

THE SOURCE



GREENS FARMS ACADEMY

2019-2020

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GENERAL INFORMATION

MISSION STATEMENT

GFA engages students as partners in an innovative, inclusive, and globally minded community to prepare them for a life of purpose.

Philosophy

Partners: Our students collaborate with teachers to develop their voices to effect change, to become lifelong learners who take ownership of their educations, and to have an instinct for self-reflection that builds character and drives improvement.

Innovative: Building on a demanding curriculum, our faculty seeks innovative and effective methods to help students cultivate the skills and habits of mind necessary to excel.

Inclusive: GFA strives to create a diverse community that values the identities, perspectives, and experiences of all its members.

Globally Minded: We empower our students to discover their place in the world and help them to become globally competent citizens engaged in building a sustainable future.

Core Values

Passion, Integrity, Empathy, Curiosity, Excellence

CALENDAR FOR THE 2019-2020 SCHOOL YEAR

Monday, 8/19 to Friday, 8/30	US Pre-Season Sports Practices
Monday 8/26 to Thursday, 8/29	Orientation for All 9 th Graders and New 10-12 th Graders
Wednesday 8/28 to Thursday, 8/29	Orientation for All 5 th Graders and New 6-8 th Graders
Monday, 9/2	Labor Day (school closed)
Tuesday, 9/3	First Day of Classes for MS & US
	Orientation for All LS Students
Wednesday, 9/4	First Day of Classes for LS
Wednesday, 9/4 to Friday, 9/6	Noon Dismissal for PreK, K, and 1st Grade
Monday, 9/30	Rosh Hashanah (school closed)
Wednesday, 10/9	Yom Kippur (school closed)
Monday, 10/14	Columbus Day (school in session)
Thursday, 10/31	Parent-Teacher Conferences (no classes for all divisions)
Friday, 11/1	Parent-Teacher Conferences (no classes for all divisions)
Monday, 11/11	Veterans Day (school closed)
Tuesday, 11/26	Friday Dismissal Time (all divisions)
Wednesday, 11/27 to Friday, 11/29	Thanksgiving Break (classes resume 12/2)
Friday, 12/20	No School for LS
	Middle and Upper School Dismissal at 2:45
Monday, 12/23 to Friday, 1/3	Winter Break (last day of class 12/20; classes resume 1/6)
Monday, 1/20	Martin Luther King, Jr. Day (school closed)
Tuesday, 1/21	Faculty Work Day (no classes)

Monday, 2/17	Presidents Day (school closed)
Thursday, 3/5	LS/MS Parent-Teacher Conf's (no classes for LS & MS)
Friday, 3/6	LS/MS Parent-Teacher Conf's (no classes for LS & MS)
Monday, 3/16 to Monday, 3/30	Spring Break (classes resume 3/31)
Monday, 3/30	Faculty Professional Day (no classes)
Friday, 4/10	Good Friday (school closed)
Friday, 4/24	LS Grandparents/Special Visitors Day (LS noon dismissal)
Friday, 5/22	Noon Dismissal (all divisions)
Monday, 5/25	Memorial Day (school closed)
Monday, 6/1	1pm Dismissal for MS
Tuesday, 6/2	Noon Dismissal for LS
	No Classes for MS & US
Wednesday, 6/3	No Classes for LS & MS
	Noon Dismissal for US
Thursday, 6/4	Commencement (grades 9-12)

ADMINISTRATION, FACULTY, AND STAFF

Look for a complete list of administration, faculty, and staff at Greens Farms Academy for the 2019-20 academic year in the Directory. In addition to each faculty and staff member's name, primary responsibilities and contact information are noted. Faculty, administration, and staff contact information is on the website as well. The list is designed to assist you in determining whom to contact about specific concerns. Except in an emergency, you are asked to contact school officials only during the school day.

COMMUNICATIONS

GFA communicates with the parent body using the following media:

- Enotes: Division news, events, and calendar reminders emailed on Fridays from Division Heads
- All-school emails
- Website: Updated with news items, athletics results, and information for parents, faculty and staff
- Magazine: Alumni news and school features in a publication mailed to the greater GFA community
- Social media: Sharing various aspects of school life with our community via Facebook, Instagram, Flickr and Vimeo (social media links can be found on the homepage of the website)

GOVERNANCE

The Board of Trustees is responsible for GFA's financial health and long-term stewardship, and is responsible for selecting the Head of School. Unlike the corporate model, however, there are no shareholders. Thus, in effect, the trustees are also the "owners" of the school.

While the board plays a strategic role in the affairs of GFA, the day-to-day management is not its business. Management of the school's operations is in the capable hands of the school's administration. Board members are not the appropriate resource to resolve operational matters.

However, in some respects, running a school is like running a business, and often expertise in certain critical areas — for example, the law, construction, human resources, marketing, and finance — may not be present in a community of scholars. Thus, Boards of Trustees tend to help out in all of these areas and are typically asked to take a leadership role in fundraising.

As is commonplace in independent schools, the board is self-perpetuating, meaning that the trustees select their own successors. However, the nominating process is anything but insular or parochial. Criteria to be considered include diversity of talent and background, willingness to serve and perform the duties required, prior efforts on behalf of GFA, and conformance to the guidelines for makeup of the board as set forth in the bylaws. The board is diverse in terms of talent, background, and stage of life. What the trustees have in common is a devotion to GFA expressed in terms of hard work and generosity.

The board is presently composed of 25 members — nine of whom are officers who serve for one-year terms (with a maximum of 10 consecutive years); 15 of whom are term trustees, who generally serve for a maximum of two three-year terms; and the head of school, who is an ex-officio, non-voting member of the board. Members of the board operate through a series of standing committees. From time-to-time, the board co-chairs also appoint ad-hoc committees for particular needs. Each board member serves on at least one board committee — most on more than one.

The full board meets eight times during the school year, and each committee meets at least three times per year, but many meet more frequently. There are typically at least three trustees on each committee, and many committees also include administration and faculty members, non-trustee parents, and others. For a listing of this year's board members, please consult the Directory or GFA website.

HONEYWELL INSTANT ALERT

Using Instant Alert, GFA can communicate with parents or caregivers within minutes if there is an emergency, a delayed opening, a snow day, an early closing, or a host of other important but more routine notifications such as a change in the time or location of an away game or a game cancellation. We can deliver a single, clear message to you via your telephone, cell phone, email, or any combination thereof. You choose how you want to receive the communication and whether you would like a guardian, caregiver, or other family member to be notified as well.

The system is internet-based, allowing each family to maintain a secure, password-protected online profile. You set up a profile with your choices of how you want to be contacted. You can log into your profile at any time to update your contact information. You should log on at the beginning of the school year to review/update your contact information and alert set-up. Please note that the school does not update your Honeywell profile; if any of your contact numbers or emails change during the year, you must go into your profile and update your information. Maintaining the accuracy of your profile will increase GFA's ability to keep you informed.

If you have not already set up your profile, please do so at: <https://instantalert.honeywell.com>.

If you need assistance with your profile, please send an email to InstantAlertHelp@honeywell.com, or contact Mariken Wolffenbuttel at mwolffenbuttel@gfacademy.org.

HORIZONS

The mission of Horizons at GFA is to help low income students from underserved Bridgeport schools develop strong academic, social and emotional skills, habits of mind, and the resilience to succeed in school and pursue a meaningful, choice filled life.

Horizons at GFA is an innovative, self-funded program designed to provide access and opportunity to underserved students with the goal of changing their life path. Horizons emphasizes academics, social emotional learning, and character development, but also exposes students to a wide variety of social, cultural, and recreational enrichment experiences in science, the arts, and athletics. The organization is comprised of three integrated programs designed to support students as they progress through their educational journey. The Horizons PreK-8 program is in session for six weeks during the summer and on Saturdays at GFA during the fall and spring, while the high school and college programs operate in Bridgeport weekly throughout the academic year.

The PreK-8 summer session provides instruction in reading, writing, math, and social emotional learning (SEL) using a custom built curriculum in each focus area. Guided by a professional faculty in small group settings, which allows for individualized attention, Horizons provides academic and cultural experiences that strengthen school performance while building essential non-cognitive skills. Saturday Academy focuses on continued academic support and community building during the school year.

Horizons high school students receive one-on-one school-year support from academic coaches and tutors. In addition, students receive SAT prep and the support of a designated college advisor who assists with the college application and financial aid process. Grade-specific summer programming for each high school grade is also provided.

Students in the College Program participate in community events, attend workshops and receive monthly check-ins from program staff. In addition, they have access to book scholarships and to an emergency financial assistance fund. In-person academic coaching and tutoring is available for students attending local colleges.

PARENTS ASSOCIATION

The purpose of the association is to promote a sense of community among parents and guardians of GFA's students and to encourage parental involvement in activities, hands-on volunteer services, and assistance with specific projects. These three functions will be carried out in agreement with and at the request of the administration and the Board of Trustees. The Parents Association will pursue its purpose in a manner consistent with Greens Farms Academy's Mission Statement. All proceeds resulting from the efforts of the Parents Association in pursuit of its purpose shall be dedicated solely to the benefit of GFA or related entities. For a listing of parents associated with leadership positions within the Parents Association, please consult the directory or the GFA website.

Class Parents

Class Parents are ambassadors within the GFA community. They play a key role in helping new families feel welcome and overseeing social events for students and parents throughout the year. These events are intended to strengthen the positive relationships within the class and should be simple affairs with full attendance as the goal. Whenever possible, hosting events at school or at a public gathering place is preferred.

Good communication between the school and parents is essential. Any concerns about school or child-related issues are best communicated directly between parents and teachers. Class Parents should not handle disputes or pass on information from other parents to the school. This puts them in an awkward position and may lead to misunderstandings or miscommunication.

Class Parents plan activities for each class and use Class Activity dues to cover expenses. These funds may not be used for other purposes, and money not used in any given year moves forward with the class.

Class Parents' Use of Email

Class Parents create email distribution lists using the email addresses supplied by the Business Office. Class emails must only be used for specific class events or Parents Association related information. Class emails may not be used to communicate parent opinion or commentary.

Distribution lists should be created so that email addresses are not accessible (in "blind copy") and messages should have such headings as "GFA sixth grade information," or "GFA Parents Association information" in the subject field. In any cases when an email message is the only means of communication sent to parents, the person sending the message must also call any parents who are not on the email distribution list.

If parents have chosen not to publish their email address in the directory, the school will not give out that information for other parents to use.

School Store

The school store provides school supplies and spirit items at a reasonable cost for the school community. The store is managed and staffed by parent volunteers and all profits go to the Parents Association. Student clubs wishing to raise money often sponsor sales of items or baked goods, but they may not sell such items in the school store.

SAFE COMMUNITY STATEMENT

GFA believes strongly that open and direct communication among parents is of primary importance in keeping our students safe. To that end, we urge each parent and guardian to do the following:

- Contact families hosting youth gatherings to ensure appropriate supervision.
- Respond to communication from other parents in a timely manner about events taking place in one's home or under one's supervision.
- Supervise youth gatherings that occur in one's home and refrain from allowing unsupervised gatherings.

- Refrain from permitting alcohol or drugs to be served to underage guests.
- Familiarize oneself with and adhere to GFA's Drug and Alcohol Policy as outlined in The Source or by speaking with one's own attorney concerning the risks associated with permitting underage drinking or drug use while hosting a gathering of youth and take appropriate measures to reduce or eliminate such risks.
- Strive in every way to ensure a safe social environment by maintaining regular communication with one's own children about safe behavior.

SCHOOL CLOSING INFORMATION

Should weather or emergency conditions make it necessary to close school, to open late, or to dismiss early, announcements will be broadcast through the Honeywell Alert system. Please see instructions above for registering. Snow day closings will also be broadcast on a number of local media outlets, including Cablevision Channel 12 (Norwalk) and WTNH Channel 8 (New Haven) as well as on GFA's website: www.gfacademy.org.

TECHNOLOGY RESOURCES

If students need technical support, they should submit a ticket via the helpdesk portal, email helpdesk@gfacademy.org, or visit the IT Department and their problem will be addressed in a timely manner.

Laptops

Students in grades 6-12 are required to have a MacBook laptop that meets the minimum specifications detailed on the technology webpage on the Portal. Classroom software can be downloaded through Self Service, a software program installed on all laptops. Tech support and loaners are available for students should they need assistance. Students bringing laptops to school have to abide by the [Responsible Use Policy](#).

Email

GSuite for Education is the GFA email system, which provides email and access to Google's suite of software and document storage. Gmail is the primary means of communication at GFA. Faculty and students are expected to check their email at least once a day. Students and faculty can login to Gmail by visiting: <http://www.gmail.com> and entering in their email address (username) and password.

Password Manager

Before accessing Gmail, students and faculty must first create a profile on Password Manager at: <https://passmanager.gfacademy.org/pmuser>.

My Backpack Online

Parents and Upper School students are able to go to My Backpack, a secure website, for the following:

- Attendance (all grades)
- Parent-Student Directory (all grades)
- Student schedule(s) (Middle and Upper School)
- Semester grades and comments (Middle and Upper School)
- Ability to update your personal information in our database (parents only)

- Re-enrollment contracts & billing Information (parents only)
- Admissions application (parents only)
- Program registration for Summer Academy, Camp GFA, and Summer Sports (parents only)

User information for new families is sent in an individual email over the summer. If you have forgotten your password or user ID, please go to the log-in screen and choose “I forgot my password.” After filling in your user ID or email address, an email will be sent with your user ID and a link to reset your password to the email account that we have on file. If you have any questions, please email mybackpack@gfacademy.org.

My Backpack Web address: <https://gfacademy.org.seniormbp.com/SeniorApps> (Note the “s” for “secure” in https; please bookmark this address in your Web browser). A link to the system is also available on the portal section of the school website.

SCHOOL POLICIES

ASSIGNMENTS DURING RELIGIOUS HOLIDAYS

Faculty members avoid major assignments over religious holidays and major assessments the day following a holiday. Students who celebrate religious holidays that prevent them from doing homework should speak to their Division Head (or the relevant Academic Dean in the Upper School) ahead of time, and the Division Head will notify faculty.

ASSIGNMENTS DURING SNOW DAYS

Continuity of our academic classes can be challenging during the winter months. In the interest of minimizing disruption to the academic program, the school has set the following expectations for students and faculty in both the Middle and Upper Schools regarding work when a snow day is announced:

- By 9 a.m. on a snow day, faculty members will post to their Haiku course pages clarifying what work is expected and if there are any adjustments to the syllabus.
- Students should check their Haiku pages and email during the snow day after that time.
- Students will be expected to keep up with their homework and complete any adjusted or incremental assignments so classes can resume upon return.
- The instructions from teachers may vary by class.

It is our hope that these expectations will allow our classes to continue with as little disruption as possible.

ATHLETICS

Please also consult the Athletics sections in each of the divisional chapters.

GFA's athletic program, which includes its Lower School Physical Education Program and its seventy-five interscholastic teams and non-team programs, is one of the most highly respected and successful programs in the Fairchester and New England Prep School Leagues. This section is intended to provide you with the philosophies, policies, rules, and requirements of the program, and to explain many of the details that will be useful for you to know. Please read this section carefully and seek clarification from the athletic department on matters that seem unclear. The school will assume that you understand the policies and rules covered in this book and have accepted them as part of your contractual obligation with GFA.

To the student-athletes: To be a member of a GFA athletic team is a privilege, and you are expected to assume certain responsibilities that accompany this privilege. You continually serve as a reflection of yourself, your team, your school, and your family, and you are a role model for younger students. Therefore, it is important that you make responsible decisions about your behavior at all times, that you honor your commitments and that you constantly strive to do your best. In turn, you will have an enjoyable, exciting, and rewarding experience in athletics.

To the parents: As parents, you have a significant influence on the quality of your children's athletic experience and on the attainment of their athletic goals. GFA parents have traditionally been very supportive of and loyal to the program; they have understood that a rewarding athletic experience requires a commitment on their part to certain responsibilities and obligations. This

is in large part why the program is so successful. We hope that this section will provide you with useful information, but please feel free to contact your child's coach with any questions, concerns, or other issues. Please also know that you are welcome and encouraged to attend the games. Your morale and vocal support always make the game more exciting, fun, and rewarding. All that we ask is that your cheering be positive and supportive, and that you refrain from any less-than-positive remarks to the officials, players, or coaches. At the appropriate time, you can discuss any problems/concerns with the coach or the Director of Athletics.

Code of Ethics and Conduct

(for competition within the Fairchester and New England Prep School athletic leagues)

In every athletic contest, we expect that students will strive to win, but always within these high standards for conduct and good sportsmanship, regardless of the team level, the score, or the opponent.

- Treat other persons as you know they should be treated, and as you wish them to fairly treat you.
- Regard the rules of your game as agreements, the spirit or letter of which you should not evade or break.
- Treat officials and opponents with respect.
- Accept absolutely and without quarrel the final decision of any official.
- Honor visiting teams and spectators as your own guests and treat them as such; likewise, behave as an honored guest when you visit another school.
- Be gracious in victory and defeat.
- Be as cooperative as you are competitive.
- Remember that your actions on and off the field reflect on both you and your school.

Students' Responsibility to the Athletic Program

You, as a student, have the responsibility:

- To be proud of yourself for being a student-athlete at one of the finest independent schools in the state, and to be willing to accept the responsibility to do your part to make the GFA athletic program even stronger;
- To come to every practice and game with a "positive mental attitude," determined that for the duration of the practice/game you are going to work your hardest to improve your skills, your physical conditioning and your understanding of the sport, regardless of your skill level, and that you are going to encourage and support your teammates, regardless of their skill level;
- To understand that a positive attitude will significantly improve both your and your teammates' performance and will create an enjoyable atmosphere in which to train and compete, whereas a negative attitude toward yourself or your teammates breeds negativity in both and will seriously undermine a team's potential for success;
- To plan to attend every one of your team's practices and games, to work with your parents to avoid any schedule or transportation conflicts and to communicate early and clearly with your coach when schedule conflicts arise;
- To be as cooperative with your coaches as possible and to help them help you be the best you can be;
- To be determined to develop and use good skills of time management, priority setting and goal setting, and to ask your coach for help when appropriate;

- To have all of your required and necessary clothing and equipment at every practice and game, and particularly to have appropriate warm clothing when the weather turns wet and cold;
- To try your hardest in every athletic contest to perform the best you can and to strive to win, representing your school and yourself with pride and dignity;
- To uphold your obligation to your team, your coach, and to yourself to perform at your highest level by refraining from any activity that may diminish your performance;
- To, in all ways and at all times, represent yourself, your school, and your family in a way that makes all three proud. This includes meeting the standards of the Code of Ethics and Conduct at all times.

Unacceptable Behavior

Student-athletes at GFA have an excellent reputation for honoring themselves, their teammates, their opponents, the officials, and the game itself. However, it is important to state examples of “unacceptable behavior” as a reminder that choosing any of these behaviors works against a student’s goals as a student-athlete and the program’s goals, and will result in appropriate discipline.

- Smoking, vaping, and drinking: Smoking tobacco, drinking alcohol, or vaping any substance is absolutely contradictory to the goals of all athletes, which are to perform at their best and to strive to win. When athletes smoke, drink, or vape, they selfishly diminish both their own and their team’s performance. Beyond following the school’s prohibition of the use of tobacco, nicotine, alcohol, and drugs, the athletic department expects student-athletes not to smoke, drink, or vape at all during their seasons of participation.
- Verbal and/or physical abuse: All team members are expected to treat opponents, officials, coaches, and spectators with respect before, during, and after athletic contests. Any abuse will result in immediate removal from the game and possible further disciplinary action.
- Fighting: Any student who initiates a fight during the course of an athletic contest in which his/her team is participating, or participates in a fight beyond that needed for self-defense, will be subject to disciplinary action.
- Unsportsmanlike conduct: All student-athletes and their coaches will adhere to the policies of the school and athletic department lest they risk losing their privilege of participating on a team and the credit for the season. Players who are ejected from interscholastic games by an official for “unsportsmanlike conduct” or other flagrant behavior lose their eligibility to play in the next regularly scheduled interscholastic game or tournament game in that sport.
- General: When representing GFA on a team or as part of an athletic program, any misconduct, whether occurring on or off campus — and including on the school vans — that is potentially detrimental to the school or athletic program will result in disciplinary action, which may include suspension or expulsion from the team/program.

The Fairchester Athletic Association Spectator Policy

The Fairchester Athletic Association is a group of independent schools that share similar educational missions and athletic philosophies. The association aspires to hold students, teachers, alumni, and parents to standards of behavior that reflect the very highest values in society. Athletic competition should be a forum to model these behaviors and should serve the broader purpose of education in our schools.

The association is committed to providing students with a full, rich athletic program. Important lessons are taught through athletic participation. Games and practices are “classrooms” in which our coaches can teach many lessons. The association acknowledges that athletes and coaches, as well as spectators can, on occasion, be caught up in the intensity of a particular game or match. This should never be an excuse for irresponsible behavior. Just as good schools expect civility and self-control in the classroom, the same must apply to athletic contests. Sportsmanship, civility, and healthy competition must be an association priority.

With these priorities in mind, the Fairchester Athletic Association has established the following guidelines that govern spectator behavior at all athletic events:

- Spectators will watch games only from those areas defined by each school as “spectator areas.”
- Spectators must not:
 - Run up and down the sidelines, or go onto the field of play during the game;
 - Engage in heckling or taunting or use cheers that are profane or mocking;
 - Call to players, coaches, or officials in an unsportsmanlike manner;
 - Directly “coach” a player by shouting playing instructions, etc.;
 - Deface, damage or remove property; or
 - Use noisemakers indoors.
- The use of alcohol, drugs, or tobacco at athletic contests is forbidden.

CHILD ABUSE AND NEGLECT REPORTING

GFA is committed to the highest standards of care for its students, which includes protecting students from inappropriate or hurtful actions by adults responsible for their care.

In accordance with Connecticut law, GFA’s employees (including, but not limited to, its faculty, staff, school administrators, counselors, etc.) are required to report to the Department of Children and Families (“DCF”) suspected abuse or neglect of children. This duty is triggered when there is reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm. The responsibility to report rests both on GFA and on GFA employees.

The following procedure is established to ensure that reports are made in a timely and effective manner, and that information about students and their families is treated respectfully. We ask that families understand that GFA and its employees are sometimes required to make a report to DCF, and we ask that families support our decisions to do so.

If a school employee learns of a situation of possible abuse or neglect, the employee is expected to consult with the Head of School (or the Head of School’s designee) about the situation, so that appropriate action can be taken to protect the student and timely reports can be made to DCF. The Head of School (or the Head of School’s designee) will review the situation and, in the Head of School’s discretion, may consult with GFA’s healthcare providers, the student’s family, legal counsel, and/or a consultant specializing in the care and protection of children, as may be appropriate. If the abuse or neglect is suspected to come from the student’s family, GFA will identify an approach to help protect the student. In all instances, GFA will protect the confidentiality of the student and the student’s family to the extent appropriate.

If GFA determines that a report should be made to DCF, the Head of School (or the Head of School's designee) will generally make the first report to DCF by telephone call. As required by law, a written report will follow within forty-eight (48) hours after making the oral report.

However, anyone who has a reasonable belief that a student is being abused or neglected may (and should) make a report to DCF at any time. In addition, in the event that it is not clear whether conduct reaches a level of reportable abuse or neglect or there is a disagreement about the decision to report, any GFA employee who believes that the incident rises to the threshold for making a report is expected to make the report to DCF. Once again, the responsibility to report suspicions of abuse or neglect rests both on GFA employees and GFA.

CODE OF CONDUCT AND DISCIPLINE

Please also see the Interpersonal Student Relationships section below and the Discipline section under each divisional heading.

Greens Farms Academy is a community of people — students, faculty, staff, and parents — connected, at its best, by the following principles of conduct. At all times, whether on or off campus, students should conduct themselves with respect for self and others, knowing that they are responsible for the good name and reputation of Greens Farms Academy. The education and human development that brings us together goes beyond the cognitive; it is importantly centered upon elements of citizenship, civility, and respect. GFA expects each of its community members to act in accordance with these standards:

- To conduct yourself with integrity — to be honest with yourself and with others.
- To be considerate, courteous, and fair in your dealings with others.
- To respect the dignity, rights, and differences of all members of the school community in your words and actions.
- To practice self-discipline.
- To be a contributing member of the school community with your own distinctive strengths.
- To be responsible and honor your commitments.
- To help promote an atmosphere conducive to learning.
- To respect school property and the property of all other members of the school community.

We believe in each student's capacity for growth and we keep this in mind when weighing the most appropriate response to behavior that is not in keeping with our community expectations.

Students are subject to the rules of our school at any time they are under GFA's jurisdiction. This includes being on campus after hours, riding on GFA vans or school buses, on the train while going to or from school, and while on field trips. Our school cannot and does not assume jurisdiction of any sort over the off-campus, off-hours activities of students. If, at any time, however, a student engages in illegal or otherwise inappropriate activity which brings discredit to GFA, he or she may be subject to disciplinary action, including dismissal. Also, students who knowingly accompany or otherwise abet other students violating one of the major rules may also be subject to similar punishments. Finally, students who are on disciplinary leave or expelled

must obtain the permission from the Head of School in order to attend events on campus or school-related events off campus.

Academic Dishonesty

A student who cheats or who plagiarizes will receive a failing grade on the work and may be suspended or expelled from school. Cheating can include plagiarism; using materials obtained from unauthorized notes; copying from another student without prior approval of the teacher; using unauthorized aid on an examination, test, quiz, or homework assignment; turning in work done previously for another class as new work; giving improper assistance to another student; or being in possession of unauthorized aids in a test situation. A student who needs to copy notes from a classmate must have permission from that student. Plagiarism is defined as deliberately attempting to pass off someone else's work as your own. Unintentional plagiarism, such as failure to follow directions properly in footnoting or bibliographical listing, will result in academic penalty on the work. Students should follow the guidelines on proper citation and use of sources issued by each department. Entering and using information from anyone else's file is considered an act of plagiarism and will be dealt with accordingly. It is our intention to use the Honor Code as a tool for teaching students about the expectations for academic work. Repeat violations of the Honor Code are considered serious breaches of our community standards and will be treated as such. We believe these instances are important teaching moments. As such, punishments often become more severe as students get older. Please also consult the relevant areas in the Middle School and Upper School sections.

Alcohol and Other Drugs

A student who uses, possesses, transfers, sells, distributes, purchases, or is under the influence of alcohol or an illegal or controlled drug or substance for which the student does not have a prescription on campus, at school events or school related functions, on school-sponsored trips, or anywhere the student is under the school's jurisdiction, may be suspended or expelled from GFA. If a student is found to have violated this policy, the school also has the right to suspend that student from any and all extracurricular activities, including but not limited to participation in teams, student council, productions, and other leadership positions for a period of time as determined by the Head of School in concert with the coach or faculty member in charge of the activity.

The school's primary concern is always for the safety and well being of all GFA students. GFA takes very seriously its role in the prevention of drug and alcohol use by its students, and to that end, GFA expects parents to provide active supervision of parties and gatherings in their homes consistent with the school's rule on drugs and alcohol. New York and Connecticut state law provide that while a parent or guardian may serve alcohol at home to his or her child under age 21, it is illegal to furnish alcohol to other children under age 21. Parents who choose to serve alcohol to students or who allow students to bring alcohol to their homes should understand that this is in direct violation of GFA's strongly held beliefs, its policies, and state law.

At all times, whether on or off campus, students should conduct themselves with respect for self and others, knowing that they are responsible for the good name and reputation of GFA. The failure of parents and students to abide by these expectations may result in disciplinary action or non-renewal of contract.

If a designated school official or the school nurse has reasonable suspicion that a student is under the influence of alcohol, he/she will administer a breathalyzer test. Reasonable suspicion will be based on observable behavior such as glassy eyes, eye redness, unsteady gait, slurred speech, disorientation, inappropriately aggressive behavior, or the report from a credible source that the student consumed alcohol. If a student refuses to participate in the test, he/she will be deemed to have consumed alcohol based on observable behavior. There are specific procedures governing breathalyzer use for certain Upper School events, like Prom. Please consult the Upper School section for details.

Safe Harbor Policy

Please also refer to the Sanctuary Policy in the Upper School section on Discipline.

GFA subscribes to a Safe Harbor Policy whereby any student who is concerned about his/her substance use can self-report to the School Counselor. This policy applies to students who are potentially developing a problem with substance use; it is not intended to apply to incidents of substance use on campus or at school activities. The student's self-reported drug use will be treated as a therapeutic issue with protection of confidentiality. He or she will be offered treatment options. Under the Safe Harbor Policy, this matter would remain confidential and not be brought to the further attention of other school personnel beyond the School Counselor, unless keeping confidentiality would pose a risk to the health or safety of the student or another member of the school community (see Counseling section).

Computer Misuse

Please see the Technology Responsible Use Policy below. Violations of that policy may be subject to disciplinary action. Misuse of student laptops on school property can be grounds for the school banning the use of the computer at school for a period of time. Middle School students should be aware that computers should be used for educational purposes while on campus and that students may only use their computers in a classroom and not in the Forum, Front Lawn, or other public areas.

Irresponsible Behavior

A student who is rude to a teacher, uses obscene language, disrupts a class, is chronically absent or tardy, misses obligations, is chronically out of uniform or is deliberately disobedient will receive at least a detention in the Middle and Upper School. Repeated offenses may result in suspension or even expulsion. Students who knowingly accompany others violating one of the major rules may also be subject to similar punishments.

Reflecting the Code of Conduct's emphasis on community, hurtful or disparaging actions or language represent serious violations of school norms and are subject to discipline.

Theft

Taking the property of others or school property without permission of the owner is stealing. "Borrowing" such property without permission is also stealing. A student who steals will be required to make restitution for the property and will be subject to disciplinary action and/or dismissal.

Tobacco

A student who uses tobacco or any other nicotine products on campus or anywhere the student is under our school's jurisdiction will be subject to disciplinary action. This prohibition applies to electronic cigarettes and other vaping apparatus.

Truancy & Trespass

A student who is absent from school without a parent's permission or knowledge, leaves campus without school permission or without signing out, or knowingly provides transportation for such a student will be punished by suspension or deprivation of free time. The beachfront property opposite our campus does not belong to the school and, accordingly, any GFA student on that property without permission is trespassing and will be subject to disciplinary action.

Vandalism

Willful damage to school property or the property of others is vandalism. A student who commits vandalism while under school jurisdiction will be responsible for the cost of repair and will be subject to disciplinary action.

Weapons and Dangerous Objects

The possession of any weapons, tools, or objects that threaten the well-being of others (including firearms, knives, etc.) poses a severe threat to the safety of the entire community. The school administration reserves the right to summarily suspend or dismiss a student for an offense that endangers life or health, or poses a special threat to any member of the school community.

CONCUSSIONS

Management of sports-related concussion is evolving rapidly. Greens Farms Academy has developed a series of protocols for managing head injuries (concussion), returning to play, and returning to the classroom, based on the most current research available.

The concussion protocols and guidelines for return to play and return to the classroom are posted on the portal sections of the Greens Farms Academy website. Please also consult the section below on Learning Support and Academic Accommodations.

COUNSELING

The purpose of the School Counselors is to support students PreK through graduation with any and all issues that may impact success in school, including stress and anxiety, peer relationships, difficult family situations, and the breadth of mental health concerns. The counselor's role includes student, parent, and teacher support and consultation, as needed, and coordination with professionals in the community as indicated. Our message is that there is no problem too great or too small to be discussed with a counselor.

All contacts with the School Counselor will be discreet and remain confidential, with the exception of the safety issues outlined below. Confidentiality of any person will not be kept in instances when the individual expresses an intent to harm oneself or others or in other circumstances where, in the judgment of the School Counselor and administration, keeping confidentiality would pose a threat to the safety of members of the school community. In

accordance with state statutes naming School Counselors as mandated reporters, a student's confidentiality will not be maintained when school personnel have reason to believe that the individual has been physically, sexually, or emotionally abused, when there is an allegation from others of same, or when there is evidence that parents or legal guardians are neglecting the individual.

All members of the school community are invited to contact one of our counselors to get acquainted or to discuss a matter of concern.

Lower School Counselor: Corinne Kennelly, NCC, 203-256-7218, ckennelly@gfacademy.org

Middle School Counselor: Jackie Woods, LMFT, Phone 203-349-7203, jwoods@gfacademy.org

Upper School Counselor: Elizabeth Day, LPC: 203-256-7550 eday@gfacademy.org.

DOGS ON CAMPUS

Students are on the fields and playground throughout the day, and dogs may not be walked on campus during school hours. When bringing dogs to campus, owners should always have leashes on-hand and must pick up after their pets.

EMERGENCIES

GFA has a robust crisis plan in place which has been reviewed by the Director of Campus Security and the Safety Committee. In the spring of 2018, GFA underwent an independent risk analysis, including a review of the school's crisis plan, an inspection of existing security measures, and review of policies and procedures with the Westport Police Department. Our goals in an emergency are to maintain a safe and comforting environment and to unite children and their parents as quickly as possible. In any emergency situation, we will communicate to parents through the Honeywell Alert System.

FACILITIES USE

Monday–Friday: Students not involved in a faculty-sponsored activity or sport will be required to leave the building by 5:30PM. Students may use the front lobby from the end of the school day until 5:30PM Monday through Friday. Students may also use the library from the end of the school day until 5:00PM Monday through Thursday, and until 3:00PM on Friday. Upper School students waiting to participate in a school-sanctioned evening activity may be in the Cafeteria Annex or Performing Arts Wing. All other areas are off limits after the end of the school day unless a student is under the supervision of a faculty member or coach. All student activities (music, drama, yearbook, etc.) must have a supervising faculty member in the building. Finally, students returning from games should be picked up at the upper pick-up area. If the parents are delayed, or if a student must call home for a ride, he or she may only wait in the lobby of the main building.

Weekends: On weekends, students are only allowed to use the building with faculty supervision. At no time should students leave open or prop open a door and leave it unattended.

Use of the Performing Arts Center by an outside individual or organization must be in line with GFA's mission. It may not be a recruitment event, or have any fundraising activities or

solicitation of donations of any kind, promotion of products or services, or admissions fees. Please note that the facility may not be rented by any for-profit or political organization. Any publicity for the event must be submitted to GFA's communications office for approval before it is released.

FACULTY GIFTS

Gifts to teachers by families are an individual matter, and families should not feel obligated to give teachers gifts. If families are so inclined, teachers always appreciate heartfelt gifts including handmade or class artwork or projects that are particularly meaningful. It is school policy not to solicit or collect funds for gifts at any time.

FUNDRAISING

GFA's Office of Advancement solicits contributions every year for the Annual Fund. The Annual Fund funds approximately 6 percent of the operating budget each year. The Office of Advancement also engages in major capital campaigns from time to time. Capital campaigns fund endowment and new facilities, while the Annual Fund helps fund the school's operations.

We ask that families make GFA a philanthropic priority each year. The Advancement Office will solicit parent support of the Annual Fund every year, with the goal of 100% participation. During a capital campaign, the office will ask families to make a financial commitment to the capital effort, in addition to their support of the Annual Fund.

Any fundraising conducted at or on behalf of GFA must first have the consent of the Director of Institutional Advancement. The Director of Institutional Advancement is the primary point of contact for all fundraising at or associated with GFA. Employees of GFA may not solicit any individual or organization on behalf of the school without the consent of the Director of Institutional Advancement. Any solicitation using school fundraising lists or a solicitation of the GFA parent body must have the approval of the Director of Institutional Advancement and the Head of School. Under no circumstances will the school provide access to its mailing lists to any for-profit or nonprofit enterprise.

Fundraising efforts by the Parents Association, including seeking event sponsors within and beyond the GFA community, must be approved by the Director of Institutional Advancement. Student fundraisers need the approval of the appropriate Division Head. The school cannot process or acknowledge donations to other non-profit organizations. The Office of Advancement is the only school entity authorized to hold events on campus that are intended to raise funds for GFA from members of the GFA community. Any other entity seeking to hold a fundraiser on campus needs the consent of the Director of Institutional Advancement and Head of School. Parents may not use class emails or phone lists to solicit other parents for fundraising purposes outside of GFA.

HEALTH AND NUTRITION

The school nurse, Kathleen Raby, R.N., is available to students from 7:30AM to 4:00PM Monday, Tuesday, Wednesday, Thursday, and 7:30AM to 3:00PM Friday.

All students in grades 5–12 must submit a health assessment every 13 months. All students in grades PreK-4 are required to submit a health assessment every two years. Prior to entry, new students must submit a health assessment that has been completed within 12 months. Evidence of immunizations required by law must also be on file with the school nurse.

A hot lunch is provided every day for each student at GFA and is served family style in the Lower School and cafeteria style in the Middle School and Upper School. Students are asked not to bring their own lunches unless a note from their doctor, on file with the School Nurse, requires that they do so. The note must be written permission from a physician including the diagnosis of the condition requiring the special diet and a list of foods the student should eat to supplement his/her diet.

Peanut/Tree Nut Allergy Policy

In order to make our school a safe environment for all students, staff, and visitors, Greens Farms Academy asks all students, parents, faculty, and staff to make every effort not to bring into the school any product that contains peanuts and/or nuts. This includes peanuts, walnuts, cashews, almonds, and all other tree nuts. Please read all food labels carefully. Accidents happen when foods labeled “may contain” or “traces of” are brought to school. GFA has a number of students with food allergies, and some students, when exposed to certain foods, can develop a reaction known as anaphylaxis. It is also important to note that there may be students with undiagnosed food allergies who experience their first allergic reaction at school. Our goal is to prevent life-threatening allergic reactions, and awareness is the key. In order to safeguard all students, peanuts, nuts, and nut products should not be brought on campus to any sporting event, club meetings, or after-school activities, bake sales, or events where students will be present. We appreciate your help to make the school safe for every student.

Medication

Connecticut State Law 10-212a and Regulations 10-212a-1 through 10-212a-9 require a written medication order from an authorized prescriber (physician, dentist, advanced practice registered nurse, physician’s assistant, optometrist, and, for athletic events only, a podiatrist) and parent/guardian written authorization for the nurse, or in the absence of the nurse, other designated personnel, to administer medication, including over-the-counter drugs. Prescription medications must be in the original properly labeled container and dispensed by a physician/pharmacist. Over-the-counter medications must be delivered in an unopened, properly labeled container. All medications must be delivered to the school nurse by a responsible adult.

Privacy of Health Information

The school nurse maintains health information on all current students. This information is shared on a need-to-know basis among certain faculty and staff of Greens Farms Academy and, in emergency situations, with outside medical providers. GFA makes every reasonable effort to maintain the privacy of the personal health information of its students.

Recommendations for Testing and Medication

GFA complies with the current law, Connecticut P.A. 01-124, “An Act Concerning Recommendations for and Refusals of the Use of Psychotropic Drugs.” The law prohibits school personnel from recommending “psychotropic drugs” for any child for behavioral or social-emotional concerns, such as, (1) attention deficits, (2) impulsivity, (3) anxiety, (4)

depression, and (5) thought disorders. The definition includes Ritalin, Adderall, Dexedrine, and other stimulant medication and antidepressants. The law does not prohibit “school health or mental health personnel” defined as school (1) nurses, (2) nurse practitioners, (3) medical advisors, (4) psychologists, (5) social workers, and (6) counselors, from recommending appropriate evaluation of a child and/or consulting with an outside practitioner with the student’s parent or guardian’s consent.

HOVERBOARDS

Due to fire hazard and other safety concerns, hoverboards, also known as self-balancing scooters, are not allowed on campus at any time.

INSPECTIONS

To maintain overall safety and security on our campus, at school-related events, and on school-sponsored trips, and to protect the safety and welfare of students and school personnel, GFA may inspect a student’s person and personal property (including both their own personal property and that of any family members) if the school suspects a student may be violating the law or violating a school rule or code of conduct. All inspections may be done without notice and without consent. The Head of School and authorized staff members may search a student’s pockets, backpack, gym bag, electronic devices, or other personal property, as well as any automobile(s) used by the student (including both their own and that of any family member they may be using). A student’s locker or desk is the property of GFA and is at all times under the control of the school. The school may perform general inspections of lockers and desks at any time.

No student may possess any illegal substance, contraband, or any other object that constitutes a threat in the School’s sole discretion to the health, safety, or welfare of any person or persons on school property. Contraband is all substances or materials prohibited by school policy or state or federal laws, including, but not limited to: controlled substances, drugs, alcoholic beverages, cigarettes, guns, knives, weapons, or incendiary devices. All illegal, illicit, or disruptive items or items of general nuisance to the educational process may be inspected and taken possession of by staff. Storage, return, or destruction of such items shall be at the discretion of the Head of School or the Head’s designated agent.

INTERPERSONAL STUDENT RELATIONSHIPS

Commitment to Respectful and Healthy Relationships

Greens Farms Academy (“GFA”) is committed to providing a safe and healthy learning environment for all members of its community. Such an environment precludes behaviors that are disrespectful of, and physically and/or emotionally harmful to others. All members of the GFA community play important roles in maintaining these standards and intervening, as appropriate, when they witness or otherwise become aware of behavior that conflicts with community standards.

Awareness and acceptance of individual identity are central tenets of GFA. GFA expects all members of the GFA community to treat others with civility, respect, and dignity and to interact

(whether in person or electronically) politely and appropriately. Before acting, students should give careful consideration to how their communications – whether through words, appearances, actions or otherwise – may negatively impact others. All students are valued members of the GFA community, which presents unique opportunities to develop lasting partnerships with peers, faculty, and staff. GFA strives to help students develop such close connections. However, GFA expects these relationships to be appropriate and healthy. GFA endeavors to promote this through education and intervention.

With these goals and interests in mind, as well as the legal requirements of the State of Connecticut, GFA has established policies to help students manage these interpersonal relationships safely and appropriately. With respect to transgender and gender non-conforming students, GFA will work closely with students and their families to strive to honor their wishes with respect to use of GFA facilities, participation in athletics, accuracy of student records, use of preferred name and pronouns, and privacy, in accordance with applicable law, and to the extent that GFA's campus facilities reasonably permit. Students and parents/guardians are encouraged to communicate with the Head of School, division heads, deans, advisors, the School Nurse, and/or School Counselor with any questions or concerns regarding these policies. GFA believes that open communication about these sensitive topics is integral to preventing serious misconduct from occurring and essential to fostering a culture of personal responsibility, mutual accountability, and positive peer leadership.

Sexual Intimacy and Consent

GFA recognizes that sexuality is a normal part of human nature, and its discovery is often a part of adolescence. However, any level of sexual intimacy can bring with it physical, psychological, and emotional challenges that can be overwhelming to students. Therefore, GFA does not endorse or condone sexually intimate activity by or among students and advocates postponing sexual intimacy until students are past adolescence.

Students who would like to talk about the meaning of sexual intimacy in a relationship, or who engage in sexually intimate activity and then want to report or discuss the situation, are encouraged to reach out to a trusted adult or the School Nurse or School Counselor so that appropriate support may be provided. Under certain circumstances, GFA may be obligated to report to government authorities (including the Department of Children and Families ("DCF") and the local police).

If students are found to have engaged in sexually intimate activity, or in a situation that suggests they have been sexually intimate, GFA will generally first respond to the situation as a health issue. This may include notification to parents/guardians and, as appropriate, referral to GFA healthcare providers.

It is imperative that students understand and appreciate that certain sexual activity may violate the law. Following Connecticut law, GFA prohibits students from engaging in nonconsensual sexual activity, considering it to be egregious misconduct and a major disciplinary violation. Consent means the voluntary, positive agreement to engage in specific sexual activity. However, certain circumstances may make it impossible for a person to legally give consent.

- By law in Connecticut, there can be no consent to sexual intercourse, oral sex, or any penetrative act if the individual is under the age of 16.
- Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated (whether due to alcohol or other drugs, or some other condition).
- Consent cannot be obtained by threat, coercion, or force. In other words, if threat, coercion, or force is used, any agreement does not constitute consent.
- Consent is ongoing and may be withdrawn at any stage during an encounter.
- Consenting to one behavior does not obligate a person to consent to any other behavior.
- Consenting on one occasion does not obligate a person to consent on any other occasion.

Communicating consent means:

- The person is legally capable of giving consent.
- An ongoing verbal interaction, taken one step at a time, to an expressed and honest “yes.”
- Asking permission to engage in specific activity and to progress to new, different, or more intimate activity – regardless of who initiated the contact.
- Being clear about desires and expectations.
- A clear “yes.” The absence of “no” should not be understood to mean that there is consent.
- Remaining open to and respecting another’s expression of disagreement to engage in a particular activity. “No” means “no” in any sexual encounter.

GFA may be obligated to report sexual activity that violates the law, including rape, sexual assault, and statutory rape. Sexual activity, of any and all kinds, is prohibited between any student or applicant and any GFA employee.

Bullying, Harassment, Discrimination, Hazing, Sexual Assault and Harassment

GFA does not tolerate verbal or physical behavior that constitutes bullying (including cyber-bullying), harassment or discrimination, hazing, sexual assault, and sexual harassment. This includes harassment or bullying based on actual or perceived sexual orientation, gender identity, or gender expression. GFA is dedicated to preventing interpersonal misconduct by fostering a positive school culture and providing a curriculum that encourages social skills development. We work to enhance students’ abilities to develop healthy relationships and to take positive action when they witness or experience any form of interpersonal misconduct. GFA is also committed to promptly addressing any behavior that impedes the learning of any student or interferes with the experience of any other member of the GFA community.

Interpersonal misconduct is prohibited on GFA’s campus and the property immediately adjacent to school grounds, on school vehicles and at GFA-sponsored events, activities, athletic contests, and off-campus trips. School-owned technology may not be used to intimidate, harass, threaten, or bully another student. In addition, bullying, harassment, discrimination, hazing, sexual harassment, and sexual assault are prohibited at a location, activity, function, or program that is not school-related or through the use of technology or an electronic device that is not owned, leased, or used by GFA, if such conduct: (a) creates a hostile environment at school for a student, (b) infringes on the rights of a student at GFA, or (c) substantially disrupts the

educational process or GFA's orderly operations. Asking for and distributing nude or otherwise suggestive photographs is strictly prohibited and a serious violation of school rules. And if, at any time, a student engages in illegal or otherwise inappropriate activity that brings discredit to GFA, he or she will be subject to disciplinary action, including dismissal. We encourage families and students to share potential incidents with a trusted staff member (as discussed in more detail below) if GFA may need to have a heightened awareness of protecting students' safety while at school.

Definitions

Aggressor

A student or faculty/staff member who engages in bullying (including cyber-bullying), harassment, discrimination, hazing, sexual assault, sexual harassment, or retaliation towards another person.

Bullying

Connecticut has adopted a law relative to bullying in schools, which broadly defines bullying as (A) the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student, or (B) a physical act or gesture by one or more students repeatedly directed at another student that: (i) Causes physical or emotional harm to such student or damage to such student's property, (ii) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (iii) creates a hostile environment at school for such student, (iv) infringes on the rights of such student at school, or (v) substantially disrupts the education process or the orderly operation of a school. Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

At GFA, in determining whether behavior constitutes bullying, our inquiry generally focuses on three important components:

- Bullying is aggressive behavior that involves unwanted, negative actions.
- Bullying involves a pattern of behavior repeated over time.
- Bullying involves an imbalance of power or strength.

(Olweus' Bullying Prevention Program)

Cyber-Bullying

Cyber-bullying is bullying behavior that uses electronic means like mobile phones, computers, the Internet, or other social media communication tools.

Faculty/Staff

Faculty/staff members include, but are not limited to, educators, administrators, counselors, school nurses, dining services workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, and paraprofessionals.

Harassment or Discrimination

Harassment or discrimination is behavior that the school determines is pervasive or severe and has the purpose or effect of: (a) creating an intimidating, hostile, or offensive environment; (b) interfering unreasonably with a student's academic performance; or (c) creating a situation where academic decisions of a student depend on the student submitting to and/or not objecting to the behavior.

Harassment and discrimination can take many forms. Examples include, but are not limited to, limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics, as well as slurs, jokes, statements, remarks, questions, gestures, pictures, emails, texts, or cartoons regarding a legally protected status that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes. Harassment also includes sexual harassment (as defined below).

Hazing

Hazing means recklessly or intentionally subjecting a student to a physical or mental health injury as part of an initiation, or as a prerequisite to membership into or continued membership in any organized school group, including any society, athletic team, fraternity or sorority, or other similar group.

Prohibited conduct includes, but is not limited to, the following: (a) requiring indecent exposure of the body; (b) requiring any activity that would subject the student to extreme mental stress, such as sleep deprivation or extended isolation from social contact; (c) confinement of the student to unreasonably small, unventilated, unsanitary, or unlighted areas; (d) any assault upon the student; or (e) requiring the ingestion of any substance or any other physical activity which could adversely affect the health or safety of the student.

Hostile Environment

A hostile environment refers to a situation in which certain misconduct causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of a student's education.

Retaliation

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports misconduct (including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment), provides information during an investigation, or witnesses and/or has reliable information about such misconduct.

Sexual Assault

Sexual assault occurs when a person is forced or coerced into sexual activity without giving consent. Sexual activity includes, but is not limited to, touching or fondling, either directly or through the clothing, of another's intimate areas or any contact, intrusion, or penetration of another's sex organs, anus, or mouth.

Sexual Harassment

Sexual harassment is a type of harassment (as defined above). Sexual harassment includes unwilling and unwanted sexual attention, regardless of gender, from anyone with whom a person may interact in the course of attending GFA or being present at GFA-sponsored activities.

Examples of behavior that may constitute sexual harassment include (regardless of whether the intent or consequence of such behavior is to make the target feel uncomfortable): (a) offensive body language (staring and/or leering at a person's body or standing/brushing too close); (b) offensive or unwanted sexual comments, abuse, jokes, insults, delivered verbally or in writing; (c) derogatory or pornographic posters, cartoons, or drawings; (d) pressure for sexual activity (such as hazing or threats as well as repeated requests after rejections); (e) offering favors or benefits in exchange for sexual acts, or threatening mistreatment if one does not engage in sexual acts; and (f) offensive or unwelcome physical advances (including kissing, hugging, pinching, grabbing, groping, "playful" slapping, etc.).

Target

Any student against whom bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment has been perpetrated.

Legal Definitions and School Policies

In accordance with GFA's mission, values, and standards of conduct, GFA has supplemented and/or provided broader protections against bullying, discrimination, harassment, and other inappropriate conduct than may be required under applicable laws. In essence, GFA's standards may be stricter than the law and GFA may impose discipline accordingly. GFA's efforts to enhance its protection of students in no way expand an individual's rights under applicable laws. Further, GFA may modify and amplify the standards set forth above and use its discretion in the interpretative enforcement of all ideals and standards of conduct.

Reporting Complaints

A student who is the target of interpersonal misconduct, or who has witnessed such an incident or any incident of retaliation, or who otherwise has relevant information about conduct prohibited by GFA, is expected to report the matter promptly (either orally or in writing) to the Head of School, or to any other administrator or faculty member with whom the student is comfortable speaking. If a student is uncomfortable contacting one of these individuals, the student may ask another adult or a classmate to help. Oral reports made to a member of the faculty/staff will generally be memorialized in writing. A GFA staff member is required to report immediately to

the Head of School, division head, or School Counselor any instance of bullying or retaliation the staff member becomes aware of or witnesses.

With respect to reporting sexual assault in particular, students are strongly urged to speak to a trusted adult on campus or at home, to the School Nurse and/or School Counselor.. When making such outreach, students may share as little or as much information as they would like.

Parents/guardians of a student who is the target of bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, or of a student who has witnessed or otherwise has relevant information about such conduct, are urged to immediately notify the Head of School or the School Counselor. Furthermore, any parent/guardian who has witnessed bullying, discrimination, hazing, sexual assault, or sexual harassment, or has relevant information concerning such an incident or any incident of retaliation, are strongly encouraged to contact one of these administrators immediately.

GFA expects students and parents/guardians not to make anonymous reports. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously and disciplinary action will generally not be taken against an individual solely on the basis of an anonymous report.

GFA cannot promise absolute confidentiality to those reporting bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, as there may be a need to share information during an investigation or otherwise; however, GFA will disclose such information with discretion, on a need-to-know basis.

False Complaints

All persons involved in a complaint or investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons; therefore, GFA expects and requires the honest and full disclosure of facts by all involved. Any person who knowingly makes a false accusation of interpersonal misconduct or retaliation may be subject to disciplinary action.

Responding to Complaints

The goals of an investigation, and any disciplinary or other remedial process that is imposed following that investigation, are to correct the situation to the extent reasonably possible and to take steps to prevent repetition of the incident and retaliation.

When a complaint is brought to the attention of the Head of School or the Head of School's designee, an assessment is made to determine the initial steps appropriate to protect the well-being of the students involved (including both the alleged targets and aggressors) and to prevent disruption of the learning environment while the investigation is undertaken. GFA may use strategies, such as increased supervision, and stay-away mandates, as may be appropriate to prevent further misconduct, witness interference, and/or retaliation during the course of and after the investigation.

The Head of School or Head of School's designee will conduct an impartial, fact-finding investigation of the complaint. This investigation may include (but is not necessarily limited to) interviews with the complainant, alleged target(s), alleged aggressor(s), and any other witnesses or parties who have information relevant to the alleged incident. GFA may consult with faculty, GFA's healthcare providers, the parents/guardians of the alleged target(s) and/or the alleged aggressor(s), or any other person deemed to have knowledge about, or circumstances surrounding, the complaint.

GFA neither tolerates nor engages in retaliation against an individual for filing a complaint about interpersonal misconduct or cooperating in an investigation of such a complaint. GFA will not take adverse action against a student for making a good faith report of interpersonal misconduct. An individual who is found to have engaged in retaliation against a student for filing a complaint, or participating in the investigation of a complaint, may be subject to disciplinary action.

Upon completion of the investigation, the Head of School (or the Head of School's designee) will generally make the following determinations:

- Whether and to what extent the allegation of bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment has been substantiated.
- Whether any disciplinary action and/or other remedial action is appropriate and, if so, how it will be implemented.
- Whether counseling, or a referral to appropriate services, should be offered to targets, aggressors, or family members of the affected students or targets.

The Head of School (or the Head of School's designee) will determine any appropriate disciplinary action for a student who is found to have committed an incident of interpersonal misconduct; in the Upper School, the Head of School may incorporate the advice of the Judicial Council. The range of disciplinary actions will balance the need for accountability with the goal of teaching appropriate behavior, and may result in disciplinary notice, mandatory counseling, suspension, dismissal, and/or any disciplinary action deemed appropriate by GFA.

Information about consequences or other corrective action may be shared with the GFA community as deemed appropriate by the Head of School. Such announcement may be made in person, by electronic communication, or otherwise. Resources such as counseling or referral to appropriate services are available to all students – including the alleged aggressor(s) and the alleged target(s) – during and after an investigation.

Notification to Parents/Guardians

GFA will generally notify the parents/guardians of the alleged target(s) and the alleged aggressor(s) promptly after a complaint has been filed, upon completion of the investigation, and to report the conclusion of the investigation. Parents/guardians of the target(s) will generally also be notified of any action to be taken to prevent further acts of bullying, harassment, discrimination, hazing, sexual assault, sexual harassment, or retaliation.

In all situations, the amount of information shared by GFA may be limited by confidentiality laws protecting student and employee records, other confidentiality or privacy considerations, and/or concerns regarding the integrity of the investigatory processes.

Notification to Government Authorities

In appropriate circumstances, such as when a crime may have been committed or a child may have been subjected to abuse or neglect of the type that is reportable under Connecticut law to DCF, law enforcement or other appropriate government agencies may be notified. At any point after receiving a report of misconduct, including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, GFA may notify local law enforcement or other government agencies. If GFA receives a complaint involving students from another school, GFA may notify the appropriate administrator of the other school so that both may take appropriate action.

LEARNING SUPPORT AND ACADEMIC ACCOMMODATIONS

The Learning Support program was created to help support the individual learning needs of students to meet established curriculum requirements. The support program provides help to students through collaboration with parents and the appropriate professionals involved in the student's education.

Any student, parent, or faculty member can consult with the Learning Specialists and/or Reading Specialist (in the Lower School) to problem-solve learning issues or teaching paradigms. The relevant Specialists will make recommendations to help students better succeed in classes. Such recommendations may be based in whole or part on the student's psycho-educational testing, consultation with outside professionals, and/or best practices. The recommendations made are not considered modifications to the School's program or curricula, in that they are meant to facilitate a student's learning without fundamentally altering the school program.

Lower School Learning Support

In the Lower School, student support is offered by a Learning Specialist and a Reading Specialist (K-2). GFA acknowledges that it is not unusual for our youngest students to develop at different rates. The intent is to provide early support for students in grades K-2 to meet their developmental needs. As a student moves into 3rd grade, it becomes increasingly difficult for students to leave the classroom setting; therefore, limited academic support is available for students beyond the second grade.

The Lower School Learning Specialist provides academic support services to students who are experiencing difficulty and are recommended for assistance. He/she acts as a liaison to promote communication among students, parents, faculty, and administrators. After a collaborative process, an informal Educational Plan may be developed to support the student and summarize the student's learning and cognitive profile for teachers. In the Lower School, the classroom teacher, Learning Specialist, Reading Specialist (K-2), and Head of Lower School monitor the child's progress.

When there is concern that a student may have a learning difference, the Learning Specialist, after consultation with the student's parents, Division Head, homeroom teacher, Reading Specialist, and Counselor, collects information to determine an appropriate intervention. If the student needs an evaluation, the Learning Specialist may provide a list of outside professionals or assist the parents in pursuing an evaluation from the school district. Once the evaluation is complete, the Learning Specialist reviews the findings and prepares a summary of the cognitive and academic profile of the student with the necessary recommendations and accommodations. This summary is then sent to all teachers of the student. The summary is revised and updated as needed.

Upon request, the Learning Specialist can provide names of outside professionals (tutors, psychologists, counselors, doctors, speech and language pathologist, occupational therapists, etc.) for any student in need of additional academic or emotional support.

Middle and Upper School Learning Support

The Middle and Upper School Learning Specialists provides academic support services for students who are experiencing academic difficulty, who have been referred by a faculty member, or who have a formal psychoeducational evaluation on file with the school. When a student is referred to the Learning Specialist, he/she meets with the student to determine the types of services to be provided. The Learning Specialist may provide a limited number of individual sessions with a student and then the student may be assigned to group sessions. When a parent shares the results of a psychoeducational evaluation performed by a properly licensed or certified professional, the Learning Specialist will meet with the Child Study Team to determine the type and extent of services and accommodations to be provided. The Learning Specialist will then write a summary or Formal Education Plan for the student, which will be shared with teachers of the student. The Learning Specialist will also facilitate the requests for accommodations on the SAT, ACT, and AP exams. Parents must make a written request to the Learning Specialist a minimum of five months prior to the exams in order to allow for processing time. The Learning Specialist is available to consult with faculty members regarding strategies to best serve their students.

Reasonable Accommodations

In order to receive an academic accommodation for any type of disability, the student is required to have a complete neuropsychological or psychoeducational evaluation on file with the Learning Specialist. A private licensed psychologist, neuropsychologist, school district (through the PPT process), or other state licensed professional specially trained in the administration and interpretation of psychoeducational evaluations must provide the testing. A doctor's note is not acceptable. The testing results must confirm the need for accommodation and clearly exhibit how the disability impacts the student's learning in a way that makes the accommodation necessary. Requests for academic accommodations are considered on a case-by-case basis by the Child Study Team in the relevant division, and final decisions are at the discretion of the relevant Division Head and Head of School. It is important to note that the school reserves the right to reject the recommendation for accommodations if not supported by the results of the testing, if not supported by the experience of the faculty with the student, or because the school cannot provide the accommodation without significant disruption to the academic life of other students or alteration to the program. The school will not waive academic requirements that are an essential part of its program. Testing must be updated every three years. If accommodations

are granted, the Learning Specialist will produce an educational plan listing any accepted accommodations and communicate the accommodations to the relevant faculty.

Accommodations for Concussions

To provide accommodations for a student who has suffered a concussion, the school requires (1) a medical evaluation updated by a physician every two weeks, and (2) parental authorization for the school nurse to exchange information with the student's physician. When the student returns to school, that student should not attend outdoor or indoor recess where running and active or contact play are possible. Depending on the duration of symptoms, the school and family may also consider whether the student should be placed on medical leave until such time that she/he can resume normal academic activities. Once a student has been medically cleared to return to sports or other physical activities that carry risk of injury to the head, the academic accommodations will be terminated.

At the request of a physician, Greens Farms Academy can temporarily provide accommodations, as appropriate and reasonable and at the discretion of the School. Possible accommodations may include:

- Shortened day or modified schedule
- Rest breaks during the day as needed
- Dismissal home if necessary

MEDICAL LEAVE

This policy is founded on the belief that a student's physical, social, and emotional well-being is essential for his or her success. We prize academic challenges; however, we know that students in distress are not able to focus fully on their learning.

Family-Initiated Medical Leave

When a student's physician or primary behavioral care provider and the family, together determine that a child's physical and/or psychological health takes precedence over his or her school responsibilities, the family may request from the relevant Division Head a medical leave of absence.

To grant a request, GFA requires (1) a Medical Leave Request Form, completed and signed by the dedicated treating health care provider; (2) an Authorization for Exchange of Health and Education Information Form, signed by the parent(s) or guardian(s), which allows the school to communicate on an on-going basis with the student's health professionals about medical and/or psychological concerns as they pertain to the school environment; and (3) where relevant, regular communication between the dean and the academic point person at the institution providing academic support.

The Division Head will provide both forms to the parent(s) or guardian(s). If the school does not receive the two signed forms, the student will be marked absent for the days spent away from school. If there are changes in the student's treatment care providers, new forms must be provided to allow for continued communication about the student's health. There may be some circumstances in which GFA is unable to authorize a Medical Leave despite having received the requisite forms.

Open communication between the family and the school is especially important in these circumstances. Our goal is to balance the student's and family's need for confidentiality with the school's need to know particular information so that we can respond to the student's needs appropriately.

GFA-Initiated Medical Leave

There may also be occasions when GFA determines that a student's health problem or behavior interferes with his or her capacity to maintain schoolwork (such as completing homework or taking assessments) and/or has a potentially negative impact on the school community. In such circumstances, GFA may request that a student not return to school until the family provides a letter from the treating health care provider attesting to the student's physical or emotional safety, as well as the student's capacity to carry on normal school activities. Our interest is making the overall school community safe by ensuring that an individual's problem is being addressed with professional help.

Medical Leave Procedures

The Division Head will inform the student's advisor, teachers, and coaches that the student is on medical leave. The Division Head will ensure that the student has access to assignments and determine a reasonable schedule for completion of the work, with the Dean taking the lead in the Middle and Upper Schools. The School Counselor or School Nurse will be the contact person for the student, family, and community professionals regarding medical or psychological matters.

It is possible that a medical leave will compromise the student's ability to complete academic work. In more extreme circumstances, an alternative course of study such as summer work, repeating a class, working with a tutor, moving to a pass/fail status for a period of time, or repeating a grade may be required, as determined by the Division Head. In rare instances, a student may not return.

In the Upper School, a student who spends part of a semester on Medical Leave may miss enough school for the semester to be taken on a pass/fail basis, but a student who accrues significant absences will not automatically lose credit for the semester.

In the instance of a medical leave, a student's medical needs take precedence over participation at school; as such, a student who is on medical leave may not attend GFA events on or off campus without express written permission from the Division Head.

Returning to School After Medical Leave

The School Counselor or Division Head must receive a written letter from the treating health care provider attesting to the student's capacity to resume normal school activities and listing any appropriate restrictions. After the School Counselor or Nurse consults with the student's treating health care provider and determines the student's readiness to return to school, the Division Head will, in most cases, call a meeting with the parent(s), the student, and the School Counselor or Nurse before authorizing the student's return to school. The school retains the right to require a second opinion and may require that the student remain in treatment for the medical or psychological issues as a condition of reentry. In that case, the School Counselor will confirm that treatment is continuing, under the authority of the signed Authorization for Exchange of Health and Education Information Form. If a student returns to GFA without these

requirements being met, the student will wait in the nurse's office until a parent can pick the student up or resolve the matter.

PERMISSION TO PUBLICIZE

Throughout the year, the Communications Department provides information to the public and to the media about GFA's programs and student accomplishments. We also post photos and videos of our students online, and we use photos and quotes from students in school publications such as the admission catalog and the GFA Magazine.

Photography

GFA reserves the right to photograph its students, faculty, and staff in connection with the activities of the school and to reproduce such images to promote, publicize, or explain the school or its activities. This includes the right, without limitation, to post images to the GFA website, to the GFA Facebook page, and to publish such images in the student newspaper, alumni magazine, and PR/promotional materials such as marketing and admission publications, advertisements, fundraising materials, and any other school-related publication.

These images may appear in any of a wide variety of formats and media now available or that may be available in the future, including but not limited to print, website, broadcast, videotape, and electronic/online media. Parents are asked to inform the communications department if their child is not allowed to be included in the school's public relations and promotional efforts.

As a general practice, students in photographs are not identified, especially online, unless it is a public announcement such as a major award.

Press Releases

When GFA students distinguish themselves in academics, the arts, athletics, or other school-related activities, we often send a press release to the student's hometown newspaper. These releases may include a photograph naming the student(s).

If you do not wish your child(ren) to appear in a photograph, to be named with his/her picture, to have his/her work posted under the GFA name, or his/her name or a photograph containing his/her likeness to be included in a school press release, please contact the communications office at 203-256-7526 or email communications@gfacademy.org.

PLEASE NOTE THAT GFA WILL CONSIDER FAILURE TO CONTACT THE COMMUNICATIONS OFFICE TO REQUEST THAT YOUR CHILD(REN)'S NAME AND/OR LIKENESS NOT APPEAR IN THESE MATERIALS WILL CONSTITUTE CONSENT FOR SUCH USE.

RECORDS ACCESS

GFA is committed to protecting the confidentiality of educational records. Accordingly, the school takes steps to protect access to such records, and to individually identifiable information derived from such records. In protecting these records, the school strives to balance students' and parents' interests related to such records with the legitimate educational interests of GFA and its school officials and teachers. Parents may be permitted, at the School's discretion, to examine their child's permanent record file [BG1] at a convenient time in the presence of a school

official. The official school transcript is issued by the school upon request made by other schools and in accordance with GFA policies.

STUDENTS TURNING 18 YEARS OF AGE

Some students enrolled at the school will reach the age of 18 before graduation. In the United States, age 18 is the age of majority, which means that legally, an 18 year old student is able to enter into contractual obligations on the student's behalf (and is required to abide by those obligations). Therefore, the school requires all students, upon their 18th birthday, to review the Enrollment Contract that their parents or legal guardians signed on the students' behalf and execute an Addendum to that Contract, which provides as follows:

- permission for the school to discuss and release information and records to the student's parent(s) and legal guardian(s) about any issues relating to the student's enrollment at the school, including, but not limited to, academic records, academic performance, health matters, disciplinary issues and financial matters; and
- authorization for the school to interact with the student's parent(s) and legal guardian(s) as if the student were under the age of 18.

The student's parent(s) or guardian(s) will continue to be responsible under the terms of the students Enrollment Contract, including being solely responsible for the payment of the tuition and fees related to the student's enrollment at the School.

TECHNOLOGY RESPONSIBLE USE

The Responsible Use Policy must be adhered to at all times. It is important that you familiarize yourself with the Responsible Use Policy. Greens Farms Academy maintains and makes available to its students, faculty, and staff a wide array of technology to promote educational excellence and enhance learning at our school. Use of technology is a necessity in today's world — however, that use demands responsibility on the part of the users. It is expected that all GFA students, faculty, and staff will adhere to the same code of conduct that governs all other aspects of life within the school's jurisdiction.

Technology resources are the property of Greens Farms Academy. GFA reserves the right to investigate, monitor, and access any information stored or transmitted over the network. Students and faculty are warned that any transmission of information including text, video, and image files may be reproduced indefinitely without the owner's knowledge or consent. Once information is sent, it is nearly impossible to retrieve.

All technology devices such as laptops, tablets, smartphones, eReaders, and smart devices that connect to the school's wireless network or phone network are governed by the school's Responsible Use Policy.

Violations of the RUP will be subject to disciplinary action. For students, violation of the policy may result in, but is not limited to, revocation of network access, suspension of computer use, detentions, suspensions, or expulsion from school. The school's jurisdiction also includes any and all student off-campus electronic communication that has or may have an adverse impact

on the school, faculty, or other students. For faculty, staff, and administration, violation of the policy may result in loss of employment.

Network

- No one may attempt to bypass any security system of the network.
- Passwords must be kept confidential and not shared. Users are responsible for maintaining the confidentiality of their usernames and passwords and are responsible for activities that occur under the account. Users must immediately notify the technology department of any unauthorized use of their account or any other breach of security. Users should always log off or exit from their accounts at the end of use.
- Music files and any other large copyrighted files may not be downloaded or emailed through the school network.
- Torrent clients, VPNs and other peer-to-peer sharing software is not allowed on school- or student-owned computers.
- Students are restricted from accessing certain websites containing inappropriate content when they are using the GFA network on campus.
- Distribution, storage, or viewing of pornography on the GFA network is strictly prohibited.
- If students use a web service from their smartphones or tablets while on campus, GFA is not responsible for the content they access.

Software and Hardware

- No one may break copyright laws. If a program is added to a computer, it must have been purchased by the individual or the school. Unauthorized removal or duplication of any GFA licensed software is prohibited.
- Academic use of computers and the network takes precedence over all other activities.
- Office365 is provided for student laptops as part of the GFA volume purchasing licensing program through Microsoft. Students can access Office365 by going to <http://www.office365.com> and using their GSuite credentials.
- This software must be removed from the student laptops upon the student's graduation or departure from school.
- Distribution, storage, or viewing of pornography (or inappropriate material) on personal or school-owned devices is strictly prohibited.
- Software will be made available to students via Self Service, a software portal installed on all laptops before the start of school.

Internet

The Internet is to be primarily used for academic research. Areas of the Internet that would be objectionable to parents or teachers are off limits to all students. Even though GFA has an Internet filtering system, it does not provide 100 percent blocking of objectionable sites. If an objectionable site is encountered accidentally, students must click out of that area immediately.

- Students should never give out personal information over the Internet.
- Chat rooms may be accessed only as part of a class assignment and only under that assigning teacher's supervision.
- Game playing is not allowed during the academic day unless required and supervised by the teacher.
- Instant messaging may only be used during free time and not during class or supervised study halls.

Social Networking

- The school may create accounts for students on sites and supervise student participation for curricular purposes.
- All members of the GFA community are prohibited from posting content that offends and causes embarrassment to others on websites, blogs, or any other public or private Internet forum or community.
- If a student writes disparagingly about Greens Farms Academy, a faculty/staff member, or a fellow student on a website or social media platform, or if his or her posted pictures show the student breaking school rules on campus or at school-sponsored event, he or she will be subject to disciplinary action. On electronic media as elsewhere, students may face disciplinary repercussions for behavior unbecoming to a GFA student.

Email

- Email messages that are anonymous or signed with a pseudonym may not be sent from the school network or from outside the school.
- Chain letters, spamming, and solicitations are prohibited. Students may not use broad email lists (e.g. all school emails) in an inappropriate way (e.g. jokes, insults, frivolous comments).
- Because email is written, its tone is difficult to determine. Take care to write emails that are not hurtful to the recipient or disrespectful of someone mentioned in it. Email should not take the place of a telephone conversation or a conference.
- Be aware that email can be forwarded to others.
- Please allow at least 48 hours for responses to your emails.
- Please be discreet in using email for confidential information.

Plagiarism and Academic Dishonesty

Information distributed electronically should be treated the same way as print sources. Rules against plagiarism as cited in The Source do apply. All information must be properly documented. Students should seek advice from their teachers or the librarian about citing sources. In foreign language classes, the use of electronic translators for any other use beyond dictionary is not allowed.

Recordings

Audio and visual recordings (e.g. of a class or meeting with a teacher) are only permitted with the explicit consent of the parties being recorded.

TRAFFIC SAFETY AND DROP OFF/PICK UP

Because there are many students walking to and from the Greens Farms railroad station, as well as over the grounds at all times of the day, we urge everyone to be extremely cautious when driving on or near the campus. In the morning as school opens and in the afternoon at dismissal, traffic is exceptionally heavy. It is essential that all students exercise extreme caution when walking on or near the driveways and parking areas at these times. For students' safety, students may only cross the driveway using a crosswalk, must always walk on the grass or sidewalks rather than on the driveway, and must never walk behind parked cars.

Students may only be picked up along the driveway at the top parking lot and not at the exit gate, outside the gym, at the back of the Performing Arts Center, or on the road across from the

Head of School's house. The only exceptions are students who take the Westport school buses who are picked up by the Coyle Gym.

All parents/guardians must observe the following traffic safety rules:

- The speed limit on campus is 15 mph; slower as conditions warrant.
- Talking on cell phones and/or texting while driving on campus is prohibited.
- When dropping off a student, ensure the student has stepped away from the vehicle, is on the sidewalk, and is walking away before allowing the vehicle to move and depart.
- When parking for events or on those rare occasions when you need to help carry something for your child, parents should park in either of the Squash Center parking lots.
- Drivers should not leave their vehicles unless they are parked in a designated parking space. Double parking is prohibited.
- For large weekend events such as Homecoming, we ask that you park at the Greens Farms train station so that we can preserve our lawns.
- All pedestrians must use the marked crosswalks and obey crossing guards.

All parents/guardians must observe the following drop off/pick up procedures:

- Form two lanes in the driveway. Right hand lane is for drop-off and pick-up. Left lane is for exiting or access to parking. Please, no changing lanes. Stay in line until ready to depart.
- Cars dropping off or picking up students must wait in line in the right hand drop-off lane. Pull up only when the cars ahead have moved.
- Regardless of your child's grade, cars should advance along the right hand curb as far as directed by GFA personnel in order to allow as many cars as possible to unload or pick up simultaneously.
- At the drop-off area, keep the left lane open for emergency access and for the departing cars after drop-off or pick-up of students. Once your child has been dropped off or picked up, you may enter the left lane for departure.
- Parents picking up Lower School students will be issued a name card to be placed on their vehicle's dashboard. This allows Lower School families to move into the left lane to move ahead to pick up Lower School students in the Lower School pick up area.
- Middle and Upper School students are expected to depart their vehicles from the flagpole forward. Students must depart their vehicle when and where directed to by any GFA faculty or staff member.
- Lower School students who ride with older students who use the parking areas must be escorted both to and from the courtyard of the Lower School.
- Lower School students waiting for carpools or parents will be dismissed to their cars only when a teacher on duty sees that their ride is safely in the loading zone.
- Dropping off and picking up students must be at curbside. Under no circumstances are children allowed to leave or enter a car in the center lane. In addition, children should use the door closest to the school when exiting their cars and should proceed directly to the sidewalk.
- The drop-off area includes the lanes along the sidewalk that extends down the driveway to the flagpole, the red tiled area, and the sidewalk that extends past the red tiled area down to the basketball court. The entire length of the drop-off area should be used in all weather conditions.
- The center parking lot is for faculty and staff parking only. Dropping off in the center faculty lot is prohibited.

- Do not drop off or pick up students anywhere in the area of the front gate, gymnasium, back gate, fitness center, or along the driveway during morning arrival or afternoon dismissal times; proceed in the right hand lane to main drop-off and pick-up area.
- Do not park along the curb in front of the Coyle Gym during afternoon dismissal times. Cars left in this area create a hazardous situation for students trying to board Westport yellow buses.

TUITION PAYMENT AND REFUND

GFA's Tuition Payment and Refund Policies are as stated in the Enrollment Contract, and it should be referred to for definitive information. Please note that for students in good standing, re-enrollment contracts will be issued at the end of January 2020.

WEEKEND INCLEMENT WEATHER

In the case of snow or inclement/dangerous weather on a Saturday or Sunday, the school may cancel any non-GFA related activities scheduled to take place at the school (e.g., SAT prep, Westport basketball, etc.). The Director of Facilities will generally contact the person responsible for running the activity and communicate the decision.

The school also may cancel squash clinics and lessons on Saturday or Sunday in the event of snow or dangerous/inclement weather.

WHISTLEBLOWER

The Greens Farms Academy Board of Trustees ("the Board") and the administration of Greens Farms Academy ("the school") prohibit conduct that is detrimental to the school's community, resources, facilities, or reputation. This policy is intended to cover concerns that could have a significant impact on GFA, such as concerns relating to financial reporting or unethical or illegal conduct. To ensure that the school is notified of such conduct, the board has created this policy so that community members may effectively report suspected illegal or other improper conduct detrimental to the school's community, resources, facilities, or reputation by a school representative without fear of personal or professional retaliation.

PROCEDURE: Any school employee, trustee, student, applicant, or third-party vendor who is aware of suspected illegal or improper activity must report, in good faith, that activity to a senior School administrator or member of the board. Contact information for Board members is available through the Business Office or the Office of the Head of School. The reporting party will not be subject to any retaliatory action by the board, the school, or any of its members for the act of making a good faith report.

All good faith reports should contain the following information:

1. A clear allegation containing as much specific information as possible, including dates, locations, witnesses, and any other relevant facts; and
2. The name(s) of the person(s) filing the report. The school will accept anonymous reports but has a clear preference that the author identify himself or herself in order to improve the school's ability to respond to the allegation. The reporting party's confidentiality will

be maintained to the extent possible within the limitations of law and the need to conduct a competent investigation.

FOLLOW-UP: A senior school administrator or board member will communicate to the reporting party whether his/her report will or will not be investigated. A summary of the findings of an investigation may be communicated to the reporting party, if appropriate under the circumstances of the report and subsequent investigation. Based on the findings of any investigation, the board and the school will take remedial, disciplinary or other action if appropriate.

FORMAL COMPLAINTS OF RETALIATION: Any acts of retaliation against a reporting party must be reported to a school administrator or board member immediately. All allegations of retaliation will be thoroughly investigated, and if an investigation determines that retaliation occurred, responsible parties will be subject to appropriate discipline or other appropriate action.

FALSE REPORTING: The intentional filing of a false report can have an unfair and damaging impact on innocent third parties. Just as the board and the school promise not to retaliate against anyone who makes a good faith report, they will not tolerate any reports made in “bad faith.” If an investigation determines that an intentionally false report was filed, the reporting party will be subject to discipline or other appropriate action.

METHOD OF COMMUNICATION: In order for this policy to be effective, the policy must be broadly communicated to the school community. This communication shall include publication in the Faculty Handbook, the Staff Handbook, The Source, and the school website.

LOWER SCHOOL

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PHILOSOPHY

The Lower School recognizes early childhood and the elementary school years as a crucial time for the development of self-image, self-esteem, and self-reliance. We emphasize academic, physical, and social skills, aesthetic exploration, intellectual curiosity, competency in all areas, and a genuine love of learning. Fundamental to everything we do is the understanding that every child is a unique individual. We understand further that each child possesses an “intellectual thumbprint,” a unique blend of cognitive strengths and relative areas for growth which leads to the development of the child’s own learning style. With the underlying conviction that children learn best when they are happy and stimulated, we provide children with the materials and experiences necessary to develop creativity and problem-solving skills. In the supportive and nurturing environment of small classes, we seek to address the needs of the group while honoring the individual needs of each child through a highly interactive academic program; we stress experiential learning, study skills, a full program of music, art, world languages, technology, physical education, health, life skills, library classes, community service, weekly assemblies, field trips, and frequent interaction with children in all grades. We seek to present our students with attainable challenges designed to uncover and develop each student’s potential, and to help each child grow in knowledge, understanding, the desire to learn, and an appreciation for the diversity in the world around them.

We believe in the importance of building a moral community in which each child makes a valuable contribution. Therefore, we emphasize kindness, honesty, integrity, cooperation, self-reliance, and compassion: universal values that lead to growth of inner sturdiness in every child.

The partnership between the parents and the school is extremely important to the educational process and sets the tone for future success. You can support your child by:

- Reading this handbook and the weekly Enote
- Ensuring that your child arrives at school and gets picked up on time
- Ensuring that your child gets adequate sleep and a nutritious breakfast
- Giving your child the opportunity to walk into his/her classroom independently
- Encouraging your child to be responsible for his/her assignments and belongings
- Reading to your child daily
- Notifying the school of family issues that may impact your child’s learning

- Contacting your child's teacher if you have questions regarding the curriculum and daily assignments or with other issues related to the classroom
- Allowing your child to become a problem solver by helping him/her to handle his/her own problems, responsibilities and assignments

GENERAL POLICIES

Absence

On days when a student is absent, a parent must contact the school office by 9:00AM to report the absence and its reason. An email should be sent to lsattendance@gfacademy.org.

A student's absence inevitably translates into missed work, which will need to be made up as soon as possible. On the student's first day back to school, he/she should meet with teachers to find out what has been missed.

Since we believe that nothing can take the place of a student's physical presence in school, illness, family emergencies, or religious holidays should be the only reasons for absence from school. Students may request extra help to cover missed work. Students may also request extra time to study for any tests and quizzes that might have been missed, though such requests must be made following the return to school.

When a student is absent for religious reasons, for a family emergency, or illness, work completed or assigned on that day will be deferred. To avoid any misunderstandings, we expect that parents and their children will be thoughtful enough to let teachers know about such absences well ahead of time.

Parents should not withdraw their children from school for any but the above reasons, and especially not just before or after vacations or extended holidays. Such absences are disruptive to class procedures, cause extra work for teachers, and may adversely affect a student's well-being and academic progress. When, in the judgment of a family, an extended absence must take place, parents must advise the Head of Lower School in writing, at least one week in advance. The following policy will apply to extended absences without approval from Head of Lower School:

- Teachers will not be required to provide work in advance of the absence or help for missed work after a student's return. The Head of Lower School will provide the names of tutors who can assist in catching-up should that be required.
- Papers or reports due during an extended absence must be submitted on time, or they will be considered late.
- After a lengthy illness or injury, the school may request written permission from a physician for a student to resume normal activities.

If a student needs to be excused for an appointment during the school day, parents must communicate with the homeroom teacher stating the departure time and the reason for the absence and sign their children out in the Lower School Office. If early dismissal is required on a regular basis, parents must send a formal request to the Head of Lower School. On any day that a student leaves school early, the student must check out with the teacher and the adult must sign the student out before leaving.

After School Care

After School Care is offered five days per week, from 2:40–5:30PM, for students in grades PreK–4 for a reasonable fee. In addition to indoor and outdoor games and activities, students will be given time for snack, homework, and reading. We ask that interested families commit to anywhere from one to five days per week prior to the opening of the school year so that we can plan accordingly. Questions should be referred to After Care Director, Lauren Muller, at lmuller@gfacademy.org.

Attendance

Students may begin arriving to school at 7:30AM and no later than 8:00AM ready to begin the school day. A student who arrives at 7:30AM will be directed to the early drop-off room. Students may enter the classroom beginning at 7:50AM. Children who arrive at this time have the distinct advantage of being able to prepare for the day by organizing materials and conversing with friends and teachers. Attendance is taken five minutes after the school start time, and tardiness is recorded and will appear on report cards.

Birthdays

We consider birthdays an important day in a child's life. As a Lower School, birthdays are celebrated once a month during assembly. Each student who wishes to be recognized publicly will be acknowledged at this time. Students in grades K - 4 may wear NUT Day attire on his/her birthday. Should a birthday occur on a day we are not in session, students should talk to their to select an alternative date. We encourage students with summer birthdays to celebrate their half-birthdays. PreK families may provide birthday treats by making arrangements ahead of time with the homeroom teacher. We ask that families be aware of allergies in the classroom and provide a treat that all students can eat. We focus on living a healthy and balanced lifestyle in all aspects of our school lives. In the spirit of these efforts, we encourage families to think creatively about treats that are simple, healthy, and appropriately sized for children.

If a student is planning a birthday party outside of regular school hours, we ask you to be sensitive to the feelings of classmates. Parties that include either all the boys, all the girls, or the entire homeroom or grade are strongly encouraged. Parties in which one or two children have been excluded have a negative impact on the classroom dynamic. If you plan a party that does not include the entire grade, transportation to the party should be arranged in such a way that the students do not leave together directly from school. Birthday party invitations, gifts, and party favors must be exchanged outside of school. If any of these items come to school, they will be sent home with the child who brought them. Please remind your child that he/she should not discuss birthday party plans in school.

Electronics

In the Lower School, use of electronic devices may only be used while students are supervised by GFA personnel and for educational purposes. While we greatly value the use of technology as a learning tool, electronics can become a source of distraction; we aim for our students to produce constructively rather than to consume mindlessly. Electronics include, but are not limited to personal laptops, cell phones, smart devices (tablets, watches, tracking devices, fitness trackers) and e-readers that connect to Wi-Fi. Lower School students may not wear fitness trackers, smart watches, or digital watches to school and school-related activities.

Lost and Found

All books, notebooks, and articles of clothing must be clearly marked with the student's name. The school makes an effort to return any items marked with a name directly to the student.

In the Lower School, lost-and-found items are deposited in the bin by the double door leading to the "specials" wing (southern part of the wing). Please check for lost items on a regular basis as lost items will be donated to charity at the end of each month.

Transportation

The current contact at CT Transportation is Samantha Doheny at 203-723-4133 x 145 or sdoheny@ridewithcts.com. The contact for the Darien bus is David Prud'homme at 203-393-9750 or by email at david@bandbtrans.com. Any inquiries or special requests for transportation on the train, bus or van should be addressed to Debbie Woodfine at 256-7542 or dwoodfine@gfacademy.org.

On any day when a Lower School student plans to go home with someone other than the person who usually picks him/her up (such as a friend from school, a family friend, or a relative), both the parent and the person who will drive the student must advise Maureen Fracassini by emailing Lower School transportation (lstransportation@gfacademy.org) by 1:00PM informing the school how the student will be going home and giving permission for the change. Except in the case of an emergency, we cannot accept transportation changes by telephone, nor can we accept those submitted after 1:00PM. For those students who ride the GFA vans or buses, they may accompany, or be accompanied by, a friend provided they have met the following two conditions:

- The student's parents have checked with Debbie Woodfine at 256-7542 at least 24 hours in advance to make sure that there will be enough room
- Parents of both students have contacted Maureen Fracassini

Given that our students' safety is of the utmost importance to us, we require that all students riding in GFA vans wear seat belts at all times. If a student should refuse to abide by this rule, we will not allow him or her to ride the vans.

In order to minimize stress for our students at the end of the school day, we ask that you communicate any planned dismissal changes to your child ahead of time. Children without this knowledge can become anxious and are easily distracted from their school work. Lower School students who are not picked up promptly at dismissal time will be escorted to the Lower School office to wait for their ride. The adult picking the student up must park and come inside the school to retrieve the student and escort him or her to the car. Children who are still on campus after 3:10 PM may be brought to Aftercare for an additional fee.

ACADEMIC POLICIES

Basic Schedule

The Lower School includes PreK through grade 4. In addition to the core subjects (math, language arts, and social studies), art, library, music, physical education, science, technology, and life skills/health are offered throughout the week as well. Other activities, such as the daily recess periods, the assembly program, field trips, and music and holiday programs are integral

to the academic curriculum. Student participation in and attendance at all field trips and music and holiday programs are required.

Evaluation of Progress & Conferences

Teachers work with students to help them learn to evaluate their academic work in relation to their own abilities and talents, and to the academic standards of the school. Following the fall and spring semesters, parents will receive detailed written reports.

While some portions of the reports may occasionally be appropriate to read directly to the children, the school stresses that the information is written to and for the parents. It may be more appropriate and helpful for parents to read the reports privately and then to discuss with their children the implications of their teacher's commentary.

If there is any significant change in a student's level of achievement or effort during the year, parents will be notified. If, in the judgment of the school, a child's progress or development is not sufficient to predict success at the next grade level, the school may require that the child do academic work during the summer, or that the child repeat the grade, or that parents look for placement in another school that better meets their child's needs. These decisions are made only after thorough review of the child's progress, additional testing where appropriate, and conferences with the parents. Finally, MAP Growth is administered to all students in K-4 twice yearly to determine what they already know and what they are ready to learn.

Parent-teacher conferences are scheduled twice during the year, once in early November, and again in early March. These conferences are designed to enable the school and parents to exchange information and work together to maximize a student's potential for growth and development in all areas at school.

Should any student encounter serious academic difficulties in any academic area during the year, a conference will be scheduled with the parents, the homeroom teacher, and any other pertinent people. At that conference, measures will be arranged, appropriate to the specific needs of the student. In addition, any time parents wish to conference with one or more teachers and/or the Head of Lower School, they should contact those individuals to arrange a mutually convenient time.

Extra Help

In the Lower School, students receive extra help as needed within the self-contained classroom or through group work with our learning and reading specialists. In addition, while teachers hope that students having difficulty with a specific course will learn to advocate for themselves, teachers will occasionally ask students to attend an extra help session.

It is not possible to establish a regular program of extra help for an individual student within the homeroom setting. If such regular support is needed, the homeroom teacher, the Head of Lower School, and our learning and/or reading specialists will work with the parents to arrange tutoring or support services outside of the school day.

Extracurricular and After-School Activities

Directed by Moira Schneider, the after school program offers a number of activities to children in grades K-4 for an additional fee. Activities are offered from 2:50-4:00PM, Monday through

Thursday. Detailed information about the fall offerings, including fees and sign-up procedures, will be emailed to all Kindergarten–Fourth Grade families prior to the opening day of school.

Many parents choose to have their children involved in various activities outside of school. GFA encourages this sort of activity, as it is important to help a child uncover and develop those gifts and talents that may not be addressed at school. The school makes the precautionary suggestion, however, that it is easy to allow an active, motivated child to become over-programmed. We encourage parents of children whose afternoons are heavily scheduled to monitor their energy levels closely and make modifications to their schedules as necessary.

Field Trips

In order to broaden a student’s perspective and to help them integrate what they are learning in the classroom with the world around them, each class takes several field trips each year. The school assumes that in registering a child, the parents understand the importance of these trips and agree to their children’s full participation in this off-campus phase of the school’s operation.

Homework

Beginning in grade 1, a small amount of homework is assigned on a regular basis.

One of the most positive ways parents can assist their children is to help them establish a place and a routine for study. It is crucial for each student to have a predictable routine for completing work that fits the cycles of one’s family life. The actual study place and position in the home is very important. In general, a child’s homework environment should be quiet, well-lit, and comfortable. Study places should be “low stimulus” areas where the telephone, computer, television, and other people are unlikely to interrupt concentration.

Each child presents a unique blend of work habits, work styles, learning differences, thinking preferences, study skills, motivation, and experiences. For that reason, the length of time required to complete academic work, whether done at home or at school, will vary from child to child. If a parent finds that his/her child spends an inordinate amount of time on homework, please contact his/her teacher immediately so that a better plan can be formulated.

Learning Support and Academic Accommodations

Please refer to “Learning Support and Academic Accommodations” in the School Policies section.

The Penelope G. & John S. Dawson Library

The Lower School Library serves the faculty, students, and parents of GFA. The collection reflects the needs of the curriculum, and provides research and pleasure reading for the community. The library is open during regular school days from 7:30 AM to 4:30 PM, Monday through Thursday, and 7:30 AM to 3:00 PM on Friday.

The library is a quiet place for students and faculty to work during their free time and while in class.

Lower School students are encouraged to check out books as often as they wish and are given regular time to browse in order to make choices. PreK and Kindergarten students may check

out books for one week; First and Second Grade students may check out books for two weeks; Third and Fourth Grade students may check out books for three weeks. If a student needs materials for additional time, the student may renew the items, provided they are not requested by someone else. Overdue reminders will be given to students, and a bill for lost materials will be sent home at the close of the school year. Faculty may reserve specific collections for use in the library or classroom.

The library also offers a comprehensive selection of databases to support research. The Library Database page is accessed by students and faculty through PowerSchool. The link is located on the My Portal homepage, under Other Resources. The librarian is always available to assist students and faculty in the use of these resources.

For the good of the community, everyone is asked to follow the library guidelines listed below. If a student violates the guidelines, he or she will be asked to leave the library.

Library guidelines:

- Help to keep the library a welcoming place by being considerate of other students and faculty.
- All library materials must be checked out.
- No food is allowed in the library.

Donations may be made for library materials to be purchased in honor or memory of a loved one through the library's Birthday and/or Honor Book programs. Selection of material is made by the librarian with appropriate labeling placed in the material to designate the gift. In general, donation of material such as used books, textbooks, and videos is discouraged. Approval for donations must be obtained from the librarian.

Recess

Recess for Lower School students is a time to relax and have fun as well as a time to practice social skills. It gives students the opportunity to exercise and re-energize them from the classroom routine. Imaginative and unstructured play is an important part of your child's day, and playground safety is a priority. There are several adults on playground duty at all times. All children will go outside when weather permits. Parents should be sure their child has clothing and footwear suitable for the weather.

Since an outdoor recess periods are held every day, even on cold days, please note the following:

- A doctor's note is required for a child to stay inside during recess due to injury.
- If your child is too ill to go outside, they should not be in school.
- All children should come to school dressed appropriately for the weather.

ATHLETICS

Athletic Attire

Grades PreK–3: Except for appropriate shoes, students will not need to wear special clothing for their P.E. classes. Since students are required to wear sneakers every day to school, they will be prepared for each P.E. class. Also, students will be expected to wear clothing appropriate to the weather for any outdoor P.E. classes.

Grade 4: Students will need to change into the following for their P.E. classes:

- Athletic shorts or sweatpants
- Athletic T shirt
- Sneakers

Athletic clothing for students in grade 4 is kept in assigned lockers in the boys' and girls' locker rooms. Since Greens Farms Academy cannot assume responsibility for personal articles left in the locker rooms and because we want to help students keep their belongings safe, it is an important rule that no student may leave the locker room at any time without first locking his or her locker. Finally, students' names must be clearly marked on all athletic clothing and equipment.

COMMUNITY SERVICE AND SERVICE LEARNING

Service is at the core of who we are. It is a manifestation of our motto, *Quisque pro Omnibus* -- Each for All, and furthers our mission of preparing students for "a life of purpose." Through the program, students practice empathy, understand citizenship, and begin a lifelong habit of service. To fulfill this vision, our service program engages all students, offers repeat experiences, builds sustained, mutually beneficial relationships with community partners, focuses on active participation, offers opportunities for student voice and leadership, is connected to the broader program, and offers opportunities to reflect.

Our Service Learning Program involves all of our Lower School students and is an important part of our curriculum. Each grade level engages in a different, year-long project, some on campus, others with off-campus partners. In addition, the entire Lower School contributes to several schoolwide Community Service donation drives and fundraisers.

DISCIPLINE

For more information on the school's policies regarding discipline and behavior, please see the Code of Conduct and Discipline section and the Interpersonal Student Relationships section under School Policies.

GFA is concerned with the total development — intellectual, emotional, physical, and social — of its students. Standards of behavior are designed to make our school run smoothly and enable students to have the best possible environment in which to study, learn, and grow. Our goal is to encourage students to abide by and take personal responsibility for the following Lower School Code of Conduct:

- Be kind to others
- Respect everyone's right to learn
- Take responsibility for yourself and your school

At GFA, we assume our students are kind to one another, responsible, and honest. We remember at all times that no one ever has the right to hurt another person's body or feelings, or to harm the environment. Unkindness and dishonesty are destructive to both students and the school. Students and parents should understand that while at school or participating in a

GFA-sponsored event, any act of dishonesty, or any incivility directed toward any person, is a violation of school rules and will lead to appropriate consequences.

In the Lower School, the classroom and homeroom teachers work with students to help them learn to apply the Code of Conduct to all aspects of behavior. Occasionally, behavior problems may be referred to the Head of Lower School. In such instances, and following a thorough discussion with the child in question, the teacher and the Head of Lower School will plan measures appropriate to the age of the child, his/her needs, and the nature of the offense. In the event that a child continues to make choices that violate our school rules and/or disrupt the harmony of our school community, the Head of Lower School will work with the child in question, his/her parents and the child's teachers to devise and implement a school/home program.

GFA views certain types of offenses as most serious. A parent conference with the Head of School and/or the Head of Lower School will be scheduled immediately should a student become involved in an incident of stealing, academic dishonesty, leaving the campus without permission, or the possession or use of tobacco, drugs, or alcohol. Penalties for such offenses could range from in-school suspension to dismissal. Because the tone as well as moral climate of our school is so important to us, incidents of bullying, extreme incivility, or repeated incivility will receive an equally swift and severe response.

While riding on any school bus at any time, students are expected to meet the same standards of conduct as in school. Disciplinary offenses on buses or in school vans will be handled in the same way as offenses committed at school. Continuing offenses will lead to a student's permanent removal from the bus. Finally, students are expected to adhere to the Code of Conduct when they are involved in any school-sponsored activity, whether on or off campus, at any time.

DRESS CODE

We ask for parent cooperation to ensure that students leave home in correct attire. All clothing and personal articles should be clearly marked with the child's name. Students may wear small, non-distracting jewelry, including earrings and analog watches. Valuable items should not be worn on campus and students should arrive with a fresh face, free of make-up.

Formal Dress Uniform K-4

Students wear the formal uniform for special occasions throughout the year:

Please note, PreK students do not wear the formal dress uniform.

- | | |
|-----------|--|
| Shirts: | White, full-buttoned short or long sleeve oxford-type dress shirt with plain collar |
| Sweaters: | Navy, plain knit cardigan or flat knit crew or v-neck with embroidered school emblem |
| Skirt: | GFA Belmont Plaid kilt or GFA Belmont Plaid jumper, knee-length |
| Pants: | Tan khaki pants; khaki knee-length shorts may be worn during the months of September, October, April, May and June |
| Socks: | Navy dress socks; navy tights may replace socks in winter |

Shoes: Navy, black, or brown tie shoes, loafers, or flats only (no sneakers or shoes with heels)

The following suppliers carry the GFA formal uniform:

- Online store at www.dennisuniform.com
- Dennis Uniforms (500 Boston Post Rd, Orange, CT 203-795-5457)
- GFA's School Store: resells gently used uniforms (GFA Parents Association, 203-256-7590)
- Items such as pants, blazers, shirts, sweaters, socks, and shoes may also be purchased through retailers such as Lands' End.

Regular Dress Code PreK-4

All PreK and kindergarten students are expected to leave a full set of dress code clothes in school.

Shirts: White, light blue, or navy, solid color full-buttoned oxford with collars; White, light blue, forest green or navy, solid color polo-style shirt; classic navy, forest green, or white turtleneck

Sweaters: White, navy, or forest green solid color cardigan or pullover, flat-knit or cable, crew-neck or v-neck, traditional fit and length

Sweatshirts: Navy blue sweatshirts with GFA lettering; all sweatshirts must show GFA lettering. No commercial sweatshirts or commercial hooded sweatshirts are permitted in class. Microfiber fleece jackets, pullovers and vests may be worn in navy blue only

Pants: Khaki or navy chino pants; khaki or navy corduroy pants. Denim, cargo, leggings, athletic pants or work pants not permitted.

Shorts: Khaki or classic navy bermuda shorts may be worn in September, October, April, May, and June.

Skirts: Knee length skirt, kilt or jumper in gray or GFA Belmont plaid. Shorts are required under skirts.

Stockings: White, navy, or forest green solid color stocking, tights, or knee socks. Leggings may be worn underneath a skirt if (and only if) the top of the leggings touches the sock line. Leggings can be worn if they look like tights.

Shoes: Athletic sneakers should be worn at all times to allow for participation in the active play and learning that typifies a Lower School day. Not permitted: sneakers with lights or embellishments, cleats, clogs, sandals, platform shoes, UGG boots, Doc Martens, or floor marking shoes.

Hats: Hats are not permitted in the classrooms.

Backpacks: Students may use any standard backpack of their choice. However, backpacks with wheels are not allowed in the Lower School.

The faculty and administration reserve the right to use their discretion to determine the appropriateness of a student's appearance.

MIDDLE SCHOOL

Drew K. Meyer
Head of Middle School
256-7569
ameyer@gfacademy.org

Carolyn Skiba
Administrative Assistant to the Head of Middle School
256-7512
cskiba@gfacademy.org

Deans
Meghan Chew (Grades 5 and 6) mchew@gfacademy.org
Kathleen Nicholson (Grades 7 and 8): knicholson@gfacademy.org

CORE VALUES

In every Middle School classroom the following statement is posted to remind students and faculty of our shared expectations:

To further develop decision-making skills in a caring community, we look to instill the following values:

- Respect for self and others
- Integrity
- Responsible citizenship
- Independent thinking
- A passion for learning

GENERAL POLICIES

Absence

If a student is absent a parent must email msattendance@gfacademy.org by 9:00AM to report the absence and reason for it. Absence without a notification from a parent will be considered unexcused until a note from the parent is received.

Students must make up all work missed during an absence. Because this is difficult for both students and faculty, we expect that illnesses, family emergencies, or religious holidays will be the only reasons for absences; such absences will be excused.

Students who are absent are expected to call a peer or monitor their Haiku pages for daily assignments. Those who have excused absences may request extra help to cover missed work. In addition, deferred tests or quizzes should be rescheduled immediately after a student's return.

Students who miss school may not participate in athletic games or extracurricular activities on the same day without prior approval from the Head of Middle School.

Students who need to miss a class or activity because of temporary illness must obtain permission from Mrs. Raby, the school nurse.

Absences for any other reason, unless arrangements have been made in advance with Mr. Meyer, are unexcused, and the following policy will apply:

- Papers or reports that are due on the day when an absence is unexcused must be submitted on time or be considered late.
- If a student misses a test, he/she will be expected to make it up at a time specified by the teacher.
- Teachers will not be expected to provide extra help to cover missed work.
- The absence will be entered as “unexcused” on the student’s permanent record and report card.

After a lengthy illness or injury, the school may request written permission from a physician for a student to resume normal activities.

Attendance

Students are expected to be in their homeroom or Advisory by 8:00AM (or 8:50 on Thursdays) where attendance is taken. Students who arrive after that time will be marked “unexcused tardy.” In the event of tardiness, students must sign in with Mrs. Skiba, who will change the students’ attendance status to an excused tardy. If a student who is tardy does not sign in, then he or she will be marked unexcused tardy/absent. After three unexcused tardies, a detention may be given. Middle Schoolers are required to attend school for the entire day. Regular dismissal hours are Monday through Thursday at 3:20 and Friday at 2:45PM. All students not using the van or bus service must be picked up in the upper parking lot. No one may be picked up at the end of the day by the gym(s), front or back gates, or train station. If a student is staying after normal dismissal hours, he/she must sign in with Mrs. Skiba and stay in the study hall room no later than 5:30PM. After the last teacher leaves the Middle School, students must wait in the front hall reception area. If a student is to stay late regularly, a parent needs to communicate that to Mrs. Skiba.

If a student must leave early for an appointment, a parent or guardian should contact Mrs. Skiba by email, telephone, or written note. The student should sign in or sign out on the sheet located on Mrs. Skiba’s door each time he/she leaves or returns to campus. If a student fails to sign out, he/she may face disciplinary action. An early dismissal due to illness can only be approved by the school nurse, and at no time may a student leave campus due to illness without permission of the school nurse. The school will then contact the parents/custodians. If approved, a student must speak with Mr. Meyer or Mrs. Skiba before signing out in the middle school office. It is expected that students will arrive in a timely fashion to all classes and other commitments during the school day. Regular attendance is critical to academic success at GFA. Understanding that a number of absences may be unavoidable, the school is happy to help accommodate students and families in those situations. However, if the number of absences for the year reaches 20 percent of the total school days, the school reserves the right to not issue credit for the completed school year.

Extended Absences and/or Vacations

There may be occasions when a student misses school for reasons that are not illness-related. While we discourage this, we recognize that occasionally there may be legitimate reasons for an extended absence.

If a student will miss an extended period of time (more than three days) for reasons other than illness, the parents should request permission, well in advance, from the Head of Middle School. Once permission has been granted, the student should complete a Permission to Miss School Form from Mrs. Skiba and then have all teachers sign it at least a week in advance.

Please note that if the absence will be longer than 10 school days, it is possible that the request will be denied.

If the extended absence is approved, the parents will be responsible for hiring tutors (GFA or non-GFA) to cover material missed during the absence. The student's teachers will inform the tutor(s) of work that will be covered during the extended absence; however, it is not the responsibility of GFA teachers to provide extra help in order to cover material missed during an extended absence.

For a truly extended absence (to be determined with the Head of the Middle School), the expectation is that the tutor(s) will formulate and grade any tests and quizzes during this period on a pass/fail basis, as GFA faculty will not email tests and quizzes back and forth. However, should a student return to GFA with work not completed, the student will be responsible for all work missed, even if this exceeds the two major assignments a day policy.

In the unlikely event that a student misses a longer period of time (to be determined by the Head of Middle School), it is possible that the student's transcript will reflect a pass/fail for the semester.

It is our experience that extended periods of absence have a negative effect on a student's academic standing and connection with the school. We ask that parents carefully consider the consequences and then, if requesting an extended leave for their child, please give ample notice to allow for planning and the least degree of disruption for the student.

Cell Phone Use

In the Middle School we discourage the use of cell phones, but in some cases, parents of children in the Middle School want the security of being able to reach their children before or after school, especially those children who ride the train. However, students may not use their phones for any purpose while on campus. Students will be expected to turn their phones in to their advisor or homeroom teacher at the start of the day. If you have a message you wish to get to your child, please contact Mrs. Skiba in the Middle School office (256-7512). Cell phones found during the school day will be taken and kept on Mr. Meyer's desk until the end of the day. Chronic offenders may not be allowed to bring their phone to campus. In order to allow for effective running of class trips, students may not bring their cell phone on field trips or overnight trips.

Household Rules

Tradition and necessity have resulted in other household rules, which follow:

- Gum is not to be chewed during school hours, anytime in the building or on vans.
- Athletic equipment is to be kept out of the school building except on the gym level.
- A student who ruins property, even if unintentionally or carelessly, may be charged for the full value of the item.

The Gillian Scholey Colhoun Library

The Middle and Upper School Library serves the faculty, students, and parents of GFA. The collection reflects the needs of the curriculum, and provides research and pleasure reading for the community. The library is open during regular school days from 7:30 AM to 5:00 PM, Monday through Thursday, and 7:30 AM to 3:00 PM on Friday.

The library is a quiet or silent place for students and faculty to work during their free time and while in class. Two rooms of the library are reserved for silent study, while the Fiction Room and Library Classroom allow for quiet and collaborative study.

Books may be checked out for three weeks; videos may be checked out for three days. If a student needs materials for additional time, he or she may renew the items, provided they are not requested by someone else. Overdue reminders will be given to students, and a bill for lost materials will be mailed home at the close of the school year. At the discretion of the librarian, reference materials, magazines, and materials on reserve may be checked out overnight and returned before school the next morning. Faculty may reserve specific collections for use in the library or classroom.

The library also offers a comprehensive selection of databases to support research. The Library Database page is accessed by students and faculty through PowerSchool. The link is located on the My Portal homepage, under Other Resources. The librarian is always available to assist students and faculty in the use of these resources.

For the good of the community, everyone is asked to follow the library guidelines listed below. If a student violates the guidelines, he or she will be asked to leave the library.

Library guidelines:

- Help to keep the library a welcoming place by being considerate of other students and faculty. Respect the study areas designated as silent, or quiet and collaborative.
- All library materials must be checked out.
- No food is allowed in the library.
- When using the library computers, the Technology Responsible Use Policy will apply.

Occasionally, the library will be unavailable due to special programs, meetings, and the like. Every effort will be made by the librarian to notify the faculty and students of these situations ahead of time.

Lockers

All Middle School students will be assigned both a book locker and a gym locker. Books, coats, and backpacks should be stored in book lockers. While historically GFA has been a community where students have not needed to use locks on their lockers, we understand that some families may wish to use one on their child's book locker. If your child would like to use a lock on his/her book locker, we ask that he/she requests a school-issued lock from Mrs. Skiba. All

athletic equipment should be stored in gym lockers where students must use a combination lock issued by the Athletic Department. The school cannot be responsible for lost articles. All belongings must be marked clearly with the student's name.

Lost and Found

All books, notebooks, and articles of clothing must be clearly marked with the student's name. The school makes an effort to return any items marked with a name directly to the student. In the Middle School, lost-and-found items are located on the racks in room E112.

Parent Connection Meetings

Parent Connection meetings consist of a series of casual parent meetings at school throughout the year when parents meet to discuss social and emotional development topics related to their children. These meetings are intended to provide a forum for general issues faced by children in the Middle School. The Head of Middle School, who facilitates these connections, will ask for agenda items from parents and release the agenda for the meeting to parents beforehand. Specific concerns about your own child, your child's teacher, or more specific questions about the program are better suited to direct conversations with the Head of Middle School.

Parent Messages

Parents' messages to students received before 1:00PM will be posted on the student's locker or emailed. We cannot guarantee that messages received after 1:00PM will be received by students, unless there is an emergency.

Parent/Teacher Communication

It is our belief that a child's education is best served by a partnership between the school and home. In order to facilitate this relationship we believe in regular communication between the teachers and the parents. Formal communication through Parent Conferences will happen during each semester (fall and spring) and also through end-of-semester report cards. Additional communication can take place at other times either directly with the child's teacher, the child's advisor, or the Grade Dean. Normally concerns about a specific class should go to that teacher, while social concerns would go to the advisor and academic concerns that cross multiple classes would go to the Grade Dean.

Parties (Birthday and Other)

We often forget how deeply a child's feelings can be hurt and for how long the consequences of such feelings can last when he or she is excluded. Therefore, we ask parents to be especially sensitive to include their son or daughter's entire class, grade, or gender when planning social events. Otherwise, please schedule the party during one of the two longer vacations so that inevitable discussions of the party and its attendees will not cause anger or resentment. Also, if the list of guests for a party grows to the size where it will include close to half of the class or gender, we ask that parents seriously consider inviting the entire class or shrink the size of the guest list. In Middle School, this can be especially difficult as some members of a group of friends may feel excluded, whether that is the intent or not. Invitations are not to be handed out at school unless all students or all of one gender will receive one. We ask that parents think about how children are transported to parties from school. When a small group leaves for a party together from school in the same car, feelings are almost always hurt; another meeting place for all guests is strongly encouraged. In particular, please be sensitive about groups

getting together before a dance and do not plan a sleepover for a group after one of our dances. Finally, the school strongly recommends having a certified lifeguard at class pool parties.

When honoring your child's birthday at school, celebrations should be restricted to his/her advisory or homeroom group in the morning.

Visitors

To arrange for a guest to visit the school, Middle School students should contact the Head of the Middle School.

Visitors are expected to dress comparably to GFA students, to comply with the school's rules of conduct, and to be introduced to the Head of the Middle School and to the teacher of each class they attend. A student who has a visitor must meet all school appointments.

At social functions, guests of students who have obtained prior permission from the Head of Middle School must enter GFA accompanied by their host or hostess and be introduced to the head chaperone.

ACADEMIC POLICIES

Academic Grading Policy & Grade Reports

Grades and/or reports of student progress are issued at the end of each semester. Interim reports are sent at any other time where there is a significant change in level of achievement or effort. Fifth grade students will receive written reports from each of his/her teachers at the end of the first semester and then grades with written reports in English, math and social studies at the end of the year. GFA grades students in accordance with the following scale:

Letter Grade	Percentage	Grade Scale
A+	97-100	4.33
A	93-96	4.0
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.0
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.0
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.0
D-	60-62	0.67
F	0-59	0.0

Honor and High Honor rolls are calculated each semester for students in grades 7 and 8; a student on the Honor Roll shall have a 3.33 average. High Honors requires a 3.67 average. Each department determines the relative value of homework, quizzes, tests, papers, projects, and class discussion in calculating grades. The criteria for grading in each course will be explained to the students at the beginning of the year and published in Course Policy Sheets, which are distributed by teachers during the first week of school. Questions about the derivation

of an average or about a teacher's comments on reports should be directed to the classroom teacher involved.

Any student whose final average in a continuing subject (math and foreign language) is below a C- will be expected to do summer work before being allowed to take the next course in that subject. Any student who fails the second semester in a continuing subject will be required to do summer work in that subject. A student who fails a required course for the year may be asked to make it up in the summer or to repeat the course the following year. A student failing more than one course or having low grades with minimal effort may not be given a contract or have his/her contract withdrawn for the following year.

Effort Point Guidelines

5: Excellent

Evidence exists of work beyond the required assignments, and class participation shows evidence of exceptional effort

4: Very Good

Homework is always done carefully and promptly, and class participation is consistently good

3: Satisfactory

Homework is turned in regularly, and the student is usually prepared for class

2: Needs Improvement

Unexcused or frequent lapses in class preparation or turning assignments in on time

1: Unsatisfactory

Chronic failure to turn in assignments on time or failure to be prepared for class

Academic Probation

If warranted, a student will be placed on academic probation for receiving two or more semester averages in core academic classes below a C-.

If a student meets the above criteria for one semester, at the midpoint of the following semester, the Grade Dean will check the student's academic averages and effort grades, and if there continues to be concern around one or both, the Head of Middle School will contact the student's parents.

After this meeting with the parents, the student will be placed on academic probation for that semester.

A student will also be placed on academic probation for failing a course during one semester, or for substandard effort in the opinion of the faculty. In this instance, the student will be placed directly on academic probation.

An eighth grader who meets any of the above criteria during his or her spring semester will be placed on academic probation for his or her ninth grade year.

In addition, a student may be placed on academic probation due to special circumstances as determined by the Head of Middle School.

If a student remains on academic probation for another semester, it is possible that the school may withhold the student's enrollment contract for the following year. Probation alerts the parents and child that they ought to consider whether GFA is the right school. At this point, a family should begin to search for a more appropriate match. However, we also want to give a student committed to being at GFA every chance to succeed within a specific time frame.

Extra Help

If a student is having difficulty in a specific course, the student should seek extra help from the teacher during mutually free time. It is best for students to take the initiative in making appointments for help, but teachers may require a student to attend such sessions. Extra help sessions are required appointments and take precedence over all other school activities except regularly scheduled classes, interscholastic athletic competition, and seminars. Should there be any difficulty in finding a mutually convenient time to meet for extra help, the student should see the Grade Dean. It is not possible to establish a regular program of extra help for an individual student. Where such regular assistance is needed, the school may recommend outside tutoring.

Homework

Homework can be a valuable opportunity for students to practice skills learned during class. However, homework should be relevant and appropriate in both the amount and type. Students in fifth grade should expect approximately 60 to 75 minutes in total per night with no official homework assigned over the weekend. Students in the sixth through eighth grades should expect approximately 30 minutes per subject per night of homework. These are broad guidelines that can differ from student to student. If you find that your child's work is taking more than the assigned time on a regular basis, then please contact the teacher, and we will see how to best help your child finish the work in a timely manner.

Learning Support and Academic Accommodations

Please refer to "Learning Support and Academic Accommodations" in the School Policies section.

Schedule

Students participate in a mandatory athletic program during the day with exclusive use of all fields, tennis courts, and facilities. Fifth and sixth graders will have classes after their athletic practices on Tuesday through Thursday, while the seventh and eighth graders will end their day with their practices on those days. Dismissal for all middle school students is at 3:20 Monday through Thursday and 2:45 on Friday. Interscholastic games are usually scheduled after school. Parents should note that due to academic commitments, students will not be excused prior to the end of the school day without permission from Mr. Meyer. Requests to leave campus for periodic religious school or other commitments must be supported by a note from a parent stating the reason, and such requests must be approved by Mr. Meyer prior to departure.

Section Changes

During the school year, if a student moves from a regular section of a course to an advanced section, the student's grades will be carried over to the new section. However, if a student

moves from the advanced section to the regular section of a subject, the previous grades will be dropped.

Study Halls

Students are expected to be in study halls when not in class, in extracurricular activities, or in assigned free time. All eighth graders in good standing (academically and disciplinary) will have three free periods over a two week cycle, depending on the student's schedule. The privilege of not attending study halls may be withdrawn in individual cases at the discretion of the administration, normally as the result of one or more classes with substandard effort (two or below) or a semester grade below C- .

Tutoring

It is our hope that students needing extra help will first work with the relevant teacher; however, we are aware that there are students who may need more consistent assistance, and therefore a tutor will be helpful. Parents or students who wish to explore tutoring (for remedial or enrichment purposes) must first consult with Mr. Meyer, the Head of Middle School, and/or the Middle School Learning Specialist, Jodi Kupersmith,, regarding the need for and advisability of tutoring. Tutoring should be an option only after extra help options have been exhausted and there has been a careful examination of the student's work habits. The Learning Specialist will then provide a list of tutors including GFA faculty and non-GFA tutors (as well as a description of the range of fees normally charged by tutors). It is expected that families will communicate with the learning specialist as to the nature of tutoring that is being conducted so that the school and the tutor can work together in order to best assist the child.

It is GFA policy that teachers may not tutor students whom they currently teach. In addition, students may not be tutored during the school day (7:45AM-3:20PM on Monday through Thursday, 7:45AM-2:45PM on Friday)

ATHLETICS

Fifth and Sixth Grade

In grades 5 and 6, all students are required to participate in the athletic program all three seasons and are given the opportunity to develop their skills and to learn about the rules and strategies in the majority of the sports offered in grades 7 and 8 and into the Upper School. These are:

Fall

Field hockey (girls), soccer, volleyball (girls), fitness

Winter

Basketball, wrestling (boys), squash (6th grade), fitness

Spring

Lacrosse, baseball (boys), softball (girls), fitness

In the fall, winter, and spring, in order to gain some experience in interscholastic competition, each student has the opportunity to participate in some games scheduled with area independent schools with similar programs. GFA athletics should be a priority over town games or practices. If you have any problems or questions about this, please contact the Athletic Department. Due to the addition of our fitness program, there are no Independent Studies.

Required practices take place year round, Tuesday, Wednesday and Thursday from 1:10 - 2:15. Interscholastic games take place primarily on Monday and Tuesday. Please avoid scheduling other activities or appointments on these days.

Seventh and Eighth Grade

The GFA Middle School athletic program is designed to develop strong bodies as well as strong minds, and to develop and maintain physical well-being at a level that is appropriate for the individual. Our goal is to help students become comfortable with and cognizant of their physical abilities and potential by providing opportunities for the development of sport-specific skills, coordination, self-confidence, and sportsmanship at a time of significant physical growth. A part of this process is challenging students through interscholastic competition. Students have the opportunity to both compete with other schools in a variety of sports as well as to engage in an appropriate and challenging recreational program.

In grades 7 and 8, each student is required to participate in the GFA athletic program all three seasons. In at least two of those seasons, the student must be on a team. Moreover, the Middle School adheres to a "no cut" policy whenever possible. Specific limitations (number of tennis courts, student sign-up, coach availability) have occasionally forced us to a "cut" system in a few activities. We will make every attempt to meet the student's second choice when such a situation arises.

The athletic department offers a non-team program at times. A qualified instructor organizes games and activities that teach skills in a variety of sports and provide opportunities for fitness and fun.

Sports practices take place year round, Tuesday, Wednesday, and Thursday from 2:15 - 3:20PM. Teams in each sport play interscholastic games with area schools. Games for the 7th and 8th grade teams will primarily be on Wednesdays and Thursdays. Please do not schedule other activities or appointments on these days.

Students are required and expected to attend all practices and games, for the integrity of the program and for the quality of the students' experience. Outside appointments (including doctor's appointments) and activities (including town travel and premier teams), should not conflict with school games or practices. Should there be any unavoidable schedule conflicts, parents should write a note to or contact the coach or the Middle School Athletic Director immediately, and well ahead of time when possible.

Due to the addition of the GFA Fitness Program, independent studies are not offered. If you have questions, please contact the Director of Athletics or Middle School Athletic Director.

Athletic Teams

Fall

Girls: Cross country, field hockey, soccer, volleyball

Boys: Cross country, soccer, flag football

Recreation: Coed fitness

Winter

Girls: Basketball, squash, wrestling, assorted recreational activities (ice skating and fitness)

Boys: Basketball, wrestling, squash, assorted recreational activities (ice skating and fitness)

Spring

Girls: Lacrosse, softball, tennis

Boys: Baseball, lacrosse, tennis

Recreation: Coed fitness

Awards

Recognition for excellence and sportsmanship in athletics occurs often and for many at GFA, including at morning announcements, in website news items, in one-on-one remarks from coaches at practices and games, and during the season-end team meetings.

Any team that finishes a season undefeated (no losses) will have an honorary banner hung on the gymnasium wall. In order to qualify for a banner, an undefeated team must have completed six games in the fall or winter seasons, or five games in the spring.

Locker Rooms

The school is not responsible or liable for the students' personal property. Be sure the student's name is clearly marked on every piece of clothing and equipment. The school will issue each student a locker and a lock in the locker room. Students are required to use the lock issued. Students should keep their locker locked at all times and not share their combination with anyone else. Students should put all gear in their lockers after every use. All gear left out of lockers at the end of the day will be placed in the locker room Lost and Found box.

Medical Responsibilities

Physical examination requirements: To participate in any athletic practice or game, a student must have had a physical examination within 13 months of participation, and the blue Physical Examination Form must be on file with the school nurse before the student can be allowed to participate in any athletic practice or game.

Student Emergency Medical Information Form: Families are also required to file the Student Medical Emergency Information Form with the school nurse, a copy of which is given to coaches. Each coach must have copies of these forms for all players at all times during practices, scrimmages, or games. The Student Medical Emergency Information Form contains valuable information about allergies and tetanus shots, emergency contact numbers and consent statements, and must be on file with the school nurse before students can be allowed to participate in any athletic practice or game.

Practice Dress

- Any T-shirt (in good condition and in good taste). Note: T-shirts must overlap the shorts, i.e., no “belly” can be visible, the shirt must be loose fitting as is customary with athletic T-shirts, and no tank tops are allowed.
- Solid color athletic shorts (no cutoffs) or GFA blue mesh shorts* (if required by the coach). These shorts are needed for basketball, soccer, and softball.
- White athletic socks
- Cleats/sneakers appropriate for the sport
- Sneakers for indoor practices/activities for fall and spring
- GFA warm-ups or any sweats (top and bottom)
- Spandex shorts are permitted in practice. Certain sports permit them to be worn in games, provided they are the same color as the game shorts (e.g., basketball and lacrosse permit them, soccer does not). Accordingly, students should consult with their coaches.
- Students should have sneakers at school on a daily basis in the event that bad weather forces practices indoors.
- No jewelry may be worn during any athletic activity.
- No boxers may be worn under athletic shorts/kilts at either practices or games.

Uniforms & Equipment

(* indicates items that may be purchased at the GFA School Store)

The following athletic clothing/equipment must be supplied by the students:

- Boys: GFA blue mesh shorts* (soccer, cross country, wrestling, basketball)
- Girls: GFA blue mesh shorts* (soccer, cross country, basketball, volleyball)
- Game socks:
- Soccer (boys and girls): knee-high plain white game socks*
- All other sports: regular ankle-length plain white athletic socks
- Shinguards*, mouthguards*, and eyewear:
- Boys: shinguards for soccer; mouthguards for lacrosse
- Girls: shinguards for soccer; white sock-guards, mouthguards, and eyewear for field hockey; mouthguards and eyewear for lacrosse

Tennis attire/baseball hats (grades 7 and 8 only): Players on the tennis teams must purchase and wear the GFA game shirt (available in the school store), and players on the baseball team must purchase the school’s baseball hat and wear it for all games. Hats are purchased directly from the Athletic Department at the start of the season. Tennis team players must wear white shorts with pockets or white skirts for matches.

All other game jerseys will be supplied by the Athletic Department. Game jerseys are to be returned to the appropriate athletic office on the final game day of the season.

All school uniforms and equipment issued to students will remain the property of the school and must be returned promptly at the end of the season. It is the student’s responsibility to wash the uniforms (generally warm water/cold rinse) and to care for uniforms and equipment properly during the season. It will be the student’s financial responsibility to replace any unreturned, lost, or damaged uniform/equipment issued. No uniforms or equipment for the next season can be

issued to students until they have returned their previous season's uniform/equipment, or until they have paid the invoice.

COMMUNITY SERVICE & SERVICE LEARNING

Service is at the core of who we are. It is a manifestation of our motto, Quisque pro Omnibus -- Each for All, and furthers our mission of preparing students for "a life of purpose." Through the program, students practice empathy, understand citizenship, and begin a lifelong habit of service. To fulfill this vision, our service program engages all students, offers repeat experiences, builds sustained, mutually beneficial relationships with community partners, focuses on active participation, offers opportunities for student voice and leadership, is connected to the broader program, and offers opportunities to reflect.

All Middle School students engage in Service Learning through our House program. Students in the Middle School are divided into four different Houses connected to the GFA environment (Audubon, Marsh, Orchard, and Sound) and with their housemates students will learn about their aspect of the campus and develop projects related to their house. Each grade also focuses on different social justice issues over the course of the year through a dedicated curriculum.

The program also offers students the opportunity to engage in service by grade level. Fifth grade students engage in a day of service working on various projects on the GFA campus. GFA fifth and sixth grade students execute a Halloween party for GFA Lower School Students. Sixth grade students also participate in weekly service projects by advisory groups with the Fairfield Senior Center. Seventh grade students are required to choose one of the following projects for their 22-week session: tutoring K-Second grade in one of three Bridgeport city schools; interacting with the elderly at an elder care center in Norwalk; cleaning and maintaining nature trails adjacent to the GFA campus for the Audubon Society of Fairfield; or participating as Greenhouse Keepers for the GFA organic garden, Middle School patio garden and greenhouse. Eighth grade students participate in a community service day working at the Connecticut Food Bank in Wallingford, CT.

In addition, the entire Middle School contributes to several Community Service donation drives and fundraisers: the Thanksgiving Food Drive, Angel Tree, Ugly Sweater Day for Save the Children; and a fundraiser for Paul Newman's Hole in the Wall Gang Camp.

DISCIPLINE

For more information on the school's policies regarding discipline and behavior, please see the Code of Conduct and Discipline section and the Interpersonal Student Relationships section under School Policies.

The GFA Middle School expects that all community members are respectful of themselves, others, and the GFA space. The GFA Middle School ensures these community expectations using a reflection-based system. When infractions of basic community expectations occur, students will engage in advisor and/or dean reflection meetings to debrief the infraction and better understand how to positively contribute to the Middle School community. These reflection meetings will take place during the school day. Infractions of basic expectations include, but are

not limited to: tardiness, dress code infractions, inappropriate study hall behavior, inappropriate cell phone or computer use, disruptive behavior in community spaces, swearing or unkind language, and not being in an expected location.

Repeated or blatant infractions of community values will result in a before-school intervention meeting with (in some combination): the grade dean, division head, advisor, and/or parent(s). Blatant infractions of expectations include, but are not limited to: malicious physical contact, digital harassment, vandalism, stealing, insensitive or hateful language, and academic dishonesty. Generally, intervention meetings will generally take place from 7:00-8:00 AM, and parents will be given 24-hour notice of all intervention meetings. In-school suspensions, out-of-school suspensions, and expulsion may also occur for repeated or flagrant infractions.

While students are expected to read, understand, and abide by the Code of Conduct stated in this publication, some rules are considered serious enough to warrant immediate disciplinary action by GFA.

A Middle School student who is suspended may be subject to removal from an elected or appointed office by the administration.

If a student is suspended from GFA, he/she and the parents will meet with the Head of Middle School and a Grade Dean; this meeting will be followed by a letter to the parents, a copy of which will be placed in the student's file. A student who repeats an offense for which he/she has already been suspended may be expelled from GFA. In the case of an expulsion, the students and parents will meet with the Head of School and the Head of Middle School, and this meeting will be followed by a letter from the Head of School.

DRESS CODE

Formal Dress Uniform

Students wear the formal uniform for special occasions throughout the year:

Blazer:	Navy blue blazer with GFA emblem
Shirt/Tie:	White full-buttoned collared dress shirt with the GFA tie, or blouse
Pants:	Tan khaki pants and belt
Skirt:	The GFA Belmont plaid kilt, hemmed to a reasonable length (no more than three inches above the knee)
Shoes:	Black or brown loafers, dress shoes, or flats
Socks:	Dark socks; with kilt, navy knee socks or navy tights

Formal uniform suppliers:

- Online store at www.dennisuniform.com
- Dennis Uniforms (500 Boston Post Rd, Orange, CT 203-795-5457)
- GFA's School Store: resells gently used uniforms (GFA Parents Association, 203-256-7590)

- Items such as pants, blazers, shirts, sweaters, socks, and shoes may also be purchased through retailers such as Lands' End.

Regular Dress Code

The purpose of our daily dress code is for students to look neat and be comfortable and appropriate for school. The dress code also serves a democratic function, allowing students from all backgrounds to attend school and feel like part of the community. As such, we ask students not to wear or bring items to school that might be seen as exclusive.

Shirt:	Solid-colored, collared, long or short sleeved oxford dress shirts, blouses, polo shirts, or traditional turtlenecks that tuck into pants or kilt. Striped shirts in the above style may be worn as an eighth-grade privilege after a certain point of the year at the discretion of the Head of Middle School. Solid-colored knit sweaters are optional. Denim shirts and sleeveless shirts are not acceptable, nor are long-sleeved shirts under short-sleeved shirts.
Pants:	Chinos, corduroy, or wool pants; solid colored and traditional fit (no cargo, leggings, jeggings, nor baggy fit).
Kilt:	The GFA Belmont plaid or gray flannel kilt, hemmed to a reasonable length (no more than three inches above the knee)
Shoes	Sneakers, dress shoes (not open-toe or open-heel) or boots; no sandals, Birkenstocks, or high heels. In addition, students must keep their shoes on both inside the building as well as when playing outside.

Notes regarding the regular dress code:

- All clothing must be in good repair, clean, properly worn, and in good taste.
- Students are not allowed to wear hats in the building at any time.
- Students may wear GFA sweatshirts and fleeces as part of the dress code. Please confirm that items bought at the school store conform with dress code before purchasing.
- In extremely hot weather, adjustments to the informal dress code may be announced.
- No studded belts or accessories
- During warm weather months (September, October, April, May, and June), students may wear solid-colored Bermuda-style shorts (hemmed about an inch above the knee)
- Parents of students wearing kilts more than 3 inches above the knee will be informed and those students may be banned from wearing kilts to school for a period of time.

HONOR CODE

Our community is one that is based upon honor and trust. By setting clear expectations for students, we are raising the standard for their behavior and helping them take greater responsibility for their own learning environment. In order to help facilitate this type of community we have instituted an Honor Code. Each student signs that he or she understands and supports the following statement:

To take full ownership of my efforts with pride and integrity, I pledge that I will complete all of my own academic work independently and without assistance. I pledge that I will be honest in all

my encounters and noble in my intentions. I pledge that I will show respect for individuals and their property and that I will treat others' belongings with care and consideration. I make these pledges to ensure that I always make good decisions which validate my own honor and my commitment to the Greens Farms Academy Middle School community. I understand that this Honor Code is an extension to the guidelines set forth in the GFA Code of Conduct and the Responsible Use Policy.

In addition, students are expected to sign their name to the following pledge on all tests and quizzes during the course of the year:

I will abide by the letter and spirit of the GFA Honor Code.

UPPER SCHOOL

Andrew Jones
Head of Upper School
256-7570
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Teresa Furegno
Administrative Assistant to the Head of Upper School
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Victor Llanque
Assistant Head of Upper School for Academic Affairs
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Kate Morrison
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Justine Fellows
Registrar, Director of Special Programs
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Grade Deans

Grade 9:	Sue Teyan	steyan@gfacademy.org	349-7404
Grade 10:	Melanie Haas	mhaas@gfacademy.org	349-7438
Grade 11:	Kate Morrison	kmorrison@gfacademy.org	349-7427
Grade 12:	Victor Llanque	vllanque@gfacademy.org	349-7403

Department Chairs

Computer Science:	Nina Yuen	nyuen@gfacademy.org	349-7424
English:	Kevin Coll	kcoll@gfacademy.org	349-7434
Global Studies:	Ward Abel	wabel@gfacademy.org	349-7440
History:	Ian Campbell	icampbell@gfacademy.org	349-7432
Mathematics:	Joe Steiner	lsteiner@gfacademy.org	349-7348
Performing Arts:	Rex Cadwallader	rcadwallader@gfacademy.org	349-7104
Science:	James Serach	jserach@gfacademy.org	349-7429
Visual Arts:	Lisa Waldstein	lwaldstein@gfacademy.org	349-7421
World Languages	Yensen Lambert	ylambert@gfacademy.org	349-7415

GENERAL POLICIES

Attendance

The key to a successful experience at GFA is full immersion in the community: regular attendance is the foundation of everything we do. GFA seeks to partner with parents and students to ensure the kind of regular, timely attendance that makes possible a student's full engagement in the program.

In addition, a certain level of attendance and promptness is necessary to ensure that a student can reasonably succeed in the full academic program: a student who misses too much school simply cannot engage in the same kind of learning as a student who is in the building. As a result, we track attendance carefully:

- A student who accrues 4 absences in a semester will be notified in writing and the dean will call home to discuss the situation and ensure that the school is supporting the student adequately.
- When a student accrues 8 absences in a semester, the dean will call a family meeting to make a plan for staying caught up and minimizing any future absences, including curtailing future school-related activities that involve missing class.
- A student who accrues more than 12 absences in a semester will be able to receive credit for that semester's courses on a pass/fail basis, but will not earn a grade, and a student who accrues more than 16 absences will lose credit for the semester.

For the purposes of tracking attendance, being late to class will be counted as $\frac{1}{4}$ of an absence, and being more than 25 minutes late to class will be counted as $\frac{1}{2}$ of an absence. Missing two or more classes, or missing a full day, will count as one absence. In addition, a student who accrues 4 tardies will serve detention or On-Campus Restriction. If a student skips a class, there will be a disciplinary consequence, generally a detention or OCR.

In the event of an extended absence for medical reasons, the Medical Leave attendance policy supersedes the regular attendance policy.

A student who will miss significant school due to outside athletic or extracurricular commitments should work with the relevant Dean to make a plan for continuity of academic work; in such instances, with a school-approved plan in place in advance, the absence limit may be modified.

Planned Absences

Full Day

A student who needs to miss a day of school for any reason should use the Prearranged Absence Form to communicate with teachers and the Dean a week in advance; if not, the Dean will assign a detention or OCR. Missed days will apply to a student's total absence count.

Partial Day

If you need to pull your child from school for an appointment that simply cannot be scheduled outside of school hours, please email usattendance@gfacademy.org to give us notice as early as possible, ideally more than 24 hours in advance. Missed classes will count as ½ of an absence in a student's total absence count.

Unplanned Absences

In the event of an unplanned absence, please email usattendance@gfacademy.org as soon as possible.

Daily Procedures

Mornings: Classes begin promptly at 8:00 (8:55 on Thursdays); students should arrive on campus in time to be seated and prepared when class begins. 9th-11th graders who are free during first period must sign in by 8:10 (9:05 on Thursdays) to avoid being marked absent. Seniors who are free during first period must sign in by 9:00 (9:55 on Thursdays) A student who does not sign in will be assigned a detention. Students who arrive late must inform the receptionist and obtain a tardy slip for admittance into their first period class.

Afternoons: The academic day ends at 3:00. Athletic team practices normally end by 5:30, recreational programs by 4:30. Students are dismissed at the end of the academic day or after their last obligation. Please note that occasionally, and with advance notice, school activities will take place between 3:00 and 4:00. Students must give these activities priority over any outside obligations. Students who have an after-school activity on campus that begins before 5:30 may not leave campus and return for their activity.

Any student who leaves campus for any reason, at any time before dismissal, must always sign out next to the nurse's office.

A student who becomes ill during the day must go to the nurse's office; if the student needs to be sent home, the nurse will contact the student's parents. Students who contact their parents directly to be picked up without the nurse's assessment and permission will receive a detention.

Junior and Senior Privileges

Juniors and seniors who reported to school on time may sign out and leave after their last school-day obligation, provided that they do not have commitments at GFA later that day. Seniors with good attendance records are offered the privilege of signing in late, but they must arrive and sign in prior to their first commitment of the day (class, assembly, or other meeting). This privilege begins when the 12th Grade Dean deems it appropriate, typically early in the school year. Juniors are offered a late sign-in privilege as well, starting early in the second semester, at the discretion of the 11th Grade Dean. The dean may rescind this privilege for a student who fails to arrive on time for a morning commitment. Seniors who have their Senior Permission Form on file with the 12th Grade Dean may sign out and leave campus during school hours; when they sign out, they must indicate the time and their destination; when they return, they sign back in and indicate the time. Seniors who are tardy to school lose this privilege for the day. Note that seniors may only sign out twice during a school day. Students who handle these privileges irresponsibly will have them revoked.

Advisory Program

The Upper School advisory program is designed to provide an adult mentor with whom each student can develop a relationship beyond that of the student-teacher one. The advisor counsels and nurtures students on a broader level and gives them academic guidance and support, a task shared with the Deans. The program is based on individual meeting times between advisor and advisee, as needed, and a once-weekly group lunch meeting with each advisor and all his/her advisees to discuss larger school issues or issues that students wish to bring up. Advisors attend all grade level meetings and meet with parents during conferences. New students are assigned an advisor for their first year. All freshmen are assigned advisors dedicated to working with ninth graders and then are moved to mixed advisory groups in their sophomore year. Most students remain with their advisor throughout their Upper School years, but they may request a new advisor in the spring if they wish.

Grade Trips

Each grade in the Upper School goes on a trip of two to three days during the opening weeks of school. The trips emphasize individual responsibility, group cooperation, and unique experiences. Because of their importance to the class, they are required for all students. Freshmen spend three days engaging in hikes, adventures, and team-building activities. Sophomores undertake a unique trip to New York City, where they interact with a wide variety of its citizens and work together to complete service learning opportunities. Juniors explore New England history and literature for three days. Seniors attend a retreat in September to explore their leadership role as a class, to develop their personal goals for the year, to determine how they will finance their class gift.

College Guidance

The College Guidance Office at GFA offers students and parents informed advice, individualized and professional support, and advocacy through all stages of the college admission process. We facilitate the application process by providing the colleges with accurate and complete information on students' qualifications for admission. As students prepare to apply to college, our team will assist them in course selection for the balance of their time at GFA, enrichment opportunities, and application procedures including essay writing and financial aid advice.

College counselors work to provide students with the tools and information they need to identify colleges that will be the best "match," not only meeting each student's needs academically, but also providing the appropriate environment for continued personal and intellectual growth. Seniors must take ownership of their college process; in doing so, they learn a lot about themselves. In approaching the college process, GFA families are encouraged to be open-minded about exploring a range of colleges, allowing parents, students, and college counselors to work together to find the right "match" for each GFA student. GFA's college counseling team values the relationships we establish with families in the course of our counseling efforts and continuously seeks to provide valuable advice.

Our familiarity with colleges, and with admissions officers at those colleges, is essential to our being able to guide GFA students. College counselors routinely visit colleges, network with college admission professionals, attend conferences and workshops, and invite college

admissions professionals to campus to meet students. Please refer to the GFA website for additional details about college guidance at GFA.

Common Room

Students should treat their Common Room with respect. The following rules apply to Common Room use:

- Neither food nor drink except for water is allowed in the Common Room at any time.
- No roughhousing.
- No littering.
- Keep noise levels sufficiently subdued so as not to disturb neighboring classes.

Driving Regulations

Only juniors and seniors may drive to school. Student cars on campus must be registered with Mr. Everard and must display the assigned parking permit. If a student drives on campus, she/he must obey all traffic signs, park in proper spaces, exercise extreme caution (particularly when passing vehicles are dropping off or picking up passengers), and drive only on the paved roadways. The Grade Deans will revoke the privilege of driving on campus (of any student) who drives recklessly or fails to comply with these regulations.

Students who need to drive to an athletic practice or game must have written permission from a parent on file at GFA. In addition, students must have received permission from the Athletic Director.

Students and parents are not to use Maple Lane when driving to school and not to turn right onto Maple Lane when leaving the campus. When arriving at school in the morning, do not park on the right side of the driveway. The center lane serves as a passing lane to allow a more efficient morning drop-off.

Those who drive a bicycle, motorcycle, moped, or use a skateboard on campus must wear a safety helmet.

Students are not permitted to go to, change in, or spend time in their cars during the school day for any reason. Students who do so are subject to disciplinary action. If a student needs to retrieve something from their car, permission must be secured from a dean.

Juniors may only park in the Junior Lot, which begins adjacent to the exit and extends to the Maintenance Shed. Seniors may park in the Junior Lot, Senior Line, or Squash Lots.

Gymnasia

The Bedford Gym is for athletic and other events. The Coyle Gym is for physical education classes and various athletic and events. Neither food nor drink is permitted in either gym. In addition, the following policies apply:

- No Lower or Middle School students are allowed in either gym without an adult present.
- When the gyms are free, Upper School students are permitted to be there without an adult provided that they are wearing sneakers and playing a basketball-related activity.
- Permission from the Director of Athletics is needed if someone wishes to use a school gymnasium for an athletic event.

Household Rules

Tradition and necessity have resulted in other household rules:

- All students should be in their first period classes by 8:00 AM (8:55 AM on Thursdays). After morning community time and after lunch, classes start promptly at 11:00 and 12:50. If you have an 8:00 class or a 12:50 class, you move efficiently to your next class; if you are free at 8:00 or 12:50, you should be in class by 9:05 or 1:55.
- Students who are free first period must sign in on the sign-in sheet outside the nurse's office. Failure to do so will result in a detention.
- The academic day ends at 3:00. A student who has no further responsibilities at that point may leave for the day.
- Students who have an after-school activity on campus that begins before 5:30 may not leave campus and return for the activity, but must stay on campus
- Students who do not have an after-school commitment should be off campus no later than 5:30. (Please see the Facilities Use section.)
- During the school day, students may be in the Cookman Garden near the library, on the front lawn, on the lawn outside the science wing, or on the outdoor basketball court. Students may not be in any other outdoor areas without a faculty member present.
- Any student who leaves campus before 3:00 must always sign out using the sheet next to the nurse's office, and sign back in upon return. No student may sign out without a parent having contacted Mrs. Furegno or Mrs. Raby to secure permission.
- A student who becomes ill during the day must go to the nurse's office. The nurse will contact the parent or guardian. A student may not leave school sick without the nurse communicating directly with the student's parent or guardian.
- Students who stay home sick from school in the morning should stay home for the full day, and may not come in for the afternoon; if they do, they will be considered unexcused from their morning classes.
- Absences immediately before or after a school vacation (including long weekends) will incur a detention.
- Students must submit a request for an approved absence approximately one week before the absence; forms are available on the class Haiku pages and on Mrs. Furegno's door.
- Bags and backpacks may not be left or stored in the library, hallways or cafeteria. Backpacks left in common areas will be removed from the area. Athletic equipment is to be kept in the locker rooms.
- No bags or backpacks may be brought into the cafeteria during lunchtime.
- Cell phones may not be used or out during class or in the cafeteria during lunch.
- No one may cut in the cafeteria line during lunch; enter the hot food and sandwich lines from the main double doorway only.
- Students may not make phone calls in the hallways or in any other public spaces. Please make phone calls in a more private area like an unused classroom, a stairwell or outside the building.

- Recording or photographing anyone without their clear knowledge and explicit consent is not allowed, is against our community norms, and will result in disciplinary action.
- Students are allowed to listen to music in the common areas only with headphones.
- A student who damages school property, even if unintentionally, should always inform a faculty member or a dean.
- Papers and stickers should not be attached to the outside of lockers. Posters advertising school events may be posted on lockers by using the “blue tape” available from any faculty member; please remove these after the event has taken place.
- If a teacher does not appear for a class or study hall, students must wait until instructed to leave. One student should go to the Head of Upper School, Mrs. Furegno, a dean, or another faculty member for instructions. If a teacher is absent, students may be required to attend study hall to do an assignment.
- Gum is not to be chewed at school or on school vans.
- Students may not eat in the Common Room, library, hallways, or classrooms, except with a teacher’s permission. They are expected to clean up after themselves.
- Students may only use the elevators when they are physically unable to use the stairs.
- The Common Room will be locked at approximately 4:30 PM each afternoon. All personal belongings should be removed prior to that time.
- Laptops should be kept with students at all times and never left unattended. Students should personalize their laptops so they are easily identified.
- Students may not wear sweatshirts other than those from GFA.
- Only Juniors and Seniors may park on campus
- Juniors and Seniors are not permitted to go to, change in, or spend time in their cars for any reason during the school day. Students who do so are subject to disciplinary action. If a student needs to retrieve something from the car, the permission of a dean is required.
- Any student who climbs on a school roof is subject to severe disciplinary action including expulsion.
- Vaping is strictly prohibited at GFA and GFA events; in the event that a vaping device is found, it may be tested by the Westport Police to determine the nature of its contents.

The Gillian Scholey Colhoun Library

Please refer to the Library section in the Middle School portion.

Lockers

All Upper School students will be assigned both a book locker and a gym locker. Books, coats, and backpacks should be stored in book lockers. All athletic equipment should be stored in gym lockers where students must use a combination lock issued by the athletic department. Above all, the school cannot be responsible for lost articles. All belongings must be marked clearly with each student’s name.

Students who wish to secure their “book” locker may use combination locks issued by the Administrative Assistant to the Head of Upper School. Students may use their own combination locks as long as they give their combinations to the Upper School Administrative Assistant.

Lost and Found

All books, notebooks, and articles of clothing must be clearly marked with the student's name. Smaller items such as cell phones and jewelry will be kept with the receptionist and larger items will be kept in the closet located in the MS study hall room or at the Security Desk. The school makes an effort to return any items marked with a name directly to the student, but if clothing has been in the lost-and-found bin for one month, it is given to a local charity.

Visitors

To arrange for a guest to visit the school, Upper School students must ask for permission from the Head of the Upper School. Visitors are expected to dress comparably to GFA students, to wear a name tag throughout the day, to comply with the school's rules of conduct, and to be introduced to the appropriate Division Head and to the teacher of each class they attend. Students who have a visitor must meet all school obligations. Visitors who do not have permission or are improperly dressed will be asked to leave.

At social functions, guests of students must enter GFA accompanied by their host or hostess and must be introduced to the head chaperone.

ACADEMIC POLICIES

For more detailed information about the academic program and graduation requirements, please see the Upper School Curriculum Guide.

Students should not have more than two tests or major assignments (consuming 50 percent of class time or valued at 50 percent of test grade) on any given day, or more than four in any given week. However, if a student is carrying six non-arts courses, the student may have three major assignments or tests on certain days. Students should plan ahead and, if necessary, make requests to have an assignment or assessment rescheduled at least a week in advance.

Courses designated "H" (Honors) or "AP" (Advanced Placement) on course selection forms present a greater intellectual challenge and a higher level of conceptual thought; utilize more challenging materials; have more difficult workloads, testing and grading; and move at a faster pace than regular courses. In most cases, students earn their way into these courses based upon past performance in similar subject areas; teacher's recommendation and approval from the department are typically required. These courses will be specifically designated on transcripts. The school recommends that in most cases students take no more than three APs in a given year.

If a student enrolls in an AP course, he/she is required to take the Advanced Placement Examination of the College Board and perform to the best of his/her ability. A letter from the Head of Upper School will accompany the transcripts of students who fail to meet GFA's requirements of the AP program. The fee for these tests is paid by the student in April. Further information on the AP Program can be found at the following site: <http://apcentral.collegeboard.com>

Academic Grading Policy and Grade Reports

Grades and/or reports of student progress are released to My Backpack at the end of each semester. Faculty contact parents any time that there is a significant change in a student's level of achievement or effort. GFA grades students in accordance with the following scale:

Letter Grade	Percentage	Grade Scale
A+	97-100	4.33
A	93-96	4.0
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.0
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.0
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.0
D-	60-62	0.67
F	0-59	0.0

Honor and High Honor Rolls are calculated for each marking period; a student on the Honor Roll shall have a minimum B+. High Honors requires a minimum A- average.

Each department determines the relative value of homework, quizzes, tests, papers, and class discussion in calculating averages. The criteria for grading in each course will be explained to students at the beginning of the year and is published in course policy sheets. The penalty for late work will be between 5 percent and 10 percent per day. Each department will publish its policies regarding these late penalties.

If a student is experiencing difficulty in a continuing course, the Head of Upper School, the Dean and the appropriate Department Head may recommend that a student do summer work or attend an appropriate summer program. In addition, a student who accumulates more than 12 absences in a semester for any reason may be required to do additional work before receiving credit.

A senior who fails a course will be required to make up the credit before receiving a diploma. An underclassman who fails a course for the year will be asked to repeat the course the following year. A student who earns a D in a course may be required to do summer work in the subject and pass a placement test by August 1 in order to move on to the next level in that subject.

Effort Point Guidelines

5: Excellent

Evidence exists of work beyond the required assignments, and class participation shows evidence of exceptional effort

4: Very Good

Homework is always done carefully and promptly, and class participation is consistently good

3: Satisfactory

Homework is turned in regularly, and the student is usually prepared for class

2: Needs Improvement

Unexcused or frequent lapses in class preparation or turning assignments in on time

1: Unsatisfactory

Chronic failure to turn in assignments on time or failure to be prepared for class

Academic Probation

If it is warranted, a student will be placed on academic probation following:

- failure in one or more courses;
- a grade in the D range in two or more courses; or
- a grade point average below 1.67.
- a level of academic performance that raises concerns about a student's ability to find future success in the GFA coursework

When a student is on academic probation, the Dean will check his/her grades at the midpoint of the following semester. If there has not been significant improvement, the school may begin a counseling-out process. If a new student meets one of these criteria for his/her first semester, the Dean will check the student's averages at the midpoint of the following semester, and the student will be placed on academic probation at that point, if necessary. If a MS student enters the US on academic probation and meets one of the criteria listed above at the end of first semester, a counseling-out process may begin.

The school reserves the right to withdraw a contract at the end of the year if a student has a dramatic change in academic performance in the second semester. These terms will be explained at a meeting with parents, the Dean, and the Head of Upper School. Probation alerts the student and parents that they ought to consider whether GFA is the right school; however, we also want to give a student committed to being here every chance to succeed within a specific time frame designated for that improvement.

Academic Withdrawal

If a student must withdraw from school for any reason, his/her parents must meet with the Head of Upper School and complete a form notifying the school of the withdrawal. If a student withdraws from GFA and subsequently wishes to attend an internal student event at school, such as a dance or coffeehouse, she/he must first get permission from the Grade Dean.

Add/Drop Policy

After the course selection process concludes in May, students commit to their choices. Once school begins, students may change or drop courses during the first 10 school days if they obtain the appropriate approvals. Any changes must have the approval of the Head of Upper School, the Dean, and the student's advisor, in addition to other signatures required for course changes. For seniors, the college advisor's signature is also required. Only a Department Head can approve a course change for any Honors or AP placement. After the add/drop period, any course change must be approved by the Head of the Upper School, but any dropped course will

be noted as a “Withdraw — Passing” or “Withdraw — Failing” on the student’s transcript. Such course drops after the deadline should be rare and are not encouraged.

Head of School Distinction

The Head of School Distinction is awarded to a student whose commitment to excellence derives from his or her interest in the academic material beyond a concern for grades. The Head of School Distinction is non-GPA based. To earn this distinction a student should

- invest in the life of the classroom;
- take an active and pivotal role in the daily work of the class;
- model the intellectual qualities of courage, appropriate risk taking, and willingness to hear and offer alternate points of view;
- demonstrate enthusiasm and curiosity about the class and the material; and
- show a genuine commitment to learning for its own sake.

For a student to be eligible for Head of School Distinction, three or more of the student’s teachers for that academic period must vote affirmatively for the student to receive the distinction.

The Head of School award is noted on the student’s transcript. A student who has been censured by the Judicial Council for academic dishonesty is disqualified from earning a Head of School Distinction for that semester.

Homework

Students should expect to spend roughly 45 minutes to prepare for each class, or 60 minutes for an AP class. Teachers post assignments for the upcoming week by the end of the day on Friday, and the most successful students typically take some time over the weekend to survey the upcoming work and plan out when to do it. Major assessments will be announced at least two weeks in advance. Faculty will return major graded assignments before another assignment of the same type is collected.

Homework over the weekend or over a vacation will not be longer than a daily assignment, though a teacher may suggest review work for a student who has performed poorly on material that will be needed for future success in the course.

GFA recognizes that religious obligations may from time to time prevent students from preparing their daily assignments. In such cases, students will not be held responsible for assignments and will be permitted to postpone any tests or quizzes. For certain widely observed holidays (traditionally Rosh Hashanah, Yom Kippur, and Easter), teachers will assign no homework to any student for that night.

If a teacher requires students to attend an evening event, then the teacher’s class time will be used for a study hall either on that day or on the day following the event.

Incomplete Grades

An incomplete grade is an excused extension of a term grade with a defined timeline. The classroom teacher initiates the process after a discussion with the student; the teacher and the student’s Academic Dean must agree on the timeline. The Academic Dean sends a note to the family, the Head of Upper School, and teacher. Missing the deadline to complete work may

result in a “0” for the work missed; if the work is deemed essential for the course content, it is possible to fail the course in its entirety. The Head of Upper School will make this decision in consultation with the teacher and the Academic Dean.

Learning Support and Academic Accommodations

Please refer to “Learning Support and Academic Accommodations” in the School Policies section.

Meeting with Teachers

If a student is having difficulty in specific courses, the student should meet with teachers during mutually free time and arrive with specific topics to discuss. Students should typically take the initiative in making appointments for help, though a teacher or Academic Dean may require such a meeting. Such meetings are required appointments and take precedence over all other school activities except regularly scheduled classes and athletics. It may not be possible for a teacher to meet with a student more frequently than once per week; if a student needs more frequent assistance, the school may suggest outside tutoring until adequate progress has been made.

Off-Campus Programs of Study

Each year GFA offers qualified students the opportunity to apply to approved off-campus programs of study for a semester or a year: Maine Coast Semester School (Maine), High Mountain Institute (Colorado), Island School (Bahamas), Mountain School (Vermont), Oxbow (California), The School for Ethics and Global Leadership (Washington, D.C.), School Year Abroad (China, France, Spain), and Woodstock School (India). All programs provide rich, alternative learning experiences students could not otherwise experience at home. These programs are approved by the school because the academic rigor and reputation of the sponsoring organizations are similar to those of Greens Farms Academy. The school will consider other programs on a case-by-case basis.

Students must be pre-approved by GFA before they may apply to any off-campus program. The school will only pre-approve students who are in excellent academic standing and who have the maturity to handle the added work needed to make necessary transitions. Pre-approval involves three steps: (1) the student submits a written statement to the Director of Global Education explaining why he or she wants to attend the program; (2) the student meets with the Director of Global Education to discuss program options and his or her desire to spend a semester/year away; (3) the student meets with the College Guidance Office to discuss how an off-campus program will impact course selection and the college process; (4) the student’s parents/guardians meet with Head of Upper School to conclude the review process and to receive the approval to apply to an off-campus study program.

The student and his/her family are then responsible for completing the admission and financing applications directly with the off-campus program. The individual programs have the final choice of which of GFA’s pre-approved candidates to accept through their admissions process.

The school reserves the right to set a reasonable limit on the number of students who can attend off-campus programs during any given academic year. No student will be permitted to attend more than one semester or year-long program during his or her time in the Upper School at GFA.

Students who have completed an off-campus program are required to give a presentation about their experience to the full student body at a special assembly the following fall. Students away from campus for their junior or senior year are not eligible for valedictorian or salutatorian status.

Families of students attending year-long programs will be required to put down a deposit to hold the student's place for the following year. Families of students attending semester-long programs will be required to pay pro-rated tuition at GFA based on the number of weeks the students are off-campus. In many cases, families will also need to hire a tutor to work with the student on material he or she may have missed while away.

Students who are away in the fall semester will take a modified final exam, which only assesses their knowledge of the material covered in the second semester. The modified final exam counts for one test grade, which is factored into the second semester grade average.

Prizes

GFA recognizes outstanding achievement by its students through awards given at Class Day and Commencement. Unless otherwise noted, all awards are voted on by departments or the US faculty.

Lucie Bedford Warren Award — To a senior who has achieved academic honors through consistent and conscientious application to academic matters, has contributed significantly at the same time to the extracurricular activities of our school, and who has typified the warmth and generosity of spirit of Mrs. Warren

Francis Burr Hardon Citizenship Award — To the senior who, in the judgment of the faculty, has demonstrated outstanding citizenship

David K. King Senior Scholarship Award — To the senior who has shown excellence of attitude and effort in his or her academic pursuits

Valedictorian Distinction — Awarded to the senior with the highest academic average based on junior and senior years at GFA. A student who entered GFA in his or her senior year, or a student who was away from GFA for a semester or year during his or her junior or senior year for an off-campus program is not eligible

Salutatorian Distinction — Awarded to the senior with the second highest academic average based on junior and senior years. A student who entered GFA in his or her senior year, or a student who was away from GFA for a semester or year during his or her junior or senior year for an off-campus program is not eligible

Class Prizes — (grades 9–11) For the greatest interest and most consistent effort in academic studies

Lynne A. Laukhuf Citizenship Prize — (grades 9–11) To the student whose citizenship, concern for others, and contributions to extracurricular activities best exemplify the high standards of Greens Farms Academy

The College Book Awards — To juniors for academic and extracurricular achievement

The Angela Van Acker Community Service Award — To a senior for initiative and commitment to community service at Greens Farms Academy and either local or global service to others

The Jane Kentor Dean '52 Alumni Award — To an underclassman for outstanding service to Greens Farms Academy

The Wagner Award — To the student with the highest academic achievement in the Upper School

The Cum Laude Society — A national honor society that inducts seniors and juniors who best exemplify the characteristics of superior scholarship and integrity. A faculty Cum Laude committee makes these decisions

The Barbara Hellwig Rose Outstanding Athlete Award — To the female student who has exhibited superior skills in athletics, while also demonstrating a respectable level of sportsmanship

The Edward J. Denes, Jr. Outstanding Athlete Award — To the male student who has exhibited superior skills in athletics, while also demonstrating a respectable level of sportsmanship

The Marijane W. Beltz Sportsmanship Award — To the female student who best exemplifies the high ideals of good sportsmanship as she pursues excellence in athletics

The David M. Perry Sportsmanship Award — To the male student who best exemplifies the high ideals of good sportsmanship as he pursues excellence in athletics

The Class Athletic Prize — To the male and female students in grades 9, 10, and 11 who have demonstrated sportsmanship, commitment, and excellence in athletics

The World Perspectives Award — To a student who has demonstrated outstanding initiative, creativity, and scholarship in the study of global issues

The STEAM Award — To a student who has demonstrated an impressive integration of research, design and innovation to address a real-world problem

The Sustainability Award — To a student who has demonstrated exemplary curiosity about environmental issues and whose research showed thorough consideration of the environmental, social, and economic components of a sustainable solution to a local problem

The Visual Arts Award — To the senior who has demonstrated devotion, conscientious spirit, and the joy of exploration while pursuing the realization of his/her artistic potential

The Visual Arts Purchase Award — To a student who has produced an exceptional piece of original artwork, which will be added to the school's permanent collection

The Music Award — To a senior for contributing to the growth and success of the program through the highest proficiency and involvement in the classroom and in performance, and by seeking constantly to expand his or her knowledge of music

The Theatre Award — To a senior for superior dedication, involvement, and commitment to the curricular and extracurricular theatre program at Greens Farms Academy during his/her Upper School years

Susan Conlan Mathematics Award — To the student who has shown the most interest in the study of mathematics

The GLaD Prize — To the student who has shown creativity and originality in mathematics.

The Barbara Conlan Biology Award — To the student who has shown the most interest in the study of biology

The Roger B. True Science Award — To the student who has shown deep interest and strong achievement in the study of science

The Roger B. True Research Award — To a rising junior or senior who will continue significant scientific research in independent study during the upcoming year

The Joan Loomis French Award — To the student who has demonstrated the greatest skill in understanding, writing, and speaking French combined with passion for the language

The Martha Laffaye Spanish Award — To the student who has shown the most proficiency in spoken and written Spanish and love and understanding of the language

The Mandarin Award — To the student who has demonstrated exceptional achievement and enthusiasm for the Chinese language and culture

The Ronald G. Whittle History Award — To the student who has best combined ability and interest in the study of history

The Creative Writing Award — To a junior or senior who has demonstrated excellence in creative writing, developed a love for the written word, and shared this love with the school community and/or the world at large

The Amy Schwartz and OJ Burns Award — To a student who has demonstrated a genuine love of language and literature, and who has made significant improvement in English by finding his or her voice both in the written word and in collaborative discussion

The Upton English Award — To the student who has approached the subject with perception, appreciation, and scholarly interest

Study Hall

Juniors and seniors are excused from study halls except for those that result from a teacher's absence or those that have been assigned for academic or disciplinary reasons. All freshmen will be assigned study halls throughout the year. Sophomores may be assigned study halls if they have more than one free period in a day. An unexcused absence from study hall will be treated the same as an unexcused absence from class.

The following rules apply to study halls:

- No talking or group study.
- No cards, chess, calculator games, video watching, laptop games, or other games may be played in study hall.
- Students being excused from study hall for the purpose of meeting with a teacher or taking make-up tests must present a note from their teacher upon their return to study hall.

Tutoring

Tutoring should only be an option after other avenues of extra help have been exhausted; if a student is experiencing difficulty in a particular subject, and the parents and/or the student would like to explore tutoring in that subject, they should consult with the learning specialist. The Learning Specialist will provide the family with a list of recommended tutors, including both GFA faculty and non-GFA tutors. GFA faculty may not tutor their own students, nor may they tutor any student during the normal school day (7:45AM to 4PM). If GFA facilities are used for tutoring purposes, the tutoring must be completed by 7PM on Mondays through Fridays. There can be no tutoring conducted using GFA facilities on Saturdays or Sundays or over a long weekend. Tutors who are not members of the GFA faculty may not tutor on the GFA campus.

Families must communicate with the Head of Upper School as to the nature of the tutoring, so the school and the tutor can work together to best assist the student.

ATHLETICS

The GFA athletic program offers a wide selection of competitive teams and non-team programs. The competitive teams emphasize success through the development of skills, conditioning, hard work, positive self-esteem, and cooperative effort. There is a team for each student who wants to participate, except when not possible due to insufficient facilities, personnel, or low sign-ups. Each team plays a schedule of interscholastic games. The teams practice in the afternoons, four or five days a week. Practice times vary, but generally run to 5:30 PM.

The non-team programs emphasize fitness and ability in a variety of “lifetime” sports by providing an opportunity to play and learn in non-competitive settings; these generally meet three days a week after school. In order to graduate from Greens Farms Academy, Upper School students are required to fulfill the following athletic program requirements:

- Grade 9: required program participation for three seasons, two of which must be on a team
- Grade 10: required program participation for three seasons, two of which must be on a team
- Grade 11: required program participation for two seasons, one of which must be on a team
- Grade 12: required program participation for two seasons

“Program participation” means participating in any of the team or non-team programs offered by the athletic department each season. This includes completing an approved Athletic Independent Study, or Independent Activity Study.

“On a team” means participating on any GFA team offered each season. This includes serving as a full-time manager of a team (see “Team Managers” in this section), or satisfactorily completing an approved Athletic Independent Study that involves participating in a team sport.

Students will satisfy their “program participation” requirement each season as listed below. In the event a student fails to satisfy the athletic “program participation” requirement each season, the student must make up that season prior to graduating. If, at the completion of the student’s senior year, the student has not fulfilled the athletic “program participation” requirement, the student must develop and fulfill a suitable program during the ensuing summer, with the approval of the Head of School, before the student can be considered as having graduated from GFA.

Athletic Teams

Fall

Girls Teams: cross country, field hockey, soccer, volleyball
Recreational: boot camp

Boys Teams: cross country, soccer
Recreational: boot camp

Winter

Girls Teams: basketball, squash, fencing, wrestling
Recreational: personal fitness, kickboxing, spinning, climbing

Boys Teams: basketball, squash, wrestling, fencing
Recreational: personal fitness, kickboxing, spinning, and climbing

Spring

Girls Teams: golf, lacrosse, softball, sailing, tennis, track and field, ultimate frisbee

Boys Teams: baseball, golf, lacrosse, sailing, tennis, track and field, ultimate frisbee
Recreational: personal fitness

Athletic Team Credit

Students will receive credit for being “on a team” if they participate in more than 85 percent of the team’s practices and more than 85 percent of the team’s games (not including fall pre-season practices). Note: this is an absolute number, i.e. it does not take into account whether the absence was “excused” or “unexcused.” Exceptions may be made in extreme cases at the Athletic Director’s discretion. If a student does not participate in 85 percent of the season, or quits the team, he or she will not receive credit and will have to make up the season.

A student who attends a practice or game, but who does not fully participate at the discretion of the coach, shall nevertheless be counted as being “present” for that practice/game. This includes a player “on the bench” who does not play at all and a player who cannot participate due to an injury or illness, but who is helping the team in some capacity worked out with the coach.

Students who receive credit for being “on a team” in the Upper School will receive points toward the Varsity Letter, Varsity Honor Society Sweater, Varsity Watch, and Excellence in Athletics Plaque (see Athletic Recognition Awards for explanation of letter, sweater, watch and plaque) as follows: 1 point for being on a JV team; 2 points for being on a varsity team.

Students will receive credit for participating in a non-team program if they do not accumulate “unexcused absences” totaling more than three for the season.

Attendance and Absences

During a season of participation, attendance at every practice and game is required, including weekend games. This is essential both for the integrity of the program and for the quality of the student’s experience. All efforts should be made to meet this requirement. Should a student decide to “cut” or be late to a practice or game with no discussion with his/her coach, the consequence will be sitting out the next game or other suitable consequences at the discretion of the coach.

Note: If a student misses two or more academic classes on any given day, he/she may not participate in a practice or game that day without first receiving the permission of the Dean of Students or Head of Upper School.

Scheduling conflicts: Parents are urged to check their child’s practice and game schedule before scheduling doctor’s appointments or other activities so that scheduling conflicts can be avoided. However, we recognize that from time to time unavoidable scheduling conflicts will arise. It is very important that these conflicts be discussed with the coach as soon as they are known. Clear, advance communication with the coach allows the coach the opportunity to discuss the absence with the student, adjust practice, create a game plan in ample time, and minimize the amount the student will miss.

Being excused: The time may arise when a student will need to be excused from a practice or game. The procedures to follow depend on the circumstances, and are listed below:

- Only the coach can excuse a student from attending a practice or game, with the exception of the circumstances described below. Normally, such permission will require a note beforehand from the parent or, in the case of a serious illness or injury, a

physician. If a conflict suddenly arises and the student cannot locate the coach, the student should speak with a member of the athletic department.

- If the student does not come to school on a given day, the Head of Upper School will determine whether the absence is “excused,” “allowed,” or “unexcused,” and the coach will rely on that determination.
- If the student is at school and needs to leave prior to completing all classes due to illness, he or she must get written approval (a note) from the school nurse or the Head of Upper School. When possible, the student should make every reasonable effort to talk with the coach or a member of the Athletic Department before leaving and to give them the note.
- If the student completes all classes but feels too ill to attend a practice or game, the student must bring a note from the school nurse to the coach before the practice/game begins. If the student cannot locate the school nurse, he or she should go directly to the coach.

Returning to play after an illness/injury: If a student has been removed from play by a physician, the Athletic Director, coach, or GFA’s Athletic Trainer must receive written permission from a physician for the student before being allowed to return to play.

Satisfying the non-team athletic “program participation” requirement is based on determining whether absences are “excused” or “unexcused.” To assist in planning and to provide predictability and consistency in these determinations, coaches will use these guidelines:

An “excused absence” is any absence for which the coach has given specific permission directly to a student before the practice or game, or for which the school has excused a student. An “unexcused absence” is any other absence (including an “allowed absence”).

Students will normally be excused for:

- serious illness or injury (with a note from school nurse, trainer, parent, or doctor. Note: The coach, after talking with the student, may require or request that the student attend part or all of a practice or game);
- serious family situation (religious observance, family emergency, etc.);
- school-related required activities, i.e., activities that are required and that only meet at certain specified times, such as a class trip, ERB testing, etc.;
- other justifiable reasons at the discretion of the coach after full discussion with the student, and parent if necessary, well in advance of the practice/game; or
- one doctor’s appointment and one college visit in a season.

Students will normally not be excused for:

- minor illness or injury that does not prevent attending a practice/game (in the judgment of the school nurse, trainer or coach);
- not having the required clothing/equipment at school;
- non-GFA-required activities (such as town team games, musical instrument lessons, karate classes, etc.);
- non-emergency family situations (attending sibling’s homecoming, leaving early/returning late for/from vacation, etc.).

Transfer Points: Current students who have attended other high schools will be credited with appropriate points for their participation on athletic teams at the high-school level once they play on a GFA team. To receive this credit, students must provide the Athletic Director with written confirmation from their parent or former school certifying the student's level of participation.

College-Bound Student Athletes

Most universities and colleges offer intercollegiate sports that are regulated by the National Collegiate Athletic Association (NCAA), an organization founded in 1906 that has established rules on eligibility, recruiting, and financial aid. The NCAA has three membership divisions: Division I, II, and III. Institutions are members of a division according to size and scope of the athletic programs and whether they provide athletic scholarships. Division I programs are generally the largest, and Division I and II programs can offer athletic scholarships. Division III and Ivy League (DI) programs can offer only need-based (financial) or merit-based (academic) scholarships.

If a student is planning to enroll in college as a freshman and wishes to participate in Division I or II sports, he or she must be certified by the NCAA Initial Eligibility Center. The Eligibility Center will analyze the student's academic information and determine if he or she meets the NCAA's initial eligibility requirements. Students should start this process early, usually by the end of junior year. See a member of the College Guidance Office for specific information.

All coaches, student-athletes, and their parents should be aware of NCAA rules regarding recruiting. These regulations include:

- When/what types of communication may occur (email, phone/text message, fax, face-to-face, etc.) between college coaches and prospective student athletes
- When off-campus contact (frequently defined as face-to-face interaction beyond "hello") is permitted between college coaches and prospective student-athletes
- When unofficial visits to an NCAA member institution's campus may occur
- When official visits to an NCAA member institution's campus may occur

If a student aspires to participate in athletics at any level (Division I, II, or III), he or she should reach out to both the Athletic Director and the College Guidance Office. They will help counsel the family through the process and ensure compliance with NCAA rules and regulations.

Independent Study

An Athletic Independent Study is normally granted to a student who wishes to participate in an athletic activity not currently offered at GFA. Past examples have included participating on a club's crew team, a YMCA swim team, a club's organized horseback riding program, or a dance school's program. These must be structured athletic programs that meet regularly for a minimum of three weekdays and in which the athletes are coached and given opportunities to compete or otherwise utilize their skills. A student can fulfill his or her "team requirement" if the independent study involves a full-time commitment to a team sport. An Athletic Independent Study is not granted for taking "lessons" in a sport or athletic activity (e.g., tennis, swimming, horseback riding, karate, etc.).

Permission for an Athletic Independent Study may be requested by submitting the Athletic Independent Study Proposal Form (available on the GFA parent portal) before the first day of

the applicable season at the latest. At the end of the season, to receive credit for fulfilling the athletic independent study, the student must submit the Independent Study Follow-Up Form (available on the GFA parent portal) to the activity's coach/instructor and return it by the appointed deadline. Failure to do so will result in the student's receiving no credit for the independent study and may also jeopardize future independent study requests. No points toward the Varsity Letter or Varsity Honor Society are given for independent studies.

Locker Rooms

The school is not responsible or liable for students' personal property. Be sure the student's name is clearly marked on every piece of clothing and equipment. The school will issue each student a locker and a lock in the locker room. Students should keep lockers locked at all times and should not share the combination with anyone else. Students should put all gear in their locker after every use. All gear left out of lockers will be placed in the locker room lost-and-found box.

Managers

Juniors and seniors, and on a few occasions freshmen and sophomores, may satisfy one season of their athletic requirement by being a team's full-time manager. This requires that the student be present at all games, attend practices at the discretion of the coach, and do the work expected of a manager. Team managers will receive one point toward their GFA letter and/or varsity honor society sweater. Normally, students may be a team manager only one season each year.

Medical Responsibilities

Physical Examination Requirements: To participate in any athletic practice or game, including GFA's pre-season practices, a student must have had a physical examination within 13 months of participation, and the blue Physical Examination Form must be on file with the school nurse before the student can be allowed to participate in any athletic practice or game.

Student Emergency Medical Information Form: Families are also required to file the Student Medical Emergency Information Form with the school nurse, a copy of which is given to coaches. Each coach must have copies of these forms for all players at all times during practices, scrimmages or games. The Student Medical Emergency Information Form contains valuable information about allergies and tetanus shots, emergency contact numbers and consent statements, and must be on file with the school nurse before students can be allowed to participate in any athletic practice or game (including pre-season practices).

Performing Arts/Athletics Policy

An Upper School student may not be in the fall or spring school theater production and on a school team in the same season, including being the manager for that team.

Note that this policy does not apply to the winter theater production, i.e., students can be on a winter team and also be in the winter theater production.

Students intending to audition for the fall production may begin training with the fall teams prior to the auditions provided they inform the coach at the outset of the season of their intention to

audition for the production and to accept a part if cast. Students who participate in both the production and the musical may use this as one team credit.

Practices/Recreational Programs

Most Upper School teams meet Monday–Friday, beginning at 3:30PM, and ending by 5:30PM. Most team practices occur on campus. Some teams' practices such as basketball and tennis may run later on some days due to sharing facilities or using off-campus facilities. Coaches will inform their athletes of practice times and locations at the outset of each season. Most recreational programs meet three times per week after school. Instructors will inform their students of exact meeting times and locations at the outset of each season.

Practice Dress

- Any t-shirt (in good condition and in good taste) Note: t-shirts must overlap the shorts, i.e., no “belly” can be visible, and the shirt must be loose fitting as is customary with athletic t-shirts.
- Solid color athletic shorts (no cutoffs) or GFA royal blue mesh shorts* (if required by the coach)
- White athletic socks
- Cleats/sneakers appropriate for the sport
- Sneakers for indoor practices/activities for fall and spring
- GFA warm-ups or any sweats (top and bottom)
- Spandex shorts are permitted in practice. Certain sports permit them to be worn in games, provided they are the same color as the game shorts (e.g., basketball and lacrosse permit them, soccer does not). Accordingly, students should consult with their coaches.
- Students should have sneakers at school on a daily basis in the event that bad weather forces practices indoors.
- No jewelry may be worn during any athletic activity.

Prizes

Certain Upper School players on each team may be recognized for exemplary achievement and contribution with special awards and league honors at the Athletic Recognition Assemblies and Class Day.

The following awards are presented at the season-end athletic recognition assemblies, to which all families are welcome:

Varsity Letter: A Varsity letter is presented to each athlete who accumulates seven points through participation in athletics.

Varsity Honor Society Sweater: The White Sweater, emblematic of membership in the Varsity Honor Society, is presented to each athlete who accumulates 12 points through participation in athletics.

Varsity Watch: A Varsity watch is presented to an athlete who accumulates 18 points through participation in athletics.

Excellence in Athletics Award: Presented to the athlete who accumulates 20 or more points through participation in athletics.

Points System:

Varsity Team: 2 points

JV Team Participation: 1 point

Manager (full time): 1 point

Coach's Award: This is the highest award given by a coach and reflects the school's belief that a "good athlete" possesses both athletic skills and a positive, supportive attitude. It is presented for each team at the season-end Upper School Athletic Recognition nights to athletes who, in the opinion of their coaches, deserve special recognition for their contribution/achievement during that season. The criteria for this award include:

- the athlete's attitude, commitment to improvement and personal excellence, sportsmanship, cooperation, and responsibility
- the athlete's performance in the sport

Most Valuable Player Award (MVP): presented to the varsity athlete who has been the most valuable to the team, primarily by virtue of his/her athletic performance and knowledge of the sport

Most Improved Player Award (MIP): presented to the athlete who has made the greatest improvement on the team.

The Gaynor Cup: presented to the varsity squash player who has demonstrated enthusiasm, leadership, skill, and dedication to the game of squash

The Following Upper School Awards Are Presented at Class Day:

Class Athletic Prize: presented to a male and female student in grades 9, 10, and 11 who have demonstrated sportsmanship, commitment, and excellence in athletics.

Most Outstanding Athlete Award: presented to the Upper School student who has exhibited superior skills in athletics, while also demonstrating a respectable level of sportsmanship (Edward J. Denes, Jr. Award for boys; Barbara Hellwig Rose Award for girls)

Sportsmanship Award: presented to the Upper School male and female who best exemplify the high ideals of good sportsmanship as they pursue excellence in athletics (Marijane Beltz Award for girls; David M. Perry Award for boys)

Banners: An Upper School team that finishes a season undefeated (no losses), or that wins a league division or overall championship, will have a banner hung in its honor on the gymnasium wall. In order to qualify for a banner, an undefeated team must have completed six games in the fall or winter seasons or five games in the spring.

Post-season honors (All-League, All-State, All-New England, etc.): At the end of each season, the most outstanding varsity players in the league will be selected as All-League players. Selection is made by the varsity coaches in the Fairchester and New England Prep School leagues, who base their decisions primarily on a player's performance over the season, but factor in their sportsmanship and attitude as well. Players on varsity teams competing in NEPSAC may be considered for additional honors such as All-State, All-New England, and All-American. In certain sports, outstanding players are selected as All-Star players and play in an All-Star Game.

Transportation

Greens Farms Academy provides transportation to and from all away contests and off-campus practice facilities in school-owned vans driven by properly licensed drivers. Students must ride

the team van to and from all games and practices and must follow all rules governing proper behavior on school vans to ensure a safe trip.

Occasionally, it is necessary to transport some students in private cars driven by parents of team members. Students will not be permitted to ride in such a car unless we have an Omnibus Permission Form (available on the GFA website) on file. Students who plan to ride home with their parents after a game should have their parents either send in a written note to that effect or speak directly with the coach. Under no circumstances will a coach leave a student at a game site without the parent present. Should the parent not arrive, the coach will bring the student back to GFA with the team.

There may be a reasonable situation where the student will want to drive his/her car to a game or off-campus practice site. To do so, the student must have a parent's signed Omnibus Permission Form on file (available on the GFA website). The parent must also speak with the Director of Athletics. We discourage students from driving to games unless it is absolutely necessary.

Uniforms and Equipment

Game uniforms (normally the jersey) will be supplied by the athletic department. The following athletic clothing/equipment must be supplied by the students:

Game shirts/shorts/hats

Squash/tennis: the team shirt (available from the athletic department)

Boys tennis: white shorts with pockets

Baseball: GFA hat

Game socks*

Field hockey: "knee-high" navy and white game socks (if worn over hard shinguards)

Girls soccer: "knee-high" game socks; no stripes (navy and white pair)

Boys soccer: "knee-high" game socks; no stripes (a royal blue pair and a white pair)

Baseball: blue socks

Shinguards / Mouthguards*

Soccer: shinguards*

Field hockey: sock-guards* (white and navy)

Field hockey/lacrosse: mouthguards*

* The above required items, as well as GFA warm-ups, sweats, T-shirts, and hats can be purchased from the GFA school store: mesh shorts, and mouthguards.

All school uniforms and equipment issued to students will remain the property of the school, and must be returned promptly at the end of the season. It is the students' responsibility to wash their uniforms (generally warm water/cold rinse) and to care for uniforms and equipment properly during the season. It will be the student's financial responsibility to replace any unreturned, lost, or damaged uniform/equipment issued. No uniforms or equipment for the next season can be issued to students until they have returned their previous season's uniform/equipment, or until they have paid the invoice.

Other Athletic Information

Athletic Trainer: A certified athletic trainer is on campus daily. The trainer is available for handling injuries when they occur, diagnosing and treating minor injuries, developing and monitoring rehabilitation programs, and educating coaches and athletes in injury prevention and wellness care.

League Affiliation and Standings: Greens Farms Academy is a member of the Fairchester Athletic Association (FAA), which is composed of independent day schools in Fairfield and Westchester Counties, and the New England Preparatory School Athletic Conference (NEPSAC), which is composed of independent day and boarding schools in New England. On a sport-by-sport, year-to-year basis, we decide whether to commit a varsity team to a full varsity schedule in one or both of the leagues in which we compete. There is no official league play or standings for sub-varsity or Middle School teams.

Pre-Season Practices: Pre-season practices are held for each Upper School fall sport (cross country, field hockey, soccer and volleyball) and generally occur during the two weeks prior to the first day of school. These are open to all Upper School students, free of charge, and are directed by the GFA varsity coaches in each sport. Pre-season practices are generally required for varsity candidates and are strongly recommended for all other Upper School athletes, regardless of playing ability. The practices prepare the varsity teams for their seasons, which begin during the first week of September, and provide all athletes with excellent opportunities to begin to get back into shape, develop their skills for the upcoming season, and spend time with classmates before school opens. This is a particularly beneficial way for students new to GFA to become familiar and comfortable with returning students and coaches. Specific information regarding dates and times is announced during the spring season and over the summer. If you have specific questions, check the website or call the Athletic Director (203-256-7517) or the school (203-256-0717).

Team Games (attendance, schedule and pick up): Student-athletes are required to attend all of their team's games, including weekend games. Attendance and participation is very important for the integrity of the program and for the quality of each student's experience. A game schedule for each season is available on the school's website. Once a student knows which team he/she is playing on, families should go through the schedule to ensure that no scheduling conflicts exist. If a scheduling conflict cannot be resolved, the parent should contact the coach immediately.

Should weather or some other reason cause us to cancel a game, we attempt to make that decision by 1:00PM on the day of the game in question. At that time, we will also alert students as to whether their team will meet that day and for how long. Students should try to notify their parents of any major change in plans. Schedules on the website will be updated with game changes, make-up game information, etc. Players and their families should check the schedule on the website weekly on Sundays to confirm the following week's game schedule. Always feel free to email or call the athletic offices to confirm games, sites, times, and directions.

COMMUNITY SERVICE AND SERVICE LEARNING

Service is at the core of who we are. It is a manifestation of our motto, Quisque pro Omnibus -- Each for All, and furthers our mission of preparing students for "a life of purpose." Through the

program, students practice empathy, understand citizenship, and begin a lifelong habit of service. To fulfill this vision, our service program engages all students, offers repeat experiences, builds sustained, mutually beneficial relationships with community partners, focuses on active participation, offers opportunities for student voice and leadership, is connected to the broader program, and offers opportunities to reflect.

In the Upper School, all students engage in Service Learning through the advisory program, at a variety of local sites. Advisory groups will visit these sites regularly throughout the school year.

In addition, Upper School students have the opportunity to engage in Community Service through a range of fundraisers, drives, and hands-on activities, including the All School Thanksgiving Food Drive, Holiday Angel Tree Giving, Pack The House Senior Class Project, Special Day for Special People, Harmony for the Homeless, Neighboring Schools Tutoring, Pink Aid Spring Sports Event, and Horizons at GFA Saturday Academies. Student-led groups also start their own projects in collaboration with the Service Board and others in the GFA community.

Upper School Community Service Board Chairs

President: Allison Telesz, Vice-President, Meg Nesi, Secretary, Ryan Howard and Co-Treasurers, Kelley Mooney and Sofia Ebbesen.

DISCIPLINE

For more information on the school's policies regarding discipline and behavior, please see the Code of Conduct and Discipline section and the Interpersonal Student Relationships section under School Policies.

Disciplinary Action Terminology

Demerit — The demerit is used by teachers to report “minor” misbehavior regarding such occurrences as tardiness to class, lateness to school, gum chewing, dress code violations, etc. (4 demerits = 1 detention; 12 demerits = a meeting with the Dean). At the end of first semester Deans will eliminate points for demerits given before Nov. 1, so those points do not contribute to a demerit detention. At the end of spring break, Grade Deans will eliminate points for demerits given between Nov. 1 and the end of the first semester.

Detention — A detention is issued if a student accumulates four demerits. A detention may also be given by a faculty member or dean if a student violates another school rule, such as skipping a work crew duty, not signing in, behaving rudely, or misbehaving. A detention requires that the student attend a study hall from 7:00–7:45AM at a time set by the Deans. Students may do homework during this time, but may not use a computer or other electronic device. If a student misses a detention because of an excused school absence, he or she must serve it at the following opportunity. If a student cuts a class he or she will receive a detention and three OCR periods per class missed. Detentions are not held in the event of a weather delay.

On Campus Restriction — (OCR) An On Campus Restriction means that a student will be assigned to study halls during free periods. The number of periods is at the discretion of the Dean.

On Campus Reflection and Separation -- A student will be required to be on campus during the academic day but will not attend classes or assemblies, and may not attend any after-school activities. The student will be in a quiet spot to reflect on what led to this point, and will have a chance to discuss the situation with a Dean.

Suspension — This is a dismissal from GFA for a specified period of time as a result of violating a serious school rule. A suspended student may not be on campus and may not attend any school activity on or off campus during the suspension period, including as a guest of another student. A student who has been suspended may be placed on Final Probation. At the end of the junior year, the dean's office will expunge a suspension that took place in the 9th or 10th grade provided that the student was not subject to any additional suspensions during 9th, 10th, or 11th grade.

Final Probation — This is a serious disciplinary status; while on Final Probation, continued accumulation of demerits and detentions or another more serious violation of a school rule may lead to an expulsion.

Expulsion — This is a dismissal from Greens Farms Academy and may be administered for violating a serious school rule or for accumulating other infractions while on Final Probation. A student who is expelled from the school may not return to campus or attend school functions without the approval of the Head of School.

Discipline Process

If a student has broken a school rule or has behaved in a manner that causes concern to the faculty, the Dean will meet with the student and discuss the incident. In consultation with the Assistant Head of Upper School for Student Life, the Dean will decide on a suitable consequence. In a more serious case, a Judicial Council hearing may be appropriate (see below)

Judicial Council

The purpose of the GFA Judicial Council is to review serious disciplinary cases and make recommendations for consequences to the Head of School.

Members: The Judicial Council consists of three seniors, two juniors, one faculty member, and the Head of Upper School; the Head of School is also in attendance. Judicial Council members for 2019-2020 are (seniors) Jasmine Joseph, Ethan Lior, and Stephanie Wistreich, and (juniors) Ryan Howard, Nico Provo, and Caroline McCall (alternate).

Student members: Up to five rising junior student candidates for the Judicial Council are nominated by the Deans and voted on by the freshman, sophomore, and junior classes. It is recommended that no more than two Student Council officers be nominated, and it is required that at least one male and at least one female be nominated. The two candidates who receive the most votes will serve as full members for a two-year term. The candidate who receives the third most votes will serve as the alternate for his/her junior year and then join as a full member for his or her senior year. Candidate speeches are prohibited. Once a student is elected to the Judicial Council, he/she must sign a confidentiality contract so as to preserve the privacy and dignity of the defendants. If, at any point in time, this contract is violated, the student is automatically removed from the Judicial Council and is subject to a hearing if deemed necessary. Furthermore, if a student on the Judicial Council is charged with any serious offense

worthy of a Judicial hearing, the student is, again, automatically removed from the council. In the event that a student on the council is unable to attend a hearing due to scheduling or personal conflicts, or is removed from the council, the alternate will fill in. Members of the council should be models of good citizenship and may be asked to step down if they begin to violate basic school rules.

Faculty members: The Head of Upper School will chair the Judicial Council and oversee all hearings. A faculty member and the presenting Dean will be present at each session of the Judicial Council. The presenting Dean will not be present during deliberations. A faculty member cannot participate in a hearing involving a relation of any sort or if he/she is called to be the student's advocate.

Charges: The Judicial Council will meet with GFA students who have violated the Honor Code and/or committed any serious offenses. These offenses include but are not limited to academic dishonesty, the possession of drugs or alcohol, violence, harassment, or any other infractions decided upon by the Deans.

Procedure: If a student is charged with one of the above offenses, the Dean will investigate the circumstances; if the Dean and Assistant Head of Upper School determine that the Judicial Council needs to meet, they will inform the Head of Upper School. In the Judicial Council session, the student will be allowed to bring a student advocate and/or a faculty advocate of his or her choice. The faculty member does not need to be his or her advisor, but cannot be a parent or relation of the student. The Dean presents the case and any other relevant information, and the student responds. The student's advocates will then have an opportunity to speak on the student's behalf. The use of hired lawyers in any part of this process is strictly prohibited. After the hearing, the student, his/her advocates, and the Grade Dean leave the room. The Judicial Council then agrees upon an appropriate disciplinary action recommendation.

Once the Judicial Council comes to an agreement, the recommendation is submitted to the Head of School. The Head of School has the final authority in all decisions. The Head of Upper School will inform the student and his/her family of the decision. In some cases, the Judicial Council process may be bypassed, and the Head of School will make a decision.

Sanctuary Policy

We all share the goal of encouraging students to reach out to an adult when they find themselves in a potentially dangerous situation. GFA's Sanctuary Policy allows students to ask for help for themselves or for a friend, at school or a school-sponsored event, without invoking a disciplinary response from the school. In every case, a student's confidentiality is of paramount importance.

In an emergency situation, a student who is under the influence of any substance may invoke sanctuary in person with any administrator or faculty member. The student will be taken immediately to the Nurse's Office to be assessed and to determine whether further medical attention is necessary. A student may also invoke sanctuary on behalf of a friend in this same situation.

A Student who is concerned about his/her own or a friend's chronic use, overuse or abuse of any substance may speak in person to any administrator or faculty member and invoke sanctuary.

If a student invokes sanctuary on behalf of another student out of concern for the student's health or welfare, but without informing that student, sanctuary will be granted only if the student on whose behalf sanctuary has been invoked acknowledges the need. In all cases, the confidentiality of both students will be maintained.

In each of these three scenarios, the school will forgo the usual disciplinary response; in every case, the student's parents and dean will be informed; the school counselor will also assess the student and determine what steps are necessary before the student returns to school. Also, the student's full and complete cooperation is expected, and sanctuary will be revoked if the student invoking sanctuary is uncooperative.

A sanctuary event will not be a part of a student's school records. Sanctuary may be invoked only once with a guarantee that there will be no disciplinary consequences; a second case will be considered after a careful review by the school.

Sanctuary may not be invoked if a student is caught with a banned substance or under the influence of a banned substance, or if a disciplinary process has begun, regardless of whether that fact is known to the student.

School-Sponsored Social Events (e.g. Prom)

In sponsoring and supporting student events at GFA, our goal is to provide social events that are safe and alcohol-free. At GFA, students and faculty enjoy positive and trusting relationships which are a hallmark of our community. Adolescents encounter many temptations, however, and rather than create a negative atmosphere at our student events, the school has a breathalyzer policy to deter misguided choices. We appreciate parents' support of our efforts.

Students must arrive within half an hour of the event's starting time, and doors will close at that time. Student arriving with bags will not be permitted to bring them into the event. An area outside of the event will be designated for the safe storage of bags, and students will only be permitted to claim their bags at the end of the event or when they are leaving the event. Upon arriving at the event, students will be selected for a breath alcohol test based on a random frequency determined ahead of time.

Should a student test positive:

- The student will not be permitted to enter the event.
- The parents/guardians of the student will be contacted and asked to pick up their child at the event.
- Other students who arrived with the student testing positive will each be submitted to a breath alcohol test.
- At no point will a student who has tested positive be permitted to return to his or her car.
- A student with a positive breath alcohol test will be treated as being in possession of alcohol and will be disciplined as such per the recommendations outlined in The Source.

If a student refuses to be tested the following actions will be taken:

- The student will not be permitted to enter the event.
- The parents/guardians of the student will be contacted and asked to pick up their child at the event.
- Those who arrived with the student who refused the test will each be submitted to a breath alcohol test.
- At no point will a student who has tested positive be permitted to return to his or her car.

DRESS CODE

Formal Dress Uniform

Students wear the formal uniform for special occasions throughout the year:

Blazer:	Navy blue blazer with GFA emblem or earned Varsity Honor Society sweater
Shirt/Tie:	White full-buttoned collared dress shirt with the GFA tie, or blouse
Pants:	Tan khaki pants and belt
Skirt:	The GFA Belmont plaid kilt, hemmed to a reasonable length (no more than three inches above the knee)
Shoes:	Black or brown loafers, dress shoes, or flats
Socks:	Dark socks; with kilt, navy knee socks or navy tights

Formal uniform suppliers:

- Online store at www.dennisuniform.com
- Dennis Uniforms (500 Boston Post Rd, Orange, CT 203-795-5457)
- GFA's School Store resells gently used uniforms (GFA Parents Association, 203-256-7590)
- Items such as pants, blazers, shirts, sweaters, socks, and shoes may also be purchased through retailers such as Lands' End.

Regular Dress Code

The GFA Upper School dress code is intended to help students select clothing in keeping with a comfortable, professional learning environment.

What you may wear:

- Pants: khaki, corduroy, jean style (not blue jeans)
- Shirts: short sleeved, long sleeved, with or without a collar (no t-shirts)
- Shoes: sneakers, flats, loafers, low-heeled boots
- Tops: sweaters, fleeces, sweatshirts (only GFA)
- Skirts: GFA Belmont plaid or gray flannel kilt, hemmed to a reasonable length (no more than three inches above the knee)
- Shorts: Bermuda style, solid colored, shorts (hemmed about an inch above the knee) may be worn during the months of September/October and April/May.

What you may not wear:

Keep in mind that these guidelines are not exhaustive, and that commonsense adherence to the overall spirit of the dress code is expected.

- Pants: no cargo, no blue jeans, no leggings, no sweatpants, no ripped pants, no pajamas, no visible underwear, no cargo shorts, no athletic shorts
- Shirts: no graphic tees, no crop tops or tank tops, no sleeveless, strapless, or spaghetti strap, no low-cut or backless shirts, no ripped tops
- No dresses or skirts, except for the GFA Belmont plaid kilt or gray flannel kilt
- Shoes: no high heels or spike heels, no open toe, no flip flops, slippers, crocs or the like
- Tops: no outerwear (besides fleeces and GFA sweatshirts), no hats or hoods worn inside
- While clothing must be free of writing, other than small manufacturer labels, clothing that promotes GFA, a GFA club, team or production is allowed
- We do not permit clothing that represents or promotes illegal acts, substances or offensive language, commercial brands, or educational institutions other than GFA.
- Hats or hoods worn inside

Pants Days

Pants days are casual dress-down days that occur about once a month, usually on a Friday. On pants days, students still adhere to the spirit of the dress code, but the rules are relaxed somewhat: clothes should still be modest, but leggings, jeans, and athletic wear such as sweatpants and sweatshirts are allowed. Pajamas, hats, and hoods are not allowed.

Athletic Uniforms

If asked to do so by their coach, team members may change into their GFA uniform at lunch on the day of a game.

Senior Privilege

Only seniors may wear traditional-cut patterned pants and traditional-cut bermuda style patterned shorts (September/October, April/May) This privilege includes madras, flowers, paisleys, small-embroidered designs, and seersucker patterns. Faculty reserves the right to ask a student not to wear any pattern that does not represent the spirit of the senior privilege.

HONOR CODE

Students are required to read, accept, and sign the Pledge of Honor. By agreeing to the Pledge of Honor, students uphold the Honor Code and the values that it represents. The Pledge of Honor is as follows: "As a student of GFA, I pledge my honor and my integrity to my school, my peers, and myself to uphold the high moral standards set by the Greens Farms Academy Honor Code."

Rules and Expectations

The GFA Honor Code is based upon trust and responsibility. It is the responsibility of GFA students to understand and sign the Honor Code Pledge and to abide by the standards established by the honor code in all areas of academic and social life. When students are unsure whether or not certain behaviors violate this code, they are obligated to consult the appropriate faculty members for clarification. The excuse that a student did not know that certain behavior constituted a violation of this code is not an acceptable defense. Likewise, GFA faculty members have a number of responsibilities regarding the preservation of this code. The faculty should give clear assignments that do not encourage academic dishonesty (e.g., not a closed-book take-home test). The faculty should convey their disapproval of academic dishonesty and outline any specific standards for their courses at the beginning of the year (e.g., special instructions about how to work with either a lab partner or homework partner). The Greens Farms Academy Honor Code is an important document and one created by students in the spirit of integrity and honesty.

Social

As the Upper School students of GFA, we recognize that we are the leaders of our school community, and that our personal honor and responsibility to the community extend beyond the classroom. Through our Honor Code, we seek to create a school environment in which our multifaceted student body can interact and learn from one another in ways that both protect individuality and enhance communal cohesion. By encouraging respectful conduct toward each other, we strive to form an open and accepting community based on equality and appreciation of personal uniqueness.

In a society where technology plays an ever-increasing role in our lives, we expect Upper School students to relate to each other electronically with the same spirit of mutual respect and understanding as they would person-to-person.

By encouraging individual integrity, recognition of personal property and privacy, and honest and considerate communication, this honor code seeks to solidify our school's long standing tradition of a closely-knit community.

I agree to do my part as an Upper School student by:

- Acting with integrity in all of my interactions with peers and teachers;
- Contributing positively and supportively to school events, school spirit, and activities;
- Respecting and taking responsibility for our physical campus; and
- Respecting the personal property of my peers, including laptops, school books, and other items.

Academic

GFA is an institution whose fundamental goal is that of academic education and achievement; therefore, GFA requires and expects that its students abide by this code. GFA fosters an environment of trust and honor, and academic dishonesty compromises not only the integrity of the individual, but also that of the school. Upholding this code, which is simple to live by and easily understood, should be of the utmost importance in order to further the education of GFA's students, as well as nurture an environment of trust, respect, and integrity.

Deadlines, Communication, and Responsibility

It is expected that students adhere to their teachers' deadlines and curriculum. However, if a student feels that he or she may not meet the deadline, he or she is encouraged to communicate clearly and in a timely manner with his or her teacher to establish a new deadline for the honorable completion of the assignment with a late penalty. It is better to complete an assignment honorably and lose points for lateness than to make a mistake regarding plagiarism or academic dishonesty.

Definitions

The following definitions of acts of academic dishonesty are included as a reference for students. All students should familiarize themselves with these terms to avoid breaking the Honor Code Pledge.

Cheating: Evading the rules set forth on any form of academic work by using unauthorized materials or by being dishonest in any way.

Plagiarism: "The unauthorized use of the language and thoughts of another author and the representation of them as one's own." (Webster's Dictionary)

Fabrication: The construction or invention of any information that is false or untrue in any aspect of academic work.

Multiple Submission: Submitting whole or partial parts of a work previously turned in as an assignment to fulfill a later or unrelated academic work.

Facilitating Academic Dishonesty: Knowingly aiding another individual's act of academic dishonesty.

Unfair Advantage: To obtain any forbidden or selective information in an academic exercise that other students do not have the means to obtain or which puts other students at a disadvantage.

False Citation: To credit an incorrect or false source to quotes and ideas that were knowingly not obtained from the source indicated.

Unauthorized Collaboration: To work with any other person or gain any outside assistance on an academic exercise that was specifically assigned to be individual work or for which permission to collaborate was not obtained from the teacher.

Specific Assignments

Any student's questions about policies not specifically mentioned in the Honor Code should be referred to the teacher for guidance and discretion.

The following guidelines are offered to prevent occurrences of academic dishonesty in traditionally gray areas. In completing any academic work at GFA, students are expected not only to understand and abide by the definitions offered by this honor code but also to comply with the following standards for specific types of assignments. Please be aware that the following guidelines do not include all possible examples of academic dishonesty.

It is understood that students will comply with and uphold the following statement: "I will abide by the letter and spirit of the Honor Code," as it applies to any and all completed assignments.

Oral Reports

When preparing for and presenting an oral report, the student is required to follow the guidelines set up by the teacher. If the oral report assigned states that all work must be based solely on the student's analysis, then the use of outside sources will be considered cheating. If the oral report assigned allows for the use of outside sources, then those sources must be cited either in oral

or written form, depending on the nature of the assignment. Any other use of sources will be considered plagiarism.

Computers

Computers, computer programs, and the Internet are all provided as research tools and should be treated as such. Thus, they should be documented if they are used in any schoolwork. If unsure how to document a computer-related source, the student should consult his/her teacher or a librarian. The standards set by the Technology Responsible Use policy also serve as guidelines for computer use.

In foreign language classes, the use of electronic translators for any other use beyond dictionary is not allowed.

Exams, Tests, and Quizzes

Students who use tutors must inform the Head of Upper School that they are receiving outside assistance. Students may not hand in work that has been completed or corrected by a tutor. Tutors are meant to assist students, not to do students' work for them.

If a student is taking a class that his/her sibling or friend has previously taken, the student may not seek any unfair advantage regarding the course from that sibling. This includes the use of past homework, test or essay questions, and paper topics. Failure to comply with these standards will be considered cheating and will be treated as such.

It is wonderful when parents are involved in the academic life of their children; however, students are not permitted to gain unauthorized assistance from parents. Such assistance constitutes both plagiarism and unfair advantage and will be treated as such. Generally, students and parents may discuss assignments, but students must always do their own work.

Problem Sets and Labs

When completing problem sets, students may not receive any assistance from sources other than those specified by their teacher. In most cases, the only authorized sources are the teacher and the textbook.

When completing lab reports, students must always show the procedure behind their findings. Often, every student who completes the laboratory exercise correctly will have identical results. This occurrence does not authorize any student to consult with other students for the proper findings of the laboratory activity unless that student has been permitted to do so by the teacher of the course.

Essays and Research Papers

No student may consult with other students in his/her class when completing an essay or paper for that class. Though each student may be assigned the same topic, students may not collaborate on their written work unless given permission to do so by their teacher.

When writing essays and research papers, students are not permitted to consult with students who have taken the course in previous years to gain insight into either the essay topic or the essay content. Likewise, students may not read essays that have been used in the course in

past years unless the essays are being used as research tools, in which case they should be cited appropriately.

The following passages are examples of plagiarism in the forms of verbatim copying, lifting selected passages without acknowledging and paraphrasing. The examples given should give students guidance when determining how to use a source and when that source must be cited.

Original Source:

From: Alvin Kernan, *The Playwright as Magician*. New Haven: Yale University Press, 1979, pp. 102–103.

From time to time this submerged or latent theater in Hamlet becomes overt. It is close to the surface in Hamlet's pretense of madness, the "antic disposition" he puts on to protect himself and prevent his antagonists from plucking out the heart of his mystery. It is even closer to the surface when Hamlet enters his mother's room and holds up, side by side, the pictures of the two kings, Old Hamlet and Claudius, and proceeds to describe for her the true nature of the choice she has made, presenting truth by means of a show.

1. Example of verbatim plagiarism, or unacknowledged direct quotation (lifted passages are underlined):

Almost all of Shakespeare's Hamlet can be understood as a play about acting and the theater. For example, there is Hamlet's pretense of madness, the "antic disposition" that he puts on to protect himself and prevent his antagonists from plucking out the heart of his mystery.

Comment: Aside from an opening sentence loosely adapted from the original and reworded more simply, this entire passage is taken almost word for word from the source. The few small alterations of the source do not relieve the writer of the responsibility to attribute these words to their original author. A passage from a source may be worth quoting at length if it makes a point precisely or elegantly. In such cases, copy the passage exactly, place it in quotation marks, and cite the author.

2. Example of lifting selected passages and phrases without proper acknowledgment (lifted passages are underlined):

Almost all of Shakespeare's Hamlet can be understood as a play about acting and the theater. For example, in Act I, Hamlet adopts a pretense of madness that he uses to protect himself and prevent his antagonists from discovering his mission to revenge his father's murder.

Comment: This passage, in content and structure, is taken wholesale from the source. Although the writer has rewritten much of the paragraph, and few phrases are lifted verbatim from the source, this is a clear example of plagiarism. Inserting even short phrases from the source into a new sentence still requires placing quotation marks around the borrowed words and citing the author.

3. Example of paraphrasing the text while maintaining the basic paragraph and sentence structure:

Almost all of Shakespeare's Hamlet can be understood as a play about acting and the theater. For example, in Act 1, Hamlet pretends to be insane in order to make sure his enemies do not

discover his mission to revenge his father's murder. The theme is even more obvious when Hamlet compares the pictures of his mother's two husbands to show her what a bad choice she has made, using their images to reveal the truth.

Comment: Almost nothing of Alvin Kernan's original language remains in this rewritten paragraph. However, the key idea, the choice and order of the examples and even the basic structure of the original sentences are all taken from the source. Although it would no longer be necessary to use quotation marks, it would be absolutely necessary to place a citation at the end of this paragraph to acknowledge that the content is not original.

Consequences

A student who is guilty of academic dishonesty may appear before the Judicial Council. The council will determine the consequences of the action and make a recommendation to the Head of School, who will make the final decision. The Head of Upper School will inform the student and his/her parents in writing. This letter will become part of the student's permanent file. A student who goes before the Judicial Council for plagiarism is disqualified from earning a Head of School distinction for that semester. The authors of the Greens Farms Academy Honor Code wish to acknowledge the honor codes of Stanford University, the University of Pennsylvania, and Princeton University.

STUDENT COUNCIL

There are a range of student organizations and clubs that contribute to the life of the Upper School. In addition to the Upper School Student Council, there are many activities through which students can broaden their horizons. The list of organizations listed below are not all-inclusive, but provides general information about some of the most constant groups.

Student Council

Chair: Olivia Marshall

Twelfth Grade: President: Sean Pratt; Representatives: Kelly Mooney, Ava Ewing, Win Courtemanche

Eleventh Grade: President: Ben O'Brien; Representatives: Grant Goodrick, Stephen Greenberg, Jonnie Jackson

Tenth Grade: President: Olivia Sproule; Representatives: Shealeigh Crombie, Julia Roth, Gus Bachner

Ninth Grade: Before the end of October, an election will be held following the same format as the other class elections to determine President and Representatives.

Student Council Constitution

I. Purpose

- A. To act, within the limitations of administration policy, as the governing body of the Upper School students
- B. To present views and requests of the students to the administration
- C. To fulfill the duties and responsibilities enumerated throughout this constitution

II. Structure

- A. Membership of the council consists of 17 students who are elected in the following ways:
 1. The Chair will be elected by the Upper School student body

2. Every class will elect four officers (a president and three representatives) who all carry equal authorization to represent the class at Student Council
 3. From the 16 members elected by classes, Student Council will elect the following positions (council members from any class may nominate themselves or others for these offices). The first candidate to achieve a plurality of one-third of all votes cast plus one will be the winner of that office.
 4. In addition to these members, a member of community service board may attend all student council meetings as a full voting member. However, he/she may not be elected to Student Council officership and will not serve on one of council's standing committees. If the community service Chair is also an elected member of Student Council, the above restrictions will not apply.
- B. The Student Council as a whole will:
1. meet weekly to discuss and accept, modify, or reject recommendations from committees;
 2. be chaired by the chairperson of the Student Council;
 3. be advised by the Dean of Students;
 4. determine its own procedural rules including whether students or faculty may freely attend the meetings;
 5. make available to the Middle School Student Council the opportunity to send a student representative to Upper School Student Council meetings. This representative will serve as a liaison between the two councils but will not have a vote;
 6. no later than its first meeting in September, review the constitution in its entirety.

III. ELECTION TO COUNCIL

- A. The election of the Chair will take place after spring vacation.
- B. The election process is to be read to the entire Upper School student body one week before the election of the Chair.
- C. No write-ins are accepted. Any write-ins would be considered abstentions and, therefore, would not be legitimate votes cast. Candidates for Student Council should be in good standing.
- D. Candidates for Chair of Student Council must meet the following qualifications:
 1. A junior who will be returning to Greens Farms Academy for his/her senior year and must be in good academic and social standing.
 2. The candidates must inform the sitting Chair of Student Council of his or her intention to run for Chair by a date determined by the Dean of Students.
- E. Election of Student Council Chair:
 1. The election for Chair will be held once a year after spring break. The election will be supervised by the sitting Chair of Student Council and the Dean of Students. The election process will be read and explained to the Upper School by the Chair of Student Council.
 2. All candidates will be given equal time to give a speech to the entire Upper School. Candidates will pick straws to see in which order they will give their speeches.

3. The Upper School Student body will cast their votes for Chair by secret ballots. Voters must be present at school on that day, or make prior arrangements with the sitting Chair of Student Council and the Dean of Students, in order to cast their vote for Chair. Students who are not returning to GFA may not vote. The senior ballots will be kept separate from the rest.
 4. In order to win the Chair election, a candidate must win 50 percent of the votes cast plus one (50 percent + 1 vote). If a candidate fails to win 50 percent of the votes cast plus one, the two candidates with the most votes will run in a runoff election.
 5. If a tie occurs in an election with only two candidates or in a runoff election, the senior ballots will be subtracted from the final total. If there is still at tie, the Upper School Student Council will choose the next Chair from the two candidates.
 6. If an unforeseen situation occurs during an election for Chair, the Upper School Student Council will meet with the Dean of Students and decide which measures must be taken.
- F. Election of other members:
1. Following the election of the Chair, each class (grades 9-11) will choose its president from candidates who have submitted their names to the Grade Deans or advisors
 2. Candidates will be given a chance to address their class before the election. Students who are not returning to GFA may not stand for election and may not vote.
 3. The candidate in each class who first achieves a plurality of at least one-third plus one of the votes cast will become class president. Should there be a tie vote for the two highest vote getters, they will become co-presidents and the class will elect two representatives.
 4. Election of the Student Council representatives will be held during the following days so that all positions are filled by the end of April.
 5. Candidates for representative will be given a chance to address their class before the election. Students will vote for three representatives, and the students with the most votes will win the election. If there is a tie for the first position, the two tied in addition with the person who gets the second most amount of votes will win. If there is a tie for the second position, the two tied for this position as well as the person who gets the most amount of votes will win. However, if there is a tie for third, there will be a run-off. The winner will win by majority, unless there are multiple people tied, in which case plurality wins.
 6. All class officers represent their class in council. During the first meeting of the year, the president will delegate the responsibilities of taking notes, taking attendance, running meetings in his/her absence, and depositing and withdrawing money.
- G. Elections for the Chair will be supervised by the current Chair and the Dean of Students. Elections for class officers will be supervised by the Grade Deans
- H. The new Student Council will take office immediately after commencement but will meet informally to arrange committee assignments as soon as possible after

the elections. New council members are invited to attend meetings of council after May 1.

IV. Removal from office can happen when:

- A. A member of the Student Council is suspended from GFA or placed on academic or disciplinary probation by GFA for any reason. In that case, the process outlined in Article C below will be invoked.
- B. The class dean or at least two officers feel that an officer has not been fulfilling responsibilities. The steps for removal will then include:
 1. A meeting of the Dean of Students, Head of the Upper School, Grade Deans and all class officers. The member in question will have an opportunity to respond to all charges and also to resign.
 2. The adults and the officer in question will continue the discussion without the other officers.
 3. The class will be notified that these discussions are in progress so that members may express their opinions to the decision-makers.
 4. The adults will meet later to decide whether or not to remove the officer.
- C. Action against a member of Student Council is initiated by the Chair and the following steps are completed:
 1. The member is allowed to speak to the council
 2. The member has the option of resignation
 3. Three-quarters or more of those voting choose removal. At least three-quarters of council members must be present during such a meeting
 4. Action may be initiated against the Chair by agreement of three of the class presidents
- D. A member of the Student Council finds he/she no longer has the time or interest to continue to be a member of the council and resigns
- E. Absence
 1. Attendance at Student Council meetings is very important. The secretary will keep a careful record of attendance
 2. Any member who, after the council's 10th meeting of the year, has missed more than 30 percent of the meetings, will automatically be a candidate for removal
 3. Removal from office will take place as outlined in Article C (above)
- F. In all the above cases, the member leaving council will be prevented from running for any Student Council office until the next regular Student Council election. Council members who have been removed from office by their class (IV:B) or by council (IV:C) will lose both the class officership and council membership
- G. If any member of Student Council resigns or is removed from office:
 1. If the member is the Chair of Student Council, then the vice-Chair is appointed to the position of Chair. If the member is a class president there will be an election for a fourth representative and the president's responsibilities will be assumed by these four. If the president is removed from office after spring break, then the three representatives will continue out the year and assume the responsibilities of the president.

2. If the member is neither the Chair of Student Council nor a class president, then a special election must be held as soon as possible in order to fill the vacancy.
- V. Ratification of this constitution will require:
 - A. Two-thirds vote of approval by the Student Council;
 - B. The approval of the school administration;
 - C. A majority vote of approval by the Upper School student body.
 - VI. Amendment of this constitution will require the same approval as the ratification of the constitution with additional steps in the following cases:
 - A. Any amendment changing the representation of one class to the Student Council will require a two-thirds vote of approval by the members of the affected class; and
 - B. Any amendment involving the incorporation into the Student Council or control by the Student Council of any existing organization or club will require a two-thirds vote of approval by the members of that organization or club.

STUDENT ORGANIZATIONS, CLUBS AND ACTIVITIES

Student Activity offerings vary from year to year, based on student interest and leadership.

Recent clubs have included the following:

Beachside Express: Boys a cappella group; auditions held annually

The Beachside Press: Student newspaper

Community Service Board (see separate section)

ECO-Environmental Club

The Forum: discussion group on school, national, and international issues

Harbor Blues: Girls a cappella group; auditions held annually

International Youth Film Festival

LEAD (Learning and Educating About Diversity): The Upper School Diversity Club

Math Team

Model UN: An academic simulation of the United Nations

Penumbra: Student literary magazine

QUEST (Questioning, Understanding, and Educating about Sexuality Today): Seeks to foster an environment of acceptance and support as well as maintain a community for the understanding of sexual identity among all youth

Quiz Team

Red and Bloopers: Improvisational club

Dragonoids: the GFA Robotics team

Save the Children

Student Ambassadors: Admissions office tour guides

TACO: A group that plans education and a yearly assembly on topics of relevance to their peers

Theatre Board: Students interested in promoting and expanding theatre opportunities within the school; members of this group offer support for dramatic productions and organize related events

Yearbook: "Excalibur" is the school's yearbook and is produced annually by a staff led by members of the senior class and supported by other Upper School students

New clubs are organized each year according to student interests.