



GOOD HOPE  
COUNTRY DAY  
SCHOOL

**GOOD HOPE COUNTRY  
DAY SCHOOL**

**MIDDLE SCHOOL  
HANDBOOK**

**2019-2020**

## **GHCDS MIDDLE SCHOOL**

### **MISSION**

Good Hope Country Day School cultivates reflective, creative and compassionate students who are critical thinkers prepared to excel and empowered to better their island and the world.

### **CORE VALUES**

**Respect:** to show proper acceptance, courtesy and regard for others.

**Scholarship:** to work with interest in all classes; take every opportunity to access knowledge through research, reading, and participation in class; take pride in all practical, written, and oral work; collaborate and cooperate with teachers and peers;

**Integrity:** to do the right thing in a reliable way even if no one is watching you; we admire a person with integrity because it means the person has a moral compass.

**Citizenship:** to embody five aspects of citizenship - honesty, compassion, respect, responsibility and courage.

### **RESPONSIBILITIES OF GHCDS STUDENTS**

- Uphold and support the mission and core values of the school.
- Represent oneself and GHCDS by acting kindly, ethically, and with integrity, knowing that character matters most. Abide by the rules of the school, knowing there are fair and appropriate consequences if these standards are not met. Participate in open and respectful communication with other students, faculty, staff, and parents.
- Extend kindness, be inclusive and contribute to the success of the whole school.
- Learn to handle success with grace and acknowledge failure with dignity, appreciating the many challenges and opportunities provided.
- Take care and respect the campus environment and follow all campus and security/safety procedures.

### **RESPONSIBILITIES OF GHCDS FAMILIES**

- Promote and support the mission and core values.
- Represent oneself and GHCDS by acting kindly, ethically, and with integrity, knowing that character matters most.
- Plan in advance after school activities or pickup with your child(ren) before the school day.
- Have your child to school by 7:45 am, ready for the day.
- Support and abide by the school's policies and procedures, knowing there are fair and appropriate consequences if these standards are not met.
- Respect the professional judgments and decisions made by the faculty, staff, and administration.
- Provide a home environment that supports academic achievement, the development of character, and positive learning attitudes.

- Take an active interest in the lives of the students, and become appropriately involved in the life of the school community.
- Take care and respect the campus environment and follow all campus and security/safety procedures.

## **THE SCHEDULE**

Grades 7 through 12 operate on a two-semester schedule. A semester, approximately one half of the school year, lasts 80 to 90 days, depending on the number of holidays during the period. Each semester is divided into two quarters for the purposes of reporting grades and scheduling elective courses. Progress reports for each course go home at the end of each quarter.

During the second semester, we hold a weeklong **Mini Gusto** for seventh through twelfth grades, when students select one or more special courses in lieu of regular classes. Some of these courses are academic; others allow students to work at a career internship, learn a new skill, or travel. As these courses replace regular classes, attendance is required.

### **Daily Schedule**

Students should arrive at school no later than 7:45 am in order to be organized for the academic day, which runs from 7:50 am to 3:10 pm. Teachers help students with organization during morning advisory, 7:50 am to 8:10 and in the afternoon from 3:00 pm to 3:10 pm. Included in the daily schedule are opportunities to participate in a variety of electives. Teachers are available to help students with school work during selected lunch periods, study halls during the course of the school day, and study halls after school from 3:20 pm to 4:00 pm.

Refer to page 21 for policy on tardiness and absences.

### **Advisory**

The Advisory system is an integral part of the Middle School program. The purposes of the advisory system include the following: build a sense of community, develop students' social skills, help students learn to set academic and personal goals, plan for student-led conferences, as well as community service projects, and special events. Each Middle School student is assigned to a faculty member, who acts as an advisor for seventh and eighth grades. Students or parents who wish to meet with the advisor are asked to make an appointment, as it is difficult for an advisor to have a substantive discussion while trying to manage a classroom filled with students.

### **After-School**

We encourage students to participate in after-school activities and to seek one-on-one help from their teachers when needed. Over the years more and more students have chosen to stay after school, and we are delighted with this development. In order to maintain an orderly and safe environment, students must adhere to certain behavioral expectations outlined in the *Climate for Learning Section* of the handbook.

Students will be directed to After School Supervision at 3:00 pm whenever:

- they are on campus after school and not involved in an activity; or if, at the end of an activity, no one is here to pick them up
- a parent is on campus in a conference or meeting which the student is not attending
- they are waiting for an older sibling

The charge for this service is \$5.00 per hour. We request that parents check their children out from After School Care (ASC) in person to ensure the safety of all children and to avoid billing discrepancies. After School Care ends at 5:30 pm each afternoon, at which point the ASC staff will take students to the office, where an administrator will remain on duty until the last child goes home. After 5:30 pm parents will be charged \$1.00 per minute. Please make every effort to be on time.

**Study Hall** - Study halls are held each afternoon of the week from 3:20 pm to 4:00 pm and are supervised by Middle School teachers, with each day of the week assigned to one teacher. This is an excellent opportunity for students to receive extra help with homework. If a student is struggling in a class, a teacher may require that the student attend after-school study hall or after school tutoring.

Students must come to study hall with school-related work to do. Although the teacher may give permission for students to quietly work together on school projects, study halls are to be quiet so that students can use the time productively. **Students whose parents do not arrive by 3:15 pm must go to study hall.** It is important to be respectful of others. Not adhering to behavioral expectations after school will result in a student losing the privilege of staying on campus after 3:00 pm.

Students who are on academic probation or have many assignments outstanding may be required to attend study hall in the Middle School.

### **Behavioral Expectations For After-School Care**

#### **4:00 to 5:30**

From 4:00 to 5:30 pm Middle School students must remain on the Middle School Terrace. They must sign in by 4:05, and we prefer that parents come up to the Middle School Patio to sign their children out rather than texting or calling. This protocol ensures the safety of each child. The Monitor will refer to the Middle School Head for disciplinary action any students who do not follow behavioral expectations. Students who do not follow expectations will lose the privilege of remaining on campus after-school.

- Students must check in with the after school supervisor.

- Students must remain in the supervised area; they may not wander around campus.
- Students must *respectfully* follow the directives of the after school supervisors.
- Students must follow all behavioral expectations outlined in the *Climate for Learning Section* of the handbook.
- We ask parents to check their children out ***in person*** with the study hall teacher or after school supervisor. This allows us to ensure the safety of all students.
- Our campus is beautiful, and we encourage each student to do his or her part to pick up garbage and make sure the patio is tidy in the afternoon, not waiting for an adult to direct the clean-up. Once a month during an advisory period all six advisories will take time to pick up garbage!

### **Sporting Events**

We encourage students to attend sporting events as spectators. Most sporting events do not begin until 3:30 pm. Spectators must go to the after-school study until 3:30 pm. If the game ends before 5:30 pm, students whose parents have not arrived to pick them up must return to the Middle School Patio after the game. These guidelines are to ensure the safety of all students. *Not following these procedures will result in the student losing the privilege of staying after school on campus.*

### **After 5:30**

At 5:30 pm the After School Monitor will escort students from After School Care to the front office where an administrator will remain until all children have been picked up by their parents. Parents will be charged \$1.00 per minute for each minute after 5:30 pm until the student is picked up. Under no circumstances may a student remain on campus after 6:00 pm unless she/he is in a supervised evening activity.

## **ACADEMICS**

### **Curriculum**

The academic program in the Middle School consists of a two-year sequence of language arts, mathematics, science, social studies and foreign language. Seventh graders take one semester each of Spanish and French. Eighth graders may choose to take French. Each year all students are required to complete a course of study in art, music, technology, and health. Physical education, which includes swimming, is required. Students who are involved in an after school athletic program for at least two times per week may choose to take a study hall in lieu of Physical Education. A letter signed by parent and coach is required. Quarter or semester elective classes are offered each year by the Middle School faculty to supplement the academic program. These courses have included MathCounts, Destination Imagination, Robotics, Drama, and Steel Pan.

**7th and 8th Grade Core** - 7th and 8th Grade Core includes language Arts (literature, composition, grammar, word study) Geography and History.

**Language Arts** - Seventh and eighth graders read classic literature and award winning young adult novels. Some units are approached using a whole class structure; while other units include small literature circles or independent reading. Over the course of the year Middle School students are asked to think, discuss and write about how and what they read. The Units of Study Writing Program, developed by Lucy Calkins at Columbia Teachers College, provides the foundation of the writing program from Preschool to Eighth grade.

The essential aspects of the program are that

- Writing needs to be taught with explicit instruction.
- Children deserve to write for real, to write the kinds of texts that they see in the world
- Children need to be immersed in a listening and storytelling culture where their voices are valued and heard.
- Children need explicit instruction in spelling and phonemic awareness. K to Grade 3 students receive daily training in phonological awareness, phonics and word study, fluency, spelling, and handwriting based on the Wilson Foundations program. There is a scope and sequence for spelling and grammar instruction from first to eighth grade.
- Writers read! For children to write well, they need opportunities to read and to hear texts read and to read as insiders, studying what other authors have done that they too could try.
- Children need clear goals and feedback.

In the Units of Study program, each grade level includes three six week units of writing with some combination of the following: narrative, opinion/persuasive/ argument, and informational. Instruction builds on itself from one year to the next.

The program follows the gradual release of responsibility model of teaching. Students can first learn from a demonstration, accompanied by explicit teaching, then from guided practice in which the amount of scaffolding they receive lessens over time.

**7<sup>th</sup> Geography** - Geography provides students with a fundamental understanding of how the human and natural worlds work at local, regional, and global scales. Students learn about important global issues including peace and security, human rights, the environment, food and hunger, economic development, and globalization through the study of current events and project based learning. They participate in Model United Nations, which is a simulation of the UN General Assembly. In Model UN, students step into the shoes of ambassadors from UN member states to debate current issues on the organization's agenda. While playing their roles as ambassadors, student "delegates" make speeches, prepare draft resolutions, negotiate with allies and adversaries, resolve conflicts, and navigate the Model UN conference rules of procedure - all in the interest to resolve problems that affect countries all over the world

**8<sup>th</sup> Grade U.S. History**

In eighth grade U.S. history students examine the political beginnings of the United States and recognize the historical impact on modern history. Through simulations, primary source documents, films and other resources students will discuss and evaluate point of view and how that influences one's interpretation of historical events.

### *Course Objectives*

- To acquire an understanding and knowledge of government
- To cultivate a deeper understanding of the world
- To develop critical thinking skills
- To develop the ability to think like an historian
- To develop strong study skills for success in school and beyond
- To improve communication

## **Mathematics**

**College Preparatory Math** is based on how students best learn and retain mathematics. Core Connections Courses 1 to 3 is a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. Sixth graders take Core Connections 1; seventh graders take Core Connections 2, and eighth graders take Core Connections 3.

- Students learn ideas more usefully for other arenas when they learn by attacking problems—ideally from the real world.
- Students learn ideas more deeply when they discuss ideas with classmates.
- Students learn ideas more permanently when they are required to engage and re-engage with the ideas for months or even years.

### **Lesson Structure and Support**

The *Core Connections* courses are built on rich, meaningful problems and investigations that develop conceptual understanding of the mathematics and establish connections among different concepts. The lesson problems are non-routine and team-worthy, requiring strategic problem solving and collaboration. Throughout the course, students are encouraged to justify their reasoning, communicate their thinking, and generalize patterns.

The homework in the “Review & Preview” section of each lesson includes mixed, spaced practice, and prepares students for new topics. The homework problems give students the opportunity to apply previously-learned concepts to new contexts. By solving the same types of problems in different ways, students deepen their understanding. CPM offers open access homework support at [homework.cpm.org](http://homework.cpm.org).

**9<sup>th</sup> Grade Algebra** - Some seventh and eighth graders will take Algebra. Topics include linear equations; linear inequalities; graphing and analyzing linear functions; systems of equations and inequalities; multiplying and factoring expressions; quadratic equations;

exponents expressions and equations; functions; and ratios and proportions. At the end of eighth grade, students take a placement exam to determine if they are prepared to take high school Algebra or Geometry in ninth grade

## **Science**

Middle School Science is organized on a two year rotation – **Earth Science** and **Life Science**. Middle School Earth Science investigates plate tectonics, rocks and minerals and weather over the year, with a St. Croix focus. In the last quarter, we leave Earth and look at Earth's place in space. In the engineering component of the course, students devise ways of mitigating an earthquake on St. Croix. **Life Science** in GHCD Middle School focuses on the cell, its processes, genetics and evolution.

**Technology** - The Middle School Technology curriculum strives to provide students with innovative projects that prepare students with the 21<sup>st</sup> century skills needed to succeed today and in the future. Students focus on a variety of concepts including: productivity software, iPads, robotics, 3D design, online research tools, presentation skills, video production, digital citizenship, and information literacy.

**Foreign Language** - Seventh graders have one semester each of French and Spanish. Students develop skills in listening, speaking, reading and writing in the target language. In addition foreign language class serves to increase student understanding and appreciation for Spanish or French culture as well as the cultural diversity found in other Spanish and French-speaking countries around the world. Students learn the expressions needed for everyday life, travel, shopping, meeting new people and making plans. Along with the textbook, a variety of supplemental materials (i.e. movies, music, games, etc.) are used to encourage curiosity and enhance the learning experience.

In eighth grade students choose to take Spanish or French for the full year. The end of year written and oral exam determines ninth grade placement

**Art** - In Middle School art students are exposed to a variety of art techniques, design elements and principles, which incorporate contemporary and historical art components. In addition, students are involved in community projects to expose them to the local art world as well as to provide them with the opportunity to learn from others. This program firmly supports creativity, individuality, and most of all, the joy of creating art!

## **Music**

Not only is the study of music fun, but research shows that it is important to the development of young brains. In a recent article entitled *Actively Learning to Play an Instrument Can Help a Child's Academic Achievement*. Nina Kraus, the director of North Western's Auditory Neuroscience Laboratory, writes, "Active participation and meaningful engagement translate into children being highly involved in their musical training – these are the kids who had good attendance, who paid close attention in class

and were the most on-task during their lesson.” Through Middle School all students are required to take either band or chorus.

Middle School students who are up for the challenge of mastering the skill of playing a concert band instrument and ready to put in the practice it takes to play with finesse and confidence, are encouraged to join the Middle School Band. Most band members have already been playing for two years and are steadily progressing on their instruments. They are learning to play scales and exercises to improve their technical skills, as well as to play with correct dynamics and articulation in order to express the mood of the band arrangement and the goal of the composer. The Middle School Band’s repertoire includes popular, jazz and classical music. Half hour extra help sessions may be scheduled after school in order to give the band student more individual attention in perfecting good playing skills.

The Middle School student who would like to focus on the development of a rich singing voice should choose chorus. The course includes music theory, musical styles, expression and good vocal production. This is a **participation** class, the focus is on rehearsal, performance and one sectional of fifteen minutes per week. Middle School Chorus is an **ensemble** class, in which practice, team spirit, patience, and the contribution of each student’s unique assets to the group, result in the harmony of music enriching the student’s life.

**Physical Education** - Middle School physical education focuses on individual physical and skill development, with an emphasis on lifetime fitness through play. The program incorporates skills for team sports such as soccer, basketball, racquet sports, baseball and softball, football, and volleyball. Included are a range of lifetime and individual sports such as swimming, archery, and croquet. In the third quarter students are involved in physical fitness assessment, and students are encouraged to use the results to create fitness goals for themselves.

FitnessGram is used to assess our students’ physical fitness. FitnessGram uses criterion-based standards, carefully established for each age and gender to assess the five components of health-related fitness: Aerobic Capacity, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition. In comparison with the Presidential Fitness program, FitnessGram offers more options for evaluating each student, which will make the experience more comfortable for a wide range of students, and in turn provides a more accurate view of each student's fitness level. Students will be introduced to the components in the fall so that they can set physical fitness goals for themselves.

Students who are involved in sports for at least three days a week after school, may opt to take a study hall in lieu of physical education. A letter signed by the coach and parent must be submitted to the Head of the Middle School.

**Health** - Seventh graders take health class in the first semester; eighth graders in the second semester. The focus for seventh grade health is nutrition. Students look at what influences their food choices, investigate the nutritional components of food, analyze their nutritional needs and also take a peek at global food supplies and eating disorders.

Eighth graders approach health through the lens of “it is all about the brain” and “risk taking.” Ms. Cooper teaches the girls, while Mr. Motta, meets with the boys. The course begins by defining character traits, morals and values and then moves on to study alcohol, tobacco and other drugs (which includes legal and illegal substances). The last portion of the class studies sexuality, beginning with anatomy and physiology, then on to basic reproduction, healthy relationships, STI’s, teen pregnancy and how the choices we make now affect our future.

### **Inquiry**

We want our children to be curious learners, who have the skill set to pursue their interests, create, think critically, and work collaboratively with others on meaningful projects that contribute to the community. Students must have the time within the busy schedule to pursue their interests and practice the elements of creativity

- Fluency – generating a great number of ideas

- Flexibility – creating ideas in a wide range of categories

- Originality – producing unique, novel, one of a kind ideas

- Elaboration – adding details to enrich, refine, and embellish ideas,

In the process of pursuing their interests, students gain important experience in time management, research and public speaking, and networking with supportive adults or mentors.

### **Science Fair**

In the first semester seventh and eighth graders participate in Science Fair, which is an independent study project that students complete outside of Science class. Subjects may involve social and behavioral science, or computer science, in addition to the topics one traditionally thinks of as “science.” Once a topic is chosen, the student conducts research, choose a question, form an hypothesis, and then organize data to form a conclusion. The products include a written report, oral presentation, and display board, which is presented at the Science Fair in the third week of January.

### **7<sup>th</sup> Grade World Challenge Project**

In the second semester seventh graders are involved in a World Challenge project, connected with the model United Nations program. Students choose to explore projects based on the United Nations Sustainable Development Goals. The inquiry project encourages students to explore the local, national and global applications of the problems, consider a wide range of perspectives in generating solutions to these complex problems, and present their solutions in a meaningful way.

### **8<sup>th</sup> Grade Capstone Project**

In the second semester eighth graders are involved in a Capstone project. With two years of Science Fair and the World Challenge project in their repertoire, eighth graders are given the autonomy to choose topics that answers the question: How can I use my skills, talents, and interest to address at least one real community need?

**Summer Reading** – To encourage students to read over the summer months, the Middle School requires all returning students to read a minimum of three books during the summer vacation. The Middle School teachers create a wonderful summer reading list from which students can select books that pique their interest. Students are asked to reflect on their summer reading via a google forms survey, which can be accessed on the GHCDs webpage.

### **Classroom Expectations**

Success in school requires being organized. Students are expected to bring all required materials to each class: a charged iPad, assignment book (either physical or digital), appropriate binder with paper or notebook, pouch with pencil and pen.

### **Homework**

Homework plays a variety of roles in learning: preparation for in class activities, practice of particular skills, and progress in completing projects. Some homework is practice or preparatory and is not graded; other homework is part of summative assessment and is graded.

Success in school requires a consistent, concentrated effort. Homework is an important part of this process and will vary in length and importance. All homework must fulfill three criteria to be acceptable: it must be neat, it must be complete, and it must be on time.

Parents and students are encouraged to check Plus Portals regularly. If the teacher determines that a student's failure to complete homework is having a significant impact on the student's progress, the teacher will contact the parent to discuss the problem and suggest possible solutions.

If a student has three missed assignments in a particular unit of study, the teacher and student will agree on a plan of completion which in most cases, especially for major assignments, will include after school detention. ***The student will be responsible for e-mailing his/her parents and coach that s/he must attend detention to complete work. Academics take precedence over athletics.***

### **Late Work**

Work needs to be completed on time. There are positive consequences of completing work on time. Students who complete work on time remain in control of their time, have the opportunity to revise work, and develop important work habits. In addition, when students hand in work on time, the teacher can better understand the student's learning needs in a way that helps the student continue to make progress.

Students who do not complete work on time will be required to stay in at lunch or after school to do so. This may interfere with the student's free time or participation in athletics. If an assignment or project is not completed within a reasonable time of the deadline, the student will be required to email his or her parent and copy to the teacher.

In seventh grade and the first semester of eighth grade, if a student has three missed assignments, the teacher will require the student to email this to parents and copy to his or her advisor.

If a student earns an "I" or incomplete for a number of standards as a result of work not being completed, promotion to the next grade level may be in jeopardy.

### **Retakes or Revisions**

Students who have not demonstrated proficiency or mastery of a particular skill or assignment are afforded the opportunity to revise their work within a specific time frame and under the condition that they have taken steps to prepare for the retake. If, for example, a student wishes to retake a math test, he or she must complete required homework (if it had not been completed before the first test) or complete additional preparation or studying for the retake. In most cases students will have no more than one week to complete revisions or take a retest. It is the student's responsibility to take advantage of this opportunity. *Not all assignments will have the opportunity for retake or revision.*

### **Bonus Work**

Additional "bonus" assignments or tasks provided for the purpose of "boosting" grades are not appropriate as they distort the proper assessment of a student's knowledge, skill, or understanding in relation to the learning outcomes for that course. Teachers will not offer extra credit projects. Students are expected to do their best work in all assignments.

### **Technology**

Each middle school student has access to assigned an iPad that can be used at school and home. The iPads are part of a Title VI grant, which means that the school is financially responsible for loss or damage of iPads. At parent information afternoon the Middle School team will discuss the details of the plan and share tips on how parents can support their children in using the iPads responsibly.

The Middle School team of teachers gives a great deal of thought to the developmentally appropriate use of technology for seventh and eighth graders. Some uses of technology (texting, tabbing between screens) have the potential to interfere with learning, negatively impact the depth of conversation, degrade the school environment, and infringe on the rights of others or pose a risk to the safety of other community members. The school and parents must work together to help students

understand their responsibility in using technology appropriately. In classes and through the advisory program, teachers establish clear standards by which specific uses can be judged, in context, to be appropriate or inappropriate.

Students are discouraged from bringing cell phones, smart watches or wearables (apple watch) to school. Students who bring devices to school will be required to check them in during morning advisory for the day. If a student needs to contact a parent in the course of the day, s/he must ask a teacher for permission to use the teacher's classroom phone or to go to the office.

Headphones are not worn in passing from one class to the next, but may be used in class with the teacher's discretion. Games and apps not related to the curriculum are not allowed in the context of the school day. We have found that these can be very distracting, and we feel that students need to focus on school work during the school day. Games can be played at home or on the weekend.

Teachers and the administration have broad discretion to define what constitutes an interruption or degradation of the learning environment and may confiscate electronic devices or issue other consequences if students do not use portable electronic devices appropriately at school. Parents and teachers need to work together to establish healthy parameters for technology use at home and school. A book that helps parents understand the impact that the digital age has had on human relationships is Reclaiming Conversation: The Power of Talk in A Digital Age, by Sherry Turkle. At parent information afternoon, the Middle School teachers and our counselor, Sasha Marohn, will offer some direction for parents in setting guidelines at home.

## **ASSESSMENT AND GRADING**

The ultimate goal of assessment is to help develop independent learners who regularly monitor and assess their own progress. Each assessment will be accompanied by a clear set of grading criteria linked to specific learning outcomes or standards.

### **Quarter Report Cards**

The purpose of the quarter report card is to communicate with parents and students about student progress both in terms of learning behaviors as well as in terms of academic progress. The report card is intended to identify areas of strength and to guide improvement where needed.

### **Learning Behaviors**

Teachers report on student progress with respect to important learning behaviors involving work habits, organization, cooperation, participation and goal setting.

*Completes assignments on time*

4= Completes all assignments on time.

3= Most assignments are completed and turned in on time.

2= Many assignments are missing or turned in late.

1= This is an area of great concern. The student needs to complete a plan of improvement to be reviewed by the teacher and parents.

*Organizes materials effectively*

- 4= Materials are organized effectively and support learning.
- 3= Organization of materials does not impede the learning process.
- 2= Poor organization of materials interferes with the learning process.
- 1= This is an area of great concern. The student needs to complete a plan of improvement to be reviewed by the teacher and parents.

*Follows routines and instructions*

- 4= The student follows routines and instructions
- 3= The student follows routines and instructions with minimal reminders from others.
- 2= The student needs frequent reminders to follow routines and instructions.
- 1= This is an area of great concern. The student needs to complete a plan of improvement to be reviewed by the teacher and parents.

*Contributes to class and/or groups*

- 4= The student consistently contributes to class and/or groups, demonstrating leadership, initiative, and thoughtfulness
- 3= The student often contributes to class and/or groups
- 2= The student occasionally contributes to class and/or groups
- 1= This is an area of great concern. The student needs to complete a plan of improvement to be reviewed by the teacher and parents.

*Revises work or retakes assessments to improve performance*

- 4= The student consistently takes advantage of the opportunity to redo work to improve understanding and performance -under his/her own initiative
- 3=The student often takes advantage of the opportunity under their own initiative to redo work to Improve understanding and performance.
- 2= The student occasionally takes advantage of the opportunity to redo work to improve understanding and performance.
- 1= This is an area of great concern. The student needs to complete a plan of improvement to be reviewed by the teacher and parents.
- NA= The student's high level of care with assignments and preparation for assessments results in him/her not having to make revisions or take retakes.

**Academic Achievement**

Teachers report on student progress in each content area with respect to specific standards or learning outcomes. Teachers provide guidelines that delineate levels of academic achievement specific to their content areas. The following marks are used. Numeric values in parentheses may be used for students transferring to schools not using standards based marks.

*A = Distinguished (4.00)*

The student has mastered skills or concepts; work is distinguished for its depth, creativity, application and/or consistently excellent quality.

*B = Approaching excellence (3.0)*

The student has mastered skills or concepts and is making progress toward consistently excellent work.

*C = Proficient (2.00)*

The student has mastered skills or concepts.

*D = Basic (1.5)*

Mastery of skills is partial or incomplete.

*N = Not Proficient (0)*

The student has not mastered skills or concepts, and more work is required in this area

*I = Insufficient Evidence*

The student has not completed sufficient work for the teacher to reliably assess the student's level of mastery.

A quarter mark is not simply a numeric average calculated from a formula. Rather it is a reflection of student mastery of content, skills, and standards over time as judged by the teacher. If, for example, a student earns a low mark on a quiz, but demonstrates mastery of the skill on the unit test, the quarter mark should reflect the mastery demonstrated in the final test.

The report card includes a cumulative record of marks the student earned in the previous reporting periods of that school year in order to illustrate student progress toward meeting grade level goals.

## **Academic Requirements and Promotion**

### **Promotion**

In order to be promoted, a 7<sup>th</sup> and 8<sup>th</sup> grade student must

- demonstrate overall proficiency for standards in each core class: language arts, math, science, social studies, and foreign language
- demonstrate to the satisfaction of the Middle School faculty that s/he has the maturity, self-discipline and work habits to be successful in meeting the expectations of the next grade level.

A student who has not demonstrated overall proficiency in a class will be required to develop a plan with the teacher to remediate the area(s) of weakness. The plan will be reviewed with the student's parents.

### **Scholastic Probation**

A student who has not demonstrated proficiency in a majority of standards for core classes may be placed on academic probation. Probation is assigned on a quarter by quarter basis and may include the following:

- The student must attend one or more study halls per week. Study halls, supervised by middle school teachers, are available to students each afternoon from 3:20 to 4:00. A student on probation will be assigned to the teacher of the subject in which he or she is struggling.

- The student may lose the privilege to participate in extra-curricular activities, including sports and theater productions.

### **Academic Awards**

Recognition for outstanding academic achievement and effort is made at the end of each semester. Middle School students are eligible for three awards:

- **Headmaster's List** is presented to students who earn A's in a majority of standards in **all** classes. To qualify for Headmaster's list a student may have no C's or D's in any class.
- **Honor Roll** is presented to students who earn A's or B's in a majority of standards in a majority of all classes. To qualify for Honor Roll a student may have no more than one C in any class. To qualify for Honor Roll, a student may have no D's in any class.
- **Dean's List** is presented to students who demonstrate significant improvement in academic performance or learning behavior from one quarter to the next within a semester.

### **Standardized Testing**

Standardized tests are administered each Spring to third through eighth graders. The results help us in general terms to compare how we are doing with the rest of the nation. Teachers analyze results for two reasons: to identify areas of strength and weakness in our academic program and thus inform our instruction; and to monitor the individual growth of students.

There are distinct limitations of standardized testing, which do not measure many learning behaviors and aptitudes that contribute to an individual's success in school and beyond – mindset, persistence, collaboration, creative thinking, artistic ability and leadership, to name a few.

So, we use standardized testing as *one* tool to inform instruction and develop curriculum. If we feel that an individual student's test results in conjunction with his or her performance at school are of concern, we will request a conference to discuss these concerns and perhaps recommend further educational evaluation.

### **COMMUNITY SERVICE**

We want our students to grow as individuals and be prepared for a productive and responsible future. An integral part of this involves teaching our students the importance of contributing to the community. For this reason a minimum of 10 hours of Community Service is a graduation requirement of Middle School. We expect students to take this requirement seriously, and we look forward to parents playing an active role in helping their children to find meaningful ways to be involved in the community. This does not include working for a business or babysitting for a relative.

Our hope is that students will be involved in community service at school and in the community at large. Community service at school may include tutoring, recycling,

organizing the Lost and Found, or babysitting for elementary children whose parents are attending school functions. In the beginning of the year advisors will help their advisees decide to which activities they would like to commit.

Students can sign up to volunteer weekly at organizations in the community such as the Animal Shelter and Light House Mission. As part of our music program we ask small groups of students to prepare small performances for weekly visits to the Herbert Grigg Home. Students are required to maintain community service cards, which advisors check prior to the end of each quarter. Community Service hours will be reported on report cards, and we encourage students to complete a little community service each quarter. ***Community Service obligations must be completed by Orange-White-Blue Day.*** We applaud students who are involved in community service project in the summer. Only one half of the ten hours required can be completed in the summer.

## **SUPPORT SERVICES**

### **Language Learning Support**

If a classroom teacher feels that a student might benefit from educational support, s/he will make a referral to our reading specialist, Wendy Canning, who will discuss the referral with the administration and then parents. Ms. Canning will conduct a language skills assessment, which evaluates decoding, automaticity, fluency, vocabulary, spelling, and passage comprehension. In consultation with the classroom teacher and the administration, it will be determined whether the student would benefit from small group support within the classroom or requires one-on-one instruction with Ms. Canning. If Ms. Canning feels that she cannot address the learning needs of a student, the school may recommend or require further evaluation and/ or tutoring.

### **Counseling**

Navigating adolescence is challenging. Children deal with a wide range of issues; they want to become more independent from their parents; they want to find a place for themselves within their peer group; and they want to be successful. In many cases the classroom teacher can help individual students deal with these pressures, but sometimes they need help. If a teacher feels that a student needs help with social-emotional issues, he or she will call the parent to discuss his or her concerns and perhaps suggest that the student meet with our counselor, Sasha Marohn. If the parent agrees, Ms. Marohn will call the parent before meeting with the student.

It is important that students do not see visiting Ms. Marohn as a punishment or an indication that they are not “normal.” We go to the dentist to have our teeth cleaned; we go to the chiropractor to have an adjustment; we go to the eye doctor to get glasses; we go to a therapist because he or she is trained to help people approach social and or emotional problems in a productive manner. Ms. Marohn often meets with students a few times to help them work through particular problems. If she feels that the student

needs more regular and long-term support, she may meet with the student more frequently, or refer the student to another professional. Parents may also refer their child to meet with Ms. Marohn. They may speak with a teacher or contact Ms. Marohn ([smarohn@ghcds.org](mailto:smarohn@ghcds.org)).

## **PARENT COMMUNICATION**

The transition to seventh grade can be challenging. Students want more freedom and less parental supervision and become very focused on their peer group. Sometimes parents feel that they should be less involved in their children's lives at this time, but in fact children need parent involvement more than ever in seventh and eighth grade. While teachers communicate to parents in a number of ways outlined below, parents are strongly encouraged to contact teachers if they have questions or concerns.

- **PlusPortals** -- Parents can monitor their child's progress in core classes through PlusPortals. Parents and students will be assigned separate log-on codes. On Check In Day and Parent Information Afternoon new parents will be walked through the log on process and provided with an introduction to ParentPlus. Because teachers often email reminders and other information through the program parents are requested to register email addresses. Parents can select what type of notifications they would like to receive these notifications.

Students are required to have a frequently used email account to register with **PlusPortals**. Teachers will post homework on **PlusPortals**. Teachers will update student progress on **PlusPortals** at the end of units or when major projects and assessments are evaluated.

- **First Quarter Student Led Conferences** – In preparation for the November Conference Day, advisors involve students in reflecting on their academic progress and setting goals for the year. With the support of the advisors, students lead their conferences. However, parents and teachers may wish to arrange a conference to discuss a student's progress at other times during the year. Parents are encouraged to make an appointment with the teacher after school.
- **Second and Third Quarters**- At the end of the second and third quarters, teachers work with the students in their advisories to reflect on academic achievement and evaluate previously set goals. Report cards are sent home with students who conduct conferences with their parents to discuss areas of strength, determine where improvement can be made, and set goals for the upcoming term. Parents are asked to provide written feedback with respect to their children's progress and goals. This reflection is added to the student's portfolio. Parents are encouraged to request a conference with a teacher if they have any questions or concerns.
- **February Conference Afternoon** The afternoon of February 15<sup>th</sup> is set aside for conferences with students for whom teachers have particular concerns. These

conferences may be scheduled with the grade level team of teachers or with individual teachers.

- **Fourth Quarter** - Report cards are e-mailed home for seventh and eighth graders.

## **ACTIVITIES**

There is a wide variety of activities available to students once they reach the seventh grade. Mini-Gusto is the week before Spring Vacation when regular classes are suspended and students select from a wide range of activities on and off campus. Students are encouraged to try something new – learn how to golf, SCUBA dive or perhaps work for a community service organization.

Orange – White – Blue Day is the end of the year field day for middle and upper school students. In seventh grade students are assigned to be on the White or Orange team, and they remain on that team throughout Middle and Upper School. Upper School students assume a leadership role organize their team members to participate in a range of fun activities and work to model good sportsmanship and a sense of community.

In addition there are several organizations that are geared specifically towards Middle School students.

**Middle School Council** – The council is a 7<sup>th</sup> and 8<sup>th</sup> grade student government, consisting of representatives from each advisory, who meet regularly to organize a wide range of activities. In addition to organizing such events as *Middle School Fun Nights* the council involves the student body in a number of charitable causes which change from year to year. Representatives earn community service for serving on the Middle School Council.

### **Eighth Grade Celebration**

Eighth Grade Celebration is a joyful event when each eighth grader is celebrated with a certificate hand-crafted by seventh graders and with a thoughtful message composed by his or her advisor. As part of a fourth quarter elective, with the guidance of a Middle School teacher, students prepare every aspect of the event. They select a theme, invite a guest speaker, choose music, and create invitations.

All eighth graders are given the opportunity to write the Eighth Grade Celebration Speech. Middle School teachers lead students in the collaborative process of selecting the speech.

**Interscholastic Sports** - We encourage all students to become involved in interscholastic sports. Traditionally, GHCDs offers volleyball, softball, baseball, basketball, and soccer. In addition we have a number of students who are involved in sailing and tennis. Anyone who plans to participate in interscholastic sports must have an annual school

physical completed and turned in before the season begins. Students who participate in interscholastic sports are charged an annual fee to defray the cost of transportation and referees.

An Athletic handbook outlines rules for participation in interscholastic sports, as well as guidelines for spectators, athletes and parents. Athletes and their parents must review the handbook and sign and return to school the athlete-parent agreement, stating that they will adhere to the expectations outlined in the handbook.

Participation in interscholastic sports requires commitment. The following policy has been formulated by the P.E. Department to ensure that those interested in interscholastic competition make the commitment necessary to be part of a team.

1. Students who miss a practice or game three times are dismissed from the team. An excused absence is not considered a miss.
2. Students who miss a practice before a game may not start in the game.
3. Students who are absent from school due to illness are not permitted to participate in that day's practice or game.
4. Students are responsible for arranging their own transportation after practice or games.
5. Sportsmanship – At the discretion of the coach, students may be suspended or expelled from the team for unsportsmanlike conduct such as rudeness, fighting, or intentional fouls.
6. Students who choose to quit a team in the middle of a season jeopardize their ability to participate on sports teams for the remainder of the year.

**Sports Eligibility** – We encourage students to participate in athletics and other extracurricular activities. The eligibility policy is designed to help students develop discipline, and learn to plan and to balance their obligation to academics with their obligation to their team.

If a student has three missed assignments in a particular unit of study, the teacher and student will agree on a plan of completion which in most cases, especially for major assignments, will include staying in at lunch to finish the work or attending after school detention. The student will be responsible for e-mailing his/her parents, and coach if he is on a team, to let them know that s/he has detention. Academics take precedence over athletics.

## **ATTENDANCE**

Attendance is taken each morning during advisory and at the beginning of each class.

**Absence** – Students are expected to be in school and on time every day unless an absence is necessary due to an illness or an unavoidable emergency. Parents must call the school in the morning to notify that their child is sick and will be absent. If the parent does not notify the school of illness the absence will be unexcused. A doctor's

“Return to School” note will be required and must be turned into the school nurse if any illness keeps a student out of school for more than 4 days. Shopping, working, babysitting, vacationing, entertaining visitors, finishing school reports, studying for a test, missing the bus, and similar types of absences are not excused absences. Parents and students should realize that unexcused absences may seriously jeopardize a student’s academic success.

A child should not attend school if he/she exhibits one or more of the following symptoms or infections:

- Fever – fever is defined as having a temperature of 100 degrees F or higher. **Students must be fever free without the aid of fever reducers, such as tylenol or ibuprofen, for a full 24 hours before returning to school.**
- Diarrhea – watery/runny stools.
- Vomiting – in the last 24-hour period.
- Rash – an unexplained rash with fever or behavioral change. Child can return to school if a physician has determined the illness is not communicable and fever is gone.
- Bacterial infections requiring antibiotics. If your child is placed on antibiotics for any kind of infection please consult the school nurse for return to school recommendations and obtain a doctor’s note.

Seventeen absences, excused or unexcused, will require review by the administration and teachers to determine if the student should be promoted. If there is a lack of cooperation and commitment to the importance of good attendance, re-enrollment may not be offered. If there is concern about promotion, a conference will be required in February.

Teachers do their best to provide materials and assignments through PlusPortals. Parents must understand, however, that many class activities cannot be replicated outside the context of the classroom. It is the student’s responsibility to complete required work and make up tests or quizzes upon the student’s return.

The School's policy for completing missed schoolwork because of absence due to sports trips family trips, family emergency, and illness, is as follows:

(a)The student is responsible for obtaining all schoolwork to be made up upon the student's return. ***Teachers should not be burdened with the task of preparing a student’s schoolwork prior to that student leaving for a family vacation during school.***

(b) The student's teachers will decide the timetable for the student to complete the work on a case by case basis. Work not completed within the timeframe established by the teacher will be treated as otherwise late or incomplete work.

(c) Should a tutor be required to aid the student, the student's family is responsible for hiring the tutor. In turn, the tutor is responsible for meeting regularly with the student's teachers.

### **Tardiness**

Arriving to school on time demonstrates a respect for the school community, and respect is a core value of our school.

- **Late to School** – A student not in advisory by 7:50 am is considered tardy and must sign in at the front desk. Excessive unexcused tardiness results in disciplinary action. A written warning is sent home from the office after the fourth late arrival. ***The sixth and all subsequent late arrivals during a quarter result in detention. Exceptions are not made for athletic events.***
- **Passes** – In most cases a student needs a pass to leave any class. Students need a pass from the classroom teacher in order to go to the Nurse's office.

**Detention** – Students may be assigned detentions for the following reasons

- arriving late to school or to class six or more times
- violating standards of behavior; for example if a student is asked to leave class for disruptive behavior, he or she will be required to attend detention
- not having community service cards ready to show the advisor at specific times of the year, usually at the end of each quarter

Depending upon the nature of the infraction, the advisor may ask the student to email his/her parent. In some cases the teacher, Ms. Nieves, or the Head of the Middle School will communicate with parents about the reason for the detention

**A detention may not be rescheduled to an alternate day in order to accommodate a student's participation in an athletic competition.** Students may be assigned tasks to help the school community as part of detention. Tasks might include sweeping the slab or sidewalk, washing tables and windows, or cleaning the microwave. The expectation is that the job is to be done well.

**P.E. Excuses** – If an absence from P.E. relates to a previously existing condition (i.e. an old knee injury, an ongoing cold, recent surgery, etc.) the student must bring a P.E. excuse from a parent or doctor. For serious situations arising during the school day, a P.E. excuse may be obtained only from the school nurse. Students are still required to dress for P.E. even if they are not able to participate.

**Cancellation of School** – Cancellation of school due to weather or another emergency condition will be announced on the following radio stations: AM 1000, FM 93.5, FM 95.1, FM 104.3, FM 104.9. Whenever possible, this announcement will be made before 7:15 am.

**Special Events** – During a select few days in the course of the school year, regular classes are altered to allow for special activities. Orange-White-Blue Day is an example. These days are important to the spirit and morale of the student body and are considered regular school days. Participation in all such activities is required.

## **DRESS CODE**

**Overall Guidelines** - Student clothing should be neat, modest, and appropriate to the educational setting. We ask parents to support these guidelines. Students inappropriately dressed are sent to the Division and required to change their clothes. Parents may be required to bring in appropriate clothing that does not violate the dress code. Clothing, jewelry, and hairstyles should make no reference to drugs, alcohol, or tobacco. Sexual innuendo, profanity, and statements which are culturally or racially offensive are prohibited. Students must wear shoes at all times while on campus. Sandals are acceptable for class time; sneakers and socks are required for P.E. and play on the slab.

In general, short, tight, skimpy, revealing clothes do not belong in school or the place of work. Please dress modestly!

**Consequences** –Students who don't adhere to these reasonable guidelines will be asked to go to the office to change out of the inappropriate clothing. We *expect* students to follow the dress code. We appreciate the support of parents because when inappropriate dress is caught at the front door of the home in the morning, much frustration and loss of valuable class time can be avoided. If a student consistently violates the dress code, the Advisor or Division Head will contact the parent.

**PE Uniform:** Intermediate students are scheduled for Physical Education every week. The Good Hope Country Day School PE uniform is required for physical education class. The uniform includes a Panther T-shirt. Each student in grades 4 to 8 will receive a t-shirt in the beginning of the year. These t-shirts are also on sale from the school store. On PE days, students should wear shorts with an elastic waist or drawstrings and have no buttons or zippers for safety reasons and to accommodate a full range of activities. If a child wears athletic pants for cultural or health reasons, these should have elastic or drawstring waists without buttons or zippers. Appropriate footwear such as tennis shoes or sneakers is also required.

## **CLIMATE FOR LEARNING**

We strive to create a climate in which all members of our community feel safe, supported, and are able to do their best. We believe that children respond positively to consistent and fair discipline.

### **Advisory: Building A Sense of Community**

Our faculty is committed to helping each individual student develop a sense of courtesy, honesty, tolerance and respect for others. In morning Advisory students read the

announcements, get ready for the day, and address concerns. In weekly advisory meetings teachers help students to address problems and conflicts in a positive manner, as well as plan many school events. The entire Middle School comes together regularly to participate in community building activities.

### **Social and Emotional Intelligence: The RULER Approach**

The RULER approach, developed at Yale's School of Social and Emotional Development, is rooted in emotional intelligence theory and research on both child and adult development. The focus is on helping parents, educators and students develop five key skills:

**Recognizing** emotions to obtain valuable information about themselves and their environment

**Understanding** the causes and consequences of emotions to predict behavior

**Labeling** emotions to describe feelings precisely

**Expressing** emotions to communicate effectively and in socially appropriate ways

**Regulating** emotions to promote learning and personal growth, including healthy relationships

There are four anchor tools that provide a common language and set of strategies that integrate into all aspects of learning at school and home. These tools are introduced in advisory and through parent workshops

**The Charter** is a mission statement for the learning and working environment that community members pledge to maintain. The focus is on how each community member wants to feel, what needs to happen for those feelings to be consistently present and guidelines for maintaining a positive climate

**The Mood Meter** helps individuals identify their feelings accurately

**The Meta-Moment** is a process that helps children and adults expand the space between an emotional trigger and a response, learning to respond effectively to challenging emotional experiences with their best selves in mind

**The Blueprint** helps everyone problem solve effectively.

Using these tools at home and in the classroom can help children and adults learn to self regulate, build positive relationships, make good decisions, improve teaching practice and academic performance, and promote a positive climate.

### **The Discipline Process**

We know that as children develop through adolescence they are learning how to treat each other kindly and how to meet their needs in positive ways. We also know that learners sometimes make mistakes. We maintain good behavior best when we greet students, tell them specifically what they do right, and have clear expectations. In dealing with misbehavior, we remember that a student's misbehavior or refusal to do schoolwork is not about us. This focus helps us to discipline with a positive tone and

without anger. Student misbehavior falls into six categories. Each type of behavior requires a different response.

1. **Low Level peer problems:** low level, mutual friendship conflicts not involving name-calling, exclusion, rumors, or threats. We can respond to these behaviors with a suggestion of ways to resolve the problem (play with someone else, have a conversation with the friend, meet with the counselor for suggestions.)
2. **Quiet, non-disruptive refusal to do schoolwork:** Parents will be notified after three incidents. If the problem persists a parent/teacher conference will be requested. If after the parent conference, the student continues to have difficulty, a conference with the division dean will be required.
3. **Inappropriate but not aggressive or unsafe actions:** This might include rough play or swearing not directed at another child. These behaviors are best dealt with by staff-created consequences such as removal from the activity or a call to parents. If the problem persists, a conference with the division dean and a behavioral contract may be required.
4. **Class Disruption:** This might include disrespect to teacher or disrupting the learning of others. The student may receive a warning and be asked to sit apart from other students in the classroom. If the behavior continues, the student may be required to stay in at the next recess detention as a consequence, and the teacher will call the parents. If the behavior persists, a conference with the parents and division dean will be required.
5. **Severe Behavior:** This involves putting one's own or others' safety at risk, continued disruption of teaching, refusal to leave the room, or threat of serious aggression. Students will be sent immediately to the office. A conference will be required with the parent, division dean and/or headmaster. If the behavior is repeated, a behavioral contract may be required.
6. **Bullying or Peer Aggression:** Bullying is the severe or repeated use by one or more students of written, verbal or electronic communication or a physical act or gesture, or exclusion, or any combination thereof, directed at another student that has the effect of:
  - (a) Causing physical or emotional harm,
  - (b) Placing the student in reasonable fear of harm to himself/herself or of damage to his/her property.
  - (c) Creating an unwelcoming or hostile environment at school for another student
  - (d) Infringing on the rights of another person at school, or
  - (e) Materially and substantially disrupting the education process or the orderly operation of school

**Cyberbullying** is being cruel to others by sending or posting harmful material or engaging in other forms of social cruelty using the Internet or other digital technologies. It has various forms, including direct harassment and indirect activities that are intended to damage the reputation or interfere with the relationships of the student targeted, such as posting harmful material, impersonating the person disseminating personal information or images, or activities that result in exclusion.

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions or programs whether on or off school grounds, at school bus stops, on school buses or other vehicles used by the school, or through the use of technology or an electronic device owned, leased or used by the school.

Bullying is also 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 the school. If the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school, or disrupt the education process or the orderly operation of the school, then disciplinary action will be taken.

**Harassment** is defined as unwelcome advances, requests for sexual favors, and other verbal or physical conduct which has the purpose or effect of creating an intimidating, hostile or offensive environment and/or when such conduct interferes with the person's academic performance. When, in the opinion of a teacher, a student has been rude or otherwise has behaved inappropriately, she/he will be sent to the dean for disciplinary action. Students who are made to feel uncomfortable by the words or actions of others are urged to speak to any adult on campus.

#### **Four Anti-Bullying Rules**

Good Hope Country Day School has adopted four anti-bullying rules for the entire school and each classroom.

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

#### **PROCEDURE IN ADDRESSING INCIDENTS OF PEER AGGRESSION**

1. If the teacher or playground supervisor sees an act of aggression, she/he will stop the behavior, complete a *BEHAVIOR REPORT FORM*, and give this to the dean. If an act of aggression is reported to him or her, she/he will complete a

*BEHAVIOR REPORT FORM*, making sure to find out who might have witnessed the incident.

2. The dean will interview the target of the act aggression and any bystanders.
3. The Division Head and student will refer to the *CONSEQUENCE RUBRIC* and the student's previous behavioral record to determine the consequence.
4. Either the student or the dean will call the parent of the aggressor to explain what happened and what action was taken, including that the student will have a letter to be signed and returned to the dean's office the following day.
5. The dean will call the parents of the target of the act of aggression to let the parent know what happened and what action was taken.
6. The dean will discuss with the advisors of target and aggressor the action that was taken. The advisors will set a date in a week or two after the incident to check in with the target of the aggression as well as the aggressor.

The following rubric is used as a guideline for appropriate disciplinary action.

<b>Behavior</b>	<b>First Incident</b>	<b>Second Incident</b>	<b>Third Incident</b>	<b>Problem Persists</b>
Teasing Name Calling Exclusion	Written warning  Parent is informed	One day of quiet recess and lunch  Parent is informed	Three days of quiet recess and lunch Parent is informed Conference scheduled	Behavioral Contract developed with dean and counselor
Hitting, pushing punching, kicking that does not result in serious injury	One day of quiet recess and lunch  Parent is informed	Three days of quiet recess and lunch  Parent is informed	Two days classes only  Parent is informed Conference scheduled	Behavioral Contract developed with dean and counselor
Severe hitting, pushing, punching, kicking	Three days classes only Possible suspension Parent conference with dean, counselor	In school suspension  Behavioral Contract	Consequences based on contract	



**Lying** – is knowingly treating false information as true.

**Cheating** – is using dishonest methods to achieve some end. Academic honesty is an essential part of scholarship. Using others' work prevents the student from learning important lessons and can set up behavioral patterns that can be disastrous in adult life.

**Tests** – There are standard regulations affecting all testing: the students have no extraneous materials on their desks; they keep their eyes on their own papers; they stop writing when told to do so; they do not communicate with other students. These regulations are made to ensure the validity of the testing, and assure personal honesty.

**Plagiarism** – is the use of another's ideas or words as if they were one's own.

- Plagiarism – When you borrow an idea, acknowledge the borrowing with a note indicating its precise source. When you borrow a writer's original words as well, enclose them in quotation marks or separate them from your own text, and acknowledge the borrowing with a note. Ignorance is not an acceptable plea on behalf of the plagiarist. If in doubt, acknowledge a source more, rather than less fully. Students are required to follow MLA format for crediting sources. Classroom teachers will review this format with students.
  
- Assistance on written assignments – A student is personally responsible for all written assignments and must work without assistance for researching, writing, and preparing all written work. A student may seek assistance in the following areas:
  1. A student may ask another person to read his work and offer suggestions for improvements or corrections in mechanical skills, spelling, word usage, etc. Corrections should be made by the student.
  2. Students may seek assistance in the typing of a final completed paper. No corrections or revisions should be made by the typist.

**Consequences for cheating and plagiarism may include the following:**

1. The student will be required to redo the task to demonstrate mastery of the standards.

2. Parents, Dean, and Headmaster will be informed. A letter documenting the offense will be placed in the student's record.
3. Continued violations of such a nature may result in the student not being invited back to GHCDs.

**Stealing** - Stealing is the taking of another person's property without permission without the intention of returning it. Although there may be a difference between taking a classmate's cookie or pencil and stealing money from a classmate's backpack, the principle is the same. We do not take that which is not ours. Consequences for stealing will be determined the teacher and Division Head and may result in suspension or more serious disciplinary action.

**Behavior Expectations on the Bus** – Bus service along major routes is provided by Abramson Bus Company. All students riding the buses are required to follow the instruction of the bus driver. The following behaviors are specifically prohibited:

1. Excessive noise – shouting or playing of radios or tapes
2. Throwing objects within the bus or out of the windows
3. Horseplay
4. Smoking or lighting any kind of fire
5. Extending any part of the body out the window
6. Littering
7. Writing or scratching on the seats or walls
8. Abusiveness to the bus driver
9. Standing up while on the bus is in motion
10. Eating, drinking, or chewing gum
11. Displaying any sharp object such as a knife, pencil, etc.
12. Engaging in inappropriate displays of affection
13. Using foul or inappropriate language
14. Yelling or making rude gestures out the windows
15. Boarding the bus without a shirt

**Consequence for inappropriate behavior on the bus**

Any violation of the above will result in disciplinary action. Parents will be informed whenever a student has been reported. If a student is reported twice, she/he will be suspended from riding the bus for a period of two weeks. Parents will have to provide transportation during the period of suspension. The student will not be permitted to board an alternative bus. After bus privileges have been reinstated, if a student is reported, she/he will be suspended from riding the bus for thirty days. If reported again suspension will be permanent or for the remainder of the year.

**Illegal Substances** – The school is deeply concerned about the use of tobacco, alcohol, and drugs among the youth of St. Croix. We are aware that incidents of use among our students is generally reflective of the adolescent population of the island; however, we

will not tolerate the use of these substances on our campus or at any school sponsored function (e.g., field trip).

We focus on education, prevention, and intervention. We believe that students who have been informed about the consequences of alcohol and drug use are better equipped to resist peer pressure to use these substances.

When we suspect that students are endangering themselves by using drugs or alcohol, we will try a variety of interventions, including peer and professional counseling, depending on the circumstances and the individual. We have a psychologist on staff and a system of anonymous referrals to identify students at risk. Students may self-refer or may suggest referral of another student. All referrals and conferences are done in complete confidentiality.

At the same time, we cannot and will not allow students to endanger the well-being of other students. Possession and use of alcohol and drugs on campus and at all off campus school functions is absolutely prohibited.

The School reserves the right, to the extent allowable by law, to search students' lockers, belongings, and automobiles.

### **Consequences**

*Tobacco* – Possession of tobacco will be treated as a major disciplinary offense, resulting in a Saturday detention for a first offense and a disciplinary probation for the second offense.

*Alcohol* – Possession or use of alcohol at school or at any school activity will be treated as a major disciplinary offense, resulting in disciplinary probation or expulsion for a first offense, depending on the circumstances.

*Illegal Drugs* – Possession or use of illegal drugs at school or at any school activity can result in immediate expulsion

### **CAMPUS**

We have a beautiful campus that is cared for by a hard-working custodial staff. It is the obligation of all to do their part in making sure the campus remains neat throughout the course of the day. All garbage should be placed in the round barrels at the eating areas and recyclables should be placed in the proper containers. Please do not put food waste in wastebaskets in the classrooms, as it attracts bugs.

**Middle School Patio** – The Middle School Patio is a wonderful place to chat before school begins, have lunch, and spend time with friends from 4:00 pm to 5:30 pm. Middle School students are expected to take collective pride in keeping outside cubbies and their patio neat and attractive. During snack and lunch, eating is permitted only at the Middle School Patios. In general, food and beverages, other than water, are not allowed in the classroom or at assemblies.

Our campus is beautiful, and we hope to develop in our students the reflex to pick up after themselves and to take the initiative to pick garbage up even if it is not theirs.

**Library** – The library is open from 7:30 a.m. to 4:00 p.m. from Monday through Friday. Use of the library is a privilege; it is a place for reading, study, and research. A student using the library during class or study periods should have a definite purpose and a signed pass from his subject teacher.

### **Library Rules**

1. Books are loaned for three weeks with an option of renewal for three additional weeks if the book is not in demand. A student may have a total of three books checked out at any given time. “Reserve books” must remain in the library at all times.
2. Computer use in the library is for academic purposes. Chat rooms, instant messaging and games are not allowed. Violation of these policies may result in the suspension of library and network privileges.
3. The photocopy machine is available to students at a charge of 10 cents per page copied. There is no charge for school related computer printouts. However, for printing information not related to school, i.e. lyrics, jokes, shopping, etc., there is a charge of 10 cents per copy.
4. Students are charged a fine of 10 cents per day per overdue book, excluding weekends and holidays. Two overdue notices will be sent to students. If materials are not returned, a third notice will be mailed home. Library lending privileges will be revoked and report cards withheld until materials are returned or paid for.
5. The person to whom a book is loaned is responsible for the book. The cost of books which are damaged, lost, or destroyed is assumed by that student. Do not check out books for friends.
6. NO FOOD, DRINK, OR GUM is allowed in the library. Students are expected to leave the library in good order. Newspapers, magazines, and reference materials must be returned to their proper places, and chairs must be placed under tables.
7. The Library should be a place where students and teachers should be able to read and work quietly. Socializing should take place somewhere else.

**Computer Lab** – The computers on campus are for academic use. Students are required to have a pass indicating the school project on which they are working in order to use the computer lab after school for the first semester.

**Pool** – By agreement with the Swimming Association, the pool is “off limits” except during scheduled activities and classes. This includes before and after school, except for

swim team members who are scheduled to be there. Students found in these areas will be considered “off campus without permission” and subject to disciplinary action. Students who choose to participate in the Dolphins’ after school swimming program must stay within the swimming compound once they have reported for swimming.

**Teachers’ Lounge** – The teachers’ lounge is off limits for all students at all times. Please do not look for teachers in the lounge.

**Main Office** – Our reception area is for visitors and guests. Students should not come in this area unless they have specific business with the secretary or have an assigned service. Make sure to use proper manners when asking the office staff for assistance; keep in mind that they are very busy. A “Good Morning” or a “Good Afternoon” is always welcome.

- The school telephone is for business purposes and may not be used by students except in case of emergencies.
- If a student is expecting a delivery of any kind, including lunch, it should be delivered to the front office, not to the parking lot, driveway, or class. The student is responsible for retrieving the item.

**Visitors** - Visitors are parents and interested adults who come for business or to observe the school. They usually come to our campus for one of four reasons: 1) they are parents interested in the school; 2) they are workers doing us a service; 3) they are patrons who support the school; or 4) they are guest speakers or judges. All of these visitors should be shown our best side. A smile, a greeting, or an offer of help if someone appears lost is appreciated by everyone.

Friends living on St. Croix or visiting from the states are generally discouraged from visiting the campus during school hours. Special exceptions are made, but parents should call the Head of Middle School for permission a few days before the prospective visit.

## **HEALTH and SAFETY**

**Medical Exam** – All students are required to have a recent physical examination report and an updated immunization record on file at school. All physicals must be on file by September 30th or the student will be held from P.E. which will result in a lowering of P.E. grade) until the form has been turned in.

**Nurse** – GHCDs has a nurse on duty for emergencies and for students who become ill while at school. If you are sick, obtain a pass from your subject teacher and report directly to the nurse’s office. Depending on her assessment, she will call the parents, send a note, or discuss with the teachers. Minor injuries at school are treated with ice, antibiotic ointment and Band-Aids. Parents are notified immediately of any serious injuries requiring a physician. If the school feels the situation is serious and we can not reach a parent, we will transport the student to the hospital or an ambulance will be called.

Students who have any type of medicine to take during school hours must leave the medicine with the nurse with instructions from the student's physician. Students who need medical attention should report to the front office.

**Head Lice Policy:** Head lice is a common annoyance for the school aged child and their families. While lice is a nuisance for all involved it is important to remember that it does not spread disease or cause medical harm and is not associated in any way with poor hygiene. GHCDs follows the recommendations provided by the Centers for Disease Control and Prevention, the American Academy of Pediatrics, and the National Association of School Nurses for the management of lice in schools. In accordance with these recommendations GHCDs will not exclude any healthy child from school because of head lice or nits. We will work in collaboration with families to identify cases of lice, to break the cycle of infestation, and to return students to the learning environment quickly. Evidence based practice has proven that routine screenings in schools for nits and lice are not an effective means of reducing the incidence of lice. *The school asks parents to regularly screen their children at home for lice.* If you are unsure of how to conduct a screening the school nurse is available to provide guidance. Students will be screened individually when symptomatic during the school hours. Students will be returned to class with instructions to refrain from close head to head contact and communication with the teacher if lice are found during the assessment. Parents will be notified at the end of the school day if live lice were found. Parents are asked to promptly treat their children in accordance with their physician's recommendations. A student may be excluded from class if subsequent requests for treatment have not been adhered to. When necessary, the parents of an affected child's classmates will be notified via email that there was an occurrence of head lice in such a way as to protect the child's right to confidentiality.

While it is uncommon for head lice to spread via contact with personal items, children should be taught not to share items that touch the head, such as combs, hats, headbands, or scarves. However, helmets should always be worn when bicycling and playing sports, even if it must be borrowed. The risk of head injury far outweighs any risk from a head lice infestation.

**Special Medical Conditions** – If you are not absent but have a medically diagnosed condition that requires special treatment, your parents must notify the nurse via the telephone or a note to communicate any doctor's recommendations or special treatment necessary.

**AIDS policy** – In conjunction with the guidelines issued by the Public Health Service, parents of students who are HIV positive are required to inform the Headmaster for the welfare of the student and the school community at large. Decisions on the student's attendance, activities, alterations of the program and other issues will be reached after consulting with the student's private physician. Each case will be treated with appropriate confidentiality.

**Emergencies** – A variety of drills are held regularly and are usually unannounced. Evacuation directions for each room are posted and should be reviewed by the teacher and students at the beginning of the year. These drills are to be taken seriously. Students are expected to follow procedures quietly and quickly and always prepared to follow the instructions of faculty.

## **PERSONAL POSSESSIONS**

In general, students should not bring valuables or unnecessary cash to school. Students should not leave purses, jewelry, or other attractive items in the bathrooms or changing rooms during P.E. The school cannot assume responsibility for stolen or damaged property.

**Lost and Found** - All personal items should be labeled, and no belongings should be left outside after 5:30 pm. Personal items left behind will be placed in the “Lost and Found” bin or turned in to the office. Parents and students are encouraged to check the bin if they are missing clothes or other items. When the Lost and Found bin begins to overflow, the items are washed and donated to such organizations as the Boy Scouts or Animal Shelter to be used in their flea markets.

## **PERSONAL RESPONSIBILITIES**

**Textbooks** - All textbooks left unattended will be turned into the Dean when they are found. Students will be charged a fee for lost books.

**Personal Items** – Students are expected to label all personal items, including school supplies, book bags and lunch kits.

**Financial Obligations** –Students are expected to take care of all financial obligations promptly. Library fines, sports uniforms, textbook charges, as well as tuition payments, must be cleared in order for report cards to be released each term. If a report card has been held and is not redeemed within ten days, the student may be denied admission to school until payment is brought up-to-date.

**Final Exam Fees** – Students missing final or semester exams at the end of the semester for any reason will be charged \$25.00 per course for early exams. No early exams will be scheduled without a written request from the student’s parents at least one week in advance.



Acceptable Use Policy

Technology provides extended educational benefits to students. However, some uses of this technology may be inappropriate or interfere with another student's education. Access to GHCDs's technology is a privilege. We expect responsible and appropriate use of network services and other technologies. Through this consent form, you and your child agree to these terms, and you permit your child to use the Internet, e-mail, and other GHCDs network services. Breaking any of the following rules will result in disciplinary action.

**Technology Use on Campus**

- 1) Use of school or personal technology is at the discretion of the classroom teacher. Refer to your student handbook for out of classroom technology use rules.
- 2) Internet usage is for school-related activities only.
- 3) Student e-mail and other communication accounts may be used for school-related purposes only.

**Printing**

- 4) You may print for school related projects. You may not print for personal reasons without permission from a teacher
- 5) When you print, please limit the number of pages you print out because it is costly save supplies, money, and the environment.

**Security – your account and password**

- 6) DO NOT let someone else use your username and password to gain access to the computer. DO NOT use or share someone else's account information.
- 7) NO sharing of passwords! Remember you are responsible for the things others do while using your account. If you feel someone else knows your password, report it and change your password.
- 8) Do not access or manipulate others' works and/or accounts

**Ethical Use**

- 9) Know and understand copyright laws. Don't plan or conduct **any** illegal activities using GHCDs's computer technology.
- 10) Be considerate of your surroundings. There are often younger students for whom you are role models. Do not display items on the screen that may be inappropriate for younger eyes. Also, students your age or older may be offended by subject matter that doesn't offend you, be aware of what might offend other people and avoid displaying that subject matter on your screen.
- 11) Do not post any personal information to websites or give it in emails to anybody you do not know.
- 12) Don't send or display unwanted, threatening or harassing e-mail to anyone or post such information on websites. This applies to cyberbullying or other inappropriate actions towards other students, teachers, staff, or school entity regardless if the action has occurred on or off campus.
- 13) Do not access any inappropriate websites. If you accidentally go to one, you should stop and get out of it quickly.
- 14) Do not attempt to bypass the internet filter as such actions violate federal law (CIPA).

Random checks may be performed on my account without warning. Violating any of these rules without prior permission from a Technology Instructor will result in disciplinary action. Good Hope Country Day School authorities reserve the right to suspend my account or restrict my access if it is felt I am breaking these rules, the law, being rude, unhelpful, or uncooperative. Failure to abide by the attached guidelines shall result in disciplinary action such as a 30 day suspension of school and/or personal technology use on campus. This policy remains in effect indefinitely. Repeated offenses or severity of the infraction may result in more severe disciplinary action.

**I have read and understand ALL of the above and agree to abide by the rules as set forth herein.**

Today's date \_\_\_\_\_ Print your full name \_\_\_\_\_

Current Grade \_\_\_\_\_ Student signature \_\_\_\_\_

As the parent/legal guardian of the minor student signing above, I grant permission for the above student to access networked computer services such as e-mail and Internet. I have read this document and accept responsibility for providing guidance to the above student to follow when selecting, sharing or exploring information and media.

Parent's signature: \_\_\_\_\_



**Middle School Handbook and Technology Acceptable Use Policy**

I \_\_\_\_\_, *acknowledge that I have read, understand and*  
*(student name)*

*agree to comply with the Good Hope Country Day School Student Handbook and*  
*the Technology Acceptable Use Policy..*

\_\_\_\_\_  
Student Signature                      Grade                      Date

\_\_\_\_\_  
Parent/Guardian Signature                      Date

Please make sure to read the sections entitled ***Behavioral Expectations for After School Care, Climate for Learning***, as well as the **Technology Acceptable Use Policy** on the back of this form.

Please return this completed form to your advisor by **September 6th, 2019**. Students who have not returned this signed form by September 6<sup>th</sup>, will not be allowed to stay on campus after 3:00 p.m.

