



Girard College

Community Handbook

2019-2020

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Welcome to Girard College for the 2019-2020 school year!

This handbook includes information about the facilities and services available at Girard College and the specific policies and procedures that are in place to enact our mission and core values. Although intended as a helpful resource for all staff, families, and students, the Handbook is unlikely to address every possible question, concern, or situation at Girard. Please reach out to the appropriate department head and they will be happy to assist you. All staff are listed on our website, www.girardcollege.edu.

Introduction

Girard College was founded in 1848 with a gift from Stephen Girard. As an educational community of over 450 adults and students, we are committed to the following mission:

Mission Statement

Girard is a full-scholarship boarding school for academically capable students from qualified families of limited financial resources. Girard College's mission is to prepare scholarship students for advanced education and life as informed, ethical and productive citizens through a rigorous education program that promotes intellectual, social and emotional growth. Girard College students will be prepared to complete a bachelor's degree in order to maximize their ability to pursue productive careers and be engaged citizens.

Core Values

Girard College is committed to creating a supportive, inclusive, and diverse learning community that advances the College's mission. Girard College is built on respect, responsibility, integrity, self-discipline, and compassion for one another. A fundamental principle of the Girard College community is trust. All members of our community—students, teachers, residential staff, administrators, parents, and alumni—should consider and account for the moral and legal implications of their conduct, have the courage to do what is right, and accept responsibility for their actions.

As such, all members of the Girard College Community are expected to embrace the five core values:

Respect
Responsibility
Integrity
Self-Discipline
Compassion

We expect community members to:

- Exhibit respect and courtesy towards others
- Take responsibility for consistently striving for excellence in academics and citizenship
- Show integrity by honoring commitments, while demonstrating honesty in all aspects of their daily lives
- Demonstrate self-discipline by exhibiting self-control, grit and reaching for positive personal goals
- Practice compassion, empathy, and appreciation of individual and cultural differences
- Act with a moral compass by practicing courage, empathy, compassion, and generosity of spirit
- Strive for inclusiveness by avoiding cliques and elitism
- Discourage and refrain from abuse, bullying and harassment
- Respect superficiality, materialism, and a sense of entitlement
- Work together to find commonalities and resolve disagreements amicably

- Promote healthy habits through lifestyles and by rejecting illegal or abusive drug and alcohol use
- Promote citizenship and advance the greater good for our community and the world around us
- Actively engage in the life of the College by supporting Girard's programs and personnel
- Understand and embrace the College's mission and vision and work together as partners to educate our students
- Communicate openly, honestly, and constructively with each other and at the appropriate level and, following such dialogue, abide by the School's decision

Girard College believes that a diverse and inclusive community is a learning environment that prepares our students for the world they will face upon completion of our program. We desire a community in which a diverse population can live and work in an atmosphere of trust, understanding, appreciation, and mutual respect for each individual. We reject all prejudices, particularly those based on race, ethnicity, national origin, culture, religion, socioeconomic status, gender, learning styles, disability, age, or sexual orientation.

Parents/Guardians and the Faculty and Administration

Parents/guardians play an essential and positive role in the life of an independent school. Not only are parents/guardians advocates for their children, they also support the faculty and staff through volunteer activities and events. The appropriate relationship between parents/guardians and the faculty and staff is specified by the Community Handbook and governed by the Enrollment Contract, in which our procedures are spelled out. When parents/guardians choose to enroll their child at Girard, they agree to all terms of the Community Handbook and the Enrollment Contract(s), subscribe to the school's mission, follow its rules, and abide by its decisions. However, most teachers and staff members would agree that trust and mutual respect are the most essential underpinnings of effective working relationships.

Girard College encourages parents/guardians to work productively with teachers and staff by staying informed about their child and important events in the life of the school. Girard welcomes thoughtful questions and suggestions. It is incumbent upon the school to provide parents/guardians and families with timely and pertinent information.

Parents/guardians best support a school climate of trust and respect by communicating concerns openly and constructively to the student's advisor or the teacher or staff member closest to the problem. Efforts by parents/guardians to lobby other parents/guardians are viewed by the school as counterproductive, as are instructions to children not to abide by decisions or policies of the school.

Although parents/guardians may not agree with every decision by or policy of the school, in most cases, the parents/guardians and school will find enough common ground to continue a mutually respectful relationship. In the event a parent/guardian is aggressive or verbally abuses staff members, Girard College may decide it is appropriate to separate a family from the school. Girard College retains all discretion, through its President, to make a decision to separate and/or expel any family or student(s) for any reason, including without limit failure to comply with the Community Handbook and/or the Enrollment Contract(s).

The Program

Girard College provides a holistic education across disciplines where our students learn to explore and grow. We provide a supportive and nurturing environment where each student is recognized as a physical, mental and emotional individual and a citizen of their community and the world. Mindful of our past, we are always building toward the future, promoting 21st-century skills and competencies and a growth mindset. We want our students to be curious, to take academic risks, to find their strengths, to collaborate and commune with others, and to be lifelong learners and active citizens. Importantly, Girard College nurtures and develops students to contribute to the world around them and to live lives of social impact.

Girard College serves grades 1-12 and is currently divided into three major divisions that each have their own academic expectations and requirements:

- Elementary/Middle School (Grades 1-8)
- High School Academy (Grades 9-10)
- High School - 11th and 12th (Grades 11-12)

Please see each division section for expectations and requirements, course selection processes, co-curricular expectations and requirements, and service learning projects.

PARENT CONFERENCES

Conferences provide scheduled opportunities to have targeted conversations about student growth and development four times a year with instructors. Though parents are encouraged to attend other school functions and reach out actively, these meetings are vital to the core mission of Girard College.

Back to School Night	September 13	3:00 - 6:00 PM
Q1 Conference	November 15	3:00 - 5:00 PM
Q2 Conference	February 21	3:00 - 5:00 PM
Q3 Conference	April 17	3:00 - 5:00 PM

Elementary & Middle School Academic Program

Academic Expectations

Elementary School aged (Grades 1st-4th) children experience developmentally appropriate self-contained classroom programs, a nurturing environment, and a strong foundation with a homeroom teacher. Homeroom teachers in these grades teach Language Arts, Math, and Social Studies. Additional support services come from Language Arts and Math specialists. In 5th Grade, a transition approach is experienced where students have one of the 5th Grade homeroom teachers for Math and Social Studies and the other homeroom teacher for English/Language Arts. The overall student experience is further enriched by instruction in Art, Music, Physical Education/Health, Science and Library and Information Skills. These classes are all weighed into the student's overall performance on their report card in terms of achieving HONORS, HIGH HONORS and/or CITIZENSHIP.

Middle School aged students (Grades 6th-8th) enjoy their own identity as they remain connected to the Elementary grades and to the High School. It is a critical time period in the development of our students. Academic and extra-curricular experiences contribute to an increased sense of belonging and ownership. Students need to learn how to make healthy decisions and assume increasing independence and responsibility for their choices and actions. The Middle Grades curriculum fosters curiosity and a desire to achieve at a high level; exhibits the importance of collaboration; and builds the confidence needed to succeed in high school, college and beyond. Teachers must exhibit patience and respect while providing clear behavioral and academic guidelines.

Middle School aged students (Grades 6th -8th) report to a homeroom classroom each day and have a specific grade teacher advisor. Students have an individual daily schedule where they rotate classes between English/Language Arts, Mathematics, Science, Social Studies and World Languages (Spanish in 6th Grade, French in 7th Grade and they choose to specialize in 8th Grade in either Spanish or French). Art, Music, Physical Education/Health round out the curriculum. And after school athletics component is included each season.

The cultural and personal development of each child in the Elementary/Middle School is supported as well by off-campus field trips and programs presented during the school day. A variety of campus activities, such as student council, choir/band, literary, leadership and community offerings provide chances for students to grow.

Mastery Grading

Elementary:

Primary Grades: (1st -3rd)

If a 1st Grade student has not achieved grade level reading and not reached mastery levels in ELA and Math during the school year, families will be notified that s/he will be placed on Academic Warning. The School and family will cooperate to provide further support, such as: tutoring, and summer programming. If a 2nd Grade student is still not achieving grade level reading and not reaching mastery levels in ELA and Math, the student may need testing or more intense intervention. If a student struggles academically later in 2nd or into 3rd Grade, all the support efforts will be made for one academic year, but re-enrollment into 4th Grade may not be awarded. The Transitional 1st Grade year is designed to provide a student transitioning into Girard's rigorous, standards-based curriculum and program an opportunity to receive the gift of time to build a strong skills foundation and to be developmentally ready and comfortable.

Intermediate: (4th & 5th)

Our program is designed to personalize instruction while following a Common Core States Standards based curriculum. When students need extra support, all of our possible options are explored but we do not provide individualized educational plans. However, we do provide our best efforts to differentiate instruction and work our students toward mastery. Our students are expected to be at mastery level in Math and ELA prior to promotion into the Middle School program.

Middle Grades: (6th -8th)

The annual expectation is for mastery in all core courses . Support options are made available or are required to achieve grade level.

When a Middle grades student is not achieving mastery after two trimesters, they are put onto a “Watch List” and interventions will be put in place. If a Middle grades student is on the “Watch List” for more than two trimesters, the student will be placed on Academic Probation. After one year on Academic Probation, or at the discretion of the Academic Dean and the Assistant Dean, a recommendation by teachers and counselor, consideration for the High School program and re-enrollment.

In 7th Grade students will begin test preparation to take required national tests (SSAT or ISEE) for high school considerations, in addition to being at Mastery level and a student in good standing.

All students are administered the MAP tests each trimester which allows them to have immediate feedback on how they are learning and to set personal goals to achieve. This allows teachers to readjust instruction to support each student. At the end of each trimester, all grade levels receive academic assessment recognition (Honors and High Honors) as well as acknowledgment for Exceptional School Work Habits and high level achievement in Social and Emotional Learning Competencies. Demonstration of a life devoted to Girard College’s core values of Respect, Responsibility, Integrity, Self-Discipline and Compassion is also recognized.

Assessment Reporting

Grades 1st- 8th are on a Mastery grading system which reports each trimester which is approximately 12 weeks in length. Mastery grading reflects each student’s level of learning and also identifies areas in which support may be needed to ensure proficiency and understanding of course concepts.

In Grades 1st – 8th the assessments are reported only by letters according to mastery level but these letters are representative of numerical evaluation.

(95-100)	O=Outstanding	4
(85-94)	M=Mastery	3
(65-84)	P=Progressing	2
(50-64)	NM=Non-Mastery	1

Good communication between home and school is critical to the success of our students. Younger aged school children are more likely to express their general feelings in obvious, observable ways. They also have a more difficult time understanding or explaining their feelings and thoughts in clear and direct language. It is critical that teachers and family members communicate clearly and directly and coordinate their efforts to make life happy and productive for the students. Families are frequently notified of their child's progress. Scholarship and citizenship, in terms of national standards for Social and Emotional Learning Competencies are addressed in all areas of instruction. All faculty and support staff meet periodically to review student progress which informs the communications that are shared with families.

Faculty may send home papers that are required to be signed and returned. Families have access to the gradebook through our on-line platform "Teacherease" and we have implemented use of Class Dojo at all grade levels to facilitate close communication with each family. Families will also receive a monthly calendar, weekly newsletters and reminders by email to check their child's portal. Faculty are expected on designated days each month to update their students' information.

All faculty and support staff meet periodically in GRADE LEVEL MEETINGS to review student progress which informs the communications that are conveyed to families. Parents in all grade levels are encouraged to contact any teacher with questions and concerns. In turn, all faculty are expected to share their concerns and updates to families.

Program Support

Girard College's program can provide assessment and group support through our Title I specialists in Reading and Math (Grades 1-8.) These two specialists communicate with teachers in the classroom with individual students or in a small group. Summer programming also provides needed support for students to complete work to Mastery, in addition to their regularly expected summer work.

Social and Emotional Support

The Girard College Counseling Services are an integral part of the educational program of the school. It is a developmental and comprehensive outcomes-based system for facilitating the personal-social, emotional, educational and career development for all students.

The School Counselors, both during the academic and residential hours, assist students, parents, educators, other mental professionals, and community members to provide a learning environment in which all students develop self-esteem, decision-making skills, responsible citizenship and career goals. Through individual and group work with students, the counselors provide leadership in educational reform both scholastically and residentially.

The School Social Worker administers an array of mental health and social services designed to address the consultative, advocacy, educational, social and emotional needs of the Girard College community.

This team collaborates with the Dean of Counseling Services and all necessary stakeholders to find effective solutions for learning and behavioral concerns. All members of our Counseling program are bound by ethical standards regarding practice and confidentiality.

Kymelle Clark - Dean of Counseling Services and Student Affairs, 215-787-2630
 Kathy Jrateh - School Social Worker, 215-787-2628
 Cassandra Mack - Elementary/Middle School Counselor, 215-787-2647
 Kimeesha Reed-Walker - Elementary/Middle School Counselor (Residential), 215-787-2643
 Lisa Rivers - High School Counselor (Residential), 215-787-4459
 TBD - High School Counselor, 215-787-2624
 Alana Tipton - Elementary/Middle School Counselor, 215-787-2627

Extra-Curricular Expectations and Commitment

Enrichment programs are presented approximately every 9 weeks to students. All students will have opportunities to join an enrichment program, but he or she must remain in “good” cultural and academic standing throughout the duration of the 9 weeks to remain in the program. Some academic enrichment programs will be mandated for students in the core subjects of reading and or math. Each program will have rules and expectations that must be followed. Below is a list of the **basic criteria** and expectations for our offered programs.

Program	Academic criteria	Behavior criteria
Extra-curricular clubs grades 3-6	Full participation in class, passing all core subjects	No level 3s, or no more than three level 2s per 9 weeks.
Extra-curricular clubs grades 1-2	N/A	No physical aggression towards others. Compliance with adults

Promotion Policy

Promotion decisions for students in grades 1-8 will be made during the last month of school. Promotion status will be determined by core content subject grades and standards mastery followed by a review of the student’s overall academic performance, behavior and attendance. To determine a student’s promotion status, see grid below.

Preparedness: Materials for Success

Day Planners: All students need to develop organizational skills to succeed at Girard College and in life. To assist students in developing organizational skills, Girard provides a day planner for all students in grades 4-8. **Students are required to have their planners at all times.** Students are expected to record daily in their planner the homework assignments from each course. Parents are encouraged to check their child’s planner daily. In this way, the day planners can be a communication tool between teachers and parents regarding homework assignments and other issues. If the day planner is lost the student must replace it at cost.

Texts: All textbooks and instructional materials are the property of Girard College. Students and parents are responsible for damage or loss of textbooks and will be charged for the cost of replacement.

Consumable Materials: These items are provided to ensure curricular needs are met during and after school to ensure student success. Items include but are not limited to glue, pencils, folders, paper, notebooks and markers.

9th & 10th Grade Academy

Academy Vision

Girard College High School Academy focuses on creating a climate that fosters meaningful relationships - an inextricable part of our humanity essential to the quality and longevity of our lives. The entirety of our collective work is built upon this foundation.

True connection only happens when we present our authentic selves. Vulnerability is the source of hope, belonging, joy, courage, empathy, and creativity. Each member of the community must uphold a high level of integrity to generate a space where individuals feel safe enough to unleash their human potential.

It is our responsibility to fight prejudice, enlighten ignorance, and call out the inadequacy of tolerance. This work requires the interrogation of personal biases and external systems of oppression that have historically produced privilege and inequity. We must understand, respond, incorporate, accommodate, and ultimately celebrate the entirety of our community - including our languages and literacies, spiritual universes, cultures, racial proclivities, behaviors, knowledge, critical thought, and appearances. By elevating the complexities of individuals, we strengthen our relationships and amplify our contributions.

Our work is driven by the belief that purpose is derived through improving the human condition. The rise of globalization has demonstrated the inherent interconnectedness of the world. Our shared planet demands that this generation asks big questions and then endeavors to answer them. The consequences for neglecting our global responsibilities are already evident with rising temperatures and growing economic disparity. Our success can not be evaluated by a score on a test or the size of a bank account; triumph occurs when our lives transcend beyond our own.

Girard College's culture is defined by this group of people deeply committed to leading lives of impact.

Core Structures

Advisory

The advisory structure is the core structure to build relationships. A cohort of 10 to 15 students are assigned to one advisor and most students stay with the same advisor for the four years of high school. The advisor is the main point of contact for each advisee. To do this, the advisor must get to know each student and his or her family well which can include home visits and one-on-one meetings with each student. Though certified in one area, the advisor does not "teach" his or her subject area; rather s/he draws upon many disciplines to meet the needs of each student, their projects, and advisory activities. The advisor facilitates group activities that are designed to expose students to new ideas and concepts, provide academic learning opportunities, create a group identity and process, and build a sense of belonging and trust.

Restorative Practices

Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right. Restorative practices in schools are based on restorative justice principles. They aim first to build classroom communities that are supported by clear agreements, authentic

communication, and specific tools to bring issues and conflicts forward in a helpful way. In addition to serving the cause of fairness and justice, restorative approaches make safer schools and contribute to social and emotional learning.

Weekly Activity Summary Reports

Weekly Reports will be sent home to encourage consistent communication between students and families. These summaries capture learning as they are the focus of the work of Girard. Additional pertinent information, upcoming school events, or student data that does not require immediate response may be included as supplemental to this report. All documents sent home should be carefully reviewed and signed if required.

Daily Procedures

Student Arrival

Morning arrival is the opening routine of our school! Careful planning and consistent expectations will help make sure every class and every student has a great start to the day. Classes start promptly at 8:50 AM.

Late Arrival

When a student comes to school late, the team should follow the following protocol:

Time	Who/What?
8:50	All Staff: Record attendance, marking missing students as absent. Send all students who enter late to 1st period to get late passes. Dean: Give any student in hallway a late pass. Record name.
9:30	Dean: Provide list of late students to Office Manager. Office manager enters any absences reported by Residential Life and runs attendance. Attendance List of absent students is sent out as an email. All Staff: Check email and respond to identify any errors.
10:00	Office Manager: Initiate call for all missing students to residential life and home.

Class Attendance

Teachers need to take attendance every class

- Attendance must be completed five minutes after the start
- After Daily Attendance is taken, absent students will be flagged in Kickboard
- All students who enter class late should be marked Late in Kickboard

Dismissal

After the final class ends, teachers should help facilitate students as they leave the school building and return to their residential spaces to prepare for after school programming.

By leaving classrooms, students interact with faculty without keeping students from transitioning on time. Teacher presence increases safety and ensures continuity between academic and residential teams. Faculty are encouraged to chat with residential staff regarding pertinent student information. Faculty with after school responsibilities should feel free to prepare for activities.

Academic Expectations and Requirements

COURSE OF STUDY

The Quest Forward curriculum is divided into four phases. The use of the term “phase” instead of “year” is deliberate. This choice emphasizes the natural variability in the speeds at which students learn and work, the actual amount of time they spend in each of these phases may vary.

Foundation Phase

The Foundation Phase provides students with a grounding in the principles of learning and lays a solid basis for the various disciplines and subjects the students will encounter through their work in high school. The Foundation Phase curriculum has been purposively designed to be an appropriate starting point for students at any level and can accommodate wide variations in prior preparation and student accomplishment.

Exploration Phases

The Exploration Phases provides students with an opportunity to explore their interests and develop their talents in a curriculum that will provide a solid foundation for college or career. The Exploration Phases strengthens students’ conceptions of themselves as drivers of their own learning, by providing them with greater choice over both the content and the direction of their studies as well as the course composition of their typical school day. Because not all students will learn at the same pace or explore at the same depth, some students may complete this phase in fewer than two calendar years while others may take more.

Transition Phase

The final phase provides students with an opportunity to conclude their secondary education and produce a comprehensive project that summarizes their achievements. Students can conclude their preparation for college, begin their pursuit of a career, or even transition to college courses while still working within the structure of the Quest Forward curriculum.

Graduation Requirements

Students are required to take 20 courses to graduate. A course is considered to be one year of high-school study or the equivalent.

Specific Course Requirements

English: 4 credits

Science: 3 credits

Mathematics: 3 credits

Social Science: 3 credits (1 credit of US History)

World Language: 3 years of the same language, with students achieving language proficiency.

Physical Education & Fitness: 4 credits (Students can receive credit for participating in athletics)

Fine Arts: ½ credits

Performing Arts: ½ credits

Social Impact: 4 years completing course, service, and internship requirements

Note: Certain schools require 4 years of Foreign Language or Mathematics College

Academic Distinction

A student who meets the rigorous expectations of all of their core classes is awarded the note of Academic Distinction depending on their achievement. Class grades will be averaged each quarter and certificates will be conferred for the following categories based on the level of achievement:

Honors - 3.5 to 3.7

High Honors - 3.8 - 4.0

Character Distinction

A student who upholds the values of the community and exceeds the responsibilities in both academic and residential spaces will be awarded the following distinctions each quarter:

Citizenship - upholds expectations

Leadership - exceeds expectations

Dean's List

A student who earns both High Honors and Leadership will be named to the Dean's List each quarter. This outstanding commitment to excellence will receive additional awards.

National Honors Society

Students in grades 10–12 who meet the requirements for membership outlined by their school's chapter are eligible to be invited for membership. Each chapter is required to publish its qualifications for membership, which is based on the four pillars of NHS:

- **Scholarship**
Per national guidelines, at a minimum, students must have a cumulative GPA of 85, B, 3.0 on a 4.0 scale, or equivalent standard of excellence. (Each school chapter is allowed to require a higher cumulative GPA.)
- **Service**
This involves voluntary contributions made by a student to the school or community, done without compensation.
- **Leadership**
Student leaders are those who are resourceful, good problem solvers, and idea contributors. Leadership experiences can be drawn from school or community activities while working with or for others.
- **Character**
The student of good character is cooperative; demonstrates high standards of honesty and reliability; shows courtesy, concern, and respect for others; and generally maintains a clean disciplinary record.

Students who meet the scholarship requirement will have an opportunity to complete a form detailing their accomplishments in and commitment to service, leadership, and character. Students will complete a formal application process.

11th and 12th Grade Academic Program

11th and 12th Grade Vision

Girard College high school students are **academically excellent** because they grow, achieve, and enter the world with the skills and knowledge to make a difference in the world.

They do so by being the opportunities to:

1. Make significant gains in academic growth
2. Attain higher levels of achievement
3. Appreciate and engage in STEM and the ARTS
4. Contribute to the greater community

In order to accomplish the aforementioned, which is in direct alignment with the College's strategic plan goals and objectives, the high school embraces and implements (formally and informally) tenets of the following: *Whole Child, Growth Mindset and 21st Century Skills*.

First, we take a *whole child approach* to educating all high school students, based on the theories, definitions and tenets of the American Association of Curriculum Development (ASCD). Specifically, "a whole child approach to education...[includes] policies, practices, and relationships that ensure each child...in each community, is *healthy, safe, engaged, supported, and challenged*...[which includes]... school culture and curriculum; instructional strategies and family engagement; critical thinking and social-emotional wellness." (<http://www.ascd.org/ASCD/pdf/siteASCD/policy/CCSS-and-Whole-Child-one-pager.pdf>)

Moreover, as educators, we value the **growth mindset** and encourage all high school students to develop a growth mindset and associated habits via academic and non-academic activities within the high school. Per Carol Dweck, "In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment...students who embrace growth mindsets—the belief that they can learn more or become smarter if they work hard and persevere—may learn more, learn it more quickly, and view challenges and failures as opportunities to improve their learning and skills." (<https://www.edglossary.org/growth-mindset/>)

Lastly, in order for our students to become academically excellent and be prepared for post-secondary opportunities in STEM, the Arts and other disciplines, we believe strongly in educating our students in **21st Century Skills**, outlined by Partnership for 21st Century Skills Framework (P21). Specifically, "21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believe...to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces. "

Below are some of the "...knowledge, skills, work habits, and character traits commonly associated with 21st century skills":

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning

- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces
- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety
- <https://www.edglossary.org/21st-century-skills/>

CORE STRUCTURES

The high school is a **community of scholars**, where every voice matters and differences should be honored. While the goal is to be collegial and collaborative, at a minimum, we understand that there may be times when disagreements occur or where actions occur that are in direct contradiction to our core values and academically excellent expectations.

When those instances occur, the high school uses **restorative practices** to reduce punitive responses to student behavior that could possibly damage a student’s future potential. We believe that the healthiest and most effective way to address challenging behavior is to approach each consequence from an incident as a learning opportunity and an exercise in civility and empathy. In addition, restorative practices focus on righting wrongs, and restoring a sense of community with individuals affected or harmed by incidents. Therefore, it is about building and maintaining rapport, relationships, and most importantly, the educational community.

Restorative practices include but are not limited to: actions to restore the community, mindfulness, restorative circles, and intergroup dialogue.

A **proactive approach** includes: providing students with a choice about what happens in the classroom, some of these decisions concern the academic content in class and some pertain to teaching the whole child. As Alfie Kohn² writes “Choice promotes compliance and minimizes misbehavior.” He further states that students are more likely to go along with a request, when they have a choice in how it’s carried out.

The purpose of the high school’s grading practices is to promote a rigorous and vibrant instructional system, where all teachers and students are enthusiastic about learning and relentless in their pursuit of knowledge and academic excellence. Rigorous learning refers to a set of interrelated content knowledge, higher-order thinking skills, 21st century skills, and growth mindsets that are essential to preparing students for post-secondary achievement and long-term success in the new workforce, modern civil society, and life.

This will be achieved by students:

- Mastering rigorous academic content
- Developing of critical thinking and problem-solving skills
- Learning how to work collaboratively
- Learning and practicing effective oral and written communication
- Learning how to learn with knowledge of child development and utilization of brain-based strategies
- Developing and maintaining an academic mindset

Mastery Learning and Standards-Based Grading practices.

Definition of Mastery Learning

Mastery learning means mastering one lesson before moving on to the next. The student is in the process of mastering (completely learning) the content as demonstrated by earning a proficient or above level on specific learning targets called “I Cans.” The mastery grades are communicated to students, parents/guardians and teachers so that all stakeholders are aware of what areas of the content the student has mastered and what still needs more work. The high school frequently uses these videos to learn more about understanding of mastery learning, <https://www.youtube.com/watch?v=GWa48XRnLh0> and [Mastery Learning – Sal Khan TED Talk](#)

Definition of Standards-Based Grading

Mastery based grading is a fair and consistent way of reporting what students know and can do. It measures how much of the content a student has mastered by measuring their performance on each learning target (I Cans) of the content. The purposes of mastery based grading are to:

- Communicate with students, parents, administrators, advisors, counselors and all other stakeholders the current level of student achievement and the areas needing improvement.
- Provide fair and consistent reporting for all students individually and not compared to a collective “bell-shaped curve” whole.
- Provide immediate and detailed progress of student’s academic growth so that the student can make necessary changes.
- Provide teachers with immediate information needed to be reflective of their teaching and to make necessary teaching changes.

Standards for Each Discipline

- | | |
|-----------------------------------|------------------------------------|
| a. Science (Physical and Natural) | Next Generation Science Standards |
| b. Mathematics | Common Core and PA State Standards |
| c. English Language Arts | Common Core Standards |
| d. Social Studies | Pennsylvania State Standards |
| e. World Language | |
| f. Physical Education/Health | |
| g. Music/Choir | |
| h. Visual Arts | Pennsylvania State Standards |

Major Components of Standards-Based Grading in the High School

Learning Targets (“I Can” statements)

Each Standard is divided into learning targets and are stated as an “I Can statement.”

- Teachers will keep a record of their student’s mastery of the “I Cans” in an online gradebook titled TeacherEase, developed and maintained by Common Goals Inc.
- The I Cans can be organized so that students and parents/guardians can clearly see the strengths of the student’s work and the areas needing more attention.
- Core Value Learning Targets

Checkpoints

A checkpoint is a formative assessment designed to inform the teacher and student what content the student has mastered and what needs to be retaught regarding one specific I Can. The re-teaching or corrective work can be supported by additional resources such as online learning tutorials, videos, and lab-based activities. Checkpoints generally assess at all cognitive levels of Webb’s Depth of Knowledge (DOK) or Blooms Taxonomy, but more focus is on grasping the basic foundational conceptual learning of recall, understanding and applying so that the students are prepared for higher-level instruction, DOK levels 3 and 4 or creating, evaluating, analyzing) and higher-level assessments such as found on Capstones (described below.) It is very important that students have practiced creating, evaluating and analyzing during instructional class time.

Checkpoints are graded by using the following four-point scale titled “Level of Mastery”

Level of Mastery	Criteria for Levels of Mastery on Checkpoints, Capstones, Mid-terms and Final exams
4 – Advanced	In addition to showing level 3 work, the student demonstrates an in-depth understanding of the material by completing advanced applications of the material.
3 – Proficient	The student has mastered the entire Standard including skills necessary to do more complex work.
2– Basic	The student understands the foundational content but is still working to mastery the entire standard by showing how to use the knowledge.
1 - Below Basic	Student’s answer does not exhibit a basic knowledge of the correct answer
0	Even with help, the student did not demonstrate any understanding or skill

Intermediate scores of 0.5, 1.5, 2.5 and 3.5 are also used to show that a student partially mastered the material of the next level of learning. For example, a score of 2.5 shows that a student mastered all of the knowledge at the 2.0 level, but has only shown partial mastery of the content at the 3.0 level.

The level of mastery on an individual checkpoint will be determined based on a teacher's proficiency scale (or rubric) for each assessment before each checkpoint is given.

Example of Gradebook Entries

L.F.2.3					RL.9-10.10b				
L.F.2.3.1	L.F.2.3.5								
Character Types Apex Module	Analyzing Author's Style	MIDTERM			Glass Castle Reading Check 2	Glass Castle Reading Check 3	Glass Castle Reading Check 4	Glass Castle Reading Check 5	
3/25	12/7 Q2	1/24 Q2			12/3 Q2	12/7 Q2	12/10 Q2	12/17 Q2	
2.27	2.95	2.7	2.83	2.55	2.65	3.7	2.47	3.4	3.06
4	3.75	2.5	3.13	3.57	2	4	1	4	2.75
3	1.5	2.5	2	2.5	1	4	2	2	2.25
3	3.25	3	3.13	3.07	4	4	3	4	3.75

- Students must complete all homework/classwork leading up to a checkpoint in order take a second checkpoint.

Capstones

A capstone assessment is given for each cluster of “I Can” learning targets, typically for one Unit of content. Each unit of study contains at least one capstone, but can contain more. Capstones are designed to assess how well students have retained their understanding of individual I Cans, by applying and integrating that knowledge into new context.

- Capstones will be graded according to the level of mastery and NOT graded with percentages.
- Capstones cannot be retaken, whereas Checkpoints can be retaken provided the student has completed additional practice/homework leading up to the second Checkpoint.
- Capstone questions will contain only level 3 and level 4 DOK questions or the three higher cognitive levels of Blooms Taxonomy (Creating, Evaluating and Analyzing). Remember that all higher order thinking questions are not short answer or open-ended. Multiple choice questions can be made to be higher order questions and should not be emphasized as the “difficult” question. Difficulty and higher-order thinking are not synonymous.

Homework, Classwork, Do Nows and Exit Tickets

Homework is an essential part of mastering the I Cans. Homework will be checked for completion and used in the classroom for learning, but not graded as part of mastery and can be entered as a checkpoint grade. Some classes may choose to “flip” classwork and homework. If the homework covers “new” material, it is suggested that the cognitive level remain at the lower two levels (Remembering and Understanding) of the new Blooms Taxonomy or levels 1 and 2 of DOK (Homework can be assessed in a “Do Now” the next class period. Several “Do Nows” can

be put together to be used as a Checkpoint. Exit Tickets can also be assessment questions and collected for a Checkpoint grade.

Student Academic Support

If a student does not earn proficient or advanced on a checkpoint, he/she is obligated to receive corrective help, called re-teaching.

- Students who score basic or below basic on any checkpoint will be given the opportunity to be re-taught and given more practice before retaking a checkpoint.
- Students can use time available for purposes of receiving help directly from the teacher, specialist, a peer, or online tutorials. Examples of these supports include but are not limited to Apex Learning tutorials, Khan Academy, ALEKS, lab activities or direct instruction.
- Prior to re-assessment opportunities, students must:
 - Complete all homework/classwork leading up to a checkpoint.
 - Demonstrate effort to learn the material as indicated by the completion of the above two actions.
- Outstanding retakes must be completed before the closing of the current marking period.
- After students retake a checkpoint, if they earn a higher score, this score replaces the first score. If a student earns a lower score on the retake, they can keep the higher score.

Letter Grades

Letter grades earned by students for the quarter and semester marking periods will be determined using the following scale.

Letter Grade Scale for Report Card Purposes

Scaled Range	Letter Grade
3.75 - 4.00	A
3.50 – 3.74	A-
3.25 – 3.49	B+
3.00 – 3.24	B
2.75 - 2.99	B-
2.50 – 2.74	C+
2.00 – 2.49	C
1.75 – 1.99	C-
1.50 – 1.74	D+
1.00 - 1.49	D
0.99 – 1.24	D-
0.00 – 0.98	F

Progress Grades - Marking Periods

Marking Period	End Date
1 st Quarter	November 6, 2019
2 nd Quarter (Semester 1)	January 22, 2020
3 rd Quarter	March 26, 2020
4 th Quarter (Semester 2)	June 15, 2020

Attendance & Dress Code Policies

ATTENDANCE

All absences or latenesses will be noted as Excused or Unexcused. Any student coming to school *two hours* after the start of the school day, or leaving *two hours* before the end of the school day, will be marked as absent for half of the day.

Excused Absences or Lateness

To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse. The following reasons shall be sufficient to constitute excused absences:

- Illness
- Serious illness in the student's immediate family
- A death or funeral in the student's immediate family or of a close friend or relative
- Medical, dental, or orthodontic treatment, or a counseling appointment
- Court appearances occasioned by family or personal actions
- Religious instruction not to exceed three hours in any week
- Religious holidays
- Physical emergency conditions such as fire, flood, storm, etc.
- Official school field trip or other school-sponsored outing
- Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work
- A student's condition that requires ongoing treatment for a mental health diagnosis.
- Other reasons approved by building administrators.

Absences/Lateness Protocol

Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher. Work missed because of absence must be made up within time frame established by classroom instructors. Time may be extended for completion of make-up work in the case of an extended illness or other extenuating circumstances.

Unexcused Absences or Lateness Protocol

In cases of recurring unexcused absences, Girard College will following an intervention protocol and notify families of concerns in a timely manner.

At the *third* unexcused absence, a notice is sent to the family notifying that the child has accrued three unexcused days of school.

At the *fifth* absence, a Student Support Plan for Attendance will be completed at a conference with a parent or guardian.

At the *seventh absence*, the Student Support Program for Attendance will be revisited with a parent or guardian. Families will be alerted to additional forms of notifications required when a student exceed ten absences.

At the *tenth absence*, the Scholarship Review Board will be convened to evaluate the ability for the student to uphold their commitment to the community. Students can be removed for excessive absences.

Course Credit

- Credit is NOT granted when students have 6 or more unexcused absences or more than 18 total absences
- Attendance improvement plans will be created, in consultation with the appropriate individuals and if student meets requirements of attendance improvement plan, administrator may support student's appeal to the Division Dean or Director for successful completion and earned credit in the course. No unexcused absences will be cleared during the course of an attendance improvement plan (except those received in error).
- If a student receives an unexcused absence in error, the student should work immediately with the teacher to correct the error.

Student Attendance and Special Arrangements

Students depart campus on Friday afternoons, beginning with dismissal at 3:00pm. Elementary/Middle School students return Sunday evening between 6:00-7:00pm. When special events or holidays affect a Sunday night return, families are notified of the alternate day and/or time. Any time a student leaves the campus, only individuals designated by the "enrolling" parent/guardian on the authorized representative list submitted to the Enrollment Office each year will be permitted to sign a student out and taken them off of campus. Students are not permitted to make their own special arrangements.

All standard requests to take a student off campus during academic instructional hours must be personally approved by the Academic Dean. Absences that would occur during Residential hours must be approved by the Residential Director and if a student will miss combined hours then "Special Arrangements" must be made with both areas of school. Special Arrangements should be requested 3 days in advance. Emergency requests will be reviewed as needed. Official documentation is required to substantiate the need for absences due to doctor appointments, bereavement, weddings, etc. **Requests should be in writing (though the REACH system) or by phone only to the Office(s) and the administrative assistants will direct the requests to the Deans/Directors.** Security is informed of all such requests, but they will call the Office before sending someone to the Office. Absence without Special Arrangement approval will be considered "unexcused". Students will be given a specific time after returning to school to make up missing/modified assignments.

When students are signed out, the designated person signs the student's name out in the logbook and is given a pass for the Security Guard. The same individual is expected to sign the student in (all grade levels) to the log book. When a student (Middle School) has been placed on the "Home Alone" list that means that they are dismissed on Fridays to travel home alone and

receive their own pass to leave campus. Special Arrangements are still needed for any student to leave during the school day. If a student is arriving late from the weekend and is allowed to travel alone, they must still sign in to the Office and receive a pass to go to class. **In order to keep all staff and students safe, all parents/guardians must report directly to the office and wait for his or her child to be brought to them. Parents/Guardians that bypass the office move directly to class and choose not to wait for their child will be in direct violation of our policy. Violations of the policy will result in immediate consequences as determined by the administration and can result in a loss of scholarship.**

Dress Expectations

School-Day Dress

- Male students must wear Girard-issued attire, which includes: dress slacks, blazer, dress belt, shirt, tie, dress shoes and dark socks. Female students must wear Girard-issued attire, which includes: a skirt or jumper or slacks, blazer, blouse, dress shoes and socks to special events. “Chapel dress” is to be worn for Chapel and other special events as required. All clothing needs to be neat, clean and pressed.
- Students’ shoes must have solid backs and must be solid black. Students must wear sturdy (no- slip on shoes) or DRESS SHOES. Sneakers may be worn for PE classes only. High heels (higher than 1.5 inches), open-toed shoes and platform shoes are not permitted. When necessary, changing to appropriate footwear will be required immediately.
- Girard-issued clothing will be worn during class periods.
- Seniors may wear solid, navy blue shoes.
- Appropriate outerwear, governed by weather conditions, is to be worn.
- High School students may wear appropriate sized hoop and post earrings no larger than what can fit entirely within a 1.5-inch circle.
- Students leaving campus during the school day on class field trips, special arrangements, etc., shall wear school uniforms unless otherwise notified.
- School-day dress is required for breakfast and the remainder of the school day.
- No pajamas, sweat suits, spaghetti straps, tube tops, shorts,
- Form-fitting clothing, etc., may be worn as normal dress or as undergarments with other clothing, unless otherwise notified
- By a division change for specific occasions or events.
- Body piercing (other than the ears for earrings) is not permitted.
- Visible tattooing must be covered.

After-School Dress

- Students **must** change from their school uniforms to appropriate after school clothing immediately upon reporting to their respective residence halls at the end of the school day.
- Students in grades 9-12 must wear home clothing that is neat and in good condition. Torn jeans are not acceptable.
- Wave caps, do rags, bandanas, headscarves and sweatbands may not be worn outside or in public areas.

- In early fall and late spring, appropriate shorts may be worn so long as they are a maximum of 3 inches above the knee. Bicycle or similar form-fitting shorts or pants are not permissible apparel at any time.
- Appropriate outerwear, governed by weather conditions, is to be worn.
- Athletes must wear cover-ups or sweat suits after practice when reporting for dinner.
- Abbreviated tops (tank tops, halters, bare midriff, spaghetti straps, tube tops, sleeveless undershirts) and form-fitting clothing may not be worn.
- Swimsuits must be one piece and modest in style.
- No pictures, slogans, profanity, gestures, or any form of inappropriate wording, etc. may be on clothing.
- Any staff member has the right to require a student to change inappropriate clothing.

Personal Grooming/Hair Care

- Hair should be groomed (neat and clean). Radical hairstyles and colors are not permitted. If there are any questions as to the appropriateness of hair styles, please address it with the Deans before making the decision.

Dress Down Days

On occasion, Girard College will sponsor a “dress down” day as a reward or as a fundraiser. During “dress-down” days, students will not wear the school uniform. Items that are prohibited during “dress down” days are: “open toe” shoes, “flip flops”, shirts that do not cover shoulders, tight and revealing clothing (i.e. stomach, buttocks, and cleavage must not be exposed), shorts and skirts that above the knee, negative imagery, head wraps and do-rags etc. Students who fail to meet the criteria will be sent back to residence to change.

School Culture

Core Values and Code of Conduct

The guidelines of the Code of Conduct are based on Girard College's Core Values: **Respect, Responsibility, Integrity, Self-Discipline and Compassion**

Girard College students treat everyone, peers and adults alike, with mutual respect, and civility. They exhibit courteous behaviors; they tell the truth and are respectful of individual differences, identities, religious convictions, beliefs, and the property of others. Girard students are well-groomed, they display good sportsmanship and pride in their school. They follow all school rules and understand if they do not, there will be consequences for their actions, which can ultimately include the loss of scholarship and separation from the Girard College community. We support restorative practices knowing that such violations always hurt many members of the community and that relationships and trust need to be rebuilt. The determination of unacceptable behavior is at the primary discretion of the classroom teacher. If satisfactory resolution of the problem requires further assistance, the Assistant Dean, who oversees student life, and will determine the appropriate action and will be the final authority.

*Violations of the Code of Conduct will be reviewed by the Assistant Dean in terms of repeated occurrence and severity. A list of general behavior descriptions of each leveled infraction are provided.

Level I: Verbal Warning, Restorative Practice and or loss of privilege that day or on Friday afternoon (can include a detention)

Level II: Severe Misconduct Rating is for patterned behaviors.

Results in ONE point against the scholarship and a letter of discipline

Ex: Aggressive horseplay
Bothering, annoying purposefully
Out-of-Bounds
Disrespectful or abusive treatment of another
Repeated non-compliant behavior or poor response to correction
Violation of technology/electronics guidelines

Level III: Restriction Misconduct Rating is for accumulated poor behaviors or the severity of a single act.

Results in 2 points against the scholarship and a letter of discipline, can include a suspension.

Ex: Physical altercations, bullying, harassment
Destruction of property, stealing, lying, academic dishonesty (cheating and plagiarism)

Students that display a pattern of misbehaviors despite of culture supports provided by Girard may result in the following disciplinary actions. **The Ladder of Restoration** is created as a guideline to support student behaviors. It is imperative that both parents and staff understand that significant behaviors can result in bypassing all steps and immediately moving to Scholarship Review.

Excessive Level I/II Misbehaviors/0-1pts: Steps of restoration may include but is not limited to Peer Meeting, Collaboration Meeting and Staff/Parent Meeting.

Excessive Level II Misbehaviors/2-3pts: Steps of restoration may include but is not limited to Collaboration Meeting, Staff/Parent Meeting and Leadership Team meeting.

Excessive/Significant Level III Misbehavior and or 3-6 pts: Steps of restoration may include but is not limited to Collaboration Meeting, Staff/Parent Meeting and Leadership Team meeting, Scholarship Review.

Scholarship Review Board

When a student has received 6 points (in one year or 9 points over 2 years) s/he may be recommended for a dismissal hearing before the Scholarship Review Board (*The Vice President of the College and the Deans.*) The student is placed on out-of-school suspension until the SRB meeting is convened.

Points and further consequences assessed will be reviewed by the SRB and at the conclusion; a recommendation will be made to the President of the College, whose decision will be final.

Scholarship Review Board Recommendations may result in

1. *Dismissal and loss of scholarship*
2. *Probation:* A student is placed on Probation for continued misconduct while on Restriction. Results can include 3 points against the scholarship. Probation is effective for six weeks from the date of the probation letter, but may be removed after four weeks if the student has no further infractions including but not limited to detentions and or warnings.
3. Other restrictions as determined by leadership

Restorative Practices

At Girard we believe that true learning comes from understanding one's responsibility to oneself and to the community. Therefore, students who violate our community's Code of Conduct will often face a restorative consequence -- an opportunity to give back to the community they violated and repair relationships they have damaged. This concept of honoring the community and the relationships within our community is a foundation of our program and our Code.

Community Building: Community Meetings and Circles

Community Meetings serve to convey school-wide announcements, recognize student achievement and develop a sense of community within the school. All students attend one community meeting bi-weekly. Teachers, along with the support of the Leadership Team, organize and run community meetings.

Circles lay the foundation for a restorative community. Circles foster community, create a safe environment for students to express themselves, and provide an opportunity for students to learn and practice alternative means of expression. Circles are used to address issues before and after they arise or as a check-in. In Circles, everyone is equal and has a voice.

Culture System: PBIS/Girard College Bucks (*Grades 1-8 only*)

	GC Bucks (positive behavior)	MINUS GC buck (maladaptive behavior)
Content (skills)	<ul style="list-style-type: none"> • Responsibility • Interpersonal Skills (EI: Respect / Kindness) • Cooperation (EI: Teamwork) • Self-Control • Grit (EI: Hard Work) • Leadership • Service 	
Quantity (3:1)	Get a "Buck"	Lose a "Buck"
Procedures	<ul style="list-style-type: none"> • When a staff member observes exemplary behavior aligned to a specific skill, he/she will place a "Buck" in the system to validate positive behaviors • On "Pay Day" student's cash in Bucks, depending on how many Bucks they have accumulated they will receive one of numerous prizes. 	<ul style="list-style-type: none"> • When a staff member observes a Level I Misbehavior, s/he will remove a GC Buck from kickboard.

Girard College Bucks *Examples*

Skill	POS Bucks	NEG Bucks
Responsibility	<ul style="list-style-type: none"> • Coming prepared to school and class (uniform, homework, materials) • Arriving to school and class on time 	<ul style="list-style-type: none"> • Arriving to school unprepared (out of uniform, missing materials, homework, etc.) • Arriving to school and class late
Interpersonal Skills (EI: Respect/Kindness)	<ul style="list-style-type: none"> • Speaking in a professional and respectful manner • Working through a difficult situation with a staff member or peer 	<ul style="list-style-type: none"> • Disrespecting staff and/or peers • Using inappropriate language • Speaking in a demanding, degrading or threatening tone
Cooperation (EI: Teamwork)	<ul style="list-style-type: none"> • Working well with others • Helping others succeed 	<ul style="list-style-type: none"> • Not participating in any group activities • Influencing a peer to perform poorly or not up to expectations

Self-Control	<ul style="list-style-type: none"> • Focused on task at hand • Not joining in with disruptive classmates, or successfully executing a previously difficult task (i.e. transition) 	<ul style="list-style-type: none"> • Creating or adding to distractions • Speaking out of turn, getting up without permission, or working on a task not approved by a staff member
Grit (EI: Hard work)	<ul style="list-style-type: none"> • Putting forth genuine effort within the midst of internal or external adversity • Attempting and/or finishing a difficult task • Not performing well, then trying again 	<ul style="list-style-type: none"> • Choosing to not begin or attempt to complete a given task (i.e. putting head down for an extended period or continuously complaining about how difficult a task is)
Leadership	<ul style="list-style-type: none"> • Positively impact or influence the school and/or peers • Successful execution of requested or required duties 	<ul style="list-style-type: none"> • Using power or position to negatively impact community
Service	<ul style="list-style-type: none"> • Completing any act of community service (i.e. acting as a teacher / dean aid, cleaning up after themselves or others, and repairing something broken - physically / emotionally) 	<ul style="list-style-type: none"> • Refusing to complete any act of service • Not picking up after themselves • Defacing or dirtying the schools environment

Discipline Structures and Procedures: Level I, II and III Infractions (Grades 1-12)

Level I Violations include, but are not limited to:

- **Late to Class**
Arrival after the bell rings for the start any class or after school activity.
- **Violation of Uniform Policy**
This includes, but is not limited to, violations of dress code, un-tucked shirt, inappropriate dress on dress down days, etc.
- **Obscene/Abusive/Inappropriate/Disrespectful Language.**
This includes spoken, written, and body language that is disrespectful, inflammatory, or offensive to generally accepted community standards including religious or ethnic epithets. Inappropriate language includes rolling eyes, sucking teeth, talking back, silently mouthing words, defiantly folding arms, pouting, avoiding eye contact, slouching in chair, etc.
- **Disruptive Behavior**
Students are expected to follow the rules that individual teachers have established for student conduct in their classrooms. No student's behavior can be permitted to disrupt the learning of others. Violations include:
 - Disruptive behavior, including disruptive outbursts, talking while others are talking, throwing objects, and inappropriate gestures and sounds.
 - Sleeping in class or putting head on desk
 - Being unprepared, e.g. not having proper supplies & books
 - Leaving class without permission and a hall pass
 - Wearing headphones except for approved instructional purposes
 - Horseplay that includes but not limited to pushing, shoving, kicking, or other physical contact, knowingly taking of another's property done in a playful and/or confrontational manner
- **Gum & Food Contraband**
Gum chewing is prohibited in the building. Lunch must be taken in the cafeteria. Students are prohibited from carrying food or drinks from the cafeteria. Students who have a pass from their teacher may eat lunch in their teacher's classroom. If this pass from the teacher is abused, the Dean/Assistant Principal will revoke the privilege.
- **Environment**
Girard College is committed to maintaining a professional and healthy environment. Students are required to maintain a clean school environment by picking up after themselves at lunch, disposing of paper in hall/class, retrieving lost/unwanted personal items, and respecting all school property.

- **Lapse of Integrity**

Attempt to deceive or mislead by verbalizing intentions that misrepresent a student's actions when questioned by school personnel.

Student Personal Electronics

Cell Phones

Cell phones and other electronic devices (tablets, laptops, video games, etc.) are permitted on campus, their usage (including texting, messaging, and emailing) is not permitted:

- during classes or final exams
- in the dining rooms
- in lectures, School meetings, or during other public performances
- during study hall hours
- after lights out

Faculty members are authorized to confiscate cell phones when the policy is violated. The student can collect a confiscated cell phone from the Dean's office. Repeated violations will result in a longer period of confiscation. As phones are not permitted in the Elementary/Middle or High School building, they should be left secured in the residential dorms. Teachers are also discouraged from using phones in class except for working purposes.

Cell phone restrictions should be explained through the lens of brain science and intended to ensure deeper learning rather than a punitive measure. Adults appear hypocritical if they browse social media or send personal messages instead of engaging with students during class. Please be mindful of this issue.

Girard College does not accept any responsibility for loss of student's electronic equipment due to theft or other loss. In addition, Girard College will not be responsible for damage or loss of a nuisance device that is confiscated by staff.

LEVEL II Violations

Level II violations involve actions that significantly impact a community of safety, respect, and cooperation.

Consequences: *

- 1st incident in a school year: Restorative consequence(s)
- 2nd incident in a school year: Parent/guardian meeting
- 3rd incident in a school year: Out- Suspension
 - Parent/guardian Reinstatement Conference
- 4th incident in a school year: Scholarship Review Board

* Consequences may be adjusted to accommodate the infraction.

* Repeated Level II violations will lead to Scholar Ship Review, which may result in loss of scholarship

Level II Violations include, but are not limited to:

- **Threats, Intimidation, Provocation and Pre-fight**

Threats are words and/or actions that are intended to taunt, provoke, or do emotional harm. Intimidation includes aggravating or making others uncomfortable by calling others “out of their names,” passing rumors, etc.

Provocation is the use of intimidating or threatening to provoke a violent reaction, including poking, “getting in his/her face”, violation of personal space, aggressive gestures, etc.

Pre-fight is physical aggression (e.g. pushing, shoving) that ends very quickly or is easily stopped by an adult or other student.

Note, depending on the nature of the threat, intimidation, provocation or pre-fight, the Dean of Students may consider the violation to be of a Level III nature.

- **Facilitating Violence**

Watching, encouraging or instigating a pre-fight/ fight before school, during school or after school is prohibited. **No audience = No fight.**

- **Plagiarism & Forgery**

Plagiarism is using, without permission, the ideas & writings of another; either word for word or in substance, and representing such as one’s own. Forgery is the signing of a document in another’s name.

In addition to the level II consequences, the student shall also receive a failing mark for the assignment. A second offense will lead to loss of credit for that course. A third violation may result in an expulsion hearing.

- **Cheating**

This includes deceit, fraud, or deception (i.e., copying another’s assignments, assisting another to cheat by lending one’s own work; giving or receiving aid during a testing period).

In addition to the level II consequences, the student shall receive a failing mark for the assignment. A second offense will lead to loss of credit for that course. A third violation may result in an expulsion hearing.

- **Insubordination**

This includes failure to comply with directions of teachers and other school personnel such as leaving class without permission or vulgar language directed at school personnel. This also includes refusing to turn over a demerit card when asked to do so by any adult.

- **Cutting**

Cutting includes all scheduled or rostered activities as well as leaving the building without permission (see attendance section).

- **Harassment**

Harassment means any behavior which is repeatedly and persistently annoying.

- **Sexual Harassment**

Girard College recognizes that harassment on the basis of sex is a violation both of Federal and State discrimination laws and that these laws apply to students and employees. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature when:

- submission to such conduct is made a term of the student's right to learning
- such conduct interferes with an individual's academic performance or creates an intimidating, hostile, or offensive educational environment
- submission to or rejection of such conduct is used as the basis for academic decisions

Forms of sexual harassment include but are not limited to the following:

- Derogatory comments, jokes, or slurs; sexually-oriented sounds or remarks
- Uninvited, unnecessary or offensive touching, pinching, patting, grabbing, brushing against another person's body, or impeding or blocking movement
- Derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings, or gestures

The severity of the disciplinary action will be based upon the circumstances of the infraction, and could include expulsion from school. Repeated or serious violations may also result in filing of criminal charges as deemed appropriate by the school.

- **Gambling**

Gambling includes betting or wagering for money, favors, or fun.

The severity of the disciplinary action will be based upon the circumstances of the infraction, and could include expulsion from school. Repeated or serious violations may also result in filing of criminal charges as deemed appropriate by the school.

- **Damaging School Property and/or Property of Others (Misdemeanor)**

Misdemeanor damage means damage to any school property or the property of others of \$50.00 or less.

LEVEL III VIOLATIONS

Level III violations involve actions that are very serious violations of our Code of Conduct, and/or are criminal violations of Pennsylvania law.

Procedure & Consequences:

- Parent/guardian notified
- School investigation
- Possible out-of-school Suspension
- Parent and leadership meeting
- Possible Scholarship Review Board Hearing (if warranted) If recommendation to expel, expulsion is confirmed by Board of Directors

Consequences: Each infraction is a case-by-case basis which will include consequences deemed appropriate by school leaders.

Level III violations include but are not limited to:

- **Possession or Use of Firearm, Weapon or Dangerous Instrument**

Any person found or observed on school property or school-sponsored event in possession of a firearm, weapon or dangerous instrument (i.e. BB gun, bullet, pistol, rifle, gun, disguised gun, dagger, switchblade, knife, box cutter, paint ball gun, dart gun, pepper spray or other noxious sprays, explosive or incendiary bomb or other instrument, material or device that can

cause physical injury etc.) must immediately be reported to the Division Dean. Law enforcement officials shall be informed.

- **Terrorist Threats/Acts**

Terrorist threats/acts mean a communication/act to commit violence, terrorize, evacuate the building, or otherwise cause serious public inconvenience or safety risk. Depending on the nature of the incident, law enforcement officials may be informed.

- **Drug Possession, Use, or Illicit Activity**

This violation includes drug possession, use, or illicit activity on school grounds or at a school-sponsored event. Illicit activity means the intent to use, sell, store, or purchase illegal substances, and paraphernalia. School administrators will report the incident to the police and provide all information concerning the matter to law enforcement authorities.

- **Theft**

Theft means the withholding, taking, or removal of personal or school property (including tests) without the owner's consent. Depending on the nature of the incident, law enforcement officials may be informed.

- **Arson and/or Possession of Fireworks and Other Explosive Devices**

Arson means the malicious burning of another's property. Students may not possess or use fireworks or the paraphernalia needed to explode them—matches, lighters—on school grounds or during school activity. Depending on the nature of the incident, law enforcement officials may be informed.

- **Vandalism**

Vandalism includes intentional or reckless damage to, or attempt to damage, the property of another, or the causing of damage while committing an act contrary to this code or to the law. Depending on the nature of the incident, law enforcement officials may be informed.

- **Disorderly Conduct**

Reckless behavior that could cause injury, including throwing objects (tables, chairs), pulling fire alarm etc.

- **Assault of Staff Members, Vendors, Guests**

Any violent act against a faculty or staff member or a visitor to Girard College may result in severe penalties, including the filing a criminal complaint.

- **Violence, Fighting & Fighting with a Weapon**

Violence includes physical aggression between two or more students that escalates into punching, wrestling, knocking down, or damaging or destroying property. This means physical aggression typically that lasts more than a few seconds and is not easily broken up. Any aggression that includes use of a weapon or use of an implement as a weapon clearly falls into this category. In cases of violence with a weapon or violence that results in bodily harm (hospitalization), law enforcement officials will be informed.

- **Sexual Misconduct**

This may include attempting or carrying out a sexual act with oneself or another person whether it is consensual or non-consensual. Depending on the nature of the incident, law enforcement officials may be informed.

Drug/Illegal Substance Policy

Locker and Search Policy

Lockers are provided for the use of students but remain the property of Girard College. Students may not use a locker to store a substance or object which is prohibited or which constitutes a threat to the health, safety or welfare of the occupants of the school building or the building itself. Students and parents/guardians should be aware that:

- The school keeps a record of each locker number and the combination of every locker and lock.
- Students must notify the Dean when a lock is lost. Students may not switch or replace locks without the permission of the Dean.
- Students may not share lockers with others, and must keep lockers locked.
- Girard College assumes no responsibility for loss of student's personal property.

Random school bag searches and locker sweeps may be conducted periodically throughout the year. To protect the school community against illegal substances and objects and material which may pose a hazard to the safety, sanitation and good order of the school; school bags and lockers can be inspected randomly without due cause. Prior to a locker search, students shall be notified and given an opportunity to be present. At least two faculty members will be present when searching a student's person or possessions. When school authorities have a reasonable suspicion that the locker contains materials that pose a threat to the health, welfare or safety of students in the school, student lockers may be searched without prior warning. Illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding.

Electronics Acceptable Use Policy

Due to the ever-changing nature of the technology involved with the Internet and computers, Girard College reserves the right to modify this policy at any time. Internet access is available to the Girard College community for "educational and school business purposes" to aid in seamless learning; this includes classroom activities, career development, research, and high-quality self-discovery activities, which will be limited to specific amounts of time determined by grade level and system resources. Non-educational use for students is a privilege and is allowed with the permission of the teacher or RA. It is the policy of Girard College that all use of the Internet, and the internal e-mail system is a privilege. Sanctions for misuse will be at the discretion of the school administrator or dean.

Girard College Limitation of Liability and Due Process

- Girard College is not responsible for the accuracy or the quality of the information obtained or stored on the system and on the Internet. Girard College will not be responsible or accountable for financial or contractual obligations arising through the use of the computer system Internet.
- Girard College will cooperate fully with local, state, and/or federal officials in any investigation concerning or relating to any illegal activities conducted through the Girard College system.
- Girard College has acquired and is using software designed to block access to and from certain Internet sites. Although the software is updated frequently, it cannot block 100% of the sites that are inappropriate for student use.
- System users have a limited privacy expectation in the contents of their personal files on the Girard College system. Routine maintenance and/or monitoring of the system may lead to the discovery that a user has violated, or is violating, the Acceptable Use Policy, the school disciplinary code, or the law. An individual search can and will be conducted if there is reasonable suspicion that a user has violated the law or the school disciplinary code.

System Security

- Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no condition should a user provide his/her password to another person.
- Users will notify the grade level computer teacher/lab supervisor or another faculty member if they have identified a possible security problem.

Inappropriate Conduct

- Users will not use discriminatory, obscene, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or offensive language.
- Users will not post information that, if acted upon, could cause damage or endanger the disruption to the system, an individual, or the school.
- Users will not harass another person. The definition of harassment is persistently acting in a manner that distresses or annoys another person or otherwise violates their privacy, reputation or character. If a user is told to stop sending e-mail messages to them or about them, they must stop.

Respect for Privacy

- Users will not re-post or forward a private, non-school related message that was sent to them without obtaining permission from the author of the message.
- Users will not post private information about another person.

Respecting Resources and Resource Limits

- Users will use the system only for educational and school business purposes.
- Users will not download or install software applications on school-owned laptops, desktops or Chromebooks without the approval of the technology department. This includes (but is not limited to) peer-to peer/file-sharing programs, games and screensavers. Staff members who require the installation of software for educational or operational use must submit a request to their supervisor, who will then forward it to the technology department Help Desk for review and approval. If the software installation is not approved, the technology department will recommend an alternative solution.
- Users will not store personal music files, photos or text and graphic files on the home drive or the shared O:Drive.
- Users of campus-based e-mail will not post chain letters or engage in “spamming.” Spamming is sending annoying or unnecessary messages to a large number of people.
- If a user intentionally damages equipment they may face disciplinary consequences as stated in the student handbook with respect to vandalism.

Social Networking Sites

The acceptable use of any social networking site is covered by this acceptable use policy, the acceptable use policies of the site and the student handbook. In the event these policies contradict each other, the Student Handbook will take precedence. Inappropriate photos, blogs, videos, or comments will result in consequences as outlined in the Parent-Student Handbook.

The Code of Living is a valuable tool in addressing a number of important issues on campus including health, respect for others, sensitivity to religious practices, and many other aspects of student life. The Code is useful both on and off campus. Students are encouraged to abide by the principles spelled out in this document and to refer to it frequently.

Additional School Information

Athletic Education

Athletic Eligibility Policy

Athletic Philosophy

In accordance with Stephen Girard's educational mission of Girard College, the athletic program supports an athletic classroom environment where its student-athletes realize and maximize their potential as athletes and as informed, ethical and productive citizens.

As members of the Girard College community, we are committed to excellence in all areas of school life and therefore believe that athletics are a vital component of a well-rounded educational experience. Through the guidance of excellent coaches, Girard College athletics aims to foster in each of our student-athletes the Five Core Values: Respect, Responsibility, Integrity, Self-discipline and Compassion. Additionally, we hold our coaches and student-athletes to the highest standards of sportsmanship and fair play. Committed to the emotional, physical and social well-being of our student-athletes, we encourage our students to reach beyond their comfort zone. At Girard College we not only represent our school and its illustrious athletic history, we espouse the virtues of our founder and compete to honor Stephen Girard and the life-changing opportunities he has provided to young people since 1848.

All Girard College Teams Participate in the Penn Jersey Athletic Association as well as PIAA District 1 Class A

Varsity Sports

Soccer (Boys and Girls)

Basketball (Boys and Girls)

Track Indoor (Boys and Girls)

Outdoor Track (Boys and Girls)

Softball (Girls)

Baseball (Boys)

Practice Times All Girard College practices take place during the school week between the hours of 3:30pm to 6:15pm. Athletes can expect to practice shortly after classes end. Attendance at all practices and games is mandatory. During the year, athletes can expect to practice up to two hours each day during the week, and some teams may practice on Saturday.

Physical Examination All Physical examination forms are to be uploaded through the Magnus system to health services before the school year begins. Physical examination forms are due before the first day of school.

Equipment Girard College is currently under contract with New Balance. While competing in interscholastic contests, all Girard students must wear New Balance uniforms.

Girard College Eligibility

The 16 core courses are in the following areas:

- 4 years English
- 3 years math at Algebra I level or higher
- 2 years natural or physical science (one lab course)
- 2 years social science
- 1 year additional English, math or natural/physical science
- 4 years additional course from the areas above, foreign language, philosophy or comparative religion.

Girard College Academic Requirements for Athletes

Students must maintain a core course GPA of 2.30 at the end of each grading period. If an athlete's core course GPA falls below a 2.30, he or she will be ineligible to practice or play in games for 15 school days at the start of their upcoming sport season. If the core course GPA is below a 2.30 at the end of a school year, the 15-school day ineligibility rule will carry over to the students' upcoming sport season.

NCAA Eligibility

College bound student athletes must meet the academic requirements during high school to be eligible to compete in the initial year of full-time enrollment at an NCAA Division I school.

Students must:

- Complete 16 core courses; 10 of the 16 core courses must be completed by senior year. Of the 10 core courses, 7 must be in the area of English, math or science. The 10 core courses become "locked in" for the purpose of calculating GPA.
- Have a minimum core-course GPA of 2.30.
- A repeat of one of the "locked in" courses cannot be used in the GPA calculation.
- Graduate from high school.

Postponements, Directions, Schedule Changes, and Cancellations

All postponements, cancellations and schedule changes will be posted and updated via the athletics section of the Girard College website. Coaches will notify the athletes as soon as game cancellations or postponements are known.

Communications

Contacting the School in a Family Emergency

The Division Dean's Office is the parent's first line of communication in the event of a family emergency. The direct contact information for the various deans is located on the front page of this document.

School Closing

In the event of a school closing (due to snow emergency or other reason), Girard College will make decisions regarding school delays, early dismissals, and closures based on the safety of its students and staff. In the case of a school closure and the unavailability for Residential Advisors to supervise students, the Deans will supervise students in designated areas.

Parent/Guardian Contact and Custody

Parent/guardian location forms are distributed at the beginning of the school year. This information enables Girard to contact parents/guardian in the event of an emergency involving their child. Failure to keep the school informed as to your **current** address, phone number, and e-mail address (when applicable) may result in parents not receiving notice of important academic, disciplinary, and/or health information, and can result in the loss of parents' rights to participate in important decisions being made about your child. Additionally, medical information—including health insurance information—is necessary in case of medical emergencies.

In addition, a copy of any Court Order or agreement affecting the custodial rights of a parent must be filed with the school.

Authorized Student Contact

We are legally obligated to ensure that all contact with students is in accordance with the legal guardian's wishes, stated in writing, and on file in the Deans Office. **No one, including parents with special arrangements, is permitted to visit a classroom without prior authorization and notification of security. All visitors are required to check in with Security and then check in the Elementary/Middle School Office.** No student is permitted to leave campus at any time including Friday afternoon, without written authorization, in the form of a pass from and administrator, counselor, and/or social worker. If they are not accessible, notify Security

Health Information and Records

The School Nurse maintains medical records on each student. Parents/guardian must inform the nurse promptly of any special health problems and should feel free to contact the nurse if they questions or would like to schedule a confidential appointment. The School Nurse must have the following information on record or the student will be excluded from school: Medical Emergency Contact Form, and the student's Immunization Form

If a student becomes ill during the school day, he/she will be given immediate attention. Parents/guardians will be notified if their child is too ill to return to class. Students should not personally call home if they feel ill but instead report to the School Nurse.

Medication

Students are not to bring any kind of medication to school or to self-administer any kind of medication. If a student must take medication during the school day, the medication must be prescribed by a physician and arrangements must be made through the Nurse's office. The original bottles must be given to the nurse and kept in the health office. Over-the-counter drugs—including cough medicines, etc.—must also be accompanied by a doctor's note. If a student must personally administer the medication, parents/guardians must contact the Nurse's office to make arrangements. Medication will not be distributed at any other location. When the School Nurse is not in the building, the Dean of Students may administer medication under the guidelines established by the Pennsylvania Health Services Commission.

Pregnancy

Pregnant students must disclose the information to the Nurse. Accommodations of a medical nature will be made. Academic expectations will remain consistent, with adjustments made to the student's schedule when needed.

Campus Safety Guidelines

General Safety

We are all responsible for the welfare of each student in our care. The Campus Security is on call 24 hours a day to assist in any situation. If you are suspicious of any situation, at any time, immediately notify Security at 2684 and then please inform The School Office 2656.

All personnel must be in possession of an identification card and lanyard, which includes your photograph and your keys.

Role of Security with Students

It is important that faculty remember that they nor members of campus patrol, may use hands on a student, nor attempt to restrain physically a recalcitrant child unless s/he is posing an immediate and dangerous threat to themselves or to another person. In the event that staff members do have difficulty controlling the conduct of a child, the school support staff (counselors, administrators, social worker) should be utilized in order to diffuse and manage the situation.