educational and/or service activities mandated by the School.
5. A probationary period of at least one year.

Alcohol or Other Drug Misconduct and Athletics and Co-Curricular Activities

Students on athletic teams and/or involved in co-curricular activities should be aware that violation of the School's expectations regarding alcohol and other drugs may place participation in these activities in jeopardy. These activities include team sports, student organization activities, School sponsored student group competitions and conferences off-campus, field trips, and School trips abroad.

Participation in activities such as athletics, which requires a serious commitment to physical and mental preparedness, to other team members or participants, and to representing the School in public settings, carries a special obligation to avoid illegal use or abuse of alcohol and drugs. Students who try out for, audition, or otherwise apply for membership on teams or in groups also should recognize that the selectivity of membership carries special obligations.

The Honor Board, School administrators, coaches, and faculty advisors may limit or prohibit a student's participation on a team or in an activity in response to misconduct involving alcohol or other drugs.

Students on teams are expected to follow the directives of coaches and to uphold the objectives of training and fitness programs. Violations of these expectations may result in abridgment or loss of team participation privileges. Likewise, students involved in co-curricular activities are expected to comply with the expectations of advisors or group leaders.

Students in leadership roles on teams and in co-curricular groups are encouraged to work with coaches and advisors to communicate expectations to members and to serve as role models.

SMOKING & VAPING POLICY

Garrison Forest School endeavors to be a smoke-free and tobacco-free campus. Smoking, vaping, and the use of tobacco products are prohibited for all students on campus, in school vehicles and on school trips. Beginning October 1, 2019, it is against the Maryland law for individuals under the age of 21 to buy, use or possess tobacco products to include electronic smoking devices. Violation of this policy is a violation of a major school rule and shall result in a student appearing before the Honor Board.

POLICY AGAINST HARASSMENT AND BULLYING

Harassment and Bullying

Definition of Harassment

Harassment means intentional verbal, physical or written (including by electronic communication and

social media) conduct that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities or performance or with the student's physical or psychological well-being, and is based upon an individual's race, color, national origin, age, sex, sexual orientation, gender identity, religion, ancestry, physical or mental disability or any other personal characteristic protected under federal, state or local law.

Harassment includes sexual harassment, which includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, sexually suggestive remarks, jokes and gestures, and other unwelcome verbal or physical conduct or communications of a sexual nature.

Garrison Forest is committed to maintaining an environment free from all forms of harassment or bullying. The school will not tolerate harassment or bullying, which is considered a serious form of misconduct and which will be subject to discipline, up to and including expulsion, if warranted.

All Garrison Forest students and faculty are expected to uphold the community norms set forth by our Statement of Respect to create a safe and positive learning environment. Words and acts that are disrespectful and are considered harassment and bullying will not be tolerated in either our day or boarding communities.

All students are expected to behave in ways that support the well-being, health, and safety of themselves and others. To this end, students should be respectful in their interactions and relationships and learn to recognize how their actions, including their speech, affect others. Garrison Forest students should aim to be courteous, kind, and inclusive, and accept constructive feedback and criticism as being essential parts of learning and membership within the community.

Definition of Bullying

As used in this policy, bullying means intentional verbal, physical or written (including by electronic communication and social media) conduct that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities or performance or with the student's physical or psychological well-being.

Our Approach to Incidents of Harassment or Bullying

Each division approaches this problem in a manner consistent with the developmental age of the students. Remediation of a claim of harassment or bullying may take several forms and could include:

- Counseling for the students involved
- A Family meeting with adults involved in remediating the problem
- Disciplinary action for the students involved such as an Honor Board hearing

In addition, the Garrison Forest School is actively involved in preventing harassment and bullying. Beginning with our youngest students, we teach values of respect, and the skills of conflict resolution.

What to Do if You Feel You are Being Harassed or Bullied

If a student feels she is being harassed or bullied she should report her concerns immediately to a trusted adult. She should be as specific as possible, recording direct quotations, actions, and witnesses. Any student who witnesses the harassment or bullying of another student is also encouraged to file a report.

Members of the school community take harassment and bullying complaints seriously. The school will investigate any charge of harassment or bullying brought by or against a member of the Garrison Forest School community and we will take action as appropriate.. Reports alleging bullying may be brought by parents. Students who knowingly file false reports of bullying will be subject to disciplinary action.

Retaliation

Retaliation is any act or comment intended to negatively impact a person involved in a harassment bullying complaint or investigation. Retaliation against any individual for reporting an incident of bullying in good faith or for supporting a good faith complaint will not be tolerated and may be subject to disciplinary action.

Scope

This policy covers conduct that takes place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops. If the incident occurs outside of school and the impact disrupts the school day or interferes with the rights of other students, the divisional administrative team has the authority to respond. This policy also pertains to the usage of electronic devices and electronic communication that occurs in the aforementioned spaces. Please see the Acceptable Use Policy for more details on digital citizenship.

Confidentiality and Discretion

All actions taken to investigate and resolve bullying complaints will be handled with as much confidentiality and discretion as possible, without compromising the thoroughness of the investigation or the School's attempt to address any misconduct.

THE HONOR BOARD

The Honor Board is an advisory group which makes recommendations to the Head of School in matters involving violations of disciplinary policies and procedures.

When it seems likely that a student has broken a major rule, either by her own admission or by observed behavior, the incident should be brought to the attention of the student, her advisor, the Dean of Students, and/or the Head of the Upper School, at the earliest opportunity. The student and her advisor then will meet as soon as possible with the Dean of Students, who will determine whether to schedule a meeting of the Honor Board to review the incident. Similar steps are followed if a student commits an excessive number of minor violations.

Honor Board Procedures

Members of the Honor Board may include the President of the School, Vice-President of the School, the Dean of Students, the Head of the Upper School and the Head of School. The Director of Residential Life will join the Honor Board when there has been a violation committed in the boarding community. The class officers (day and boarding presidents) also participate in Honor Boards involving classmates, as does a student's Advisor. If the Dean of Students or Head of the Upper School feel there is a conflict of interest, students may be asked to recuse themselves from their Honor Board responsibilities.

The Dean of Students assembles an Honor Board to hear a specific case; the roster of student participants depends upon timing and availability. The Head of School may join the Honor Board, based on his availability and the seriousness of the disciplinary matter being addressed. When the Head of School does not directly participate, the Head of the Upper School serves in his stead.

The Dean of Students usually conducts the proceeding. Each student appearing before an Honor Board will be heard individually and allowed to speak on her own behalf. If the Board determines that a violation of school rules has occurred, the Board will recommend appropriate consequences to the Head of School. The Head retains the right to alter such decisions. The Head's judgment is final in all cases.

The details of an Honor Board are regarded as confidential, and are kept between the individual, her family, and the School administration; however, conduct issues addressed and disciplinary actions taken by the Honor Board may be discussed in general terms without names at Upper School Meeting. Anyone with a question about a particular decision should speak with the Dean of Students, the Head of the Upper School, or the Head of School.

At GFS we strive to hold our students to the highest standards in all aspects of their lives. GFS expects all students to answer, with honesty, questions about discipline/honor infractions when asked on

college applications. Students will explain, in writing, the circumstances surrounding a disciplinary sanction, the action taken against them, and lessons learned from the experience. A Senior who receives a sanction of suspension is required by the School to notify colleges to which she is applying, has applied or has been accepted. The School will assist the student, at her request, in fulfilling this requirement.

If a student withdraws from GFS for any reason during the senior year, the school expects the student to notify, in writing, the colleges to which she has applied, been accepted or enrolled, of her decision to withdraw. GFS abides by the National Association of College Admissions Counselors (NACAC) Code of Ethical and Professional Practices (CEPP). In accordance with the CEPP policy, GFS must disclose to colleges a senior's change in enrollment either pre or post admission.

Sanctions

As a result of an Honor Board meeting, a student may be suspended or dismissed from school, or be subject to any other action the Head of School deems appropriate. Possible sanctions include:

Dismissal: When a student is dismissed from the School, all services are relinquished immediately with the exception of those agreed upon by the Head of School. Students dismissed by the School may not return to campus nor attend any school-sponsored events for a full calendar year from the date of their dismissal. In the event of a dismissal, tuition and any other outstanding charges must be paid in full.

Suspension: When a student is suspended from the School, the student loses all services from the School with the exception of necessary contact with her teachers. A suspended student remains responsible for her academic work. Her primary contact with the School will be with her advisor. She may not return to campus nor involve herself in any school functions during the period of her suspension without prior approval of the Dean of Students, the Head of the Upper School, or the Head of School. A student who is suspended is responsible, with her family, for making necessary arrangements for her time away from school.

In some cases, the suspension is served off campus and begins immediately after the conclusion of the Honor Board or other disciplinary meeting. The Dean will help the student contact her parents to arrange departure. In other cases, the suspension is served on campus and includes required activities.

Disciplinary Probation: Disciplinary Probation places the student's privilege to remain at Garrison Forest School in jeopardy. When a student is placed on Disciplinary Probation, she is in serious danger of being required to leave the School if further conduct violations occur. If there is another breach of a major rule, if repeated minor violations occur, or if the student's negative behavior continues, the student may be required to leave the School.

A student may be placed on Disciplinary Probation by agreement of the Head of School, the Head of the Upper School, the Dean of Students, or as the result of an Honor Board. A student is placed on Disciplinary Probation for the remainder of her career at Garrison Forest; however, after one calendar year, the student may submit a written petition for removal from Disciplinary Probation status. The petition should cite specific information which warrants an abridgement of probation status. The petition must be signed by the student and her advisor.

A student on probation may not run for President or Vice-President of the School, president of any class, or be considered for Prefect. A student who wishes to run for any other office must request permission from the Dean of Students.

Disciplinary Warning: A student may be placed on Disciplinary Warning by the Head of the School, the Head of the Upper School, the Dean of Students, or as the result of an Honor Board. Disciplinary Warning serves to notify the student and her family that her behavior is inconsistent with the standards and expectations of the Garrison Forest School community. A student remains on Disciplinary Warning for one calendar year. A student on Disciplinary Warning may be subjected to Disciplinary Probation, suspension, or possible dismissal if there is a breach of a major rule, if

repeated minor violations occur, or if the student's negative behavior continues.

Educational Activities: The Honor Board may recommend or require a student to initiate or participate in activities, projects, or programs designed to educate the student and/or provide service to the community.

Academic Work: The Honor Board may require a student to complete or redo academic assignments in cases involving questions of academic integrity.

Use of Support Services: A student may be referred to School support services such as the Academic Resource Center or the School Counselor, or to services external to the School, for assistance.

DEMERITS AND DETENTION

Demerits

Demerits are given to students when they fail to meet a specific behavioral expectation of the GFS school community. Four demerits in a quarter will result in an afternoon detention from 3:35-4:45pm p.m. Class cuts will result in an automatic detention. **Accumulation beyond twelve demerits in a semester may result in additional disciplinary action, usually a conference with the Dean of Students, but also including the possibility of an Honor Board.** Demerits are accumulated on a semester basis and do not carry over into a new semester.

The number of demerits given for specific rule infractions are as follows:

Generally incurring **one demerit:**

- Leaving books or other belongings in hall
- Talking loudly/sitting in the hall
- Eating and/or drinking indoors, other than the dining hall (except snacks in the Senior Room)
- Failing to perform work program duties
- Chewing gum on school property during the academic day
- Being out of uniform
- Violating parking regulations (may also result in loss of driving privileges)
- Violating any dining hall regulation
- Being late to class by up to 10 minutes (being more than 10 minutes late incurs two demerits; being late for more than half the

class counts as a class cut incurring 6 demerits).

Generally incurring **two demerits**:

- Displaying notably disruptive, disrespectful, rude, or inconsiderate behavior in or out of class
- Failing to comply with the direction of a faculty or staff member
- Abuse of tablet PC with respect to our Responsible Use Policy
- Violating usage rules for campus facilities and resources
- Failing to comply with Health Center procedures, in particular those regarding medication (including taking medication as prescribed) and keeping medical appointments
- Being more than 10 minutes late to class (being late for more than half of a class counts as a class cut incurring 6 demerits)

Generally incurring **six demerits**:

- Cutting a class, defined as missing more than half of a class

Detention

Disciplinary detention is the School's first response to an accumulation of demerits and therefore the first response to an accumulated concern about a student's behavior. An afternoon detention must be served when a student has accrued four demerits in a semester. Afternoon detentions are held from 3:45-4:45p.m. on one weekday afternoons.

Students who earn an afternoon detention must serve one of the next two afternoon detentions. Only emergency appointments, religious obligations, and other exceptional circumstances warrant rescheduling a detention. Afternoon detention assignments may result in absence from athletic practices or games or other after-school obligations; students are expected to manage the impact of those absences.

All detentions are work detentions. Students perform tasks assigned by the School and supervised by the detention proctor; tasks are likely to include physical labor. Work detentions are intended to underscore for students their obligation

to make restitution to the community for the negative impact of their conduct and to motivate students to reflect and to make a commitment to supporting community expectations.

Unexcused absence from a detention is considered a class cut. The student will be required to make up the missed detention and serve an additional detention. Late arrival at detention will result in serving additional detention time at another detention.

GARRISON FOREST SCHOOL
ADMINISTRATION

Chris Hughes
Head of School

Deanna Gamber '85
Associate Head of School

Stacy Mohn
Director of Finance & Operations

Reema Khanchandani
Head of the Upper School

Shannon Schmidt
Head of the Middle School

Gail Hutton
Head of the Lower Division

Carolyn Lewis
Director of Community Life and Inclusion

Jodi Blackburn
Director of Residential Life

Randy Beckford
Upper School Dean of Students

Kathleen Baughman
Dean of Upper School Academic Development

Jenn Yapsuga
One Schoolhouse Coordinator

Lauren Anderson
Middle School Dean of Students

Andrea Perry
Dean of Special Programs
Director of the James Center

Elizabeth Almeter
Director of College Counseling

Stephanie Metruk/Janice Bogdan
Associate Director of College Counseling

Kate Gugerty
Director of Alumnae and Parent Relations

Carrie Stickel
Director of Alumnae Leadership

Nikki Natoli
Director of the Fund for Garrison Forest

Catie Gibbons
Director of Admission

Michelle Placek
Director of Communications and Marketing

Tiffany Ogunwuyi
Assistant Director of Communications

Aminah Wells
Upper School Counselor

Lindsay Kelland
Director of Educational Technology and Libraries

Robert Ammons
Director of Technology

Chanda Grimes
Head Nurse

Jessy Morgan
Director of Athletics

Josh Breto
Assistant Director of Athletics

Tara Rosenbaum
Director of Auxiliary Facilities Usage

Meisha Dockett
Human Resources Manager

TELEPHONE NUMBERS

The School has an automated switchboard with a menu on which you may leave messages.

Telephone number: 410-363-1500
 Business Office FAX number: 410-363-8497
 Upper School FAX number: 410-363-8441

School Telephone Numbers

Upper School Office	410-559-3121
Dean of Students' Office	410-559-3155
Upper School Academic Dean	410-559-3124
Attendance Hotline	410-559-3169
Athletic Hotline	410-559-3198
Fine and Performing Arts Center	410-559-3490
Garland Theater	410-559-3490
Health Center	410-559-3200
Alumnae Hall (Dining Room) Manager	410-559-3484
Maintenance	410-559-3148
Residential Cell Phone (for residential life issues only)	410-812-7062
Security	410-559-3247
Stable	410-559-3450

BOARD OF TRUSTEES

Garrison Forest School is governed by a Board of Trustees which meets five times per year and is composed of alumnae, current and past parents, and friends of the School. The Board sets policy, makes financial decisions, employs the Head, elects new Trustees, and keeps informed about all aspects of school life. Board committees include Finance, Development, Buildings and Grounds, Educational Policy, and Trusteeship/Nominating Committees. Current Trustees are listed in the School directory.

THE PARENT ASSOCIATION

The Garrison Forest Parent Association exists to support the educational choice parents have made for their children. The Parent Association's role is to strengthen the partnership among students, faculty, and parents. The Parent Association is committed to financially supporting the Development Program (annual, capital, and planned giving) created by the Board of Trustees. Garrison Forest School relies on the financial support of its Parents, as well as Alumnae, Grandparents, Faculty, Staff, and Friends through annual, capital, and

planned giving. Each year Garrison Forest School parents play a major role in helping to meet the goals of the Annual Fund which contributes almost 6% to the current operating budget.

The Parent Association sponsors fund-raising activities and Grizzly Gear (the sale of used uniforms and other items) to support its own operating budget. Any Parent Association fund-raising project or promotion must receive prior approval by the Development Office.

Throughout the year, educational programs for parents are sponsored and presented by the Garrison Forest School Parent Association.

The Parent Association consists of officers, committees, and representatives from all four divisions. In addition to the Upper School division representative, there are class parents from each Upper School class. There are two general meetings per year of the Parent Association and they are open to all Garrison Forest School parents.

FUNDRAISING

Garrison Forest School does not endorse fund-raising efforts undertaken by students or other individuals, which do not directly benefit the School or its programs. All fund-raising events/projects meant to benefit one club, class, or division must be approved by the Dean of Students and the Division Head.

GARRISON FOREST SCHOOL PARENT DIRECTORY AND ALUMNAE DIRECTORY

The Parent Directory and the online Alumnae Directory are produced for the sole use of the School, Garrison Forest School Parents, and Alumnae. At no time should either serve as a mailing list or resource for activities or causes not related to Garrison Forest School.

Students and Parents/Guardians: Please sign the bottom of this form indicating that you have read and understand the policies outlined in the *Upper School Handbook for Students and Parents*. Return to the Dean of Students' office by Friday, August 30th.

I have read and understand the policies outlined in the *Upper School Handbook for Students and Parents*.

Name of Student (Please print)

Student Signature
Date

Name of Parent/Guardian (Please print)

Parent/Guardian Signature
Date