



GOOD HOPE
COUNTRY DAY
SCHOOL

**GOOD HOPE COUNTRY
DAY SCHOOL**

**INTERMEDIATE
HANDBOOK
2019-2020**

MISSION STATEMENT and Core Values

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; to take pride in all practical, written, and oral work; to 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.

COMMUNITY OF LEARNING

General Expectations

We strive to create a climate in which all members of our community feel safe, supported, and able to do their best. We believe that children respond positively to firm, consistent, and fair discipline. Our faculty is committed to helping each individual develop his or her own sense of courtesy, honesty, tolerance, and respect for others. Each grade level has established certain rules and guidelines that we feel are appropriate. These rules are reviewed with parents on Registration Day and reinforced throughout the year. Please be aware of these rules and help your child to follow them.

Building Sense of Community

Teachers incorporate practices designed to make the classroom stimulating, challenging, safe, and joyful. Practices such as Morning Meeting foster a sense of community. Students are involved in shaping the rules of the classroom, and teachers engage children in discussions that help them understand logical consequences when they forget or choose not to follow classroom rules.

The teacher creates a positive space where students' voices are heard and where they play an active role in their education. The teacher serves as a facilitator, and through listening to the students and helping them work together, the values of cooperation, independence, responsibility, and accountability are developed.

On Friday mornings students through eighth grade gather to share learning and celebrate important events.

THE SCHEDULE

Fifth to sixth grades operate on a two-semester schedule. A semester is a period of time, approximately one half of the school year. Each semester 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.

Daily Schedule

The academic day is 7:50 am to 3:00 pm. Students should arrive at school no later than 7:45 am in order to get organized for the school day. Teachers are available to help students with school work during selected lunch periods, and study halls after school from 3:15 to 4:00 pm.

Should an unavoidable delay occur, and the student arrives after 7:50 am, he/she must go to the office for a late pass before going to his or her classroom. Refer to page 18 for policy on tardiness and absences.

Advisory

The Advisory system is an integral part of the 5th and 6th grade program. The purpose of the advisory system includes the following: build a sense of community, develop social skills, set academic and personal goals, and conferences. Advisory groups meet each day before the first period, and for an additional period during the week. 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 first thing in the morning.

Grade 5 Advisory Teachers	
Mrs. Hutchins	Ms. Jaffurs
ohutchins@ghcds.org	ajaffurs@ghcds.org

Grade 6 Advisory Teachers		
Mrs. Dykstra	Ms. Sundaram	Mrs. TeWinkle
sdykstra@ghcds.org	ssundaram@ghcds.org	jtewinkle@ghcds.org

DAILY PROCEDURES

Cancellation of School When rain or another emergency condition makes it necessary to cancel school, it will be announced on the following radio stations: AM 970, AM 1000, FM 1003, FM 95.1, FM 104.9, FM 93.5. Whenever possible, this announcement will be made before 7:15 A.M.

Lunch and Snack: Each child must bring his/her lunch and snack to school. **We strongly discourage "lunch deliveries;" however, if you must do so in an emergency, food must be dropped off at the Office, NOT the classroom.** We recommend nutritional foods such as fruit, vegetables and sandwiches/leftovers. Additionally, it is necessary to send drinks with your child as none, except water, are available on campus. Please do not send soda or candy to school.

A Snack Bar is available immediately after school to students in grades 4-6 when snacks and juice may be purchased. However, sodas on sale to high school students are not available to younger students.

Lost and Found: All articles found on school grounds should be taken to the Lost and Found bin behind the administration building. Items such as jewelry and glasses, should be turned in to the front 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.

Emergency Drills: 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.

Messages and Telephone Use:

Phone calls to members of the faculty will usually be in the form of a message on a teacher's *voice mail*. Please be aware that, due to extremely busy schedules, many teachers are unable to check their voicemail until after school hours.

(Therefore, leaving messages about changes in afternoon transportation arrangements is unwise.)

Celebrations and Parties: We are pleased to support you in recognizing your child's birthday and are eager to help you make it a special day. However, we ask that you be aware of our schedule restraints and help us by avoiding things which can be overly distracting to our daily routine. Major productions such as piñatas, balloons and horns, jugglers/clowns and pony rides, and additional

family members with cameras are not allowed. **Please note** that cakes, which need to be cut and ice cream that must be scooped are often overly time consuming. Experience has proven that something like cupcakes – to be shared with the class – delivered in the morning and served for dessert at lunch, works well. ***Parents must contact teachers well in advance of a birthday celebration to determine a time that works well for the teacher.***

Invitations to private birthday parties and other types of parties should be mailed to prevent situations where children may feel excluded. ***Please DO NOT bring invitations to school to be distributed unless ALL students in your child's class are to receive an invitation***

Visitor Policy: All visitors and parents must report directly to the front office when they arrive on campus. Visitors may go to classrooms only when they are expected by the teacher so as not to disrupt the school day. *Parents are requested not to ask for permission for their child to bring a friend or relative to school for a visit.* The numbers of off island guests are such that this would disrupt the normal routine, and, in some cases, cause overcrowding.

ACADEMICS

Curriculum

The fifth to sixth grade curriculum includes Language Arts/ Social Studies, Mathematics, Science, Spanish, Art, Music, Physical Education, Computer, Library and Swimming for all students. Curriculum outlines are available on the school website and are updated each year.

Language Arts

The Language Arts Curriculum is a balanced and integrated approach to the teaching of reading and writing. The Units of Study In Writing and Reading, developed by Lucy Calkins at Columbia Teachers College, provides the foundation for the writing and reading program from Kindergarten to Eighth grade.

The essential aspects of the program are that

- Learners need explicit instruction in writing and reading.
- Learners need to be immersed in a listening and storytelling culture where their voices are valued and heard.
- Learners need teachers to read aloud.
- Learners need to write for real audiences; Learners need to write the kinds of texts that they see in the world.
- Learners need long stretches of time to read, and must have the opportunity to read high interest, accessible books of their choosing.
- Learners need opportunities to talk and write in response to texts.

- Learners need assessment-based instruction, including feedback that is tailored specifically to them.
- Learners need explicit instruction in word study and grammar.

In the Units of Study curriculum, each grade level includes three to four, 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. Teaching follows the gradual release of responsibility model of teaching. Literature units complement writing units and are designed to build higher level reading skills and explore a variety of genres. Ridgewood Grammar and Prestwick House Classical Word Origins provide the structure for vocabulary and grammar study.

Social Studies

In fifth and sixth grade, the goal is to use geography, history, and current events to engender in students a deep curiosity about the world around them and to develop the mindset and research skills necessary to pursue inquiry. Do we see history repeat itself? Can we better understand current events by studying history? How does remembering the past help us make decisions in the present? Regular conversations about current events serve to make ongoing connections between history and geography. Social Studies and Language Arts are integrated at different points throughout the year.

In the fifth and sixth grade, social studies is organized on a two-year rotation:

One year we focus on Ancient World History, investigate the beginning of civilizations, the connections between natural resources, historical events and current events, as well as take a journey with Ulysses into Ancient Greece. The culminating project involves students applying many research skills to conduct oral history reports, which are presented to families at the end of the year at an oral history tea.

The alternate year, we focus on Medieval World History, the spread of science, and technology, and literature around the world and discover an appreciation for the similarities and differences in our World Religions. Students study the geography of the Middle East, Asia, Africa, and Europe. Field trips, simulations, lively debates, and guest speakers add flavor and relevancy to each unit.

Math

Fifth Grade: The Bridges K to 5 Math curriculum is a rigorous program that focuses on developing students' deep understanding of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Seeing, touching, and sketching ideas creates pictures in the mind's eye, helping learners construct, understand, and apply mathematical ideas. Bridges incorporates increasingly complex visual models, including the Number Line and the Array models, in a coherent framework across the curriculum. Bridges blends direct instruction, structured investigation, and open exploration. It taps

into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

Sixth Grade: 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.

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.

Science

Science topics for fifth graders include using the scientific method, looking at the properties of matter, the design process in engineering, and a comprehensive bird study.

Science topics for sixth graders include properties of matter, atoms and elements, simple machines, the laws of physics, and science related current events.

Inquiry Projects, with a focus on technical writing, are displayed at the GHCDs Science Fair, where students have the opportunity to present their research to an audience of professionals and parents.

Spanish

The Intermediate Spanish program focuses on building a strong foundation in the four areas of foreign language study: listening, speaking, reading, and writing. Students develop correct pronunciation and build their repertoire of practical vocabulary. Teachers emphasize correct pronunciation, intonation, fluency, grammar and verb conjugation.

Students practice verbal skills while performing skits, singing traditional songs from Latin America, and playing group games. Through craft-making activities, reading stories, and watching foreign language videos, students also learn about Latin American customs and holidays, such as the Day of the Dead, Cinco de Mayo and Navidad.

Computer

The Intermediate Technology curriculum develops young learners to be the next generation of creative thinkers and problem solvers. Computer and classroom teachers collaborate to make connections between computer and core classes. As students move to fifth and sixth grade, they deepen their understanding of software applications (Google Docs, Google Slides, Adobe Photoshop, Illustrator, GarageBand, iMovie, Tinkercad), and acquire applied skills (computer programming, engineering, brainstorming, and financial literacy). Applications gradually advance in difficulty and build upon previous programs. Students apply their knowledge to real-world problems and use their skills to create unique solutions. Technology standards covered in class: Creativity and Innovation, Communication and Collaboration, Research and Information Fluency, Computational Thinking, Technology Operations and Concepts, and Digital Citizenship.

Art

The focus of Intermediate Art is on aesthetics, balance, and creativity – the ABC's of art. Throughout the year, children develop an appreciation for diverse art forms, work to respect individual and group needs and use their creativity as a hands-on approach to problem solving. The art curriculum is organized into units involving sculpture, design, drawing, and art appreciation. When appropriate, art projects are coordinated with social studies, language arts, science and computer classes. Students enjoy participating in local and national art competitions when possible. Student art is showcased at the annual Student Art Show in April.

Music

At the end of fourth grade, each child chooses an instrument to play in fifth grade. There are so many benefits to learning to play an instrument, that we feel all students should be exposed to instrumental instruction in the fifth grade. The choices of concert band instrument include the following: flute, B flat clarinet, E flat Alto Saxophone, B flat trumpet or cornet, trombone, baritone or percussion (bells, snare and bass drums).

Sixth graders are given the choice of taking band or chorus. New students entering sixth grade who would like to play an instrument but have not had fifth grade band must attend weekly after school help sessions for ½ hour when they can learn the band instrument that they have chosen with individual instruction. This affords the students the opportunity to catch up to the level of the rest of the band and be able to participate in the holiday concert.

Physical Education

In Physical Education students are introduced to the following activities: volleyball, soccer, basketball, softball, fitness activities/games, cooperative games and aquatics. Sportsmanship and cooperation take precedence over

winning. The focus is on physical fitness, skill development, knowledge of the game: positioning and in some cases the history of the game.

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 makes 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.

Social and Emotional Education

At the intermediate level, children have developed a unique "sense of self" and are knee deep in the process of figuring out how their self fits into the world around them. The up and down emotions of fifth and sixth graders are often focused on the increasingly important role of friendships and peer group relationships. Small groups are an effective way to help learn and practice the social and emotional skills needed to successfully navigate friendships. Fifth and Sixth graders meet in small groups with Ms. Marohn to work on friendship skills, effective communication, self-esteem building, problem solving, and self-responsibility.

Outdoor Education

Extended outdoor educational programs are an important part of independent school life. Because building independence and self-reliance is a fundamental goal of outdoor education trips, we limit the number of parent chaperones on fifth and sixth grade trips.

- **Fifth Grade Trip To VIERS:** For one week at the end of May, fifth graders spend four days at the Virgin Islands Experimental Research Station on St. John involved in hands-on environmental, cultural, and scientific activities. In addition to providing a rich academic program, the trip serves as a wonderful community building experience which students remember fondly for many, many years.
- **Sixth Grade Trip:** The sixth grade participates in the World Ocean School program on the Roseway, which includes sail-training, team-building and academic hands-on lessons in science, math and the humanities. Students learn about knots, navigation, the principle of lift, trade routes, local island history and ecology, simple machines, buoyancy, speed and distance tests, and poetry of the sea.

Library

Fifth sixth graders have one period per week set aside for their use of the Library. However, with the permission of their homeroom teacher, students may check books in and out at lunch, recess, or before or after school. In general, a student

may borrow two books at a time and they may be kept for two weeks. There is a 10-cent fine per school day for overdue books. In the case of a lost or overdue book, the librarian should be contacted at the earliest opportunity.

Summer Reading

To encourage students to read over the summer months, GHCDs requires all returning students to read a minimum of three books during the summer vacation. Over the summer, fifth and sixth graders respond to discussion questions through Google Survey, and books become the focus of discussion in the first weeks of school.

Homework

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

Success in school requires a consistent, concentrated effort. Homework is an important part of this process and will vary in length. For example, in 5th-grade students are expected to read 180 minutes per week, and in 6th-grade students are expected to read 200 minutes per week. Band practice requires 15 minutes a day. All homework must fulfill three criteria to be acceptable: it must be neat, complete, and on time. Teachers expect homework to be challenging at times. Questions should be directed to the teacher by the student. Several long-term research projects will also be assigned during the year and will require out-of-class work. Daily after school study hall is provided for students to complete homework and get help from teachers.

Late Work

Assignments need to be completed 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, this allows the teacher to better understand and meet individual student's learning needs.

Students who do not complete work on time may 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. Academics take precedence over athletics. If an assignment or project is not completed by the deadline, the teacher will communicate with the parent. 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 will be given 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. **Students will have no more than one week to complete revisions or take a retest.** There will be a scheduled time for retakes, and students are expected to prepare accordingly. Should a student request a second retake, he or she cannot earn a grade higher than a 3. There may be some assignments on which students are not given an opportunity to retake or revise.

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 do not offer extra credit or bonus work.

Technology

We use many forms of technology in the classroom. Personal devices are not permitted to be used upon arrival at school through the end of after school study hall. Students use ipads for a range of learning experiences throughout the school day. Some uses of technology (texting, tabbing between screens) have the potential to interfere with learning, negatively impact the depth of conversation within a class, degrade the school environment, 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.

Phones will remain in students' backpacks upon arrival at school through the end of study hall. If a student needs to contact his or her parent during the course of the school day, s/he must ask permission of the classroom teacher.

Parents should not expect communication with their child that is not routed through the office. If there is an emergency, please call the front office.

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 use portable electronic devices inappropriately at school.

Sports Eligibility

Interscholastic sports begin for most sports in fifth grade. Fourth graders can participate in cross country and track, and if there is room on the teams, they can also participate in basketball, soccer and flag football. Participation in interscholastic sports requires both energy and commitment. The following policy has been formulated by the Athletic Department to ensure that those interested in interscholastic competition neither neglect their academic work nor let down their teammates.

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.

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

Students who do not complete homework for a particular day will not be able to participate in practice or a game that day. If a student does not have an assignment completed in a particular unit of study, the teacher and student will agree on a plan of completion which may include staying in at lunch or after school. If the student must stay after school, s/he will email his/her parents, and if s/he is on an athletic team, his/her coach.

Athletic Handbook

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

SUPPORT SERVICES

Language Learning Support

The Language Learning Center at Good Hope Country Day School is pleased to have an Accredited Orton-Gillingham Fellow to offer individualized Orton-Gillingham based tutorials. This means instruction is multisensory, based on assessments of skill levels, so diagnostic and prescriptive, direct, explicit, structured, and sequential. The approach is cognitive and is based on research about brain function and the most effective teaching practices.

Learners are taught the structure of language following a sequence designed to move from the most fundamental concepts to the more complex. Attention is given to the phonemic, syllabic, morphemic, and grammatical structures of the

language. Cursive handwriting is developed and used for instruction as it is believed to provide the more kinesthetic reinforcement than printing, and allows those individuals who have developed confused formations an opportunity to begin again. Vocabulary is developed with attention to Latin roots and affixes and Greek combining forms. Strategies for active passage comprehension are developed through metacognition.

Individuals appropriate for the program are those diagnosed with a language-based learning disability such as dyslexia, or as determined by an assessment conducted by our educational diagnostician. A psycho-educational evaluation may be requested and required to be shared if there is question about whether our language learning program is appropriate for a student. Cognitive abilities of those diagnosed with language-based learning disabilities must yield average potential. Our program is not designed to meet the needs of students who have learning difficulties that are the result of primary emotional or behavioral problems, below average cognitive ability, Pervasive Developmental or Autism Spectrum Disorders.

Referral Process- A teacher or parent can request a referral. Ms. Canning will work collaboratively with the parent and teacher to determine whether the referral is appropriate. Approximately five hours are required for assessment and synthesis of information, so parents and teachers should expect about three weeks depending upon the time of year. Once the assessment is completed, a meeting will be held with parent, teacher, and administrator to share the findings and develop a plan which might include the student working directly with Ms. Canning one-on-one, or Ms. Canning working with the classroom teacher to develop appropriate strategies within the classroom. Ms. Canning can work with a limited number of students as her work is done one-on-one. A skills assessment does not guarantee a place in the learning center.

Ms. Canning will communicate in writing with parents of students with whom she works to share her plan of study. She will communicate regularly with classroom teachers of the students with whom she works. Written progress reports from the Language Learning Center will be included in the first and fourth quarter report cards.

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 feel 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 a little extra help with social-emotional issues, he or she will call the parent to discuss 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 directly contact Ms. Marohn at smarohn@ghcds.org

ASSESSMENT

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.

Interacts thoughtfully with peers and adults

- 4= The student consistently interacts respectfully with others.
- 3= The student often interacts respectfully with others.
- 2= The student occasionally interacts respectfully with others
- 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..

Completes assignments on time

- 4= Assignments are consistently completed and turned in on time.
- 3= Most assignments are completed and turned in on time.
- 2= Several 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 meaningfully

- 4= The student consistently contributes to class, demonstrating leadership, initiative, and thoughtfulness
- 3= The student often contributes to class.
- 2= The student occasionally contributes to class.
- 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.

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 will be used.

- 4 = *Mastery of Skill, demonstrates high level of thinking*
- 3 = *Proficient, meets grade level skill*
- 2 = *Basic, partial or inconsistent use of skill*
- 1 = *Incomplete or not proficient, insufficient evidence of skill development*

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 grade 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 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 teachers that she/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 and monitored regularly.

Retention and Grade Acceleration

In general, a child should be the appropriate age for a particular grade by the first of September. A first grader should be six, a second grader should be seven, and so on. Children should be developmentally ready for the requirements of a particular grade. We know that pushing a child beyond that for which he or she is developmentally ready can have a long term negative impact both on the child's academic and social-emotional growth.

That said, we know that within any group of children in a particular grade, there will be a wide range in terms of age, development and aptitude. The classroom teacher differentiates instruction to the best of her ability in an effort to meet the needs of each child. Students who struggle in a particular area might work with the learning specialist or a tutor, while students who demonstrate a particular aptitude in math might benefit from single subject acceleration.

A small number of students will benefit from repeating a grade. Similarly, a small number of students who are academically advanced in all content areas as well as socially and emotionally mature, might need more than a single subject acceleration. Retention and acceleration must be approached thoughtfully and systematically. If at the halfway point of the school year, a teacher feels that a child would benefit from either being retained or accelerated, s/he will discuss with a child support team including a counselor, parent, and administrator. When grade retention is being considered, Light's Retention Scale Manual will be used to guide the decision making process. When grade acceleration is being considered, the IOWA Acceleration Scale, developed by the Belin Center for Gifted and Talented Development will be used as a systematic and comprehensive structure to guide the decision about acceleration. Both instruments look closely at many factors in the child's life and educational history, including the child's physical and social/emotional development

Awards

Beginning in fifth grade, students are recognized for outstanding achievement with the following awards

- Tenacity Award** is presented to students who demonstrate significant improvement in academic performance or learning behavior. *(end of year)*
- Scholarship Award** is presented to students who work with dedication take pride in all their work, collaborate & cooperate with teachers and peers. *(end of year)*
- Respect Award** is presented to students who show exceptional courtesy and regard for others. *(end of year)*
- Integrity Award** is presented to students who demonstrate the commitment to doing what is right, who have a strong moral compass. *(end of year)*
- Citizenship Award** is presented to students who most embody the five aspects of citizenship: honesty, compassion, respect responsibility, and courage. *(end of year)*

Standardized Testing

Standardized tests are administered each spring to third through eighth graders. The results help us, in general terms, 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.

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.

PARENT COMMUNICATION

We endeavor to keep open the lines of communication between school and home. Our Development Office does a wonderful job maintaining an informative website, and news is emailed home weekly. Teachers make effective use of email to communicate about student progress, and parents are encouraged to make requests for conferences whenever they have concerns.

At the Intermediate level students are required to have most tests signed by parents and returned to the teacher. At home it is a good idea to develop a routine for students to share their work with parents for review and to ensure that the work is returned to school promptly. This ensures that parents are kept abreast of student progress.

In addition to newsletters, the school has an Open House and Parent Conference in November. Report cards are distributed four times a year for grades four to six.

- **Student Planners-** Students are expected to record their assignments into daily planners. Parents should use these as their first reference to daily assignments.
- **PlusPortals** – Parents and students will be assigned separate log-on codes. On Registration Day or Parent Information Afternoon new parents will be walked through the log-on process and provided with an introduction to PlusPortals. Because teachers often email reminders and other information through PlusPortals, parents are requested to provide email addresses when they register. Parents can select what type of notifications they would like to receive these notifications.
- **First Quarter Conferences** – Teachers will meet with parents to provide an assessment of how students are doing regarding organization, homework completion, behavior, and any topics that would help the student be successful. Progress reports will be sent home at the end of the quarter and November conferences will be set aside for follow up if necessary.
- **Second Quarter Conferences** - At the end of the second quarter, teachers will work with the students in their advisories to reflect on academic achievement and evaluate previously set goals. Report cards with grades and narratives will be sent home via email. Student-led conferences will be held at home, for students to discuss areas of strength, where improvements can be made, and set goals for the upcoming semester. Parents are asked to provide written feedback with respect to their children's progress and goals. This reflection will be added to the student's portfolio.
- **Third Quarter Conferences** - Parent conferences will be scheduled in February in the Library (students may join) and parents will be able to meet with whichever teachers they choose. Core and Specials teachers will be in attendance. Progress reports will be emailed home at the end of the quarter.
- **Fourth Quarter** - Report cards with grades and narratives will be sent home via email at the end of the fourth quarter.

ATTENDANCE

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

Passes - in most cases a student needs a pass to leave a class, including going to the nurse.

Excused Absences

Excused absences and early dismissals include only those caused by illness or a family 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.

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 in the last 24-hour period.
- 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 or obtain a doctor's note.

Non-Essential Absences

Vacations and "good fares" tempt parents to take their children out of school at times other than scheduled school holidays. Although we recognize that there are indeed family emergencies and other events that require parents to take their children out of school from time to time, we wish to emphasize the difficulty it creates for both student and teacher. The Good Hope Country Day School curriculum is not only challenging, it is also highly interactive. This means that much of the learning takes place through active participation in class – activities that rely on individual and group decision-making and problem solving. There simply isn't any way for an absent child to "make-up" that sort of work.

Therefore, we ask your understanding and cooperation in making every effort to avoid taking your child out of school. Please schedule any time away from

school during scheduled vacations. When off island trips are unavoidable, please make sure to notify your child's teacher as far in advance as possible.

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, reenrollment may not be offered. If there is concern about promotion, a conference will be required in February.

Making Up Missed Work

Teachers will 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 family trips, family emergency, and illness, to name a few examples, is as follows:

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

(b) Teachers will decide the timetable for the student to complete the work on a case by case basis. This will be communicated with the parent. 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. 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 staying in for lunch recess to do in school community service.

Health and Wellbeing

Medical Exam – All students are required by VI law to have an updated immunization record on file at school and a recent physical examination report. 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: When a child feels sick, he/she is taken to the school nurse, who makes an assessment and treats the child. Depending on her assessment she will either call the parents, discuss with the teachers, or send a note. Minor injuries at school are treated with ice, antibiotic ointment and Band-Aids. Parents are notified immediately of any serious injuries requiring a visit to your physician. If the school feels the situation is serious and we can not reach the parents, 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.

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 Events

Throughout the school year, regular classes are altered to allow for special activities or field trips. The Medieval Fair or Greek Day are examples. These days represent the culminating events for units of study. Participation in all such activities is required

Dress Code

Students should appear clean and neat when they arrive at school. Shorts are certainly appropriate dress in our warm climate. However, parents are urged to help their children make the distinction between dressing for school and dressing for the beach.

In grades four to six a minimum code of dress has been established which is conducive to the serious learning environment. We ask parents to help us enforce these standards:

1. sleeveless shirts, blouses and dress straps must cover the shoulder (minimum width 2 inches)
2. sports uniforms with exaggerated arm holes should be worn over other clothing
3. all tops must be long enough to tuck into pants or skirt, even though it is not required to do so. (no bare midriff)
4. t-shirts must not contain any questionable slogans or graphics (e.g. drugs, violence, profanity, etc.)
5. hats with brims must be removed indoors. Headcloths worn in a cultural context are permitted.

Consequences: Students who do not adhere to the dress code will be sent to the office to change out of inappropriate clothing. Students not wearing shoes which cannot be tied or do not have a back strap will not be permitted to join activities on the slab.

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 and supported so that they are able to do their best. We believe that children respond positively to consistent and fair discipline.

Advisory: Building A Sense of Community

Advisory is an integral part of the Intermediate program. The purpose of the advisory program is to build a sense of community, help students develop social skills, set academic and personal goals, plan for student-led conferences, make decisions, solve problems, and plan whole building events. Advisory meets first thing each morning, at the end of the day, and for one fifty-minute period each week. First to eighth graders gather together on Friday mornings, with each class assuming responsibility for running the gathering and sharing something that they have learned.

Social and Emotional Intelligence: The RULER Approach

The explicit teaching of social and emotional skills enables children to manage their emotions effectively, become better problem solvers, and develop positive relationships among themselves and with teachers. The overall effect is to create a climate that improves academic performance. 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 the elementary years 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 the safety of others or oneself 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,
- (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.F

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 target, infringe on the rights of the target 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 target's academic performance. When, in the opinion of a teacher, a student has been rude or otherwise has behaved inappropriately, (s)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

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.

Procedures in Addressing Incidents of Peer Aggression

1. If the teacher or playground supervisor sees an act of aggression, s/he will stop the behavior, complete a behavioral report form, and give this to the dean. If an act of aggression is reported to the playground supervisor, s/he will complete a behavioral report form, making sure to find out who might have witnessed the incident.
2. The dean will interview the target of the act of aggression and any bystanders.
3. The dean and student will refer to the consequence rubric and the student's previous behavioral record, to determine the consequence.
4. 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 let teachers of the students involved know what happened so that the teachers can check in with both students at an agreed upon time, generally one or two weeks after the incident.

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

Behavior	First Incident	Second Incident	Third Incident	Problem Persists
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 Harassment	Three days classes only Possible suspension Parent conference with dean, counselor	In school suspension Behavioral Contract	Consequences based on contract	
Cyber Bullying	One day of quiet recess and lunch Loss of computer privilege for one week Parent is informed	Three days quiet recess and lunch Loss of computer privilege for 2 weeks Parent conference scheduled	One week classes only Behavioral Contract developed with dean and counselor	Consequences based on contract

Severe acts of aggression, threatening language, or sexual harassment may result in immediate out of school suspension based on the judgment of the administration.

Defining Terms

Teasing	name calling, insulting, or other behavior that would hurt others' feelings and make them feel bad about themselves.
Exclusion	starting rumors, telling others not to be friends with someone or other actions that would cause someone to be without friends or excluded from an activity.
Harassment	racial, ethnic, or sexual name – calling or other severe harassment.

Defining Consequences

Quiet Recess/ Lunch	The student eats lunch away from peers with no interaction from other students or adults
Classes Only	the student stays alone at lunch and at other unstructured times under supervision and participates in no sports or extra-curricular activities.
In School Suspension	The student is required to write a reflective essay and read quietly for the remainder of the day. The student eats lunch away from peers with no interaction from other students. Student is responsible for making up missed work.

Behavioral Probation

When routine methods of discipline and parental involvement are not effective in changing behavior, the student is placed on behavioral probation. Often a behavioral contract is part of this probation. Violation of the terms of the contract may lead to immediate dismissal from school. At the end of the academic year, the progress of any student on Behavioral Probation is reviewed by the student's teachers, the division dean, and the Headmaster. If, in their judgment, there has not been significant improvement in the student's behavior, that student will not be invited to return to Good Hope Country Day for the following year.

Personal Integrity– As a school community, we cannot accomplish our goals without trust. Trust is gained when we can depend on the honesty of those around us. Lying, cheating, or stealing will not be tolerated. These behaviors will lead to a parent conference and a consequence.

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 plea on behalf of the plagiarist. If in doubt, acknowledge a source more, rather than less fully.
- 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, Division Head, 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 stealing a 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 by the Administration and may result in suspension or more serious disciplinary action.

Bus Transportation

Bus transportation is provided on major island roads between the school and both ends of the island. Although the buses transport Good Hope Country Day School students, the service is funded by the Federal Government and administered by the V.I. Department of Education. For this reason, we are not always able to influence decisions regarding pick-up schedules or locations of bus stops. The service is free but occasionally erratic. If you have any complaints about bus service, please call the school and let us know. We also urge you to make your feelings known directly to the Abramson Bus Company (772-0359). We have found that the most satisfactory results are obtained when both parents and school express their concern.

All students riding the bus are required to follow the instructions 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 the window
3. Horseplay
4. Smoking or lighting any kind of fire
5. Extending any part of the body out of the window
6. Littering
7. Writing or scratching on the seats or walls
8. Abusiveness to the bus driver
9. Standing up while the bus is in motion
10. Displaying any sharp object such as a knife, pencil, etc.
11. Engaging in inappropriate displays of affection
12. Yelling or making rude gestures out the windows
13. Boarding the bus without a shirt

Any violation of the above will result in the following disciplinary action:

At the discretion of the bus driver, a student may be reported to the school for misbehavior. This communication will be made in writing to any member of the administration and will follow as many "verbal warnings" as the driver deems reasonable. Parents will be informed whenever a student has been reported. If a student is reported twice, he/she 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.

If, after bus privileges have been reinstated, a student is again reported he/she will be suspended from riding the bus for a period of thirty days. If it happens a third time, suspension will be permanent, i.e. for the remainder of the school year.

Weapons and Illegal Substances

Illegal Substances

We focus on education, prevention, and intervention and 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.

Weapons

Weapons of any kind are not permitted in school. If a weapon is brought to school, it will be confiscated, parents will be called, and logical consequences will follow. Possession of a weapon may result in immediate expulsion. We discourage play-acting with simulated weapons. Model weapons may be brought to school for historical re-enactment or other class events only with the permission of the teacher.

AFTER SCHOOL PROGRAMS

Introduction

Thanks to the support of teachers and parent volunteers, Good Hope Country Day School is able to offer a wide range of after school activities. We are pleased that so many students choose to take advantage of this opportunity. To ensure the continued success of the program and the safety of our children, we ask that you adhere to the procedures outlined below.

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.

After School Study: Students are allowed fifteen minutes of unstructured time on the playground, from 3:00 pm to 3:15 pm, and then they report to the study hall classroom for 45 minutes of quiet study supervised by a teacher. The first 15 to 20 minutes of study hall begin with silent reading. Study hall is an excellent opportunity for students to obtain 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. The teacher will call the parent to discuss his or her concerns.

It is essential that study halls are quiet in order for everyone to make the best use of the time. ***Students must come to study hall with their assignment book, school-related work to do and a book.*** Although from time to time, students may have collaborative work to do, they must ask permission to do so and must be very considerate of others who are working independently.

Students are welcome to attend study hall so long as they are willing to follow the structure and expectations: arrive on time, prepared with assignment book, silent reading book, and homework to do. Students who arrive late, are unprepared to use the time productively or disrupt a study hall will be sent to the Dean of Intermediate School. ***Three incidents arriving late, unprepared or being disruptive in study hall will result in the student not being allowed to stay after school. Parents will be required to pick their child up at three***

When study hall ends at 4:00 pm, students proceed to the playground. By 5:30 pm, those who have not yet been picked up by parents are escorted to the office where they remain until their parents arrive. Students must check in to After School Supervision and must be checked out by an approved person.

Teacher Sponsored Help Sessions: For students in need of extra assistance, parents should inquire with the teacher about the after school help schedule for their child's grade level. There are no fees for this service.

Library: Because the library is shared by all Good Hope Country Day students, the library is reserved for Upper School students after school. Homework should be completed in the supervised study hall. Students who need to use the materials located in the Library must get a pass, in advance, from their subject teacher.

After School Activities: Each semester there is a selection of after-school activities offered by both parents and teachers. Open to grades 1-6, offerings might include sports activities, crafts, cooking, and drama. Most activities are scheduled to begin at 3:15 pm and end at 4:00 pm. A fee of \$75 is required for most activities. A registration letter, listing all the clubs and activities available, is sent home at the beginning of each semester. Steel pan may be offered during lunch recess rather than after school to accommodate those students who want to play pans but also want to participate in the sports program.

Students not picked up by parents at the end of an After School Activity must go to After School Care Supervision. ***They may not wait unsupervised in front of the Administration building or at other places on campus. Continued participation in after school activities is contingent upon students adhering to this expectation.***

The Dolphins' Swimming Association: ***Students who choose to participate in the Dolphins' after school swimming program must stay within the swimming compound once they have reported for swimming.***

Interscholastic Sports: Good Hope Country Day School has a very active sports program, which includes competition at the Varsity, Junior Varsity, and Elementary levels. 5th and 6th grade students participate in interscholastic basketball, volleyball, and soccer. Depending upon interest and the availability of coaching staff, these opportunities are offered each year. Students who participate in interscholastic sports are charged an annual fee to defray the cost of transportation and referees. Please refer to "Sports Eligibility" section of the handbook. If the game does not start right after school ends, athletes must report to study hall first.

Spectators: We encourage students to attend sporting events as spectators. At Registration Day, teachers will ask parents if they would like their children to have permission to attend games at school. Most sporting events do not begin until 3:30 pm. At 4:00 students with permission can be dismissed to go to the game. If the game ends before 5:30 pm, students must go to After School Care.

A student who has missed assignments may not be allowed to attend a game in lieu of study hall. Rather, s/he will attend study

hall, and when work is completed to the satisfaction of the teacher, the student will be given permission to attend the game.

Competitors: Joining an interscholastic team is a major commitment. To help our young athletes understand that their studies must come first, a weekly "eligibility list" has been instituted for all team members. Team members must keep up with their studies each week in order to eligible to compete.

Sportsmanship: Good Hope Country Day prides itself on good sportsmanship. Please be positive and supportive of our players, coaches and referees - no matter what the circumstances.

Behavioral Expectations for After School Care

Many students choose to participate in after school activities, attend study hall, or just play with their friends. In order to maintain a climate in which all members of our community feel safe, we must expect the same standard of behavior in our after school program that is expected in the course of the school day. Students must follow expectations outlined below in order to stay on campus after 3:00 pm.

- Students must check in with the after school supervisors.
- Students must remain in the slab 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.
- Parents must check their children out ***in person*** with the after school supervisor. They may not yell across the campus for their children to come down to the parking lot. Nor may they call their children on their cell-phones from the parking lot in lieu of checking in with the after school care supervisor in person.

Students may continue to participate in after school activities as long as the above expectations are met.

4:00 to 5:30

From 4:00 pm to 5:30 pm fourth to sixth graders **must** remain in the supervised area. The Monitor will refer to the Division Head for disciplinary action any students who not following behavioral expectations. Students who do not follow expectations will lose the privilege of remaining on campus after school.

After 5:30

At 5:30 pm the After School Monitor will take students to the front office. 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 p.m. unless she/he is in a supervised evening activity. The supervising administrator will not leave school until all students have gone home.

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 GHCD'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 GHCD's 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 GHCD'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:



Intermediate School Handbook

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

agree to comply with the Good Hope Country Day School Student Handbook .

Student Signature Grade Date

Parent/Guardian Signature Date

Please make sure to read the sections entitled, ***Core Values, 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 6, 2019**. Students who have not returned this signed form by September 6, will not be allowed to stay on campus after 3:00 p.m.