

# Student and Parent Handbook





### ***Giff Hill School Mission Statement***

*Our mission is to educate, challenge, support, and empower students, igniting their passion for learning in preparation for college, careers, and their roles as stewards of our island and global community. We are committed to providing academic rigor through experiential learning within a compassionate community.*

### ***Giff Hill School Board of Trustees Diversity Resolution- Adopted June 2021***

*GHS's commitment to diversity is grounded in its Mission Statement, which states, in part, "We are committed to providing academic rigor through experiential learning within a compassionate community." The Trustees of Giff Hill School believe that a diverse and inclusive learning environment is integral to achieving academic excellence. We recognize and value the experiences that diversity of gender, race, ethnicity, religion, sexual orientation, socio-economic class, family structure, age, and ability contribute to Giff Hill School.*

Dear students, parents, and guardians:

Giffit Hill School is proud to serve the families of St. John and St. Thomas. By working with a shared set of understandings, the school can partner with GHS families to provide an educational experience that is both extraordinary and unique.

The purpose of the Student and Parent Handbook is to:

- set forth policies that facilitate the educational program
- articulate responsibilities of students, parents, and guardians
- summarize possible responses to violations of expectations of the GHS community
- outline opportunities for contributing to the GHS community

The faculty, administration, and the staff of GHS look forward to working with all families to help meet the school's mission to "empower students...ignite their passion" and to help GHS students assume "their roles as stewards of our island..."

With great optimism for achieving the mission together,

A handwritten signature in blue ink that reads "Kenneth S. Mills". The signature is written in a cursive style with a blue highlight effect.

Kenneth S. Mills  
Head of School

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## I. INTRODUCTION

### 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. The following is a brief history of the school's development:

- Four devoted community members founded Pine Peace School 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, 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's history—achieving 100% college acceptance.
- 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 strives to keep tuition low and its financial aid 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.
- In 2005, GHS broke ground for the Upper Campus building, led by Fred Trayser.
- In 2009, Glen and Jo Ann Hall donated a four-acre parcel of land adjoining Lower and Upper Campuses, allowing the school to sit on 14 contiguous acres.
- 2010 brought the dedication of Trayser Field and completion of the playground and green-top renovation at the Lower Campus. In addition, GHS initiated a partnership with Iowa State University to form the EARTH program. Accreditation was renewed for K-12th grades, and the Nekwan Sprauve Memorial half-court Basketball Court was created.
- In 2015, Gifft Hill School completed a Brand Purpose study. We are committed to *academic rigor* through *experiential learning* and *compassionate community* in our *enriched environment*.
- In 2016, GHS was awarded the EPA Environmental Champion Award in recognition of our commitment to environmental sustainability and for leading by example in the Virgin Islands.
- In 2017, Gifft Hill School was featured in November on the 21st season of the PBS Visionaries program, hosted by Sam Waterston and produced by Bill Mosher. In addition, GHS received full accreditation from the Middle States Association of Colleges and Schools.
- In September 2017, Gifft Hill School opened its doors just five days after the second of two category five hurricanes hit St. John. The Board of Trustees waived tuition for the 2017-2018 school year and welcomed all students on St. John to attend.
- Even as GHS rebuilt during the 2018-19 school year, GHS ambitiously enhanced its curriculum with an increased number of STEAM opportunities and the creation of STEAM labs on both campuses. Spanish Immersion through Art was introduced to the Early Learning Center, K, 1st, and 2nd grades.
- In October 2018, Ken Mills was appointed GHS's next Head of School starting in July 2019.
- In March of 2020, the entire school transitioned to remote learning due to the COVID-19 pandemic.
- In December 2020, GHS was recognized as a Bronze level Eco-School by the National Wildlife Federation.

- At the beginning of the 2020-21 school year, students returned for live, in-class instruction. GHS expanded its programs to include aquaponics, engineering, and seminars for students taking AP exams in English and Environmental Science.
- During the 2020-21 school year, GHS completed the Assessment of Inclusivity and Multiculturalism (AIM) - a year-long study to evaluate areas of strength and opportunities for improvement with regard to diversity, inclusion, and social justice.
- At its June 2021 meeting, the Board of Trustees adopts a resolution citing, in part, “that a diverse and inclusive learning environment is integral to achieving academic excellence. We recognize and value the experiences that diversity of gender, race, ethnicity, religion, sexual orientation, socio-economic class, family structure, age, and ability contribute to Giff Hill School.”

## **Mission and Beliefs of Giff Hill School**

### **At GHS, we *believe*:**

- The purpose of education is to foster the skills, talents, and creativity of the individual.
- Education includes the development of critical reasoning, character, and the ability to invent and adapt in response to the surrounding environment, in addition to academic and testing success.
- Every motivated student deserves the opportunity to pursue a rigorous and meaningful education.
- Our small size allows us to honor each child's contributions and passions and provide the challenge and support required by each individual.
- Collaboration, cooperation, and mutual respect provide the context for learning, support, and success.
- All community members are responsible for leading by example in creating a sustainable school, island, and world.

### **At GHS, we *live* these beliefs by:**

- Ensuring that all decision-making at the school, from the Board of Trustees to the classroom, is based on what is best for children.
- Hiring and supporting teachers who have academic skills, an interest in collaborative learning, and a willingness to lead by example.
- Offering a wide range of courses, including college preparatory and experiential opportunities, draw children toward balanced lives.
- Creating educational opportunities for students and the community to promote sustainability and seek solutions for complex problems facing our island and the world beyond.
- Implementing an application process that encourages all motivated students to apply.
- Offering financial aid to families with financial need and a willingness to support their children and our school.
- Offering college and career counseling that allows each child to develop their own path.
- Crafting an individualized educational experience for each child based on their strengths and needs.
- Directly instructing and reinforcing the importance of respect, integrity, and cooperation in every daily interaction.
- Understanding that participation in school life by all students, parents, faculty, trustees, and the broader community is crucial to our shared success.

**Early learning programs.** The early years are critical, 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, our goal is to cultivate a love

of learning in every child and help each develop the physical, social, and cognitive skills necessary for the coming stages of life.

Giffit 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 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.

### **Primary and secondary programs**

As a fully accredited primary/secondary school, GHS is a permanent fixture in the minds and hearts of the families it serves.

Giffit Hill School's low student/teacher ratio, combined with our talented faculty, establishes a nurturing, stimulating environment for our young learners and ensures the delivery of a complete and challenging college and career prep curriculum for our older students. True to the school's founding philosophy, our faculty members know that an active, involved student learns best when engaged in their own education. Our students know they are cared for, know their input matters, and enjoy being a part of the school.

What effect is GHS having on St. John and St. Thomas communities? GHS has been providing excellence in education and transforming outcomes for the children of St. John and St. Thomas for over 40 years. With excellent education as an option, St. John and St. Thomas will retain their most precious resource: their 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 our islands' children and, therefore, for the VI itself.

### **Affiliations**

Giffit Hill School is a member of the following educational organizations:

- National Association of Independent Schools (NAIS)
- 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 (NHS)

### **Partnerships**

Giffit Hill School partners with the following organizations:

- Island Green Living Association
- St. John School of the Arts
- National Park Service

- Iowa State University
- Friends of Virgin Islands National Park
- Community Foundation of Virgin Islands
- Virgin Islands Department of Human Services
- New England Youth Theater
- Dancing Classrooms of the Virgin Islands

## **II. OPERATIONAL PROCEDURES**

### **Legalities**

Gifft Hill School is a nonprofit, 501(c) (3), private day school serving toddlers through students in grade 12 on the island of St. John in the U.S. Virgin Islands. The school makes admissions decisions independent of sex, color, race, creed, national origin, ancestry, religion or religious affiliation, marital status, political belief, sexual orientation, gender expression, genetic predisposition or carrier status, veteran status, or any other legally protected status.

### **Board of Trustees**

The school is governed by a volunteer Board of Trustees which exercises all corporate powers and makes all necessary policies governing the business of the corporation and the management of Gifft 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 compensated for their time nor their services. They have a personal commitment to quality education and specifically to the continuing development of Gifft Hill School.

### **Grievance Policy**

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

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 nor the responsibility of the Board to mediate grievances that arise from parents, students, or faculty. That responsibility lies with the administration.

The following procedures 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 direct supervisor.
3. If the parties have not resolved the issues after discussions with these administrators, a letter addressed to the Head of School shall be written detailing the issues and the discussions up to this point.
4. 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.



## **School calendar**

The school operates on a calendar that begins in late August and ends in early June. The school calendar is divided into three trimesters.

## **School Day**

The school day runs weekdays from approximately 8:00-3:15 and is based on the transportation schedule provided by the bus company. A class schedule is provided on the first day of school. Students may also be involved in school-related activities before or after school, such as academic support, clubs, and sports. Before-school activities will generally start at 7:30. After-school activities typically end at 4:30 PM.

## **Admission**

To maintain an effective student/teacher ratio, space is limited at each grade level. The Board of Trustees determines class sizes. Waiting lists are kept when enrollment 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 school's discretion.

The Giffit Hill School Early Learning Center houses a toddler program (2-year-olds) as well as preschool (3-year-olds) and pre-kindergarten (4-year-olds) classes. To enter preschool, students must be toilet trained and be able to follow the reasonable directions of an adult.

The kindergarten program is for students who turn five by the first day of school.

Students are admitted to 1<sup>st</sup>-12<sup>th</sup> grade based on past achievement and academic fit. Applicants must complete an application and take a placement test before application materials are reviewed. Students applying for admission at younger levels will be interviewed by their prospective teachers or a leadership team member. The admissions committee determines acceptance following the completion of the application process. Giffit Hill School does not discriminate against applicants based on race, color, gender, national origin, age, religion, creed, veteran's status, sexual orientation, gender identity, or gender expression.

Giffit Hill School is not staffed nor 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 school leadership determine that the needs of a child cannot be met by the school for academic or behavioral reasons, the parents will be asked to meet with the school to discuss options, and the child's enrollment contract may be terminated. If the school terminates the contract within the 45-day period, the parent/guardian tuition obligation will be limited to a prorated amount based on the days of attendance and materials used.

At any point during the year, should a student require attention and support beyond what the staff can provide with reasonable accommodations, the school's leadership team may determine that GHS is no longer appropriate for the student. In this event, the enrollment contract, after discussion with the parents, will be terminated. Parents will be kept informed of concerns and efforts being made to accommodate the student.

## **Enrollment Requirements**

- Submission of application forms and past academic records, including the most recent transcript or report card and standardized test scores, when applicable
- Site visit, a placement test (as appropriate), and interview
- Application to TADS for evaluation of financial need and financial aid eligibility if desired

- Notification of acceptance and financial aid award (when applicable)
- Submission of the signed enrollment contract, registration fee, medical forms, enrollment in TADS Tuition Management Plan, and *Student and Parent Handbook* acknowledgment form signed by the student and parent or guardian
- Submission of immunization records or certified exemption letter.
- When required, documentation for guardianship/custody.

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

### **Financial Aid**

Giffit Hill School strives to remove financial burden as a barrier to a GHS education for as many families as possible.

The School offers financial aid for full-time students. All awards of financial aid are made consistently and objectively. GHS contracts with an external agency, TADS, to evaluate the financial need and the ability of each family to contribute to their child's education.

Eligible families must complete the TADS Financial Aid application and submit supporting documentation. The TADS Financial Aid application is available online at [www.mytads.com](http://www.mytads.com).

Financial aid is awarded only after the TADS application and all supporting documentation is submitted. These documents will be audited by TADS and reviewed by the GHS Financial Aid Committee. Financial Aid is evaluated on an annual basis. Families must reapply for financial aid each year. Families are responsible for paying an enrollment deposit plus all charges and fees independent of financial aid.

The Financial Aid Committee reviews applications and makes aid awards on a rolling basis beginning in March for the upcoming school year. Awards for late applicants, who qualify for financial aid, are made only if funds for financial assistance are still available.

More details about Tuition and Fees may be found on the Giffit Hill Web Page under the Admission Tab.

Eligibility for student financial aid, in any form, is based on students maintaining satisfactory academic, attendance, and citizenship records. The school reserves the right to revoke or not renew financial aid should students not meet the expectations of the school. These expectations include:

1. Maintaining a satisfactory academic record. If a student is placed on Academic Probation for two consecutive trimesters, financial aid may be discontinued.
2. Meeting obligations and doing so on time. This includes, but is not limited to, attending classes and completing assignments.
3. Maintaining community standards of conduct put forth in the Handbook and as articulated by the staff, faculty, and school leaders.
4. Meeting all financial obligations to the school in a timely fashion.

Financial aid is not automatically renewable from year to year. A new application for financial assistance must be completed annually.

### **Financial obligations**

All families at Giffit Hill School are required to pay tuition through the TADS Tuition Management portal. Families may elect to pay monthly, quarterly, semi-annually, or annually and may do so by either a credit card or an automatic deduction from a bank account. Credit card payments will be assessed a processing fee by TADS. Instructions for registering with TADS are available in the school office or on the GHS website. If you need assistance using TADS, please call 1-800-477-8237 or email [support@tads.com](mailto:support@tads.com). A late penalty will automatically be assessed to invoices not paid within 30 days.

Families who are or anticipate having difficulty meeting financial obligations should contact the business office. Depending on the details of the situation, the Chief Financial Officer may develop an alternative plan for meeting financial obligations. Any student who has a delinquent TADS account may not be allowed to attend school or receive grades until the account is brought current. School records, including report cards and transcripts, will not be released to families or institutions making requests for these records for students whose accounts are past due.

Students with an outstanding account balance will not be allowed to re-enroll or begin school until accounts are fully paid. Once an enrollment contract is signed, the family is committed to full payment of the year's tuition, even if a student leaves school or is dismissed by the school. Families are reminded they have the option of purchasing tuition insurance when signing the enrollment contract.

### **Record Keeping**

Basic student information and enrollment applications are kept on file, along with written records of previous education and communication between the parent(s) and the school, in the administrative offices of both campuses. Additionally, official transcripts and yearly standardized testing scores are kept on file for at least as long as the student is attending Giffit Hill School. These records may be reviewed by parents/guardians by appointment. Requests for viewing these records should be made by contacting the main office.

### **College and Career Counseling**

The school will provide college and career counseling. These services will be offered primarily to juniors and seniors by a combination of faculty and administrators.

### **Academic Support**

The school employs a learning strategist who can provide basic academic support. As noted above, the school is not staffed, nor is it funded, to meet the educational needs of children with special learning requirements.

### **Emotional Support**

The school works with professional and experienced counselors for emotional or behavioral issues. A counselor can meet with students individually and in small groups to build coping skills and provide guidance. The school counselor's role is to provide short-term therapeutic intervention and assess student needs within the school setting. School counseling services are not a substitute for individual, private counseling when a student requires ongoing clinical care.

## **III. FACILITY**

The GHS upper and lower campuses are located on Gifft Hill next to Bellevue Terrace on approximately 14 acres of land contiguous with the Virgin Islands National Park. The school is near a VITRAN stop and on the local school bus route so that students can access the school from any part of the island.

The upper campus contains twelve classrooms, including lab space, separate art, and music classrooms, extensive school gardens, an aquaponics system, and a professional kitchen to support the culinary program. The upper campus building includes a meeting area with bleacher seating and a movie theater projection screen. A fitness center, half-court basketball facility, and a dining patio are located on the first level of the upper campus building. Classrooms are air-conditioned for student comfort. Offices for the Head of School, Chief Financial officer, and the Director of Communication are located on the upper campus.

The lower campus of Gifft Hill School is located on 1.5 acres of land donated to the school by the Bass family. The lower campus has been developed to meet the specific needs of our curriculum and enrollment, as well as current health and safety standards. The campus currently contains four separate buildings, housing an early learning center, classrooms, administrative offices, a resource room and STEAM lab, a multi-purpose room (the Great Room), and two playground areas.

### **Educational Technology**

Gifft Hill School follows a one-to-one technology model wherein each student in grades K-12 has access to a school-owned device that includes developmentally appropriate learning apps. In primary and intermediate grades, devices are used to supplement or reinforce regular instruction in learning centers. In grades 6-12 devices are considered primary learning tools to support creation, collaboration, communication, and organization across disciplines. Students in grades 6-12 will receive an email address hosted by GHS. Students are responsible for the care and safekeeping of all equipment, materials, textbooks, and electronic devices. The cost to replace lost, stolen, or damaged school equipment will be billed to each student's account.

## **IV. SCHOOLWIDE POLICIES AND PROCEDURES**

### **Medical Aid**

The administrative offices on both campuses store basic first aid equipment and supplies. School personnel are not authorized to provide medical care except to the extent they have received training and are not legally permitted to distribute over-the-counter medications without the specific written permission of a parent or guardian. Parents and guardians must provide up-to-date medical records, including immunization records, before students may attend school. A history of each student's medical record is kept on file. All prescription medication, except inhalers and EpiPens (in the case of life-threatening allergies), must be administered by the office staff and kept in the office. Students may carry their own EpiPen or inhaler, but a current prescription for that medication must be provided to the school. A medical alert document will be shared with teachers at the beginning of each year. This document will be updated as new information is provided to the school. In more urgent situations, students may be transported to the Myrah Keating Health Clinic, which is located minutes from the school.

### **Snack**

Subject to the school's ability to adhere to health and safety guidelines, Giffit Hill School provides a daily healthy snack on both campuses. Snacks can be provided to meet individual dietary needs.

### **Lunch**

All students provide their own lunches and eat in the designated lunch areas. After eating, students may go to acceptable areas (playground, field, basketball court, fitness center, etc.) to spend the remainder of the period.

### **Attendance Policy**

Giffit Hill School believes that the educational activities offered as part of the daily instructional program of the school are essential to student learning. We also believe that students learn best when they are actively engaged with each other during class discussions.

There are times when students become ill, or an unexpected event prevents a student from attending classes. If a child will miss classes for a day or will be late to school, a parent or guardian is required to contact the school. Parents/guardians should call 340-776-1730 to inform the school when their child will be tardy or absent.

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 who miss three hours or more of school will lose the privilege of participating in extracurricular activities on the day of an absence except at the discretion of a member of the school's leadership team.

In the event of planned absences, whether family or school-related (e.g., athletic contests or field trips), students are expected to coordinate with teachers prior to their absence to create a plan for making up any missed lessons or assignments. Late work will be given full credit as long as it is completed according to the schedule agreed upon between the teacher and student. If a student fails to communicate with teachers ahead of time or misses agreed-upon deadlines, it is within the teacher's discretion to apply a penalty for late assignments. Work that is more than five days late from the agreed-upon date of submission may be given a zero.

Students with excessive absences may face sanctions, including but not limited to having privileges revoked, withdrawal from co-curricular activities or student leadership positions, not receiving course credit or loss of financial aid.

In the case of a medical condition that prevents a student from completing coursework, the administration will work with the student's advisor, teachers, parents/guardians, and medical professionals to determine an appropriate timeline for completing missed work. In the case of extended absences due to medical or other matters, a student may need to repeat a grade.

Each reporting period, the school will review student attendance and notify parents if a student has accumulated five or more absences.

Students who have been suspended for disciplinary reasons and therefore miss school must still complete missed assignments.

### **Tardiness**

All students are expected to report to classes on time. Students should be prepared with the materials required for every class. Students who arrive at school after 8:25 must check in with the office. Students who arrive late will be marked tardy. Chronic tardiness can result in a disciplinary or academic response, including, but not limited to, loss of credit. As noted above, attendance may be taken into consideration when making awards for financial assistance.

### **Leaving school for any part of the school day**

If a student will miss any part of a school day, a parent/guardian must notify the school directly. If a student leaves without such permission, the student may face disciplinary consequences.

### **Parents who are away from home**

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.

### **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 working telephone 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 that is filed in the office before 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 school leadership team 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 covid19, chickenpox, strep throat, impetigo, head lice, pinworms, ringworm, scabies, zika, etc.) must be reported to the school.

### **Field Trips**

Giffit Hill School encourages teachers to 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.

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 to attend the field trip. If the school does not have a permission form signed by a parent or guardian before the trip departs campus, the student will not be released from school. All school rules and policies are extended to all field trips.

Giffit Hill School strives to provide students with opportunities to enrich their learning and expand their horizons beyond a traditional classroom. Periodically the school is able to provide students with opportunities to travel off-island. All off-island trips are optional for students and include 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. School remains in session for students who do not attend this field trip. School rules are in effect during all field trips unless specifically stated.

### **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 a half-mile of the school. Varlack Ventures provides public school bus service between the lower and upper campuses to Cruz Bay and Coral Bay. The school bus serves public school students as well as GHS students. Bus service is offered to students five years of age and older. In Coral Bay, children are picked up and dropped off at the Triangle. In Cruz Bay, students are picked up at the ferry dock. Students are expected to follow appropriate behavior on the bus as outlined in the bus rules. Students who do not follow these rules may have bus-riding privileges revoked.

The Cruz Bay ferry dock is located within two miles of the school. Free student 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.

### **Student Vehicles**

Driving a car to school is a privilege. Students must possess a valid driver's license in order to drive to school. Students will be required to show a valid license if requested by a member of the GHS staff or faculty. 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 unless written permission from both sets of parents is received. Students park at their own risk in the gravel lot at the far end of Trayser Field, the designated student parking area. Giffit Hill School is not responsible for damage to student vehicles.

### **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 and/or 1340 AM** on the dial. When possible, a school-wide email/text message will be sent and updates will be posted to the school's website and social media accounts. Please note that Giffit Hill School does not necessarily follow the closings and reopening of public and other private schools.

When an event forces the school to close after students have arrived, teachers will contact parents to confer about transportation arrangements from school.

### **Emergency Drills**

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

- There will be no talking by students during the drills.
- Students may not use their cell phones
- Students must follow the teacher's instructions and respond promptly to directions from teachers and administrators.

### **Parent/Guardian meetings with faculty and administration**

Parent meetings with teachers and administration may take place at a time that is mutually convenient. In all cases, an appointment should be scheduled with the teacher or administrator prior to arriving on campus.

## **V. UPPER CAMPUS PROGRAM, POLICIES, AND PROCEDURES**

## **Curriculum**

The Gifft Hill School upper campus academic program provides a college preparatory and career readiness curriculum with an emphasis on experiential learning. The curriculum for each course or grade level is based on the Gifft Hill School Standards for English and Mathematics, the Next Generation Science Standards for Science, and Social Studies Standards adapted specifically for Gifft Hill School to integrate a cultural and historic awareness of the Virgin Islands. The curriculum is responsive to the needs of the students and of the island.

## **Grading and reporting**

Grading and reporting at Gifft Hill School are important forms of feedback to students and parents. Graded assignments are used to inform students about how well they have demonstrated understanding of material and how well they have mastered discipline-specific skills. The grading and reporting process provides feedback to students so they can develop self-awareness and develop habits that facilitate learning.

Parents will receive feedback on student progress in a variety of ways. In grades 6-12, parents and students have 24-hour access to the GHS Plus Portal (the Portal), which provides students and parents a live view of the grade book for every class. Parents can see grades for individual assignments, a list of missing work, and an overall grade for each course by logging into the Portal with their unique login and password. It is generally expected that all assignments will be graded within one week of their due dates. If more than one week has passed and you do not see a grade entered for work you believe was completed and submitted, please contact the teacher directly. Logins and passwords for the Portal are supplied each year and may be reset by contacting the upper campus office if they are forgotten or need to be changed.

In addition to providing data about scholastic achievement, Gifft Hill School is committed to providing feedback to parents about students' academic strengths, areas for growth, and overall effort. The following is a chart detailing what you can expect at each reporting interval.



| <i>Dates</i>             | <i>Upper Campus</i>  |
|--------------------------|--|
| 1st Term Progress Report | Advisors email combined progress report generated in TeacherPlus gradebook. Parent conference with work samples and MAP data. Academic support emails to students earning C- or below. Confirm placement in all AP/honors/standard course levels. Review existing Individual Learning Plan if applicable.  |
| 1st Term Report Card     | 1st-trimester grades close and report cards generated through Admin+. Academic support emails sent to students earning C- or below in any core class. Attach new Individual Learning Plan if applicable.   |
| 2nd Term Progress Report | Detailed progress narratives, including current letter grade, generated using google docs template for all students in all subjects. MAP summary letter included. Specials submit updates on units taught and are welcome to contribute individual comments if they have specific praise or concerns to note. Academic support emails to students earning C- or below. Attach new Individual Learning Plan if applicable.                                |
| 2nd Term Report Card     | 2nd-trimester grades close. Report card generated using Admin+. Academic support emails to students below C-. Attach new Individual Learning Plan if applicable.   |
| 3rd Term Progress Report | Advisors email combined progress report generated in TeacherPlus gradebook. Detailed prescriptive plans written by relevant teachers included for students who have documented areas of concern (C- or below in academic classes and/or repeated discipline referrals). HS advisors and college/career counselors meet with parents and students to review course selection options and summer plans. Attach new Individual Learning Plan if applicable. |
| Final Report Card        | Final report card generated in Admin+. HS students have course selections confirmed. MAP data included. Recommendations for summer skills remediation and/or credit recovery options included as necessary.  |

### **Academic Support**

Students who are earning a grade of C- or below in any core subject(s) will be placed on Academic Probation at any of the above reporting intervals and will be expected to stay after school for support. Students, parents/guardians, and advisors will receive an email from the Learning Strategist detailing which courses are areas of concern and which day(s) the student is required to stay for extra help. Students may of course also stay after for extra help voluntarily at any time.

Grades 6-12 use specific grading categories to describe the types of activities students engage in during a grading period. These categories are weighted differently at the middle and high school levels according to developmentally appropriate instruction and assessment practices. The category weights describe what portion of the student's total grade is attributed to tasks of each type.

The assignment categories used by Giff Hill School to track student progress towards mastery in grades 6-12 are as follows:

- **Guided Practice:** Assignments that allow students to practice newly introduced skills/interact with newly introduced knowledge. Examples include teacher-guided in-class practice, group work, class discussions, and guided oral response.
- **Independent Practice:** Assignments that allow students to practice newly acquired skills/knowledge independently. Examples include homework, independent in-class assignments, call, and response questioning.
- **Formative Assessment:** Assessments that measure student progress towards mastery of small subsets of information or skills within a larger unit of study. Examples include quizzes, first drafts, and small projects.
- **Summative Assessment:** Assessments that measure students' ultimate mastery of the skills/knowledge contained within a given unit of study and/or their ability to generalize or apply those skills and knowledge to other situations. Examples include unit tests, long projects, papers, lab reports, oral presentations.

### Category Weighting

|          | Guided Practice | Independent Practice | Formative Assessment | Summative Assessment |
|----------|-----------------|----------------------|----------------------|----------------------|
| 6th-8th  | 25%             | 25%                  | 20%                  | 30%                  |
| 9th-12th | 10%             | 25%                  | 30%                  | 35%                  |

**Final Exams:** In addition to these categories, students in grades 6-12 take final exams. These exams measure cumulative mastery of content and are calculated into the student's final course grade. Weighting of the final exam differs by developmental level. In middle school, final exams make up 5% of the final course grade, and in high school 10%.

**GPA Weighting:** Giff Hill School uses a 4.0-point system for GPA calculation. GPA is calculated by adding fractional points to the grade values to indicate a student's strength of schedule. A half-point is added to every grade earned in an Honors class and one full point is added for Advanced Placement classes. Giff Hill School does not rank its students.

### Grading and GPA Weighting Scales

| Grade | % Scale      | Standard | Honors | Advanced Placement |
|-------|--------------|----------|--------|--------------------|
| A+    | 98-100       | 4.34     | 4.84   | 5.34               |
| A     | 94-97        | 4.00     | 4.50   | 5.00               |
| A-    | 90-93        | 3.67     | 4.17   | 4.67               |
| B+    | 88-89        | 3.34     | 4.84   | 4.34               |
| B     | 84-87        | 3.00     | 3.50   | 4.00               |
| B-    | 80-83        | 2.67     | 3.17   | 3.67               |
| C+    | 78-79        | 2.34     | 2.84   | 3.34               |
| C     | 74-77        | 2.00     | 2.50   | 3.00               |
| C-    | 70-73        | 1.67     | 2.17   | 2.67               |
| D     | 65-69        | 1.00     | 1.50   | 2.00               |
| F     | 64 and below | 0.00     | 0.00   | 0.00               |

### High School Course Offerings

High school courses at Giffit Hill School are designed to address the instructional needs of each student. Due to the small size of our school, courses are generally heterogeneously grouped, with extensive differentiation implemented by each teacher.

**Standard Courses** – Standard courses provide students with the opportunity for reading, critical thinking, discussion, analysis, and independent study. Students enrolled in this college preparatory sequence complete assignments with little assistance from the instructor, have demonstrated effective organizational skills, and have developed strategies to help them prepare for assessments and turn in quality work.

**Honors Courses** – Honors courses provide students with the opportunity for considerable intellectual challenge, particularly in the areas of conceptual and analytical reasoning, research, and independent study. Students enrolled in honors courses have demonstrated superior work ethic and dedication to their studies. These students are innately curious, work independently, and seek out and initiate opportunities to expand their knowledge base. Students may be asked to complete additional assignments or extensive reading as part of the course. Content mastery may be assessed by qualitatively different tools or by common tools, which are held to a higher standard. Honors GPA weight is assigned to all honors courses and high school courses taken by middle school students.

**Advanced Placement Courses** -- Advanced Placement courses, which are certified by the College Board,

are courses that offer college-level curricula and examinations to high school students. American colleges and universities often grant placement and/or course credit to students who obtain high scores on the examinations which are administered by the College Board and developed, published, and scored by the Educational Testing Company (ETS).

**Student Support Services**

Giffit Hill School is committed to the academic success of all students and expects students to maintain a C or better in all classes. GHS believes that when an academic concern persists, or a serious incident occurs, a team approach can often best meet a student’s needs. If a teacher has tried several strategies and made parent contacts, but a student still is not progressing as expected, or if the student is earning a C- or below at any of the formal reporting periods, students will be required to attend after school academic support sessions and will be referred for monitoring by the Student Support Team. A student experiencing academic difficulties may also be restricted from participation in co-curricular school activities until all of that student’s teachers agree significant, lasting efforts to improve have been made.

**Transfer Credits** - High school courses (defined as courses taken when the student was registered in grades 9-12) taken at schools other than Giffit Hill School will be accepted and recognized towards Giffit Hill School’s graduation requirements. These courses will be listed on the sending school’s transcript, which will be attached to the student’s GHS transcript. The cumulative GPA, which will be displayed on the GHS transcript, will be calculated using only courses taken at GHS.

**Honor Roll**

Honor Roll recognition will be awarded each trimester based on a student’s grades and GPA across all courses according to the following guidelines:

|                 |   |
|-----------------|---|
| High Honor Roll | GPA of 3.7 or higher and grades of B- or above in every class     |
| Honor Roll      | GPA between 3.3 and 3.69 and grades of C+ or above in every class |

**Trimester GPA:** Unweighted trimester GPA calculations will be made for National Honor Society eligibility decisions, college application processes, and as requested by individual students or parents.

**Cumulative GPA:** An overall average of student performance in high school will be updated and reported on the report card (and transcript) at the end of each year, based on the total number of credits taken to date and the grades received in each course. This weighted cumulative GPA will begin in 9th grade and will continue to accrue until graduation or transfer from the school.

**Valedictorian/Salutatorian/Class Speaker**

Recognition of graduating seniors who have experienced academic success and/or contributed significantly to the school during their years of attendance will be determined as follows:

**Valedictorian:** This honor will be awarded to the graduating senior with the highest cumulative GPA above 3.5, as calculated as of the third-trimester progress report date. The student must also have met or exceeded

the graduation requirement for community service hours, be in good standing, and have attended high school at GHS for at least six out of 12 trimesters.

**Salutatorian:** This honor will be awarded to the graduating senior with the second-highest cumulative GPA above 3.3 as calculated as of the 3rd-trimester progress report date. The student must also have met or exceeded the graduation requirement for community service hours, be in good standing, and have attended high school at GHS for at least six out of 12 trimesters.

**Class Speaker:** If a graduating class has neither a Valedictorian nor a Salutatorian, or if the valedictorian or salutatorian do not want to speak at graduation, the members of the senior class will vote on a member of the class to speak for them during the graduation ceremony. The student must also have met or exceeded the graduation requirement for community service hours and be in good standing.

### Graduation Requirements

The high school curriculum is departmentalized. High school students will meet with a member of the administration to ensure they are making sufficient progress towards meeting the necessary requirements for graduation. In order to graduate from high school, students must meet the following high school level credit requirements:

| Subject Area       | Must include   | Credits   |
|--------------------|--|-----------|
| English            | 4 years English  | 4         |
| Social Studies     | U.S. History required, and two additional Social Studies credits   | 3         |
| Science            | 3 years including 2 years of lab sciences  | 3         |
| Foreign Language   | 2 years of high school language  | 2         |
| Mathematics        | 3 years  | 3         |
| Health             | 9 <sup>th</sup> Grade Health   | 0.5       |
| Physical Education | 4 years  | 2         |
| Elective Credits   | At least 2 credits from Fine Arts offerings, and 2 from A/C/T offerings  | 5.5       |
| Community Service  | 100 hours *up to 28 hours may be satisfied by school events occurring within school hours such as Giff Hill School gives back. | 0         |
|                    | <b>Minimum total credits</b>   | <b>23</b> |

\*A/C/T = Academic/Career/Technical offerings such as STEAM, Culinary Arts, Local Business Externships, Forensics, etc.

### Transcripts and School Records

School transcripts/records include academic and standardized testing information. A student's disciplinary record is not part of a transcript. However, many college applications ask the student applicant and the school if a student has ever been suspended or placed on probation for disciplinary reasons during high school. *Both the student and the school are required to answer these questions honestly.* In these cases, Giff Hill School will work with the student to explain to college admissions offices the facts of the case and how the student has grown from the experience.

### Incomplete Grades

Under special circumstances, and at the discretion of the Director of Curriculum, 'incomplete' grades for a trimester or final exam can be made up. The student will meet with the Director of Curriculum, the advisor,

and teacher to determine an acceptable timeframe to complete the work. If work is not completed in the timeframe established, the 'incomplete' will be recorded as a failing grade.

### **Parent/Guardian Conferences**

Parent/Guardian-Teacher-Student conferences can be scheduled at any time—prompted by the Parent/Guardian, the student, a teacher, or the administration. To request a conference, please contact your child's Advisor.

### **Promotion Policy**

All students are expected to show satisfactory comprehension of the course material before progressing to a higher-level course. Should a student receive a final grade of D or F on a semester or year-long 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, in an approved summer school program.
- The student may be scheduled to repeat the course in the subsequent school year either through GHS offerings or through an approved online course.

### **Standardized Assessment**

To ensure that our curriculum is meeting its goals, Giffit Hill School utilizes both traditional and performance assessment tools. In addition to trimester report cards, the school administers standardized assessments to measure how our students compare to their peers around the nation and to track individual skill gains. These tests help the administration and faculty assess the strengths and weaknesses of the school's overall academic program and the specific needs of each child. Furthermore, these tests provide our students with invaluable test-taking practice, developing important skills for college.

### **Measures of Academic Progress (MAPs)**

The Measures of Academic Progress test is an adaptive, web-hosted assessment tool that provides both diagnostic and prescriptive data on student achievement. It contains three sub-tests: Reading, Language, Mathematics, and Science, and is administered to students in grades 3-12 three times a year. Individual student scores are shared with parents (and students in grades 6-12) during parent conferences and used to set instructional goals for gains throughout the year.

### **Preliminary Scholastic Aptitude Test (PSAT)**

The PSAT will be administered to all 10th and 11th-grade students in the fall. Sophomores take the PSAT to gain experience in standardized test taking and to evaluate their areas of strength and weakness. Scores are for student 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 10th and 11th-grade students will be scheduled to take these tests as part of the regular school program.

### **The Scholastic Aptitude Test (SAT I)**

The SAT is required for admission to many colleges and is offered without cost to all GHS juniors (spring) and seniors (fall).

### **Subject Area Tests (SAT II's)**

SAT II's in two or more academic areas are required by many colleges. The tests may be taken any time before January of the senior year, often at the end of tenth or eleventh grade, or soon after a student has finished the applicable course content for the test.

### **American College Testing (ACT)**

The ACT is accepted by many schools instead of the SAT. It is a curriculum-based test that includes reading, writing, math, and science subtests. Students are advised to take this test during the spring of Junior year and/or the fall of Senior year.

### **Dress Code**

Giffit Hill School has a dress code designed to help students keep their focus on learning by minimizing distractions within the educational environment. Students are expected to wear the school uniform Monday through Friday unless a dress-down day has been specifically approved by the school. The GHS uniform consists of a collared, solid color, polo shirt embroidered with the school's seal in white or hunter green thread, on the left side of the shirt. If a student or parent chooses not to purchase uniform shirts provided through the school office, he/she is responsible for ensuring that the shirts meet the above requirements and that the overall appearance of the shirt meets a professional standard of workmanship. The bottom half of the uniform consists of khaki (tan in color, regardless of style) or black pants, shorts, and skirts. Uniform bottoms should meet a professional standard for length and fit similar to what is appropriate for the workplace or church. Clothing should be free from rips, tears, or holes and worn such that undergarments are not visible. Students who are not in uniform will be given the opportunity to contact a parent to bring them the appropriate clothing or select a shirt/shorts from the clean, recycled uniform bin. If they refuse these options, they will be referred to the office for non-compliance with the dress code policy. The school staff and administration are the ultimate authority on whether clothing meets the above standards. In addition, to the above uniform standards, the following applies:

- Hats, caps, hair picks, and sunglasses are not to be worn inside the building.
- Headphones (even if not connected to anything), and other electronic devices may not be visible or in use during instructional hours. If an educational activity requires the use of headphones, the teacher will monitor their use in class and remind students to remove them prior to transitioning out of his/her classroom.
- Socks and sneakers must be worn during Physical Education, in the gardens, and in the kitchen, unless the instructor specifies otherwise.
- Outerwear, such as sweatshirts, must be a solid color and must display the Giffit Hill School logo. No other logos may be visible. Hoods may not be up within the school grounds and during school hours.

### **Cell Phones/Personal Electronic Devices**

Students in the Upper Campus are allowed to carry cell phones and personal electronic devices but they may only be used for educational purposes. Cell phones, smart watches, and similar electronic devices may be used in class only when a teacher gives permission to do so. Cell phone holders are located in each classroom on the upper campus. Teachers may require students to turn off their phones and place them in the holder for the duration of the class. At no time are students allowed to use the school's wireless network to play games, stream video, or play music. Continued disregard for this policy may result in a student being prohibited from bringing electronic devices to school.

### **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. It is requested that students keep their lockers locked at all times as the school

will not be responsible for any personal items that are lost or stolen. Student claims that their books or materials are missing 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, law gives school authorities the right to search student lockers at any time.

### **Textbooks**

Textbooks and other instructional materials such as classroom technology are the property of Giffit Hill School and are loaned to students for use during the school year. While some wear is expected, equipment must be returned in approximately the same condition in which it was issued, free of writing or other markings with pencil or pen, or other internal or external damage. Students are expected 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.

### **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 that recognize their maturity. Privileges are earned and not guaranteed. At the beginning of the year, members of the senior class are invited to initiate a discussion of senior class privileges with the Head of School, and the senior class advisor.

### **Alcohol and Drug policy**

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 during which topics are directly addressed and discussed and principles for living a healthy life are taught.

As for the levying of consequences regarding student use or possession of illegal drugs or alcohol, the issue is one of clear jurisdiction. The school environment is, by law, a drug and alcohol-free zone during school hours. As such, students may not be in possession of illegal drugs or alcohol during school hours, and no student, even those who are of legal drinking age, shall arrive or be present under the influence of illegal drugs or alcohol to any school function, including regular classes, dances, sporting events, field trips, or other school-related activities – on or off-campus. Field trips, and other school-sponsored trips, both on and off-island, are subject to all school rules. Violation of the school's drug and alcohol policies will result in significant consequences including the possibility of expulsion. GHS will follow all USVI laws regarding the use, possession, and distribution of drugs and alcohol.

With regard to events held off-campus, with no sponsorship by the school, such situations are subject to the jurisdiction of the family and any other relevant law enforcement authority. However, the school reserves the right to invoke a disciplinary response if such activity brings harm to the good reputation of the school or is contradictory to the bylaws of any of the school's co-curricular offerings including clubs and athletics.

## **VI. LOWER CAMPUS PROGRAM, POLICIES, AND PROCEDURES**

### **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

Gifft Hill School's elementary curriculum is based on the Gifft Hill School Standards for English and Mathematics, the Next Generation Science Standards for Science, and Social Studies Standards adapted specifically for Gifft Hill School to integrate a cultural and historic awareness of the Virgin Islands through all grade levels. Special subject teachers provide additional instruction in Physical Education, Mindfulness, Art, Music, and Spanish.

### **Core Disciplines Overview**

**Reading:** The development of critical reading skills is key to understanding in all subject areas and everyday life in general. The reading program at Gifft Hill School is based on a combination of phonics instruction in grades K-2, word study in grades 3-5, and fluency and comprehension in all grades. Students are exposed to various forms of literature and nonfiction writing from which vocabulary, comprehension, and analysis skills are drawn.

**Expressive Language:** The ability to express oneself clearly and accurately in a variety of formats is a key to success in school and throughout life. 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 presentations.

**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 manipulatives using the Singapore Math methodology. Math instruction emphasizes mathematical reasoning, problem-solving, and communication. Throughout the grade levels, students use a concrete-pictorial-abstract progression to internalize new skills. Emphasis is also placed on graphing, measurement, estimation, fractions, decimals, and geometry through integration with the EARTH program.

**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, 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 aims to develop 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 and feature a special VI Spotlight theme each year. 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.

## GRADING AND REPORTING

Grading and reporting are essential components of the instructional cycle and important forms of feedback for students and parents. Assessment data and specific feedback on assignments help shape teacher’s instructional planning and provide students and their parents important information about progress towards mastery of course-specific content and skills.

Lower campus teachers use a standards/skills-based grading approach that describes student performance in terms of progress towards mastery of grade-level content. The following mastery key is used to describe student performance:

| <b>Progress Towards Mastery Key</b> |   |
|-------------------------------------|---|
| <b>M</b>                            | Student consistently demonstrates mastery of this standard. She/he successfully performs tasks using the knowledge or skill described at least 80% of the time with independence.                           |
| <b>T</b>                            | Student is making appropriate progress towards demonstrating this standard. At the current rate of progress, the student is likely to show full mastery of the skill by the end of the current school year. |
| <b>G</b>                            | Student is working on a standard associated with a lower grade level, but making progress at a rate that will result in at least one year’s growth in one year’s time.                                      |
| <b>L</b>                            | Student is working on a standard associated with a lower grade level, and not showing sufficient growth to begin closing the skill gap.   |
| <b>Y</b>                            | This standard has not been introduced yet.  |
| <b>E</b>                            | Student has mastered this standard, and is working on a standard associated with a higher grade level and/or enrichment area.   |

## COMMUNICATION ABOUT ACADEMIC ACHIEVEMENT

Giffit Hill School considers parents a critical part of the educational team. Communication between home and school fosters consistency and helps students maximize their potential. Throughout the year,

communication between home and school happens in a variety of ways all of which help build the home-school relationship.

### **Informal Communication**

At the lower campus, teachers use Class Dojo to communicate directly with parents about student progress. Teachers are expected to communicate about individual student performance using text, photo, and/or video posts at least twice a week; and to provide updates about classroom events, class learning goals/instructional themes, and special projects at least once a week.

### **Formal Communication**

Giffit Hill School formally reports on student progress 6 times a year (3 report cards and 3 progress reports) according to the trimester calendar. Report cards are issued at the end of each trimester. Progress reports are issued approximately halfway through each trimester and serve as a “check-in” about student progress towards mastering the learning standards for his or her grade level, his or her work habits, and his or her social-emotional development.

| <i>Dates</i>             | <i>Lower Campus</i>  |
|--------------------------|--|
| 1st Term Progress Report | Parent conference with work samples and MAP data. Review existing Individual Learning Plan if applicable.  |
| 1st Term Report Card     | 1st-trimester grades close. Report cards will be generated through Admin+ with brief comments embedded. Attach new Individual Learning Plan if applicable.   |
| 2nd Term Progress Report | Detailed progress narratives generated using google doc template for all students in all subjects. MAP summary letter included. Specials submit updates on units taught and are welcome to contribute individual comments if they have specific praise or concerns to note. Attach new Individual Learning Plan if applicable. |
| 2nd Term Report Card     | 2nd-trimester grades close. Report card generated using Admin+ with brief comments embedded. Attach new Individual Learning Plan if applicable.  |
| 3rd Term Progress Report | Brief written communication with each family celebrating growth and describing goals as the end of the year approaches. Detailed prescriptive plans included for students who have documented areas of concern. Attach new Individual Learning Plan if applicable.   |
| Final Report Card        | Final report card generated in Admin+ with brief comments embedded. MAP data included for grades 3-5. Recommendation for grade placement, and/or summer skill remediation included.  |

### **Standardized Assessment**

To ensure that our curriculum is meeting its goals, Giffit Hill School utilizes both traditional and performance assessment tools. In addition to trimester report cards, the school administers standardized assessments three times a year to measure how our students compare to their peers around the nation and to track individual skill gains. These tests help the administration and faculty assess the strengths and

weaknesses of the school's overall academic program and the specific needs of each child.

### **Fountas and Pinnell Benchmark Assessment System**

Emerging and novice readers in Kindergarten through second grade are assessed with the Fountas and Pinnell Benchmark Assessment System, which determines a student's independent and instructional reading levels and describes them using a leveling system ranging from A to Z. Teachers administer this assessment individually to each student so they are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.

### **Measures of Academic Progress (MAP)**

The Measures of Academic Progress test is an adaptive, web-hosted assessment tool that provides both diagnostic and prescriptive data on student achievement. It contains three subtests: Reading, Language, and Mathematics, and is administered to students in grades 3-12 at least two times a year. Individual student scores are shared with parents (and students in grades 6-12) during parent conferences and used to set instructional goals for gains throughout the year.

### **Student Support Services**

Giffit Hill School is committed to the academic success of all students and expects students to consistently demonstrate academic and social-emotional gains. GHS believes that when an academic concern persists, or a serious incident occurs, a team approach can often best meet a student's needs. If a teacher has tried several strategies and communicated his or her concerns to the parents, but a student still is not progressing as expected; or if the student is working on multiple Language Arts or Mathematics standards associated with a grade well below (or above) his or her current grade placement, the student will be referred to the Student Support Team. The team, which includes the parents, will meet to discuss areas of concern and review work samples and any standardized test data available. In most cases, the Student Support Team will then generate an Individualized Learning Plan to be put in place to support the student and foster increased growth.

### **Promotion policy**

At the elementary school, we are building the foundation for your child's long-term educational success. The decision to promote or retain a student is taken very seriously and is based on several factors. Language Arts and Mathematics provide the tools for student success at higher levels. In evaluating student readiness for promotion, the school must evaluate his or her ability to decode, read fluently, and make meaning from reading at a level that is likely to lead to success in the subsequent grade. Similarly, a student must demonstrate appropriate development of number sense and mathematical reasoning. In addition, the student's social-emotional development, maturity, and chronological age may be factors weighed in the decision. While many individual needs can be supported through student support services, classroom accommodations and/or modifications to instruction must result in measurable achievement gains for a promotion decision to be supported.

### **Dress Code**

Lower campus students are expected to wear the school uniform Monday through Thursday. The GHS uniform consists of a collared, solid color polo shirt embroidered with the school's seal in white or hunter green thread on the left side of the shirt. Students in the Early Learning Center (toddler program, preschool,

and pre-kindergarten classes) may substitute a solid color t-shirt with the school seal silkscreened on the chest for the polo shirt if needed. If a student or parent chooses not to purchase uniform shirts provided through the school office, they are responsible for ensuring that the shirts meet the above requirements and that the overall appearance of the shirt meets a professional standard of workmanship. The bottom half of the uniform consists of khaki (tan in color, regardless of style) or black pants, shorts, and skirts. Uniform bottoms should meet a professional standard for length and fit similar to what is appropriate for the workplace or a religious occasion. Clothing should be free from rips, tears, or holes and worn such that undergarments are not visible. Students must wear close-toed shoes to Physical Education class. Students who are not in uniform will be given the opportunity to contact a parent to bring them the appropriate clothing or select a shirt/shorts from the clean, recycled uniform bin.

“Free Friday” is a lower campus tradition that allows students the option of wearing their own outfits on Fridays. As with the uniform, clothing should be free from rips, tears, or holes and worn such that undergarments are not visible.

Students in preschool and pre-kindergarten are required to keep an extra set of clothing at school in case of accidents. This set of clothing is given to the teacher at the beginning of the year to store and should be replaced as needed.

### **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. The general idea behind children’s parties at school is to keep it simple. Please do not provide presents, gift bags, piñatas, and balloons.

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.

### **Cell Phone Policy**

All Lower Campus students who bring cellphones to school need to turn them in to the office upon arrival. They may be picked up at the end of the school day. All students will have access to the school phone to contact their parents or guardian during the school day. Parents and guardians should call 340-776-6595 if you need to deliver a message or speak with your child. Messages 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 urgent matter, the school will call the student immediately to the office to speak with his/her/their parent or guardian.

## **VII. STUDENT CODE OF CONDUCT**

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 listed below are essential to the maintenance and continued development of this community spirit.

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

This code of conduct is designed to benefit both the individual student and the school mutually.

#### **For the benefit of the individual**

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

#### **For the benefit of the school**

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

The following 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 school discipline.

#### **Student responsibilities**

- Conduct oneself in a manner that demonstrates mutual respect, dignity, and safety for all school community members.
- Respect 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.
- Understand and abide by all school policies, rules, and regulations.
- Show respect for the rights and private property of other students, staff, visitors, and the school.
- Conduct yourself in a manner that demonstrates mutual respect, dignity, and safety while engaging in off-campus activities.
- Attend to all school obligations, including attending school and completing assignments on time.
- Complete assignments in a manner that displays honesty and integrity.
- Complete make-up assignments within the established time schedule.
- Work to the best of his/her/their ability in all academic and curricular pursuits.
- Remain quiet during emergencies or drills and listening to and obeying directions from staff.
- Conduct oneself in an appropriate manner when being transported to and from school events so as to ensure the health and safety of all passengers.
- Observe standard rules of journalism when publishing, including citing sources and refraining from the use of libelous statements and obscenities.

#### **Behaviors that Impact the Safety and Security of the School Community**

- Obey the directions of all school personnel.
- Respect the race, culture, gender, ethnicity, and sexual orientation, and gender expression of others.
- Respect the health/safety of self and others by settling disagreements in a non-physical way.
- Respect the health/safety of self and others by following school and Territorial mandates regarding drugs, alcohol, and tobacco. Specifically, students may not possess, use, distribute or sell tobacco products (in any form), alcohol, and other substances, including drug paraphernalia or devices that

deliver nicotine in any form, on or near school property, school buses, or at other school-sponsored events.

- Respect the health/safety of self and others by following school and Territorial mandates regarding weapons. Specifically, students may not possess or use firearms or weapons including knives of any kind.
- Maintain the physical and emotional safety of the school environment. Specifically, students may not make or help facilitate making a false fire alarm, bomb, or active shooter threat.

### **Disciplinary Process**

Behavior expectations are based on mutual respect between the teacher and student. Teachers have the flexibility to create and enact their own management plans within the classroom structure. Teachers have a wide variety of behavioral interventions available to them within the classroom. Whenever possible, teachers will help the student make a connection between behavior and the consequence

To create a predictable and safe learning environment for all at GHS, and to guide students in the development of self-discipline, the school has a process in place that includes communication, logical consequences, and reflection.

The following procedures are employed with students exhibiting inappropriate behaviors:

1. verbal redirection
2. logical consequences
3. parent communication

These procedures may happen concurrently, with an emphasis not only on communication but on education. The school views disciplinary infractions as teachable moments; we guide children as they become increasingly aware of others' different ideas, desires, and feelings. Within these three procedures, there must also be a focus or reinforcement of the classroom community, i.e. everybody working together to provide the best environment for learning. In cases where a student's behavior continuously disrupts the ability of other students to learn and the behavioral strategies cited above have been employed over time, the next layer of intervention (referral to the office, referral to the Student Support Team) may occur.

In the Middle and High School divisions, patterns of behavior are tracked by advisors so repetitive occurrences are recognized. The Student Support Team will also recommend interventions and track their impact. However, when behavior continuously hinders other students from learning, or teachers' ability to provide instruction, intervention is needed at the administrative level. Below is a flowchart of how some inappropriate behavior will be addressed:

### **General Behavior Management in the Classroom:**

1. Teacher warning
2. Break in the hallway or move seating in the room
3. Reflection Snapshot completed during snack/lunch/after school either under the teacher's supervision or in the office. Reflections will be shared with the advisor
4. Call home

### **Verbal Altercation between Students, Disrespect towards Teacher/Chronic Non-compliance/Plagiarism or other Academic Dishonesty:**

1. Reflection Snapshot - teacher or office staff has student write about what happened and how things could have been handled differently; share with an advisor

2. Teacher calls home
3. Repetitive Behaviors- an administrator will schedule a team meeting to include teachers and parents

### **Intentional Physical Contact/Defiance towards Teacher/Verbal Threats/Use of Inflammatory Language**

1. Administrative Action - Head of School or designee will meet with the child and determine consequences which may include detention, in-school suspension, out-of-school suspension, or expulsion from school if behavior is repeated.

### **Academic Integrity**

#### **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, possessing, using, or circulating previously given examination materials, where those materials clearly indicate they are to be returned to the instructor at the conclusion of the examination.
- Continuing work on an examination or assignment after the allocated time has elapsed.

#### **Plagiarism**

Plagiarism is the copying 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.

A student shall not submit work that is not his/her/their 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 unless the teacher explicitly directs collaboration. 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.

#### **Other**

Examples of forms of dishonest or unacceptable behavior 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 student code of conduct.
- 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 Related to Academic Integrity**

All students must demonstrate academic integrity. Violations will result in increased levels of consequences, including being required to redo the assignment, losing credit for the assignment, detention, suspension, a formal letter of reprimand, disciplinary probation, exclusion from co-curricular activities, loss of financial aid, and if it is determined to be an ongoing pattern of behavior, may ultimately lead to dismissal from school.

### **Anti-bullying Policy**

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

### **What is bullying?**

Bullying is the use of aggression or exclusion with the intention of hurting or exercising power over another person. Bullying results in pain and distress to the victim.

### **Bullying can be:**

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

### **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. And students who are the victims of bullying need to know the school cares about their emotional and physical safety. Schools have a responsibility to respond promptly and effectively to issues of bullying.

### **Procedures:**

1. Report bullying incidents to the staff.
  - The bullying behavior or threats of bullying will be investigated.
  - Parents will be informed and asked to attend a meeting with the Associate Head or Head of School
  - An attempt will be made to help the bully (bullies) take responsibility for and change his/her/their behavior.
  - Persistent issues will result in escalating consequences, up to and including expulsion from the school.

## VIII. GHS TECHNOLOGY VISION STATEMENT

Giffit Hill School aims to provide a proactive learning environment in which all learners will be fluent in the technology skills and tools that allow them to fully access and benefit from enriched, enhanced, and expanded learning experiences. All learners (students, staff, and parents) will be encouraged to use technology resources to become self-directed, interactive, and life-long learners.

### Technology goals

- The Giffit Hill School community will achieve a shared, realistic, broadly supported, and well-communicated vision of how Giffit Hill School uses technology to support and enhance learning.
- Each student attending Giffit Hill School will be provided with the appropriate equipment to ensure that technology can become a learning tool in their daily instruction, thereby building the competencies needed to become a fluent user of technological resources.
- All teachers will increase their competency in the use of instructional technology to challenge students and improve student achievement.
- Giffit Hill School will ensure that appropriate hardware maintenance including reliable site-wide network connectivity, technical support, and training for teachers are available so that all technology resources are utilized to their fullest potential.

## IX. GHS TECHNOLOGY and INTERNET ACCEPTABLE USE POLICY

At Giffit Hill School we encourage the use of technology to explore and create. With access to the Internet comes responsibility:

1. to produce original work and cite what is not
2. to behave online in a supportive manner
3. to stay safe and to use tools appropriately

The use of the Internet computer network for illegal, inappropriate, unacceptable, or unethical purposes by students or employees is prohibited. With respect to all users, prohibited usage of the network includes, but is not limited to, the following:

1. Use in an illegal manner or to facilitate illegal activity.
2. Use for commercial, private advertising, or for-profit purposes.
3. Use for lobbying or political purposes.
4. Use to infiltrate or interfere with a computer system and/or damage to data, files, operations, software, or hardware components of a computer or system.
5. Sending hate mail or email that contains, discriminatory remarks, threatening statements, and other antisocial communications.
6. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
7. Use to access, view, or obtain material that is obscene, pornographic, including child pornography, or harmful to minors.
8. Transmission of material offensive or objectionable to recipients or as determined by GHS.
9. Intentional obtaining or modifying of files, passwords, and data belonging to other users.
10. Impersonation of another user, anonymity, and pseudonyms.
11. Loading or using unauthorized software or media.
12. Disruption or distraction of the work of other users.
13. Destruction, modification, abuse, or unauthorized access to network hardware, software, and files.
14. Quoting personal communications in a public forum without the original author's prior consent.

15. Use of the name “Giffit Hill School” or “GHS” and use of written logos or web content provided by Giffit Hill School through its website without the written permission of the Head of School.
16. Allowing an unauthorized person to use an assigned account.
17. Creation and introduction of computer viruses, trojans, worms, and other malicious programs.
18. Use of software or hardware to compromise or bypass network security.
19. Bullying/Cyberbullying
20. Use while access privileges are suspended or revoked.
21. Any attempt to circumvent or disable the filter or any security measure.
22. Use inconsistent with network etiquette and other generally accepted etiquette.

### **I will not disclose personal information about myself or others**

1. Disclosure, usage, or dissemination of any personal identification information of themselves or other students.
2. Engagement in or accessing chat rooms or instant messaging without the permission and supervision of a teacher or administrator.

### **I will not take credit for others’ work or ideas**

The illegal use of copyrighted software by students and staff is prohibited. Any data uploaded to or downloaded from the network shall be subject to fair use guidelines.

### **I will keep myself and others safe online**

To the greatest extent possible, users of the network will be protected from harassment and unwanted or unsolicited communication. Any network user who receives threatening or unwelcome communications shall report such immediately to a teacher or administrator. Network users shall not reveal personal information to other users on the network. All Giffit Hill School computers/servers utilized by students and staff shall be equipped with Internet blocking/filtering software.

### **I will show respect online**

Users are expected to abide by generally accepted rules of network etiquette including, but not limited to:

1. Be polite. Do not become abusive in messages to others. General Giffit Hill School rules for behavior and communication apply.
2. Use appropriate language. Do not swear or use vulgarities or other inappropriate language.
3. Do not reveal personal information such as addresses or telephone numbers of others.
4. Recognize that email is not private or confidential.
5. Do not use the Internet or email in any way that would interfere with or disrupt its use by other users.
6. Be considerate of network resources and limit demands on “bandwidth” and server space when possible.
7. Respect the rights of other users to an open and hospitable technology environment, regardless of race, sexual orientation, color, religion, creed, ethnicity, age, marital status, or handicap status.

### **I will keep the network secure**

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or Giffit Hill School files. Each user is required to report security problems to the Technology Department. To protect the integrity of the system, the following guidelines shall be followed:

1. Users shall not reveal their passwords to another individual.
2. Users are not to use a computer or network resource that has been logged in under another User’s name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access.

### **I take responsibility for my behavior**

The use of the Internet and network resources is a privilege, not a right. The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate, willful, or negligent acts. Giff Hill School administrative staff will deem what is appropriate and inappropriate use and their decision is final.

Consequences of violations may include:

1. Suspension of network access
2. Revocation of network access
3. Suspension of network privileges
4. Revocation of network privileges
5. Suspension of computer access
6. Revocation of computer access
7. School suspension
8. School expulsion
9. Report of violation of local, state, or federal laws to appropriate legal authorities
10. Legal action and prosecution by the authorities

### **Vandalism will result in the cancellation of access privileges. Vandalism is defined as:**

1. Creating or spreading computer viruses, worms, trojans, and other malicious programs.
2. Compromising network security.
3. Intentional deletion or damage to files or data belonging to others, copyright violations, and theft of services will be reported to the appropriate legal authorities for possible prosecution.

### **Acknowledgments**

By signing the GHS Technology and Internet Acceptable Use Policy, I understand that:

GHS assumes no responsibility or liability for any changes or charges incurred by a user.

The administration shall have the sole authority to determine inappropriate use.

I also understand that the Head of School or designee shall be responsible for implementing technology and procedures to determine whether GHS devices are being used for purposes prohibited by law or for accessing sexually explicit or other inappropriate materials.

The procedure shall include, but is not limited to:

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors, or determined inappropriate for use by minors by the administration.
2. Maintaining and securing a usage log.
3. Monitoring online activities.
4. Providing training to students in appropriate online behavior. This includes behavior when interacting with other individuals on social networking websites, chat rooms, safety and privacy, and cyberbullying awareness and response.

**Acknowledgment of GHS Technology and Internet Acceptable Use Policy**

I have read and agree to abide by the GHS Technology and Internet Acceptable Use Policy as published in the GHS Student and Faculty Handbook.

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Student Signature                      Print Student Name

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Date

I understand the expectations and conditions around student use of technology, particularly the Internet, and support my child’s appropriate use of technology tools at GHS.

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Parent/Guardian Signature                      Print Parent/Guardian Name

---

Date

## Acknowledgment of Student and Parent Handbook

All students and parents or legal guardians must return this acknowledgment form on the first day of classes.

### Student Acknowledgement

My signature acknowledges that I have read the Giffit Hill School Student and Parent Handbook (“the Handbook”). I acknowledge that I am responsible for understanding and following the policies set forth in the Handbook. I also acknowledge that I may be subject to disciplinary action if I do not abide by the policies and expectations set forth in the Handbook. I understand that if I have a question about any policy or any other school matter, I can ask the Associate Head or the Head of School for assistance.

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Student Signature

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Print Student Name

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Date

### Parent Guardian Acknowledgement

My signature acknowledges that I have read the Giffit Hill School Student and Parent Handbook (“the Handbook”). I understand that my child and I are responsible for understanding and following the policies set forth in the Handbook. I also acknowledge that my child may be subject to disciplinary action if they do not abide by the policies and expectations set forth in the Handbook. I understand that if I have a question about my child, or about any policy, that I may speak to the Associate Head or the Head of School.

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Parent/Guardian Signature

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Print Parent/Guardian Name

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Date