

Student and Parent Handbook



2011-2012



Mission Statement of Giff Hill School

Giff Hill School offers a dynamic academic program designed to prepare students for the challenges of the 21st century. We provide the support necessary to accommodate a range of learning styles and abilities. Giff Hill School strives to maintain a positive learning environment: fostering a love of learning, instilling mutual respect and personal responsibility and promoting long term sustainability of our environment.

Giff Hill School is committed to expanding educational and extra-curricular opportunities for the children of St. John. We offer a complete educational program from early learning through college preparation. As a community school, we are dedicated to working with families to assure that any motivated student regardless of socioeconomic background may attend Giff Hill School.

Table of Contents

<p>I. Introduction</p> <ul style="list-style-type: none"> A. Our Role on St. John..... 5 B. The GHS Experience..... 5 C. Affiliations..... 6 <p>II. Operational Procedures</p> <ul style="list-style-type: none"> A. Legalities..... 6 B. Governing Board..... 6 C. Grievance Policy..... 7 D. School Calendar..... 7 E. School Day..... 7 F. Admissions..... 7 G. Enrollment Requirements..... 8 H. Tuition Assistance..... 8 I. Financial Obligations..... 9 J. Record Keeping/ Counseling Services..... 9 <p>III. Facility</p> <ul style="list-style-type: none"> A. Classroom Facilities & Resources..... 10 B. Educational Media Service..... 10 C. Health and Safety Facilities..... 11 D. Medical Aid..... 11 E. Lunch..... 11 F. Physical Education Facilities..... 12 G. Transportation to and from School..... 12 H. Student Vehicles..... 12 I. Emergency Closing of School..... 12 J. Emergency Drills..... 13 <p>IV. UC Program, Policies & Procedures</p> <ul style="list-style-type: none"> A. Curriculum..... 13 <ul style="list-style-type: none"> 1 Middle School Curriculum..... 14 2 High School Courses..... 14 3 Graduation Requirements..... 15 4 Qualifying for Honors/AP Courses..... 16 B. Grading Policy..... 17 <ul style="list-style-type: none"> 1 Report Cards..... 17 2 Grading Scale..... 17 3 Grade Point Average..... 17 4 Incomplete Grades..... 17 5 Academic Probation..... 18 6 Parent/Guardian Conferences..... 18 7 Cheating and Plagiarism..... 18 C. Promotional Policy..... 20 D. Assessment..... 20 E. Policies and Procedures..... 21 <ul style="list-style-type: none"> 1 Arriving to School..... 21 2 Tardiness..... 21 3 Absence from School..... 21 4 Leaving School for the Day..... 22 5 Parent Absence..... 22 6 Medical Emergency..... 22 7 Field Trip..... 22 	<p>UC Program, Policies & Procedures cont'd</p> <ul style="list-style-type: none"> 8 Dress..... 23 9 Lockers..... 23 10 Textbook..... 23 11 Senior Privileges..... 23 12 Alcohol and Drug Policy..... 24 F. Discipline Policy..... 24 <ul style="list-style-type: none"> 1 Student Responsibilities..... 25 2 Disciplinary Process..... 25 3 Factors Bearing on Decision Making..... 26 4 Conduct Violations Level..... 26 <p>V. LC Program, Policies & Procedures</p> <ul style="list-style-type: none"> A. Curriculum..... 28 <ul style="list-style-type: none"> 1 Introduction..... 28 2 Core Curriculum Overview..... 29 B. Grading Policy..... 29 <ul style="list-style-type: none"> 1 Report Cards and Progress Reports..... 29 2 Grading Scale..... 30 3 Incomplete Grades..... 30 4 Parent/Guardian Conferences..... 30 C. Promotional Policy..... 30 D. Assessment..... 31 <ul style="list-style-type: none"> 1 Pre-school & Pre-kindergarten..... 31 E. Policies and Procedures..... 31 <ul style="list-style-type: none"> 1 Arriving to School..... 31 2 Dismissal from School..... 31 3 Tardiness..... 32 4 Absence from School..... 32 5 Leaving School for the Day..... 32 6 Admittance After Absence..... 32 7 Parent Absence..... 32 8 Library Policy..... 32 9 Medical Aid Policy..... 32 10 Field Trips..... 33 11 Dress..... 33 12 Parties..... 34 13 Snack Policy..... 34 14 Phone Call Policy..... 34 15 Visitation/Observation Policy..... 34 F. Discipline Policy..... 35 <ul style="list-style-type: none"> 1 Student Responsibilities..... 35 2 Disciplinary Process..... 36 3 Actions for Student Misconduct..... 37 G. Anti-Bully Policy..... 37 <ul style="list-style-type: none"> 1 What is Bullying..... 37 2 Responding to Bullying..... 37 3 Prevention..... 38 <p>VI. Technology Acceptable Use Policy</p> <ul style="list-style-type: none"> A. Internet and Email..... 38 B. Hardware..... 39 C. Network Behavior..... 40 D. Consequences..... 40
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September 2011

Dear Students and Parents:

The purposes of the policies set forth in this handbook are to enhance the learning environment of the school. Giff Hill School is proud to serve the families of St. John and hopes that, by forming a partnership between parents, students and school, we can truly make the educational experience a community commitment to education.

Thank you for your cooperation. We look forward to a great year together!

Ms. Judy and Ms. Beth

I. INTRODUCTION

A. Our Role on St. John

Gifft Hill School has a long history of providing high quality education to the children of St. John and St. Thomas. Here is a brief history of the school's development:

- Pine Peace School was founded by four devoted community members in 1978 as a preschool serving a handful of students. The school grew quickly, adding both students and grades. After moving four times in as many years, Pine Peace settled onto donated land on Gifft Hill where the elementary campus remains today. Through the 1980s and 1990s the school expanded to 6th grade, gained accreditation and greatly enlarged its campus facilities.
- Coral Bay School was founded in 2000 by Scott and Sabrina Crawford, serving 13 students in grades 7-9. Over the next four years, the school grew to 85 students in grades 7-12, gained accreditation, and graduated the first senior class in St. John history—achieving 100% college acceptance.
- Then, in 2004, Coral Bay School purchased land on Gifft Hill—adjacent to the elementary school. The stage was set for the union of two educational success stories.
- In 2004 Pine Peace School and Coral Bay School merged to become one, and Gifft Hill School was born. Island families now receive the benefits of a seamless curriculum, stressing active student learning, community involvement and high standards in both character and academic development. As an independent school, GHS has strived to keep tuition low and its tuition assistance offerings high to break down financial barriers to educational opportunity—a commitment that continues today and is reflected in the socioeconomic diversity of our student body.

B. The Gifft Hill School Experience

Early Childhood

These early years are so important, and we will see to it that your child's life long process of learning gets off to a great start. In our Early Childhood Programs, it is our goal to cultivate a love of learning in every child and to help each develop the physical, social and cognitive skills necessary for the coming stages of life.

Gifft Hill School's early childhood programs are based on a few fundamental beliefs about children and learning:

- We believe that each child is born with a natural potential to learn.
- We believe that the environment in which a child is placed can greatly enhance a child's curiosity and motivation to discover.
- We believe that by helping students discover the joy of learning early on, they will be prepared to embrace the new challenges that await them in elementary school and beyond.

Our early childhood programs provide a comfortable, creative environment where children learn from and with others. Academics are skillfully woven into the center-based setting. The focus is on the whole child with respect to all areas of development: emotional, social, physical, intellectual and aesthetic.

And Beyond...

As a preschool through 12th grade school, GHS is rapidly becoming a permanent fixture in the minds and hearts of the families it serves.

Giffit Hill School's low student/teacher ratio, combined with our top-notch faculty, establishes a nurturing, stimulating environment for our young learners and ensures the delivery of a full and challenging college-prep curriculum for our older students. True to the founding philosophy of the school, members of our faculty know that an active, involved student learns better and will become a more engaged learner than a student who is simply a passive recipient of education. Our students know they are cared for, they know their input matters, and they enjoy being a part of the school.

So what effect is this having on the St. John community? With excellent education an option, St. John will retain its most precious resource: its children. Few would argue the positive effects quality education can have on the strength of a community. Taken altogether, our goal is to build a stronger future for St. John's children and, therefore, for St. John itself.

GHS has been providing excellence in education and transforming outcomes for the children of St. John for over 30 years. In so doing we are building a stronger future for St. John's children and, therefore, for St. John itself. Few would argue the positive effects quality education can have on the strength of a community.

C. Affiliations

Giffit Hill School is a member of the following organizations:

- Middle States Association of Colleges and Schools (MSA)
- Caribbean Association of Independent Schools (CAIS)
- Virgin Islands Department of Education
- National Association for College Admission Counseling (NACAC)
- Association of Supervision and Curriculum Development
- Interscholastic Athletic Association (IAA)
- National Honor Society
- Virgin Islands Department of Human Services

II. OPERATIONAL PROCEDURES

A. Legalities

Giffit Hill School is a tax-exempt, nonprofit, 501(c) (3), private day school serving preschool through grade 12 on the island of St. John in the U.S. Virgin Islands. The school does not discriminate against applicants on the basis of race, color, religion, gender, or national or ethnic origin.

B. Governing Board

The school is governed by a Board of Trustees who exercises all corporate powers, and makes all necessary policy governing the business of the corporation and the management of Giffit Hill School. The Head of School reports directly to the Board of Trustees, serves as the chief executive officer, and is responsible for managing the institution on a daily basis and directing its academic

vision. Members of the Board of Trustees are not reimbursed for their time or services. They have a personal commitment to quality education and specifically to the continuing development of Giffit Hill School.

C. Grievance Policy

Giffit Hill School's Board of Trustees is primarily responsible for setting the overall direction of the school. This includes review of policy, assessment of the school's performance, and the making of policy changes or additions as required to maintain the school's philosophy and mission statement. To insure open communication throughout the school community, a grievance procedure has been developed to allow for understanding, evaluation, and determination of a process for resolution.

While the ultimate responsibility of governance belongs to the School's Board of Trustees, the Board trusts the administration's judgment, fairness, and openness in all matters. It is not the provenance or responsibility of the Board to mediate grievances at the school that arise from parents, students, or faculty. That responsibility lies with the administration.

The following procedure should be used in addressing all concerns and grievances.

1. Grievances between students/parents and teachers should first be discussed amongst the parties involved.
2. Unresolved issues should be brought to the LS Principal/Upper Campus Dean.
3. Faculty grievances are to be first discussed with the LS Principal/Upper Campus Dean.
4. If, after discussions with these administrators, the various parties have not resolved the issues, a letter addressed to the Head of School shall be written detailing the issues and the discussions up to this point.
5. The Head of School will then meet with the parties and determine the outcome of the issue. A written response will be returned. The decision of the Head of School is final.

D. School Calendar

The school operates on a normal school calendar with a minimum of 172 contact days from late August to mid-June. The school calendar is divided into four quarters and two semesters. See the calendar on the back page of this handbook for specific details.

E. School Day

The school day runs weekdays from 8:10 a.m. to 3:00 p.m. for the Upper Campus and 8:15 a.m. to 3:15 p.m. for the Lower Campus. A class schedule is provided on the first day of school.

F. Admissions

Space is limited in each classroom to maintain an effective student / teacher ratio. The class sizes are determined by the Board of Trustees. Waiting lists are kept when registration is full. Students currently enrolled in the school have priority for class enrollment, though re-enrollment of current students is not guaranteed and can be denied at the discretion of the school.

Students are admitted to grades 1st-12th grade on the basis of past achievement and academic potential. Applicants must complete a written application and take a placement test before they can be accepted. Students applying for admission at younger levels will be interviewed by their prospective teachers and the Director of the Lower Campus. Acceptance is determined by the school administration following the completion of the application process. Giffit Hill School does not discriminate against applicants on the basis of race, color, religion, gender, or national or ethnic origin.

The school is not properly staffed or funded to meet the educational needs of children with special learning requirements. **The first 45 school days of a child's enrollment are a trial period.** Should the administration determine that the needs of the child cannot be met by the school for academic or behavioral reason, the parents will be asked to meet with the School to discuss options, and the child's enrollment contract may be terminated.

At any point during the year, should a student require attention and support beyond normal accommodation to succeed (*to the detriment of other students in the class*), it may be determined by the faculty and administration that the school environment is no longer appropriate for the student. In this event the enrollment contract, after full discussion with the parents, will be terminated. Parents will always be kept informed of all accommodations and concerns. The dismissal of a student /will not be made lightly.

G. Enrollment Requirements (*Please see Enrollment Package for further details.*)

- Submission of application form and past academic records including most recent transcript or report card and standardized test scores
- Site visit, placement test/interview
- Notification of acceptance
- Submission of enrollment contract, registration fee, medical forms, enrollment in FACTS Tuition Management Plan, application to FACTS for Tuition Assistance if desired (see information below)
- Submission of records for student file, including copies of finalized academic records from previous institutions, birth certificate or passport, and medical records

Enrollment is dependent upon the completion of all of the above steps. Students with missing documentation will not be allowed to attend school until the documentation is provided.

Preschool & Pre-Kindergarten: The preschool program is for students aged 2 ½ (by Sept. 1st) to 4 years old. Students who will turn 4 prior to Sept. 1st will be enrolled in pre-kindergarten. Students in preschool must be toilet trained and be able to follow the reasonable directions of an adult to enroll.

Kindergarten: The kindergarten program is for students who turn 5 years old by Sept. 1st of the school year.

H. Tuition Assistance

Tuition assistance is available in the form of tuition assistance, grants, and merit scholarships. There are separate applications for merit scholarships and financial aid that need to be submitted annually.

- **Merit scholarships** are available to students in grades 3 through 12 only and are based upon a student's performance on the merit scholarship application essays, as well as his/her prior academic record.
- **Tuition Assistance** is based upon a family's financial need as demonstrated by information submitted with the application. Applications are provided by the school, but are sent by the family to a separate company for assessment. Parents/Guardians of students in Pre-school through 12th Grade are eligible to apply. Students in the Early Learning Center are eligible to apply for the Ruby Rutnik Scholarship and students in Pre-school through 2nd Grade are also eligible for Kids First Grants. We encourage families to complete their financial aid applications on-line via the FACTS website www.factstuitionaid.com.

Tuition Assistance applications are accepted through April 15 of the summer preceding the academic year for which aid is applied. The Tuition Assistance Committee reviews the applications and notifies all qualifying applicants. Any application turned in after April 15 is reviewed on a rolling basis. Awards for late applications which qualify for aid are made only if funds from the initial financial aid awards remain unallocated or if additional funds become available.

Other Considerations and Conditions: Maintaining the financial aid/scholarship award through the year is subject to several conditions. A Grade Point Average that meets the minimum standards for the student's grade level must be maintained. If a recipient's quarterly GPA is below the accepted average, the student will be placed on Academic Probation. If a student's GPA remains below the accepted average at the end of the following quarter, the tuition assistance may be discontinued.

The social standards of conduct at the school are expected behaviors for all students. Violations by a tuition assistance/scholarship recipient of a Level 2 or Level 3 infraction (see Disciplinary Policy on pg. 24) could lead to loss of tuition support. .

Like all students, tuition assistance recipients are expected to maintain their financial obligations to the school. Failure to meet one's financial obligations may lead to Financial Probation (p. 9) and to a loss of the tuition support. In addition to staying current on financial obligations, families receiving financial aid/merit scholarship are also expected to participate in school events and programs, as well as parent workdays.

Tuition Assistance is not automatically renewable from year to year; Re-application must be done annually. Students may also lose eligibility if they leave St. John for an extended period of time.

I. Financial Obligations

Tuition Payments: All families at Giffit Hill School are required to pay tuition through FACTS Tuition Management. Families have a choice of paying on either the 5th or the 20th of each month and may do so by way of either a credit card or an automatic deduction from a bank account. Instructions for registering with FACTS are available in the school office. FACTS can be reached at 800-233-1096.

Note: There will be a \$100 fee applied to all tuition payments made directly to the school.

Financial Probation: Any student who has a delinquent FACTS account for more than thirty days or who is late in payment two consecutive months without notifying the school before the payment's due date will be placed on Financial Probation. If the account is not brought current within two weeks of the beginning of Financial Probation, the student will not be allowed to attend school until the account is brought current.

Unsettled Accounts: Returning students with outstanding account balance will not be allowed to start school until the balance is cleared. Once the enrollment contract is signed, full payment of the year's tuition is due, even if a student transfers to another school of his/her own accord or is dismissed by the school. Students may be prevented from attending class or completing tests/exams until the student's financial obligation to Giffit Hill School is paid in full.

J. Record Keeping/School and College/Career Counseling Services

Basic student information and application materials are kept on file, along with written records of previous education in the administrative offices of both campuses. Additionally, official transcripts, yearly standardized testing scores, and student portfolios are kept on file.

A full-time school/college and career counselor works with students in grades 6-12 and/or their parents to provide academic, social and emotional support and direction for college entry requirements. Preschool – 5th grade students and their parents will receive similar support from the homeroom teachers and the Director of the Lower Campus.

The school counselor and Lower Campus Director will track student progress and maintain educational records for all students which may be reviewed by parents/guardians at any time by appointment. In addition the school works with a licensed psychologist on an as-needed basis throughout the year for emotional or behavioral issues that are outside the scope of the School's expertise.

III. FACILITY

The GHS upper and lower campuses are located on Giff Hill next to Bellevue Terrace on 13 acres that run contiguous to the National Park. The school is near a VITRAN stop and on the local school bus route, so students are able to access the school with ease from any part of the island.

The Upper Campus contains twelve classrooms (including a science lab), administrative office, business office and development office, 2 technology labs library, art studio, outdoor classroom, food production patio, open meeting area, fitness center, playing field, and ½ Basketball Court. Classrooms are air-conditioned for student comfort.

The Lower Campus of Giff Hill School is located on 1.5 acres of land. The land, which was donated to the school by the Bass family, has been developed over the last twenty years to specifically meet the needs of our curriculum and enrollment, as well as meet health and safety standards. The campus currently contains four separate buildings, housing an early learning center, classrooms, administrative offices, a library and computer center, a multi-purpose room (the Great Room) and two playground areas.

A. Classroom Facilities and Resources

The classrooms are furnished with tables, chairs, bookshelves, and other necessary amenities for student and faculty use. Annually, the staff researches and orders curricular materials and resources in order to provide the best possible education for our students. Students rent textbooks for each core subject area. Additional resources for the enhancement of curriculum including books, computers, maps and science lab and art materials are provided by the school.

B. Educational Media Services

The technology labs and media center reflect the school's commitment to incorporating technology throughout the curriculum. State-of-the-art computer workstations throughout the buildings with internet and printing capabilities, as well as laptop computers, scanners, CD-writers, digital cameras, smart boards, and relevant software are available for teacher and student use.

Our recent technology plan includes updating the Internet Safety Policy to address that education of minors about appropriate online behavior, including interaction on social networking websites, chat rooms, and cyber bullying awareness and response as well as updating the Internet Safety Policy to include provisions for the monitoring of online activities of minors and providing for educating

minors about appropriate online behavior, including interaction on social networking websites, chat rooms, and cyber bullying awareness and response.

Students in grades 4-8 are issued laptops for educational use along with traditional textbooks. These computers are required educational tools and students are responsible for their care and safe keeping.

C. Health and Safety Facilities

The Upper Campus has four large, gender specific bathrooms, equipped with all necessary amenities, ventilation fans, and lighting. Two water coolers are supplied for student use. To reduce waste, students are required to provide refillable water containers for their personal use throughout the day.

The Lower Campus has separate bathrooms for boys and girls, located in each building (except the administrative office building) equipped with all necessary amenities and lighting. Water fountains are available for student use. A separate kitchen is provided for the distribution of lunch food. Each classroom has one or two marked exits leading to the exterior of each building. Fire extinguishers, smoke alarms, and emergency lighting are located throughout the school. The school complies with all local and federal regulations. A custodian is employed to clean the facility regularly through the week.

D. Medical Aid

The school is located minutes from the Myrah Keating Health Clinic. The administrative offices store basic first aid equipment and supplies. School personnel are not authorized to provide medical care beyond basic first aid. Emergency contact information is posted near the phone. Students are required to provide up to date medical records before entry into the school. A record of all immunizations is kept on file. All prescription medication must be administered by the office staff and kept in the office.

E. Lunch

All students are responsible for bringing their own lunch. Students are responsible for cleaning up their own items before leaving the lunch area.

On the Upper Campus snacks and drinks can be purchased at school during breaks. The proceeds of all snack and drink sales support student field trips and athletic activities. Tables are provided for student dining in the cafeteria. Students have use of a microwave located in the cafeteria to reheat food if needed. All Upper Campus Students must eat their lunches in the designated lunch area on the lower patio area of the building. All students must report to the patio area at the beginning of lunch where they will check themselves in, eat, and check themselves out by indicating which of the acceptable areas (field, basketball court, computer lab, fitness center) they plan to spend the remainder of the period in. Once signed out students must stay in the area they indicated. Students who fail to check in, who are found in undesignated areas, or who misuse the privileges of that area risk losing those privileges.

Students meeting with teachers during lunch are still responsible for checking in and presenting a pass to the lunch duty teacher. Students may not eat lunch in any other area of the building except the lower patio area unless they are under the direct supervision of a teacher.

On the Lower Campus the lunch area is located next to the kitchen in the ELC building. Lunches are staggered by grade level beginning at 11:00am. A microwave oven is available in the kitchen.

F. Physical Education Facilities

The middle school and high school make use of the school's new facilities whenever possible, including the school field. The public Cruz Bay field, tennis courts, and basketball courts may also be utilized for the school's Physical Education programs. Other aspects of the Physical Education program will take place in the local surroundings: National Park beaches and trails, local water sport areas, etc. Students are expected to follow school rules at all times during Physical Education class, including traveling to and from the facilities at the beginning and end of class.

Lower Campus physical education classes are held on the Greentop playground, Great Room, and the Fred Trayser Field. Equipment for PE is provided by the school.

G. Transportation to and from School

The school's location makes VITRAN, public school bus transportation, and St. Thomas ferryboats viable options for students traveling to and from school. An existing VITRAN bus stop is located within 1/2 mile of the school. Varlack Ventures, meanwhile, provides bus service between the Lower and Upper Campuses and Cruz Bay and Coral Bay.

The Cruz Bay ferry dock is located within two miles of the school. Free ferry boat tickets are available for St. Thomas students commuting to St. John. A school bus takes these students from the dock to school, and back again at the end of the day.

Public school bus service is offered to students 5 years of age and older, to and from Cruz Bay and Coral Bay. In Coral Bay, children are picked up and dropped off at the Triangle. Students are expected to follow appropriate behavior on the bus as outlined in the bus rules. Students who do not follow these rules can have bus riding privileges revoked. Bus schedule will be available prior to the first day of school.

H. Student Vehicles

Driving a car to school is a privilege. Speeding, spinning wheels, reckless driving, or failure to observe any of the following procedures will result in the loss of the privilege of driving to school. Each driver must respect the safety of other persons on campus. Students cannot drive other students to or from GHS sponsored events or at lunch unless permission from parents is received. Students park at their own risk. Giffit Hill School is not responsible for damage to student vehicles.

I. Emergency Closing of School

Occasionally, emergencies such as hurricanes or severe rainstorms may occur, and the school may close for the duration of the emergency. In such cases, the school broadcasts information on **Radio One**, located at **1000 AM** on the dial. If possible, a recording will also be placed on the school's answering machine and a school-wide e-mail will be sent. Please note that Giffit Hill School does not necessarily follow the closings of public and other private schools.

In the event of a power outage or other event that forces the close of school during the middle of the day, the administration will make every effort to discern whether the problem can be remedied

in a timely manner so as to allow students to remain in school. If students have to be dismissed, students will be asked to contact their parents about the change in schedule.

J. Emergency Drills

A number of emergency drills, including fire drills, will be held during the year. These are to be treated as though it were a real emergency. Classroom teachers will tell students what procedures to follow. The following guidelines must be strictly enforced:

- There will be no talking during the drills. In a real emergency, it would be necessary for each person to be able to hear instructions.
- Follow the teacher's instructions and respond promptly to commands. This will help to keep order and ensure the safety of the group.

IV. UPPER CAMPUS PROGRAM, POLICIES AND PROCEDURES

A. Curriculum - UC

Giffit Hill School provides a college preparatory curriculum designed to meet or exceed college entry requirements in every subject area and is based on the California and National Core Standards. It is of the utmost importance to the administration of Giffit Hill School that its students are fully prepared to pursue their future educational or career choices. The curriculum is responsive to the needs of the students and of the island.

Specifically, the curriculum: 1) provides an integrated, hands-on approach to subject areas, 2) takes advantage of small class sizes to maximize learning potential, 3) incorporates the latest technology to support and enhance classroom learning and to link our students with the global community, 4) emphasizes community involvement, 5) utilizes the resources of the island, and 6) meets standards for college entry. The Upper Campus curriculum allows students to benefit from enhanced learning experiences and opens new doors of opportunity for life beyond high school.

Field trips, real world activities, and special units are incorporated to allow students to fully recognize how what they learn can be used throughout their lives. Extracurricular activities focus on various applications of the arts, physical education, independent study, and community involvement.

Field Trip Program: Each year Upper Campus students have the opportunity to participate in one major off-island field trip. The destination is related to the curriculum and allows students to observe first hand the peoples, places, and environments they have been studying in school. The trip itself is part of a cross-curricular research project, which results in student publication of a travel journal. Students must meet academic/behavioral standards to participate in these trips. The cost of the trip is in addition to normal tuition for those that choose to participate. Students are encouraged to find ways to raise money to offset as much of the cost as possible. Regular classes will continue to be offered for students who do not participate in the event that the trip occurs while school is in session.

Mini-Mester: Students at the Upper Campus participate in 2 one-week long sessions designed to give them opportunities to focus and apply learning in a real-world setting. Students choose from a variety of unit offerings, many of which engage them in an exploration of the settings and skills involved in local career paths. Although offerings vary each year based on student interest and staff expertise, past options have included: PADI Open Water SCUBA certification, Hotel and Tourism Internships, Sea Navigation, Theatre Production and Set Design, Pottery, Jewelry Making, Sustainable Farming and Organic Food Production, Restaurant Management, and Fitness

1. Middle School Curriculum

Grades 6 through 8 are departmentalized. The core curriculum includes mathematics, language arts, lab-oriented inquiry science, social studies, foreign language, and technology integration and internet safety. In addition, middle school students benefit from a rich offering of opportunities that extend the curriculum. All students in grades 6-8 participate in the E.A.R.T.H. program (Education And Resiliency Through Horticulture) a partnership with Iowa State University which extends and applies classroom learning in the “living lab” environment of Giffit Hill School’s patio gardens and exterior landscaping. Our ongoing partnership with St. John School of the Arts also provides enrichment activities such as music and dance. Students also have the option of electing to participate in the annual play produced by The New England Youth Theater Organization.

Course offerings for Middle School include:

LANGUAGE ARTS 6, 7, 8

MATH

Math 6

Math 7

PreAlgebra 1&2

Algebra 1&2

FOREIGN LANGUAGE

Spanish A

Spanish B

Spanish 1

SOCIAL STUDIES

Ancient Civilizations – 6

World Geography &

Cultures- 7

US History – 8

SCIENCE 6, 7, 8

TECHNOLOGY

Integrated Technology and Internet Safety

PHYSICAL EDUCATION

6, 7, 8

HEALTH 6, 7, 8

ART 6, 7, 8

ACADEMIC L

2. High School Courses

Each of the Core Curriculum courses is worth **one full credit**. They meet for 5/50 minute classes per week over the entire academic year. Giffit Hill School offers **Honors tracking** in all Core Curriculum classes.

LANGUAGE ARTS

World Literature 9

American Literature 10

Utopian Literature 11

Contemporary Lit. 12

SOCIAL STUDIES

Caribbean & Virgin

Islands History – 9

World History – 10

US History – 11

Government (1 sem) – 12

Economics (1 sem)-12

Philosophy

MATHEMATICS

Geometry

Algebra II

Business Math

Pre-Calculus

Calculus (H)

FOREIGN LANGUAGE

Spanish I

Spanish II

Spanish III

SCIENCE

Conceptual Physics
 Biology
 Chemistry
 Environ. Science (1 sem)
 Marine Sci. (1 sem)

Music Appreciation
 Songwriting

COMPUTER SCIENCE

Technology Integration
 and Internet Safety 9, 10

INDEPENDENT

RESEARCH:
 Dependent on approval
 of proposed topic or
 objective

**PHYSICAL
EDUCATION**

Physical Education 9-12
 Fitness 10-12
 Health 9

ART

Mixed Media
 Sculpture/Printmaking
 Photography
 Video Production
 Film Appreciation

Academic Support Lab
 Journalism
 Yearbook
 Paleontology
 E.A.R.T.H.

MUSIC***3. Graduation Requirements***

The high school curriculum is departmentalized. High school students will meet with the school counselor to ensure they meet the necessary requirements for graduation. In order to graduate from high school, students must meet the following high school level credit requirements:

HIGH SCHOOL GRADUATION REQUIREMENTS

Subject Area	Must include	Credits
Literature	4 years Literature	4
Social Studies	Caribbean & VI History, U.S. History, World History	3
Science	Conceptual Physics, Biology, Chemistry	3
Foreign Language	3 years of the same language in high school	3
Mathematics	Algebra 2, Geometry + one other HS level mathematics course by recommendation of department	3
Health	9th Grade Health	0.5
Physical Education	4 years	2
Elective Credits	Choice of academic classes meeting 5x/week in the core subjects or an approved Independent Study Project	2
Technology	Three semester courses including proficiency on exit exam	1.5
Elective Credits: 45 minute 1/week or 2x/week classes	Visual Arts, Performing Arts, Technology, Cooking, Health/Fitness	2
Community Service	72 hours	0.5
	<i>Minimum total credits</i>	24.5

GRADUATION REQUIREMENTS FOR CLASS OF 2012

Subject Area	Must include	Credits
Literature	4 years Literature	4
Social Studies	Caribbean & VI History, U.S. History, Economics/Government	4
Science	Biology, Chemistry, and Physics, and 1 other science	4
Foreign Language	2 years of the same language	2
Mathematics	Algebra 2, Geometry + 2 other mathematics courses	4
Health	9th Grade Health	0.5
Physical Education	4 years	2
Elective Classes (45 min.)	Choice of academic class meeting 5x/week in core discipline or an approved Independent Study Project	1
Technology	Proficiency on the Technology Exit Exam	
Elective Classes (45 min.): 1x/week (.25 credit) or 2x/week (.50 credit)	Visual Arts, Performing Arts, Technology, Cooking, Health/Fitness,	2
Community Service	72 hours	0.5
	<i>Minimum total credits</i>	24

Graduation Requirements for Honors Diploma

In order to graduate with honors from Giff Hill School a student must meet all of the above criteria as well as the following:

- ✓ Complete level 3 of a Foreign Language
- ✓ Advance in Math through Pre-Calculus
- ✓ Take a minimum of 3 Honors courses , including at least one in English
- ✓ Maintain a minimum of a 3.3 cumulative grade point average in the Junior and Senior years with no grade in a course below 3.0.

College and Career Planning: Giff Hill School offers a rigorous curriculum designed to prepare students for success in college and transition to the working world. It is important that as students begin to consider their options and plan for the future, we assist them exploring all of their post-secondary options. To this end, all high school students, Freshmen through Seniors, will engage in comprehensive post-high school planning at appropriate developmental levels. Beginning with the Junior year, students and their parents will meet with the school counselor to formulate an individualized post-high school plan. All Seniors will be scheduled in a mandatory, weekly workshop with the School Counselor during which they will focus on developing the skills and strategies needed in their next phase of life. Topics may include: resume writing, the college application process, writing college essays, and interviewing skills and preparing for the Senior Externship.

E. Qualifying for Honors/AP Courses

Students are offered the opportunity to take honors classes within a given subject based on a combination of:

- 1st quarter grade point average in the subject must be a B or higher demonstrated student initiative and motivation
- Recommendation of student's current teacher in the subject.

B. Grading Policy - UC

1. Report Cards

Report cards are issued at the end of each quarter. Report card information includes a mark for scholastic achievement and a listing of teacher comments on classroom performance. Report cards are either sent home with students or mailed. Report cards are not issued to students who are on Financial Probation (P. 9).

2. Grading Scale

Giffit Hill School uses letter grading for determining quarter marks as follows:

A = 93 – 100 %	C+ = 77 – 79 %
A- = 90 – 92 %	C = 73 – 76 %
B+ = 87 – 89 %	C - = 70 – 72 %
B = 83 – 86 %	D = 65 – 69 %
B - = 80 – 82 %	F = Below 65 %

Semester grades and credits for each core course are determined by averaging the two quarterly grades, and the exam grade. The relative weighting of quarterly grades and final exam varies by grade level with the exam counting for 10% of the final grade in 6th grade, 15% in 7th grade, and 20% in 8-12th grades. For courses with no exams, the semester grade and credit is determined by averaging the two quarterly grades.

3. Grade Point Average

Grade Point Average (GPA) is calculated using the following scale:

A = 4.0	C+ = 2.3
A- = 3.7	C = 2.0
B+ = 3.3	C- = 1.7
B = 3.0	D = 1.0
B- = 2.7	F = 0.0

Quarterly GPA: Each marking period, a quarterly GPA will be calculated based on student performance for that quarter. This is the GPA used to determine quarterly Honor Roll.

Cumulative GPA: An overall average of student performance in high school will be updated each semester, based on the total number of credits taken to date and the grades received in each course. This cumulative GPA will begin in 9th grade and will continue to accrue until graduation or transfer from the school.

Honors Courses: Due to their increased difficulty Honors courses are weighted one point higher than regular courses. Thus, an A in an Honors course equals a 5.0, an A- equals a 4.7 and so on. This is true for every grade except F, which continues to equal zero.

4. Incomplete Grades

Under special circumstances, 'incomplete' grades for each quarter, midterm, or final exam can be made up (at the discretion of the administration and teacher). Students will meet with the teacher and/or administration to determine an acceptable timeframe in which to complete the work. If work missed is not made up within the timeframe established, the 'incomplete' will be recorded as a failing grade.

Students missing daily work due to absences must meet with the teachers and/or administration to determine an acceptable timeframe in which to complete the work.

5. Academic Probation

Giffit Hill School uses a GPA scale that establishes the minimum expectations of a 2.0 for students in each grade level and is strictly enforced.

If a student receives a quarterly GPA below that which is required for his/her grade level, he/she is placed on Academic Probation. At this point, a mandatory conference will be scheduled with the parent/guardian to discuss options for improving student performance. A student on Academic Probation will also be restricted from participation in extracurricular school activities until all of that student's teachers agree significant, lasting efforts to improve have been made.

If a student on Academic Probation does not achieve the minimum quarterly GPA for his/her grade level in the following quarter, he/she may suffer further consequences, including loss of tuition assistance or dismissal from school.

6. Parent/Guardian Conferences

Parent/Guardian-Teacher-Student conferences can be scheduled at anytime—prompted by the Parent/Guardian, a teacher, or the administration. To request a conference, please contact your child's Advisor set up an appointment.

Students and Parents are encouraged to monitor student progress by logging onto the Edline website. Grades for students in fourth through twelfth grade are updated weekly. Individual account information will be passed out at the beginning of school for each student.

7. Cheating or Plagiarism

A student shall not submit work that is not his/her own without proper documentation and references. Also, unless a teacher specifically instructs otherwise, all work must be completed without help from other students and/or unapproved assistance or aids. All work turned in must be the student's own and completed according to the instructions given by the teacher. This includes all papers, tests, quizzes, projects and homework assignments given by the teacher.

All students must agree to uphold school policies on cheating and plagiarism. Students not complying with this policy on a particular assignment will receive no credit for the assignment, and must redo the assignment in its entirety, with a second zero being added to their grade should they fail to do so. Parents will also be notified. A repeated violation could lead to dismissal from the school.

Cheating

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not attained. Examples included:

- Copying from another person's work during an examination or while completing an assignment.

- Taking an examination or completing an assignment for another, or permitting another to take an examination
- Submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.
- Retaining, processing, using or circulating previously given examination materials, where those materials clearly indicate they are to be returned to instructor at the conclusion of the examination.
- Continuing work on an examination or assignment after the allocated time has elapsed.

Plagiarism

Plagiarism is the repetition or paraphrasing, without acknowledgment, of another person's writing.

Violations include:

- Copying another student's work and submitting it as one's own work. (I.e. homework term papers, group projects, etc.)
- Paraphrasing the thoughts of another writer without acknowledgment. All significant phrases, clauses, or passages taken directly from source material must be acknowledged either in the text itself, in footnotes, or in any other format specified by the teacher.
- Citing a source that does not exist.
- Attributing to a source ideas and information that are not included in the source.
- Taking material from the internet and presenting it as one's own work.

Other

Other misconduct includes academically dishonest or inappropriate acts. Examples of such acts include but are not limited to:

- Falsifying of records and/or official documents: academic records; grade reports, letters of permission, lunch passes, absence excuses, parent notes, etc.
- Pressuring or encouraging another student to participate in any violation of the honor code.
- Planning with another student to commit any act of academic dishonesty.
- Profiting financially or otherwise from the avocation and/or support of any unethical act.

Consequences for violations of the honor code

Any violations of this code occurring in the classroom will be subject to penalties established by the classroom teacher and may be referred to the Student Support Team and/or Head of School. These referrals, or any violations occurring outside the classroom, will be subject to additional disciplinary actions established by Student Support Team and/or Head of School.

Sanctions may include but are not limited to:

- Reduced or failing grade.
- Notification of parents/parent conference/required parent attendance w/student in class.
- Notification to other current teachers.
- Exclusion from school activities such as graduation activities, dances, sports events, field trips.
- A letter of reprimand.

- Signing of probationary contract to be placed in the student cumulative record.
- Suspension from school.
- Notification of offense in school disciplinary computer record.
- Loss of college recommendation letters.
- Expulsion from school.
- Any appropriate combination of the above.

The Honor Code at Giffit Hill School serves as framework for the development of good character. Adherence to such standards engenders the integrity and trust necessary for a flourishing academic community where both teachers and students can thrive.

C. Promotion Policy - UC

Giffit Hill School follows the promotion guidelines below.

All students are expected to master the course level material before progressing to a higher-level course. Should a student receive a grade of F on a semester or year course (see grading policy above), then a conference between parent/guardian, student, teacher, and administration will be called to discuss the following possible options:

- The student can be given a list of course objectives from which he/she can base a course of study during the summer months, either privately or at an approved summer school session, in order to prepare to pass an exam administered by the school prior to entry for the following year.
- The student can opt to retake the failed course or complete the course work in an independent study during the following school year, as the schedule allows.

For those students who fail more than one course during a year, the student will technically be considered as retained. However, the student can continue to take classes at higher levels for those subject areas that were passed, so long as the schedule allows. In this way, the student's overall education will not be hindered, and the student will be able to work towards mastering those areas that cause the most difficulty before being asked to move ahead.

D. Assessment - UC

To ensure that our curriculum is meeting its goals, Giffit Hill School utilizes both traditional and performance assessment tools. In addition to quarterly grade cards, the school administers yearly standardized assessments (Iowa Test of Basic Skills) to measure how our students compare to their peers around the nation. These tests help the administration and faculty assess the strengths and weaknesses of the school's overall academic program. Furthermore, these tests provide our students with invaluable test-taking practice, developing important skills for college.

Arrangements to take the Preliminary Scholastic Aptitude Test (PSAT) will be made in the fall of the sophomore and junior year. Sophomores take the PSAT to gain experience in standardized test taking and to evaluate their areas of strength and weakness. Scores are for students use only and are not reported to colleges. Juniors take the test to qualify for National Merit Recognition. They have the

option of reporting their scores to colleges. **All sophomores and juniors will be scheduled to take these tests.**

The Scholastic Assessment Test (SAT I), which is required for admission to most colleges is normally taken at designated testing sites (one of which is the school itself) on given Saturday mornings in the spring of junior year and the fall of senior year.

Subject Area Tests (SAT II's) in three academic areas are required by the more competitive colleges. The tests may be taken anytime before January of the senior year, often at the end of tenth or eleventh grade, right after a student has finished the applicable course content for the test.

American College Testing (ACT)

E. Policies and Procedures - UC

1. Arriving at School

Homeroom begins at 8:10 a.m. All students are expected to report to homeroom on time prepared with their materials. It is essential that students arrive on time as homeroom is where attendance is taken for the day.

2. Tardiness

Students who arrive after the homeroom bell has rung but before homeroom is over should report directly to homeroom. Their homeroom teacher will mark them tardy. Three tardies in a given quarter will result in an afterschool detention.

Students who arrive to school after homeroom is over must check in with the office to get a late pass which they should present to be admitted to class.

Tardiness to class: In academic classes that meet five or more periods per week, 3 tardies equal one class absence. At the high school level students who accumulate 9 or more absences from a class per semester and/or 18 per year, risk losing credit for the course. At the middle school level students may be required to make up time missed or course content in order to be promoted to the next level in that course.

3. Absence from School

It is required that parents call the school if their child is not going to be in attendance that day. If the school does not hear from a parent/guardian and the child is absent from school, the school will contact the child's parent/guardian.

Students absent for all or part of a school day may not participate in extracurricular activities on the day of an absence except at the discretion of the administration.

No student is allowed more than 9 absences in a class per semester. Students who are absent more than 9 days in a semester may not receive credit for the courses taken during that semester. In the case of a major medical condition preventing a student from completing coursework, the Administration will work with parents and the student to determine an appropriate accommodation. Upon a student's 5th absence, a letter will be sent home reminding student and parent of this policy and alerting them to the fact that the student now has 5 absences.

Students will be required to make up all assignments missed during their absences. Students should work with their teachers to determine a reasonable time line for the completion for missing work. These assignments will be given full credit as long as they are turned in by the agreed upon due date. If the student does not turn in missed assignments by the agreed upon due date the normal classroom policy for late work will be applied.

Students who have been suspended for disciplinary reasons must still complete missed assignments but will receive zero credit.

4. Leaving the School For Any Part of the School Day

To leave school for any part of the day, a written request, signed by the parent/guardian, must be given to the administration. If a student leaves without such permission, he/she will be considered truant and will face consequences as such. Any student who is present for part of the school day but who misses more than two hours will receive a half-day absence.

5. Parent Absence

If parents/guardians are away from home, they **must** notify the school of the guardian left in charge and provide a phone number where the guardian can be reached.

6. Medical Emergencies

The school administration must be able to contact parents/guardians in case of an accident or illness in school. Therefore, it is required that all parents/guardians provide the school with a home telephone number, employer and cell phone numbers, and the name and number of a friend, relative, or neighbor who has consent to act as the parent in case of emergency. This information is documented on an Emergency Medical Authorization form that is filed in the office prior to enrollment. Any change in contact information should be reported promptly to the school.

When students become ill in school, the parents will be called and are responsible for seeing that an ill or injured student gets home safely. In the event of a serious injury or illness and when parents cannot be contacted immediately, the administration will follow the procedures documented on the Emergency Medical Authorization form to determine whether or not the student should be transported by ambulance. Communicable diseases or conditions (such as chicken pox, strep throat, impetigo, head lice, pin worms, ringworm, scabies, etc.) must be reported to the school.

7. Field Trips

On occasion, teachers will arrange field trips to locations in the surrounding community to reinforce and enhance classroom activities. However, attendance on field trips is not guaranteed. A student's conduct at school and participation as a productive member of his/her class will determine eligibility for field trips. Alternate arrangements will be made for any student excluded from a field trip. Please note: other than for behavioral reasons, all students are expected to attend all school day activities.

All students presented with the opportunity to take part in a field trip will be given a form that must be signed by a parent/guardian granting permission for attendance. If the school does not have a slip signed before the field trip, the student will not be released from school to attend. **All school rules and policies are extended to all field trips.**

Giffit Hill School strives to provide students with opportunity to enrich their learning and expand their horizons beyond a traditional classroom. Periodically we are able to provide students with opportunity to travel off-island. This is an optional field trip for students, and includes an additional fee to participate. Only students electing to participate in the off-island field trip are subject to this fee,

although it is highly recommended that all students participate. Fund-raising efforts will be encouraged among students and families so as to reduce the cost of participation as much as possible and must be approved by the Development Office. School remains in session for students who do not attend this field trip.

8. Dress

Students must wear the school uniform on Monday through Friday, which consists of a polo shirt embroidered with the school's seal and tan khaki pants, shorts or skirts. Skirts and shorts must measure not shorter than seven inches from the inseam. In addition, the following apply:

- Hats, caps, and sunglasses are not to be worn inside the building
- Music players, headphones and cell phones are not to be visible or in use inside the building without prior approval from the administration or a teacher.

Students may be prevented from attending classes until appropriate attire can be obtained.

Physical Education Uniform: In Physical Education class (and in limited other circumstances) students are not required to wear the school uniform. Socks and sneakers must be worn in PE unless the instructor specifies otherwise.

9. Lockers

Every middle and high school student receives a locker at the beginning of the year in which they store their books, school supplies, etc. Students are responsible for supplying their own lock for this locker. The combination or a copy of the key to this lock must be provided to the advisory teacher.

It is requested that students keep their lockers locked at all times, as the school will not be responsible for any missing materials taken from lockers. Student claims that their books or materials have been stolen from their lockers will not be an acceptable excuse for the student not being prepared for class.

Although the school respects the privacy of its student body, students should be reminded that the law gives school authorities the right to search student lockers at any time.

10. Textbooks

Textbooks are the property of Giffit Hill School and are loaned to students for use during the school year. While some wear is expected, books must be returned in approximately the same condition in which they were issued, free of writing or other markings with pencil or pen. Students are required to cover books to protect them and avoid fines or the replacement cost of the book. Self-adhesive book covers are prohibited. Students who fail to return books in good condition will be fined or charged the cost of the book.

11. Senior Privileges

An active and involved Senior Class is essential to the spirit of the Upper Campus. We depend on our Seniors to set the proper example and provide leadership for a successful year. If Seniors accept these responsibilities, it is appropriate that they have privileges which recognize their maturity. Privileges are earned and not guaranteed. At the end of the first quarter, the Senior Class is invited to initiate a discussion of Senior privileges with the Head of School, and the Senior advisors. Requests should not be frivolous but should represent serious needs of the upper classmen. No request that violates school policies will be considered.

12. Alcohol and Drug Policy

The school has a zero tolerance policy for drugs and alcohol and does not condone or endorse student consumption or experimentation with drugs or alcohol.

Our main goal in the matter of drugs and alcohol is to raise awareness about issues surrounding such substances so that students develop an understanding upon which to base personal decisions in the matter. To this end, students in grades 6-9 take classes in Health which such topic are directly addressed and discussed and principles for living a healthy life are taught

As for the levying of consequences regarding student use of drugs or alcohol, the issue is one of clear jurisdiction. The school environment is, by law, a drug and alcohol free zone. As such, there are to be no drugs or alcohol present at school and no one shall arrive under the influence of drugs or alcohol to any school function, including regular classes, dances, sporting events, or other student activities. Student infractions of these policies will meet with consequences levied by the school and additional authorities if deemed necessary. In regards to events held off-campus with no sponsorship by the school (such as weekend parties), the school has no jurisdiction to levy consequences and will not do so. Such situations are subject only to the family and any other law enforcement authority with jurisdiction in the area of infraction.

F. Discipline Policy - UC

Giffit Hill School believes that it is the inherent right of all students to receive a quality education that empowers each student to realize his/her academic potential while fostering a solid self-concept and tolerance and understanding of others. The school's discipline policy has been founded on the principles of honor, honesty, and mutual trust. The student responsibilities that the school has established are essential to the maintenance and continued development of this community spirit.

Every student is responsible for obeying these rules of conduct and no faculty member or school representative can adopt rules that are contrary to the rules of conduct in this handbook.

This system of discipline is designed to mutually benefit both the individual student and the school.

For the benefit of the individual:

- To prevent the student from repeating the offense.
- To help the student learn from his/her mistakes.
- To teach the value of respect and common decency and the rights of other people.

For the benefit of the school:

- To deter others from committing similar infractions.
- To preserve the physical and emotional safety and academic standards of the school.
- To make it clear to everyone that certain kinds of behavior are not tolerated.

The following general student responsibilities will be enforced during school hours and during school sponsored events on and off school property. Students who, by their actions, choose not to assume their responsibilities will be subject to appropriate school discipline as outlined below.

1. Student Responsibilities:

1. Accepting responsibility for his/her actions and contributing toward establishing and maintaining an atmosphere that generates mutual respect, dignity, and safety for all school community members.
2. Respecting the rights of others to have a school environment that encourages learning by not interfering with the orderly conduct of classes, not coercing others to participate in disruptive expression, and not violating the rights of those who disagree with a given point of view.
3. Being familiar with and abiding by all school policies, rules, and regulations.
4. Showing respect for the rights and private property of other students, staff, visitors, and the school.
5. Demonstrating acceptable conduct when participating in or attending school-sponsored events.
6. Being in regular attendance at school and completing all assignments on time.
7. Completing make-up assignments within the established time schedule.
8. Working to the best of his/her ability in all academic and curricular pursuits.
9. Remaining quiet during emergencies or drills and listening to and obeying directions from staff.
10. Conducting oneself in an appropriate manner when being transported to and from school events so as to ensure the health and safety of all passengers.
11. Conducting oneself in an appropriate manner during lunch hours.
12. Observing standard rules of journalism when publishing student publications, in particular refraining from the use of libelous statements and obscenities.
13. Obeying the reasonable directions of all school personnel.
14. Respecting the race, culture, gender, ethnicity, and sexual orientation of others.
15. Respecting the health/safety of self and others by settling disagreements in a non-physical way.
16. Respecting the health and safety of self and others by avoiding the possession, use, distribution or sale of tobacco, alcohol and other substances on school property, school buses, or at other school-sponsored events.
17. Respecting the health and safety of others by avoiding the possession or use of any firearm or weapon on school property, school buses, or at school-sponsored events.
18. Maintaining a proper school environment by refraining from making or helping make a false fire alarm or bomb threat.

2. Disciplinary Process:

Listed below are the procedures that our teachers and administration will follow in the event of student misconduct.

1. Teacher Warning

In the case of a classroom conduct violation, a teacher shall issue a verbal disciplinary warning. This warning will act as the first and may act as the last action a teacher takes before taking greater forms of action in accordance with the level of the conduct violation.

2. Teacher-Assigned Consequences

After a warning is given, if a student continues to violate the code of conduct, then the instructor may assign an appropriate consequence or move to step three of the disciplinary process.

3. Student Sent To Office

If an instructor feels the student has overstepped his/her bounds and he/she cannot address the issue with the student immediately, the student may be sent to the office. Depending on the level of conduct violation, students sent to the office will be subjected to administration assigned consequences.

4. Student Support Team Disciplinary Review

Students who commit a level two or level three infraction (see below) will meet with members of the Student Support Team and their Advisor. In such cases, the student will answer questions and provide information regarding his/her participation in the incident. Other relevant witnesses, including the administration, parents, faculty members involved, or other students involved, may be called by the Team as appropriate. After reviewing all information, the Student Support Team will recommend a consequence, in accordance with the level of conduct violation, to the administration. Final determination of consequences will be made by the administration. The review must occur within one week of the conduct violation, unless special circumstances prohibit such a timely response.

5. Appealing Disciplinary Decisions. See the Grievance Policy on pg. 7 of this handbook.

3. Factors Bearing on Decision Making

In the interest of fairness and equity amongst students, certain factors will be considered when determining appropriate consequences for student conduct violations. These are as follows:

1. Duress – Giff Hill School realizes that many students may be under pressure from various sources, and that these pressures may result in students making decisions that do not truly illustrate their character. These factors will be taken into consideration when dealing with conduct violations.
2. Responsibility for Actions – Students who willingly take responsibility for their actions and show genuine remorse for any harm caused will be looked upon favorably when consequences are assigned.
3. Previous Conduct Record – A student's previous conduct record showing that the student has consistently met the expectations of school conduct this will weigh favorably when consequences are assigned. If a student's previous conduct record illustrates recurring problems with the student, then this will weigh against the student when consequences are assigned.
4. Grade Level – At Giff Hill School, we believe that students in higher grade levels should be held to a higher standard due to their advanced age and maturity levels. However, students in all grade levels, including lower grade levels, will be held accountable for their actions and have appropriate consequences assigned.

4. Conduct Violation Levels

In order to prevent any misunderstanding amongst the student body and faculty pertaining to what constitutes a conduct violation and to the severity of such violations, Giff Hill School has adopted a

three level conduct violation system. Each level increases in terms of severity of the violation as well as consequences. Consequences at each level cannot exceed the maximum punishment indicated for each level. However, multiple violations within a single year can push the violations to the next level for consequence assignment, as indicated below.

Level 1: Disorderly Conduct

1. Disorderly conduct is behavior that impedes on classroom procedures, instructional activities, or the orderly operation of the school.
2. Acts of disorderly conduct include:
 - a. Violation of dress code
 - b. Disrespecting others or others' personal property
 - c. Disruption of the classroom or school environment
 - d. Any defiance of faculty instructions
 - e. Any abusive language between or among students
 - f. Any lying
 - g. Cheating on homework, a quiz, or the equivalent
 - h. Other minor actions deemed a violation of school policy by the administration or faculty members
3. Consequences which may be assigned for first offense Level 1 violations include one or more of the following:
 - a. Verbal reprimand
 - b. Parent-teacher conference
 - c. Withdrawal of school privileges
 - d. Detention before or after school
 - e. Loss of tuition assistance
 - f. Suspension

Level 2: Serious Misconduct

1. Serious misconduct includes those behaviors directed against persons or property, which may endanger the health/safety of themselves or others in the school. Some instances of disruptive conduct may violate civil law justifying both school and court sanctions.
2. Acts of serious misconduct include:
 - a. Fighting
 - b. Minor vandalism
 - c. Threats against others
 - d. Abusive language to staff
 - e. Truancy
 - f. Use of forged notes or excuses
 - g. Cheating or plagiarism on a test or paper
 - h. Other defiance of school policies that leads directly to the endangerment of others
3. Consequences which may be assigned for first time Level 2 violations include a mandatory parent conference and Student Support Team hearing, along with one or more of the following:

- a. Removal from class or situation
- b. Restitution of property and damages where appropriate
- c. Extra school duties or work detail
- d. Mandatory counseling restriction of school privileges
- e. Receiving a grade of zero; Loss of course credit
- f. Loss of tuition assistance
- g. Suspension

Level 3: Gross Misconduct

1. Gross misconduct includes those behaviors that result in the serious endangerment of others or the school or that break recognized laws of society. Students engaged in Level 3 conduct violations may be subject to criminal prosecution as well as school-levied consequences.

2. Acts of gross misconduct include:
 - a. Repeated acts of Cheating/Plagiarism
 - b. Fighting with the use of a foreign object (bottle, bat, knife)
 - c. Major vandalism
 - d. Theft or possession of stolen property
 - e. Arson
 - f. Bomb threat
 - g. Threatening to take the life of or inflict bodily harm upon a student, teacher, administrator or any members of their immediate family
 - h. Violations of the school's alcohol/drug policy (pg. 24 of the handbook)
 - i. Possession of a weapon or unauthorized harmful material
 - j. Sexual harassment

3. Consequences which may be assigned for Level 3 violations include a mandatory parent conference and Disciplinary Committee hearing, along with one or more of the following:
 - a. Restitution of property and damages
 - b. Restriction of school privileges
 - c. Extra school duties or work detail
 - d. Mandatory counseling
 - e. Loss of tuition assistance
 - f. Suspension
 - g. Expulsion from school

LOWER CAMPUS PROGRAM, POLICIES, AND PROCEDURES

A. Curriculum - LC

1. Introduction

During the elementary years, students discover the delight and satisfaction of learning. After mastering the introductory skills of the primary years, students are challenged by pursuing subject areas in greater depth through a challenging curriculum that is sensitive to the needs of the students and of the island.

Specifically, the curriculum: 1) provides an integrated, hands-on approach to subject areas, 2) takes advantage of small class sizes to maximize learning potential, 3) incorporates the latest technology to

support and enhance classroom learning and to link our students with the global community, 4) emphasizes community involvement, 5) utilizes the resources of the island, and 6) addresses the overall physical and social growth of the child. This curriculum allows the children of St. John to benefit from enhanced learning experiences and a seamless entry into secondary school.

Giffit Hill School's elementary curriculum is based on the California state standards divided into five core subject areas: Reading, Language Arts, Mathematics, Social Studies and Science. Special subject teachers provide additional instruction in Technology, Physical Education, Art, Music, and Spanish.

2. Core Curriculum Overview

Reading: The development of critical reading skills is a key to understanding across all subject areas and throughout much of everyday life. As such, this core of the academic program is emphasized everyday both for skills and as a pleasurable activity. The reading program is based on a combination of phonics and whole language. Students are exposed to various forms of literature and nonfiction writing from which vocabulary, comprehension and analysis skills are drawn.

Language Arts: It is the goal of the Language Arts program to teach students to clearly and accurately express themselves through a variety of methods. In this program, students acquire skills in writing, spelling, verbalization, and the use of grammar. Students experience the use of language in a variety of genres, including creative writing, poetry, research writing, letters, journals, and oral presentation.

Mathematics: The development of mathematical skills and conceptual understanding are of great importance in the elementary years. Students are introduced to mathematical concepts through activities and the use of manipulatives. Computation skills and the use of the four basic operations are developed and their practical applications explored. Emphasis is also placed on graphing, measurement, estimation, fractions, decimals, and geometry. Students at all grade levels are given many opportunities to develop problem-solving skills.

Science: This curriculum is largely based on hands-on experiences that allow students to question, explore and infer meaning about the world around them. Units in this core area of study are integrated with other areas of the curriculum whenever possible. In the upper elementary grades, units emphasize the scientific method approach, allowing students to develop their personal learning skills while using the teacher to help focus and develop their own ideas. Experiments, models, projects, and group discussions are all essential parts of this process.

Social Studies: More than a simple exploration of history and geography, the social studies program is aimed at developing students' critical thinking skills. Students not only learn where and when events happened, but are challenged to discover why they happened and what effects they had. Maps, music, stories, texts, current events, and in-depth classroom discussions are all tools the students will use throughout the year. Social studies units are integrated with other areas of the curriculum whenever possible. By achieving an understanding of the human role played in both the historical and modern worlds, students will be better prepared to participate in and contribute to their own future world.

B. Grading Policy - LC

1. Report Cards and Progress Reports

Report cards are issued at the end of each quarter. Report card information includes marks for effort and scholastic achievement and written comments regarding student performance from each teacher. Report cards are either sent home with students or mailed to student homes. Report cards are not issued to students who are on Financial Probation.

Progress reports are sent home at the midpoint of each quarter. They do not become part of the student's permanent record. Rather, they are used to communicate student performance at the quarter's midpoint so parents and students can make any adjustments necessary to improve student achievement.

2. Grading Scale

Preschool & Pre-Kindergarten at Giffit Hill School use letter grading for determining grades as follows:

N = Not Yet: Child has not yet demonstrated objective
I = In Process: Child demonstrates objective periodically
P = Proficient: Child demonstrates objective consistently

Grades K-2 at Giffit Hill School use letter grading for determining grade marks as follows:

<u>Academic Grade</u>	<u>Effort Grade</u>
O = Outstanding	O = Outstanding
S = Satisfactory	S = Satisfactory
N = Needs Improvement	N = Needs Improvement

Grades 3-5 at Giffit Hill School use letter grading for determining grade marks as follows:

<u>Academic Grade</u>	<u>Effort Grade</u>
A = 90 – 100 %	O = Outstanding
B = 80 – 89 %	S = Satisfactory
C = 70 – 79 %	N = Needs Improvement
D = 60 – 69 %	
E = 59% & below	

3. Incomplete Grades

Under special circumstances, incomplete grades for each quarter can be made up (at the discretion of the teacher or administration). An acceptable timeframe in which to complete the work will be determined by the teacher, parents and student. If work missed is not made up within the timeframe established, the incomplete will be recorded as a failing grade.

4. Parent/Guardian Conferences

Parent/Guardian-Teacher-Student conferences are scheduled the week of October 11th – 14th to discuss student progress. Conferences are scheduled at other times at the discretion of the teacher, parent, or student. To request a conference, please contact your child's teacher or the administrator of the school to set up an appointment.

C. Promotion Policy – LC

At the elementary school, we are building the foundation for your child’s education. As such, each student needs to show appropriate proficiency in core subject material prior to moving on to more difficult levels. Thus, students must pass four of the five core subjects (Reading, Language Arts, Math, Science and Social Studies) to be promoted. Further, students who fail reading, language arts, or math cannot be promoted to the next grade, except at the discretion of the school.

Reading has been singled out as a “must pass” subject as grade-level appropriate comprehension is crucial to a student’s understanding of material in all subject areas. Language Arts has been singled out as a “must pass” subject, as students must be able to express themselves through grade-level appropriate writing in all subject areas. Math has been singled out as a “must pass” subject, as the concepts presented in each new grade level build on the concepts studied in the past grade level.

D. Assessment – LC

To ensure that our curriculum is meeting its goals, the elementary school utilizes both traditional and student-oriented assessment practices. In addition to grade cards each quarter, the school administers yearly standardized assessments to measure how our students compare to their peers around the nation. These tests help the administration and faculty assess the strengths and weaknesses of the school’s overall academic program.

1. Preschool and Pre-Kindergarten

Progress reports are sent home at the end of each quarter for all students. These reports provide parents with feedback on student progress in various areas of child development. The areas assessed are as follows:

Emotional and Social Development
Cognitive Development
Physical Development
Language Development

Marks will be made on the progress report to indicate the observations of the staff. The marks will correspond to the following key:

N = Not Yet: Child has not yet demonstrated objective
I = In Process: Child demonstrates objective periodically
P = Proficient: Child demonstrates objective consistently

E. Policies & Procedures – LC

1. Arriving at School

Classes begin at 8:15 a.m., so students should arrive no later than 8:10 to be on time for class, but no earlier than 8:00 so as to ensure proper supervision of students on campus at all times.

2. Dismissal from School

The school day ends at 3:15 p.m., so parents should make arrangements to have their student picked up promptly thereafter. Students will only be released to pre-approved guardians as indicated on the Acceptable Guardian Form filed by the parent at the beginning of the year. Parents should notify the

school in writing of any such change that needs to be made to this form. Students will not be released to unauthorized persons prior to a written change being made. Any student who has not been picked up by 3:30pm will be sent into our Afterschool Program.

3. Tardiness

Students arriving at school after 8:15 a.m. will be considered tardy. A record of tardiness will be recorded on the student's permanent record. Three tardies will equal one absence toward the student's allowable absence quota. A tardy will be considered excused only if a written explanation signed by the parent/guardian and in compliance with reasons for excused absences arrives with the student, but will still count toward the student's allowable absence quota. Students arriving late to school must check in at the main office to sign in and receive a pass. Students who arrive tardy will not be admitted to class without a pass from the main office.

4. Absence from School

It is required that parents call the school if their child is not going to be in attendance that day. If we do not hear from a parent/guardian and the child is absent from school, the school will contact the child's parent/guardian.

No student is allowed more than 18 absences per year, even if these absences are excused. Students who are absent more than 18 days in a year will not be promoted to the next grade, unless certain circumstances, such as major medical conditions involving the student, prevail, and in such cases, only after review and approval by the Administration. Upon a student's 9th absence, a letter will be sent home reminding the student and parents of this policy and alerting them that the student now has 9 absences.

5. Leaving the School for Any Part of the School Day

A written request, signed by the parent/guardian, for permission to leave school for any part of the day must be given to the school. In such cases, the parent is responsible for making arrangements for picking the child up and/or returning the child to school. Any student who is present for part of the school day but who misses more than two hours will receive a half-day absence.

6. Admittance after Absence

A student returning to school after any absence must present a written explanation signed by the parent/guardian, which indicates the exact dates and reason for the absence. The absence will be unexcused, regardless of the reason, until written documentation from the parent is received.

Students will meet with teachers upon re-entry to determine a make-up schedule for any missed work during the absence. It is the student's responsibility to get the make-up work completed within the determined time period.

7. Parent Absence

If parents/guardians are away from home, they **must** notify the school of the guardian left in charge and provide a phone number where the guardian can be reached.

8. Library Policy

Students are instructed in the use of the library and are encouraged to check out books. When a student takes a book home, it is to be returned in satisfactory condition. Students are responsible for lost or damaged books and will be expected to pay for them. The librarian will determine the amount charged.

9. Medical Aid Policy

The school administration must be able to contact parents/guardians in case of an accident or illness in school. Therefore, it is required that all parents/guardians provide the school with a home telephone number, employer's number, and the name and number of a friend, relative, or neighbor who has consent to act as the parent in case of emergency. This information is documented on an Emergency Medical Authorization Form sent home with students on the first day of school and filed in the office for easy access upon its completion and return. Any change in contact information should be reported promptly to the school.

When students become ill in school, the parents will be called and are responsible for seeing that an ill or injured student gets home safely. In the event of a serious injury or illness and when parents cannot be contacted immediately, the administration will follow the procedures documented by the Emergency Medical Authorization Form to determine whether or not the student should be transported by ambulance. Communicable diseases or conditions (such as chicken pox, strep throat, impetigo, head lice, pin worms, ringworm, scabies, etc.) must be reported to the school.

10. Field Trips

On occasion, teachers will arrange field trips to various places in the surrounding community to reinforce and enhance classroom activities. However, attendance on field trips is not guaranteed. A student's conduct at school and participation as a productive member of his/her class will determine eligibility for field trips. Alternate arrangements will be made for any student excluded from a field trip. Please note that, other than for behavior reasons, all students are expected to attend this school day activity.

All students presented with the opportunity to take part in a field trip will be given a form that must be signed by a parent/guardian granting permission for attendance. If the school does not have permission slip signed before the field trip, the student will not be released from school to attend. All school rules and policies are to be extended to all field trips.

11. Dress

Students must wear the school uniform on Monday through Thursday, which consists of a polo shirt embroidered with the school's seal and tan khaki pants, shorts or skirts. Friday is a free day and students may wear appropriate clothing of their choice. Appropriate is left to the discretion of the Administration. Skirts and shorts must measure not shorter than seven inches from the inseam. In addition, the following apply:

- Shirts with logos glorifying violence, drugs and alcohol, or featuring obscene and/or suggestive messages are not acceptable.
- Hats, caps, and sunglasses are not to be worn inside the building
- Music players, headphones and cell phones are not to be visible or in use inside the building without prior approval from the administration or a teacher.
- Due to various classroom recess and P.E. activities, it is suggested that shorts be worn under skirts.

In cases of inappropriate attire, parents will be contacted and students will not be able to participate in classes until more appropriate attire can be obtained.

Students must wear appropriate footwear, namely socks and sneakers, and close toe shoes unless specified otherwise, to Physical Education class. Sneakers are mandatory. Students in preschool and pre-kindergarten are required to keep an extra set of clothing at school in case of student accidents. This set of clothing must be given to the teacher at the beginning of the year to store.

12. Parties

Parents who wish to have birthday parties for their children at school must coordinate any such activity with the classroom teacher. In such cases, the parent must provide all necessary materials for the party, with the approval of the classroom teacher, and be present to help supervise the party.

The general idea behind children's parties at school is to keep it simple. Please note that the following items are not allowed at school parties: presents, gift bags, piñatas, and balloons. Parents are required to provide all necessary materials for the party, with the approval of the classroom teacher, and be present to help supervise the party.

If a student is having a private party at his/her house or somewhere off school grounds, unless ALL students in the class are being invited, invitations are to be sent through the mail. Parents are asked to be aware of the sensitive nature of these activities.

Birthday Book Club

In lieu of candy, toys and gift bags parents may donate one book to the school in honor of their child's birthday. The book will be kept either in the class or school library with the child's name in scripted in the book. We hope all parents will participate, as this surely will encourage our children's love of reading.

13. Snack Policy

All students, including the Early Learning Center, are responsible for bringing their own snack to school for daily "Snack Time." The teachers and staff at Giff Hill School highly encourage healthy foods for snack, such as fruits, vegetables, yogurt, raisins, nuts, etc. As in keeping with the school policy, no candy, gum or soda is allowed on campus. Remember... healthy foods for healthy minds!

14. Phone Call Policy

When a parent calls the office we will take a message for your child. This message will be delivered during a break, recess, or class change. Your child will have the opportunity to return your call at a time that will not interfere with classroom instruction. If it is an emergency, such as a death or accident in the family, we will call the student immediately to the office to speak with their parent. Telling your child which bus to ride, making arrangements for after school activities, telling them that their older brother/sister will be picking them up, etc. are not emergencies and will not be valid reasons for interrupting a class.

15. Visitation/Observation Policy

To minimize class disruptions and maintain student task focus, please call for an appointment at least 24 hours in advance and then sign in at the office before going into a classroom. Younger children should not accompany adults since they can be distracting to student learning. The

visitation/observation could be scheduled for up to 60 minutes (longer periods of time may be disruptive to the students' curriculum). If a longer period is requested, the parent/guest, teacher, and the administrator would meet to discuss the need. A parent/guest conference could be scheduled to follow-up the visitation/observation. It would not be appropriate to talk with the teacher during the visitation/observation and instructional time.

F. Discipline Policy – LC

Giffit Hill School believes that it is the inherent right of all students to receive a quality education that empowers each student to realize his/her academic potential while fostering a solid self-concept and tolerance and understanding of others. The school's discipline policy has been founded on the principles of honor, honesty, and mutual trust. The student responsibilities that the school has established are essential to the maintenance and continued development of this community spirit. **Every student is responsible for obeying these rules of conduct and no faculty member or school representative can adopt rules that are contrary to the rules of conduct in this handbook.**

Effective classroom management at any level is based on a set of rules to govern behavior and to support an environment where learning takes place. Such rules are clearly communicated, consistent, and age appropriate. Our approach is to reinforce desired behavior through motivation and encouragement.

This system of discipline is designed to mutually benefit both the individual and the school.

For the benefit of the individual:

- To prevent the student from repeating the offense.
- To help the student learn from his/her mistakes.
- To teach the value of respect and common decency and the rights of other people.

For the benefit of the school:

- To deter others from committing similar infractions.
- To preserve the standards of the school.
- To make it clear to everyone that certain kinds of behavior are not tolerated.

The following general student responsibilities will be enforced during school hours and during school sponsored events on and off school property. Students who, by their actions, choose not to assume their responsibilities will be subject to appropriate school discipline as outlined below.

1. Student Responsibilities

1. Accepting responsibility for his/her actions.
2. Behaving in a way that establishes an atmosphere of respect, dignity, and safety for everyone.
3. Respecting the rights of others to have a school environment that encourages learning by not disrupting classes or encouraging other to disrupt classes.
4. Being familiar with and following all school policies, rules, and regulations.
5. Showing respect for the rights and private property of other students, staff, visitors, and the school.
6. Behaving in an acceptable way when participating in or attending school-sponsored events.
7. Being in regular attendance in school and completing all assignments on time.
8. Completing make-up assignments within the established time schedule.

9. Working to the best of his/her ability in all academic and curricular pursuits.
10. Remaining quiet during emergencies or drills and listening to and obeying directions from staff.
11. Behaving in an acceptable way when being transported to and from school events so as to ensure the health and safety of all passengers.
12. Behaving in an acceptable way during lunch hours.
13. Behaving in a way that establishes an atmosphere of honesty, honor, and trust.
14. Obeying the reasonable directions of all school personnel.
15. Respecting the race, culture, gender, ethnicity, and sexual orientation of others.
16. Settling disagreements without violence or fighting.
17. Avoiding the possession, use, distribution or sale of tobacco, alcohol and other substances on school property, school buses, or at other school-sponsored events.
18. Avoiding the possession or use of any weapon on school property, school buses, or at school-sponsored events, including toy replicas.
19. Refraining from making or helping make a false fire alarm or bomb threat.

Examples of unacceptable behaviors include but are not limited to:

1. Lying
2. Cheating
3. Disrupting class
4. Talking back to faculty members or campus visitors
5. Fighting or physical violence of any kind
6. Stealing or damaging school or others' property
7. Taunting or teasing others
8. Refusing to obey the directions of a faculty member
9. Using abusive or profane language

2. Disciplinary Process

Listed below are the procedures that our teachers and administration will follow in the event of student misconduct.

1. Teacher Warning

The teacher will warn the student that his/her behavior is inappropriate.

2. Teacher-Assigned Consequences

The teacher will assign a consequence based upon the teacher's management plan. The teacher-assigned consequences will cover all smaller infractions occurring within the classroom. If a student fails to honor these teacher-assigned consequences, then a conference will be scheduled between the administration, teacher, student, and parent/guardian to determine further disciplinary action.

3. Student Sent To Office

After all possible disciplinary measures have been taken by the teacher, a student may be sent to the office. Unacceptable behavior, which may result in students being sent to the office, includes:

- i. Continued disruption to class learning
- ii. Abusive/unacceptable language
- iii. Fighting
- iv. Continued refusal to follow teacher directions
- v. Endangering the classroom climate of safety

When students are sent to the office, parents will be contacted to discuss the infraction. A conference will be scheduled to discuss further disciplinary action and consequences.

3. Disciplinary Actions for Student Misconduct

Students who have committed a violation of school building or bus riding rules and codes of behavior will be subject to one or more of the following disciplinary consequences as appropriate to the nature of the offense.

1. Notification of parent/guardian
2. Oral/written warning
3. Requirement of written apology
4. Confiscation of inappropriate item
5. Parent/guardian conference
6. Student removed from a particular class for a period of time
7. Restriction of privileges (recess, participation in extracurricular activities, etc.)
8. School service / work detail
9. Payment of damages
10. In-school suspension
11. Suspension from school or school activities
12. Loss of scholarship or financial aid
13. Denial of bus privileges
14. Dismissal from school

G. Anti-Bully Policy – LC

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a telling school. This means that anyone who knows that bullying is happening is expected to tell the staff.

1. What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

1. Emotional- being unfriendly, excluding, tormenting(e.g. hiding personal items, threatening gestures)
2. Physical- pushing, kicking, hitting, punching or any use of violence
3. Racial- racial taunts, graffiti, gestures
4. Verbal- name calling, sarcasm, spreading rumors, teasing

2. Why is it Important to Respond to Bullying

Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Procedures:

1. Report bullying incidents to the staff.
2. In cases of serious bullying, the incidents will be recorded by the staff.
3. In serious cases parents will be informed and asked to come in to a meeting to discuss the problem.
4. The bullying behavior or threats of bullying must be investigated and the bullying stopped quickly.
5. An attempt will be made to help the bully (bullies) change their behavior.

Outcomes:

1. The bully (bullies) may be asked to genuinely apologize. Other consequences may take place.
2. In serious cases, suspension or even exclusion will be considered.
3. If possible, the students will be reconciled.
4. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

3. Prevention

We will use KINSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

1. writing a set of school rules
2. signing a behavior contract
3. writing stories, poems, or drawing pictures about bullying
4. reading stories about bullying or having them read to a class
5. making role-plays (or using KIDSCAPE role plays)
6. having discussions about bullying and why it matters

VI. School-wide Technology Acceptable Use Policy

Giffit Hill School has provided its staff (employees of the School, including but not limited to, teachers and administration personnel) and students with access to computers, email (at the discretion of the administration), an internal network, and the Internet. This School's Network has been provided to enhance the educational experience of our students. The Network is intended to assist teachers and students to meet the learning objectives. With this in mind, any use of the Network that intentionally disrupts or interferes with the educational process is prohibited. The Child Internet Protection Act (CIPA) requires the development of a policy to provide guidelines for use of the Network.

A. Internet and Email

Network users have no expectation of privacy in any materials (email, attachments, documents, websites etc) that are stored, transmitted, or received via the School's Network or computers or personally-owned computers used by staff or students on the School premises. The School reserves the

right to monitor, inspect, copy, review, and store, at any time and without prior notice, any and all usage of School computers, systems, networks, and Internet access or personally owned computers used on School premises and any and all information transmitted or received in connection with such usage. The online activities of all minors attending the school will be monitored on a regular basis. This shall include communications made through a user's personal web-based email account (such as Hotmail, Gmail, Yahoo! Mail, etc.) specifically via the School's network or computers and communications made to, or from, a user's personal computer specifically over the School's network. In addition, all students will be required to take an Integrated Technology and Internet Safety course to help them learn about how to use online technology for educational purposes and how to avoid unsafe and/or inappropriate usage.

The School is required to have the capability, and reserves the right to monitor use of the Internet, including web sites visited and files downloaded via the School's network. Users should understand that the deletion of a message or file may not eliminate it from the system. The network may not be used to violate any law, regulation, or School policy. The School is mandated by federal law to filter all Internet access within its system. This is done to protect students from access to sexually explicit, offensive or otherwise inappropriate Web sites. Network users are not permitted to visit such sites. In addition the School attempts to block all social networking sites (such as FaceBook.com, My Space.com, etc.) because of the dangers they pose to children's safety. Users who find that such a site is not filtered should contact the School's Technology Department so it can be blocked. Likewise if an educationally appropriate site has been filtered or blocked, users may contact the department so the site can be unblocked if approved.

The Network may not be used to send, display or receive offensive messages, pictures or other media which are defamatory, abusive, obscene, profane, sexually orientated, threatening, racially offensive or intended to harass or intimidate. The Network may not be used to transmit material in violation of federal or Territorial law or regulation, such as the transmission and dissemination of copyrighted material. This policy also includes web pages, blogs, wikis, Podcasts, etc.

Staff and students shall be familiar with the Acceptable Use Policy which will be provided to staff and students by the School. Teachers shall monitor their students when using computers during their classes, to prevent downloading games, viruses, spyware and theft and vandalism to the hardware. All staff shall assist with the supervision of students who are assigned to them on computers and report any Student AUP violations immediately to the administration.

B. Hardware

Staff members will be diligent within their schedules in protecting any and all hardware issued by the School (including but not limited to computers, handhelds, cameras, printers, projectors and scanners) and safeguard such from theft, loss or damage. Staff should not download material or install software without permission from the Technology Department. All software on the School computers is to be used for educational purposes and support the educational goals of the School. Downloaded material (including but not limited to mp3, weather bug, games, and .wav files) can infect individual computers and the Network. It is the responsibility of network users to help protect the Network from such viruses, spyware, adware, etc. to the extent possible. Employees shall follow software licensing agreements of which the employer has made them aware and where necessary has provided training. Staff who wish to purchase or bring in their own equipment (for example: computers, external drives, printers, wireless devices) must consult with and get approval from the School's Technology Department; this is to insure that the hardware is compatible with and will not harm the Network.

Likewise, staff and students are not allowed to install personally owned software without the approval of the Technology Department in writing. The installation of such software may be in violation of licensing agreements or may hinder computer performance or Network access. The Technology Department will support and maintain equipment that is purchased with the consent of the Department. It is the responsibility of the staff to maintain backup copies of their files. This means they can save files to a memory card, CD etc. Individual staff members are also responsible for the reinstallation of software that they have purchased with the approval of the Technology Department in writing. This is because the computer may be “swapped out” or replaced at the discretion of the Technology Department for repair, maintenance or redistribution.

C. Network Behavior

General examples of proper network behavior are:

- Follow guidelines detailed in Online Safety Class
- Be polite.
- Use appropriate, non abusive language.
- Be cautious about revealing personal addresses, credit card numbers, or phone numbers.
- Send information that other users will not find offensive.
- Obey copyright laws, fair use policies and follow licensing agreements.
- Do not tamper with the system, alter, “hack”, delete or destroy any files or data that are not yours.
- Do not knowingly introduce electronic worms, spyware, and/or viruses to the system.
- Be considerate of our network resources and limit their demands on “bandwidth” and server space.

Network users should be aware that:

- Use of the network and e-mail is a privilege.
- E-mail is not guaranteed to be private. There is no expectation of privacy on the network.
- Identifying photos of students with their first and last names may not be used on a web site.
- Persons issued an account are responsible for its use at all times. Therefore it is important to log off the computer at the end of every session, so another user cannot use your password.
- Staff computers that have programs that can access student records, such as *Admin Plus* and *GradeQuick*, should not be used by students and should be logged off when unattended.

The School makes no warranties of any kind, whether expressed or implied, for the service it is providing. The School will not be responsible for any damages a user may suffer, including loss of data. The School will not be responsible for the accuracy or quality of information obtained through the internet connection.

D. Consequences

This policy has been developed to promote the legal and ethical use of a powerful education tool. It is not meant to limit the use of the global informational community but to ensure a safe environment for the children in our care. A violation of this policy may result in disciplinary action ranging from a verbal warning or suspension of system privileges up to expulsion from school or discharge from employment in accordance with applicable legal and contractual procedures. When applicable, law enforcement agencies may be involved. Use of the School’s network by any staff, student, or user shall constitute acceptance of the terms of this policy.