



Granada
Preparatory
School

Student Guide to Excellence (SGE)

2021-2022



Granada Preparatory School

10400 Zelzah Ave., Northridge, CA 91326

Mailing Address: P.O. Box 5077, Chatsworth, CA 91313

Telephone: (818) 368-7254 Fax (818) 832-9482

www.GPSschool.org

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SCHOOL VISION

Through the school's International Baccalaureate program, our students will evolve to be creative, compassionate, life-long learners inspired to take a shared guardianship of the planet and create a better world. GPS is an International Baccalaureate World School within a Christian environment that seeks to encourage students' personal development and academic achievement with the goal of becoming thoughtful leaders in society and the world.

SCHOOL MISSION

Our mission is to teach our students to
think creatively,
act responsibly, and
build community.

INTRODUCTION

The Granada Preparatory School is committed to a Middle School program that helps each student realize his/her full potential. Students, parents and teachers work as a team to create a challenging, compassionate, and collaborative learning environment. This environment is designed to inspire sixth, seventh and eighth grade students to grow physically, intellectually, emotionally, socially and morally. As one part of the learning team, the Middle School faculty has identified community expectations, principles, and guidelines that we believe will help students during the school year. These expectations, principles, and guidelines are offered as tools for creating an inspiring learning environment and for forming habits of mind that will contribute to high levels of achievement throughout the year, into high school, and beyond.

MIDDLE SCHOOL COMMUNITY EXPECTATIONS

The Granada Preparatory School expects students to be positive, contributing members of our community at all times; therefore, it is the responsibility of every individual to abide by the following principles:

RESPECT

- We will respect each individual's dignity and right to learn at all times.
- We will treat individual and community property with care.
- We will treat members and guests of our community with courtesy and respect.
- We will respect the diversity and human differences of our community at all times.

RESPONSIBILITY

- We will be responsible for creating a caring and nurturing environment for all.
- We will strive to overcome academic and personal challenges.
- We will be honest in all our dealings.

ENCOURAGEMENT

- We will be supportive and encouraging of others in their personal and academic challenges.
- We will help to create an atmosphere that is positive, supportive, and compassionate.

PRINCIPLES AND GUIDELINES FOR AN INSPIRED LEARNING ENVIRONMENT

At all times...

1. Students are expected to conduct themselves with tolerance and respect for each other regardless of an individual's race, religion, culture, gender, sexual orientation, thoughts, hopes, or dreams.
2. Students will respect all GPS property and will not break, damage, or deface the buildings and grounds, materials, books, laptops, printers, and furnishings.
3. Students will respect the personal property, school materials, lockers, and desks of teachers and students.
4. Students will respect the rights of fellow students without fighting, teasing, or name-calling.
5. Students will use language that is free from vulgarity and profanity.
6. Students will be honest in their words and deeds.
7. Students will not interfere with the academic instruction of another student at any time.

In school...

1. Students will act in a way that does not disrupt the work of the teacher or the learning of other students.
2. Students will walk, not run, in and around classrooms and keep their voices quiet as not to disturb other students and teachers.
3. Students will leave the tables, floors, restrooms, lockers, desks, sports court, and classrooms clean.
4. On the sports court and in classrooms, students will be supervised by a teacher or an adult at all times.
5. Students will use the playground equipment properly and safely, as well as sharing with other students.
6. Grabbing, wrestling, tackling, and rough-housing are not allowed on campus.
7. Students will not use sticks, stones, or other materials that may cause harm or injury.

Before and after school...

1. Students arriving prior to 7:45 a.m. should check into Extended Day.
2. A tardy student must report to the main office and check in with the office manager before going to class.
3. Once a student arrives to school, he/she may not leave campus for any reason without the supervision of a parent or adult.
4. At the end of the school day, Middle School students who are not being picked up or attending an enrichment activity must go to EDC.

DISCIPLINE POLICY

Parents will be notified via email or a phone call if a disciplinary issue arises with your child.

Issue	Actions	Range of Consequences
Tardy to School	Late to school three times in a trimester	<ul style="list-style-type: none"> ● Parent meeting with Principal or with Head of school
Tardy to Class	*Late to class three times in a trimester	<ul style="list-style-type: none"> ● Silent Lunch for 1 day
Materials	*Forget materials three times in a trimester	<ul style="list-style-type: none"> ● Silent Lunch for 1 day
Homework	*Do not have homework three times in the same class in a trimester	<ul style="list-style-type: none"> ● Silent Lunch for 1 day
Behavior: Level 1	Dress code violation Inappropriate language Disruptive behavior in class Electronic Device Violation	<ul style="list-style-type: none"> ● Informal Conference with teacher, advisor, principal ● Reflective Writing ● Apology Letter ● Loss of privileges ● Silent Lunch
Behavior: Level 2	Inappropriate joking Bullying/Relational aggression Speaking Disrespectfully Defying authority Cheating/Plagiarizing/Forging Gossip/Slander Stealing Destroying/Defacing property Repeated Level 1 behaviors	All Level 1 consequences plus the following: <ul style="list-style-type: none"> ● Call and notify parents ● Document the incident/Discipline Report ● In-school suspension ● Out-of-school suspension ● Behavior Contract ● Probation
Behavior: Level 3	Sexual Misconduct Harassment Threatening Violence Acting Violently Fighting Possessing a weapon/ illegal substance Threatening/Assaulting School Personnel Lewd/Indecent/Offensive Conduct	All Level 1 & 2 consequences plus the following: <ul style="list-style-type: none"> ● Meeting with the Administration ● Parent Conference ● Expulsion

*After three times and the consequence served, the student goes back to having no checks in that particular area and class.

EXPLANATION OF DISCIPLINARY ACTIONS

Informal Conference	A teacher and/or advisor will speak to the student regarding the issue and future behavior.
Loss of Privilege	Privileges include: Field trips, Student Council Events, musicals and performances, Free Dress Days, dances, sports activities.
Silent Lunch	Student will eat lunch in a designated classroom with teacher supervision and work on homework and/or read silently for the duration of the lunch period.
Documenting Incident/Discipline Report	The incident will be documented by the administrator involved. This will NOT be entered into the student's permanent record.
Parent Conference	Parents will be asked to set up an appointment to discuss the situation or issue. At this time, parents will be informed of the decision taken by the teacher or administration. Usually, the Middle School Principal will schedule, facilitate, and record the conference.
In-School Suspension	Student will be separated from some or all of his/her day's routines/activities for a certain period of time but remain in school to complete the day's work. Conferencing and/or reflective writing may take place as well. Parents will be notified and a Parent Conference may be necessary before or after the student participates in this In-school Suspension.
Meeting with Administration	A member of the administration and the Head of School will meet with the student and his/her parents regarding the issue and future behavior. The Middle School Principal will facilitate this process.
Out-of-School Suspension	The parent is notified immediately. The student is not permitted to attend school or school-related events until approved by the administration. Student will complete daily work at home. Conferencing and/or reflective writing may take place as well. Parents will be notified and a Parent Conference may be necessary before the student re-enters the class.
Expulsion from School	The decision to expel a student from school will be made by the Head of School. The student is removed from school. The expulsion will be added to a student's permanent record.

COMMUNICATION

Learning depends upon an environment of frequent and open communication between parents, teachers and students. Each of us has an obligation to share our thoughts, perspectives, and compliments with one another in a constructive manner.

Teacher Communication Guidelines

- The MS Principal will send out information on a weekly basis to keep parents and students informed about upcoming events, changes and issues. This will be in conjunction with the Friday Compass.
- GPS holds conferences in the Fall and Spring. Parents should sign up online for a 20-minute team conference with their child's teachers.
- Teachers will return student work in a timely manner with clear and constructive feedback designed to help students' progress.
- GPS will formally distribute student grades at the end of each trimester.
- Subject teachers or the MS Principal will notify parents if a child is experiencing significant academic or behavioral difficulties.
- Teachers will return emails within 24 hours with the exception of Fridays, weekends or illness. Discussion about significant student issues will be done face to face with meetings scheduled as needed and within a reasonable timeframe.

Student Communication Guidelines

Expectations of Student

- ***If you are unhappy with your grade or a social situation, you should do the following:***
 1. Talk to the appropriate teacher or your advisor first.
 2. Brainstorm strategies for improvement with teacher or advisor.
 3. Apply one of the strategies to your particular situation.
 4. Get the Principal involved if the situation is not improving.
 5. Keep your parents informed about what is transpiring.

Taking Responsibility for your Grades

- ***If you do not understand why you received a particular grade:***
 1. It is *your* responsibility to understand your grades and be able to convey it to your parents.
 2. If your parent still doesn't understand why you received the grade, please go back to the teacher for further clarity.
 3. Please re-explain your grade to your parent and understand that it is not your parent's responsibility to speak to the teachers for you.

Parent Communication Guidelines

The purpose of this section is to serve as a general guide for ensuring effective communication from parents to teachers, staff and administrators. Communication refers to both the sending and receiving of information, such as email and notes, and verbal communications such as telephone conversations and face-to-face meetings. In order to ensure a successful and productive exchange of information, it is important that all parties follow a few key principles.

Maintain Respectful and Open Communication

- Always use a respectful and polite tone
- Request, don't demand
- Be ready not just to provide information, but to listen to teacher/staff observations and perspectives
- Enter the exchange with an open mind and assume a shared best interest for your child
- Be prepared to work collaboratively to solve problems

Time to Respond to Communications

- Teachers will make every effort to respond as soon as possible to parent communications, with the understanding that the teaching day sometimes precludes immediate responses. Our usual rule is that teachers will respond within 24 hours to emails and/or phone calls. The only exception is over the weekend, holidays, or vacation time.
- Teachers and staff may need some time to collect needed information before responding.

Whom to Contact

- Most communications of academics, in-class behaviors, or social concerns should be directed at first to the appropriate subject's teacher. The MS principal should be copied on the communication.
- The Principal may receive communications regarding non-academic concerns, middle school events and activities, social issues that concern multiple students, and any other middle school related problem that is not only specific to one class.
- If you have an issue with a particular staff member, first try to address those concerns with that staff member directly. If it is not successful, please contact the

Middle School Principal first and then the Head of School for support in resolving the issue.

- If you have discussed with your child's teacher and the issue has not been addressed to your satisfaction, then contact the Middle School Principal to help with resolution.
- If all else has failed after meeting with your child's advisor, specific teacher, and Middle School Principal, then a meeting will be scheduled with the Head of School and all involved parties. The Principal will schedule and facilitate this process.

Please recognize that it is both the policy and the value of our school that we operate with openness, collaboration, and the shared best interest for every student.

ESTABLISHING HELPFUL HABITS OF MIND

School Materials and Organization

1. Before your first class, be sure you are prepared with all your materials.
2. Bring your student materials binder to every class every day, which includes your homework planner, paper, a few pens and pencils.
3. Bring your textbooks and laptop to every class unless instructed otherwise.
4. Use your locker and backpack to hold books, notebooks, binders and your laptop. Please do not leave materials out around the campus, on the ground near lockers, on tables, or inside classrooms.

Homework Organization and Planning your Time

1. Check FACTS SiS (Renweb) daily.
2. Before you leave campus, make sure you are taking all needed materials.
3. When a teacher gives homework, write ALL DIRECTIONS in the right spot in your planner.
4. If unsure about homework, ask your teacher.
5. For long-term homework, rewrite directions on the next page(s) of your planner.
6. Write down or make a list of MATERIALS needed for each homework assignment
7. Before you start your homework, plan your time.
8. Reread directions.
9. Keep your work neat. Put your name and the date on everything you write. Your work should be typed or written neatly in black or blue ink. A pencil should be used for math.
10. After you finish your homework, confirm you have completed everything and check it off in your planner.
11. **PLEASE PUT EVERYTHING in your BACKPACK THE NIGHT BEFORE so you are READY QUICKLY in the morning**

HOMEWORK POLICY

Students are assigned work from a variety of teachers during the course of their day. Homework duration will vary on a daily basis; however, as a general rule, homework will not typically exceed 90 minutes for Middle School students. Students will be assigned homework Monday through Friday. As students progress through Middle School, more long-range assignments will be required of them; thus some weekend work may be necessary. If you become concerned regarding the amount of time your student is spending on homework, please contact the subject area teacher and/or advisor.

In Middle School, if a child is absent, it is his/her responsibility to call a classmate and/or email teachers and/or check Renweb to determine missed assignments. Students are expected to make up the work promptly; students are given 2 days for every day absent to make up work. If students know ahead of time that they will be absent, students should contact each teacher for assignments to complete while absent or to make appropriate arrangements.

In order to help students learn solid organizational skills and to facilitate communication between home and school, each Middle School student is provided with a GPS assignment notebook or planner. All students are expected to use this book daily. Students are responsible for having the appropriate books and materials in class each day.

GPS ASSESSMENT POLICY

At GPS, we believe that assessment is integral to **ALL** planning, teaching and learning. Therefore, it is important that all students, parents and teachers involved with the Middle Years Program have a common understanding of the school's approach to assessment. This policy aligns with the GPS Mission Statement and will be communicated and made available to all students, teachers, administrators, and parents.

GPS endorses the following general agreements about assessment:

1. Assessments must be varied in format.
2. Students must be made aware of the assessment criteria prior to starting an assignment.
3. Assessment feedback must be actionable to afford the students the opportunity to improve.
4. Students who desire to improve their assessment will have that opportunity.
5. Formative assessment should guide the students towards success on the summative task.
6. Work habits and achievement should be reported separately.
7. Assessment feedback will be provided to the students in a timely manner so that they can benefit from it.
8. Students must have opportunities to self-reflect both during and after their units of study.

STUDENT REPORTS AND GRADING POLICY

Granada Preparatory School sends out report cards electronically three times a year, at the end of each trimester, to the email address that you provided to the school. Parent-teacher conferences are held during October and March. A schedule of specific conference dates and times for each family will be compiled by the student's teacher (EC-grade 5) or advisor (grades 6-8). Additional conferences between parents, teachers, and advisors may be initiated at any time during the school year.

Please do not call teachers at home. Teachers may be contacted at school. Each teacher has an email address (first letter of first name last name followed by @gpsschool.org, e.g., cshibel@gpsschool.org). Teachers will respond to emails or phone calls by the end of the next school day.

For all grades, report cards are distributed each trimester, approximately every twelve weeks. The report cards are based on the work accomplished during that trimester. Parents are encouraged to examine the report cards carefully and discuss with their student the strengths and weaknesses reflected in the report card. It is often helpful for parents and students to cooperatively set realistic goals for academic improvement and to share these goals with the classroom teacher.

IB MYP Assessment

How the student and the work are assessed:

The IB Organization has developed assessment criteria against which the student's work will be assessed. The student will not be judged against the work of other students, but against assessment criteria, which the teacher will show and explain to the student. This will help the student to keep an eye on her/his progress and to see where she/he needs to improve.

Final assessment takes place at the end of the program in order to determine the levels individual students have achieved in relation to the stated objectives for each subject group and for the community project. Grades from 1 (lowest) to 7 (highest) are awarded to the students, for each subject and for the community project, according to predefined grade boundaries based on the levels students have achieved.

How the final grade is achieved in the IBO grading system:

1. There is a set of objectives for each subject to match the assessment criteria.
2. Every subject has four different criteria with numerical bands of 1-8. A complete list of all criteria descriptors are found on Renweb under the RESOURCES tab.
3. Grading is based on the level of achievement for each criterion.
4. The final achievement level for all the different criteria is based on the year's assessed formative and summative work and the teacher's professional judgment. The so-called "best-fit approach" allows the teacher to select the achievement level that best describes the student's work overall.

5. After having worked out the achievement levels for the different criteria for each subject, the achievement levels are added up. The teacher then applies the grade boundaries to determine the final grade for each specific subject.

Grade Boundaries:

Grade	1	2	3	4	5	6	7
Boundaries	0-5	6-9	10-14	15-18	19-23	24-27	28-32

IB MYP Grade Descriptors

- 7 = Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
- 6 = Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
- 5 = Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
- 4 = Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
- 3 = Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
- 2 = Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
- 1 = Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Middle School Honor Roll Policy

All Middle School grades are weighted evenly. Scores in each grades subject are averaged. 1st Honors is awarded for a GPA of 6.6 to 7.0. 2nd Honors is awarded for GPA of 6.0 to 6.5.

Eighth Grade Graduation Honors

The determination of the Valedictorian/ Salutatorian (in the student's graduating year) will be based upon the calculation of grades as described above for Honor Roll.

The following policy and accompanying procedures shall be used in determining the selection of the **Valedictorian** and **Salutatorian** for the graduating 8th grade class:

- Only grades earned at Granada Preparatory School for grades 6, 7 and 8 will be used in calculating the weighted grade total of qualifying students.
- A student must have at least two full years of attendance at Granada Preparatory School's Middle School (grades 6 or 7 and 8).

The student with the highest average grade as calculated above shall be honored by being named Valedictorian. He/She will give the Valedictorian speech as part of the regular graduation ceremony.

The student with the second highest average grade as calculated above shall be honored by being named Salutatorian. He/She will give the Salutatorian speech as part of the regular graduation ceremony.

Promotion and Retention

GPS operates on the principle that a solid foundation in the skills and knowledge taught in one grade level are a prerequisite for a student's ability to profit from the subsequent grade's academic program. The GPS staff will endeavor to instruct, support and assist each student based on their individual needs and abilities, and together with the student and family work towards a grade level promotion at the end of each school year. There may, however, be circumstances where it is in the best interests of the child's future to repeat a grade level. Determining factors for Middle School promotion or retention are as follows:

Grades 6-8: In order to be promoted, students in the MYP must achieve a final grade of 3 for the year in the six core subjects (Science, Math, Language Arts, Social Studies, Spanish and Physical & Health Education). In addition, a student cannot have a '1' in any subject or a '2' in two subjects for the year. Moreover, a student must also maintain an average of 3 in all Special subjects (Art, Music, Technology) and cannot have a '1' in any subject or a '2' in two subjects. Students who do not meet the criteria for promotion may be retained or, at the discretion of the school administration, be assigned summer academic work to meet the passing requirements for a specific subject. The final decision of promotion or retention will rest with the school administration in all cases.

In all cases of retention or accelerated promotion, timely and clear communication with the student's parents will precede any action on the part of the school.

Academic Honesty Policy

Granada Preparatory School, as a member of the International Baccalaureate, asks that students become inquirers in their programs of study. Students are taught to think critically and develop ideas creatively. Students are expected to give meaning and shape to their ideas through discussion and presentations, using visual supports and displays, and using writing in a variety of forms.

GPS students are surrounded by a wide variety of information and ideas and it is the responsibility of the school to help students to understand and use this broad stream of information effectively in their discussions, presentations, and written work. They need to be able to show which ideas they have followed and which they have chosen not to follow. Being able to do this is what academic honesty is concerned with. It is about making knowledge, understandings and thinking transparent.

Aims of this school policy

- To guide students in acknowledging, through citations and referencing, the intellectual property of others.
- To assist students in understanding that they must not take credit for work done by others.
- To ensure that students do not gain an unfair advantage by any form of academic dishonesty.
- To ensure that our students demonstrate the Learner Profile attribute of being Principled.

Academic Honesty in the PYP

The school will use the attributes of the Learner Profile to help guide its students towards becoming academically honest.

- Students will do their own work unless they are instructed by their teachers to collaborate with others.
- Students who work in groups will recognize the contributions of others.
- Students will not copy others' work and claim it as their own.
- Students will start to learn the process of attributing the sources that they use. The sophistication of this process will be pitched at an age-appropriate level.
- Students will follow the Acceptable Use Policy that they signed before using the school's technology equipment.

Granada Preparatory School believes that students in PYP are in the formative stage when it comes to academic honesty. Only when students reach grade 5 at the start of the Exhibition will they be asked to sign formally that they will follow the academic honesty policy.

Consequences for deliberate plagiarism in the Exhibition

- a. First incident
 - Student is spoken to but has the opportunity to correct the error.
 - Student completes a reflection.
 - Parents are informed.

- PYP Coordinator is notified.
- b. Second incident
 - Student required to make the correction.
 - Parents invited to school to discuss the issue with the Principal.
 - PYP Coordinator notified.
 - Student asked to sign again the commitment to the academic honesty policy.
- c. Third incident
 - The student is suspended for a time deemed appropriate by the Principal of the Lower School.

The PYP Coordinator will keep the student records of infractions.

Academic Honesty in the MYP

Granada Preparatory School tries through its middle school program to create young people who are principled learners. Students in the middle school continue to build upon the academic honesty skills that they have learned in the PYP. The nature of middle school work requires students to work in collaboration. They use information from a wide variety of sources to develop their ideas through the inquiry approach to learning.

Clarification of terminology related to academic honesty and dishonesty:

Plagiarism: The practice of taking some else’s work or ideas and passing them off as one’s own.

Collusion: Secret cooperation or conspiracy especially in order to cheat or deceive others. This is different from plagiarism, because it involves the cooperation of the person’s work being used dishonestly.

Intellectual Property: A work or invention that is the result of one’s creativity/ original ideas.

Authentic Authorship: Producing work that is truly your own, comprised of your own ideas and understandings, including giving credit for ideas, works, etc. that inspire yours.

Expectations at GPS:

- Students will take responsibility for their own work.
- Students are expected to submit own work but if they receive help from a tutor or parent they should indicate it.
- Students will work individually unless asked to work collaboratively by their teachers.
- Students will give credit to all members of a collaboration team.
- Students will not claim credit for work they have copied from others.
- Students will attribute sources in the agreed upon (age-appropriate) bibliographic formats (MLA) for each grade.

Here is one example for citing an online article in bibliography, taken from easybib.com:

McNary, Dave. “Keanu Reeves, Alex Winter Returning for ‘Bill and Ted Face the Music.’” *Variety*, Penske Media Corporation, 8 May 2018, [variety.com/2018/film/news/bill-and-ted-3-keanu-reeves-alex-winter-1202802946/](https://www.variety.com/2018/film/news/bill-and-ted-3-keanu-reeves-alex-winter-1202802946/).

- Students will follow the Acceptable Use Policy that they signed before using the school's technology equipment.
- Students are required to be aware of the difference between formative and summative assessment and to understand that for these assessments they must submit their own work.
- Students are responsible for their own group assignments and roles as well as for ensuring that others in their groups are aware of their assignments and roles.
- When group work is submitted it is the group's responsibility to ensure that the work submitted reflects each member's contributions and that each contributor is recognized for that contribution.
- Students will reflect with integrity on their own and others' contributions to the group's processing and communication level.

Academic Dishonesty

This is defined as deliberately submitting other people's ideas and work as your own. It can consist of many types of behaviors including plagiarism, collusion, and misconduct during assessments.

Inadvertent plagiarism can often occur in middle school, and this will require constant correction from teachers to better educate our students. There will be no academic consequence for inadvertent plagiarism. Any work submitted that has been plagiarized will need to be redone by the student in order to achieve an assessment.

Consequences for deliberate plagiarism

- First incident
 - Student is spoken to and has the opportunity to correct the error.
 - The new work will receive a grade when it is turned in provided this is done in an acceptable timeframe set by the teacher.
 - Students will be counseled.
 - Student completes a reflection.
 - Parents are informed.
 - MYP Coordinator is notified.
- Second incident
 - Student is required to make the correction but no credit is awarded.
 - Parents invited to school to discuss the issue with the Principal.
 - MYP Coordinator is notified.
 - Student is asked to sign again the commitment to the academic honesty policy.
- Third incident
 - The student is suspended for a time deemed appropriate by the Principal of the Middle School.

Consequences for collusion/misconduct [allowing a person to copy your work; helping someone to cheat or changing the name on an assignment.]

- a. First incident
 - Student's work will not be assessed.
 - Student completes a reflection.
 - MYP Coordinator is notified.
- b. Second incident
 - Student's work will not be assessed.
 - Parents invited to school to discuss the issue with the Principal.
 - MYP Coordinator is notified.
 - Student asked to sign again the commitment to the academic honesty policy.
- c. Third incident
 - The student is suspended for a time deemed appropriate by the Principal of the Middle School.

Teachers will inform the MYP Coordinator about students who have failed to follow the guidelines and he/she will keep a list of these students.

Education

At the start of each school year, the MYP Coordinator with the support of the faculty will lead a student workshop to clarify and address any misunderstandings by the student regarding the intent of the academic honesty policy. They will explain each of the various types of misconduct and answer any student questions. At the end of the session, students will be required to sign the Academic Honesty Policy indicating that they have understood it.

A copy of the policy will be included in the parent package and all parents sending students to the school will be required to sign it. The Principals of each division will offer a workshop for parents who are unclear about the policy and have questions.

Student Expectations and the Learner Profile

GPS's philosophy is to stimulate and inspire the intellectual, emotional, and ethical development of each child through a rigorous college preparatory academic program that integrates character education, community service, athletics, and the arts.

The IB Learner Profile sets the direction and standard of this growth by providing an ethical compass and purpose to education. During classes and advisory meetings, these Learner Profiles and the issues that pertain to them will be discussed and explored.

Students gain confidence as they face the challenges of education and life with a positive, ethical, and compassionate approach.

TRIBES Agreements

- Attentive listening
- Appreciation/No put downs
- Right to participate/Right to pass
- Mutual respect

IB Learner Profile

Reflective: give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Open-minded: Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers: Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. You are brave and articulate in defending your beliefs.

Caring: Show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Balanced: Understand the importance of intellectual, physical and emotional balance to achieve personal well being for yourself and others.

Principled: Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. You take responsibility for your own actions and the consequences that accompany them.

Knowledgeable: Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Inquirers: Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout your life.

Communicators: Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

Thinkers: Exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Support and Inclusion Policy

As a school offering the PYP and MYP, we recognize and respect that our students come from a variety of backgrounds, cultures, and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspires our teachers and students to be caring and open minded. Multiple teaching strategies are employed to differentiate instruction so that all students at GPS have equal access to the curriculum.

The school has systems in place to guide and counsel students throughout the program(s).

The middle school has a cross grade level Advisory program and each grade level has an Advisory teacher whose functions include acting as a first stop to support students. Advisory teachers and all faculty share and collaborate around student concerns at division meetings.

Should an Advisory teacher, or any other staff member interacting with a student/group of students, feel that they need support beyond what “regular” partnership between staff members might provide, they partner more intensively with their division head and/or the Head of School.

If the division head or Head of School feels that a student needs professional services, then he or she provides the parents with a list of resources where they can start to find a professional that best fits their child’s needs.

LANGUAGE PHILOSOPHY AND POLICY

IMPORTANCE OF LANGUAGE LEARNING

GPS believes that language is central to all teaching and learning because humans use language to make sense of the world and communicate their ideas. To enable students to better understand and express themselves, GPS is responsible for furthering each student’s receptive and expressive language capabilities. It is the duty of all members of the GPS community to facilitate language learning, which includes supporting the target language of instruction, as well as celebrating the various native languages present in the school population. The school will create and maintain an accurate language profile for each student that will be available to the teachers, so each faculty member is aware of their class’s diverse and unique language set. GPS acknowledges the role of language learning as a critical component in the development of an effective inquirer.

WORLD LANGUAGE

GPS believes that an essential part of the language acquisition process is to provide the students with an opportunity to explore a subsequent world language in addition to their native language (mother tongue). To better understand and appreciate how other cultures communicate, GPS students benefit from learning the second language, including its pragmatics. Through second-language acquisition, students develop a sense of international

mindedness, an essential skill necessary for success in the 21st Century. Spanish is taught in each grade, beginning in kindergarten, through a progressive curriculum that investigates the linguistic varieties and cultural diversity of Spanish-speaking countries. The role of meaningful communication is emphasized in our instruction, including both the oral and written expressions of the language. Student learning occurs within authentic contexts. The world language teachers regularly collaborate with the grade-level teachers to make meaningful connections to the units of inquiry. Collaboration promotes continuity between second language instruction and the units of inquiry. The assessment process takes into account the phases of language learning, providing each student with an appropriate educational opportunity.

NATIVE LANGUAGE (MOTHER-TONGUE) SUPPORT

GPS strives to support the native languages (mother-tongue) alive in our school community. In order for a student to feel validated, his or her native language must be valued while being fully immersed in the language of instruction. We believe that students can enhance their learning through accessing ideas and making connections in their mother tongue. Therefore, we encourage students to further develop their mother tongues. It is the responsibility of GPS to create a language profile, which is updated regularly so the school understands the range of native languages in the community. A questionnaire will be created and attached to the family information packet sent out at the beginning of each school year to determine which languages are used in our family's households and by whom they are spoken and understood.

EQUAL ACCESS AND INCLUSION IN LANGUAGE INSTRUCTION

Language is essential to all teaching and learning. The school admissions policy ensures that students are screened to evaluate their needs in the language of instruction. This ensures that the school is able to effectively meet their language needs. Those students not yet proficient in English, if admitted, will receive differentiated instruction, work, and assessments. GPS does not have dedicated ELL specialists, but in the MYP does offer one-on-one support from a staff member during the language block to support English language learning and cultural nuances.

TECHNOLOGY IN MIDDLE SCHOOL

Computer Network/Internet Acceptable Use Policy

Granada Preparatory School requires each Middle School student to have their own lap top computer or ipad and provides computer network services to its on-campus community (administration, faculty, staff, students, and volunteers) to support the school's mission. Computer network services consist of individual network accounts, email, a local area network, and Internet access. GPS believes that these tools and services, when used in an atmosphere of wise freedom, significantly enrich and transform teaching and learning experiences at GPS, and further deepen respect for intellectual values.

GPS recognizes that access to these diverse electronic tools and resources comes with occasional risks that are inconsistent with the values and educational goals of Granada

Preparatory School. In order to promote and protect these values and goals, GPS actively monitors access to the network services and resources. These limits are monitored across the GPS on-campus community. These include, but are not restricted to, network level software/hardware filtering, network monitoring, and classroom observation.

Integral to the GPS curriculum is the responsible use of these electronic resources and other devices by all members of the community. Since computer use is required and network services are provided by the School for its educational mission, Granada Preparatory School will take swift and appropriate disciplinary action for any violations of the school's Technology Code of Conduct/Acceptable Use Policy.

Successful operation of the GPS network requires that all users conduct themselves in a responsible, decent, ethical, and polite manner while using the network. The user is ultimately responsible for his or her actions in accessing network services. These procedures do not attempt to articulate all required behavior by its users.

Technology Code of Conduct

All users of electronic devices and network resources at Granada Preparatory School must always act in accordance with the School's Technology Code of Conduct, summarized below and detailed in the *Acceptable Use Policy* that all users of School technology resources must sign. Users must always make a conscious effort to be of service to others and to the community, and always agree to follow these basic rules in their use of these electronic resources: *Users must not harm themselves, others, or the School; must not damage, steal, or plagiarize intellectual property; and must not allow other people or their property to be harmed.*

This Granada Preparatory School Technology Code of Conduct applies to all members of the Granada Preparatory School on-campus community (administration, faculty, staff, students, visitors, and volunteers) in their use of network services and/or affiliated laptop/computers and electronic devices (*student laptops or electronic devices, school owned or leased electronic devices*). Unacceptable use will result in disciplinary action. Some examples of unacceptable use are:

- Illegal activity, including violation of copyright, other contracts, or plagiarism.
- Harassing, intimidating, or threatening others.
- Financial or commercial gain without the approval of the school administration.
- Intentionally degrading or disrupting network performance.
- Attempting to access unauthorized resources.
- Invading the privacy of individuals.
- Providing information that places the user, other community members, or the School itself in possible harm.
- Using the account of another user.

Granada Preparatory School network services are a shared resource. They are the property of the School, and as such, will be subject to on-going monitoring to ensure their integrity is in

compliance with the Technology Code of Conduct, as well as in compliance with other policies and laws.

Granada Preparatory School recognizes that it is unable, and not responsible, to control or monitor use of electronic resources by members of the School community off School property that are not connected to the GPS system, even if that use happens through an affiliated electronic device. However, use of off-campus electronic resources by a member of the GPS community to defame or denigrate another member of the GPS community, or the School itself, will not be tolerated. When the School becomes aware of such off-campus abuse, it will be investigated and actions appropriate to the abuse and the community members involved will be taken.

All software installed by Granada Preparatory School on its affiliated electronic devices (student electronic devices, School owned or leased electronic devices) is appropriately licensed by the School. Users agree that other software installed by individual users on affiliated electronic devices is appropriately licensed by the user for that installation. Granada Preparatory School reserves the right to remove any software from affiliated electronic devices that conflicts with the School's educational mission. Finally, when a student upgrades to a new electronic device, or leaves the School, all School licensed software must be removed from the formerly affiliated electronic device.

PERSONAL ELECTRONICS

Students who bring cell phones to school must turn them in to the appropriate school administrator during school hours. Cell phones may be used to communicate with family only, after dismissal at the end of the school day, and may not be used in the carpool waiting area. Electronic devices, including cell phones, may not be used during Middle School dances/socials, unless permission is given by a faculty member in attendance. GPS is not responsible for lost, damaged, or stolen phones or other electronic devices. Laptops or tablets are not to be used during the school day except for schoolwork and at the express request of their teachers. In case of an emergency, students may call using the school phone system.

Students who bring personal laptop computers or other electronic devices must comply with the Acceptable Use Policy provisions and expectations of electronic device use at GPS. Please label all components with the student's first and last name, including the carrying case, laptop or device, and all cords.

BULLYING, HARASSMENT AND DISCRIMINATION POLICY

GPS believes that providing an educational environment for all students, employees, volunteers, and families, free from harassment, intimidation, or bullying, supports a learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and

freedom from discrimination and abuse. GPS will not tolerate behavior that infringes on the safety – physical or emotional, direct or indirect - of any student. “Bullying” means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern of these that is intended to cause distress upon one or more students in the school, on school grounds, at school activities or sanctioned events. Bullying includes, but is not limited to harassment, intimidation or menacing acts of a student which may, but need not be based on the student’s race, color, sex, sexual orientation, gender identity or expression, ethnicity, national origin, religion, disability or age that a reasonable person under the circumstances should know will have the effect of:

- Placing a student in reasonable fear of physical harm or damage to the student’s property; or
- Physically harming a student or damaging a student’s property; or
- Insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school’s educational mission or the education of any student.

There is a difference between conflict and bullying. Occasional peer conflict is inevitable. Bullying is not. In a conflict, both sides have equal power to resolve the problem. Bullying involves the intentional, one-sided use of power to intimidate or control another.

Bullying actions may be direct or indirect.

Direct bullying or identifiable bullying actions may include:

- Repeated hitting, tripping, shoving, pinching, and excessive tickling
- Repeated verbal threats, name calling, racial slurs, and insults
- Demanding money, property, or some service to be performed
- Stabbing, choking, burning, and shooting

Indirect bullying may be more difficult to detect and may include:

- Repeated rejecting, excluding, or isolating of a student by another student or group of students
- Repeated humiliating of a student by another student or group of students
- Repeated manipulating of a student’s friends and relationships by another student or group of students
- Sending hurtful or threatening e-mail or writing notes
- Blackmailing, terrorizing, or posing dangerous dares
- Developing a Web site devoted to taunting, ranking, or degrading a target and inviting others to join in posting humiliating notes or messages.

Reporting Intimidation, Harassment, or Bullying Behavior

Students and parents may file verbal or written complaints concerning suspected bullying behavior to school personnel and administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are confirmed, prompt disciplinary action may be taken.

1. Any student who believes he/she has been the target of harassment, intimidation or bullying by a student or school personnel, or any person with knowledge or belief of such conduct that may constitute harassment, intimidation or bullying toward a student should immediately report the alleged acts.
2. The report may be made to any staff member. The staff member will assist the student in reporting to the appropriate school administrator.
3. Teachers and other school staff who witness acts of bullying or receive student reports of bullying are *required* to promptly notify designated staff.
4. Head of School or designee is *required* to accept and investigate all reports of intimidation, harassment or bullying.
5. Head of School or designee is *required* to notify the parent or guardian of a student who commits a verified act of intimidation, harassment, or bullying of the response of the school staff and consequences that may result from further acts of bullying.
6. Nothing in this policy shall prevent any person from reporting directly to the Head of School.
7. Retaliation against an individual who either orally reports or files a written complaint regarding harassment, intimidation or bullying, or who participates in or cooperates with an investigation is prohibited.
8. The right to confidentiality, both of the complainant and the accused, shall be preserved consistent with applicable laws.
9. If harassment or bullying continues, the perpetrator can be immediately suspended until a hearing with the parents, administration and teachers can be held.
10. Any student who believes he/she has been the target of cyber bullying by a student or school personnel, or any person with knowledge or belief of such conduct that may constitute harassment, intimidation or bullying toward a student through the use of technological devices, should immediately report the alleged acts.

Sexual Harassment

The school shall maintain an educational, employment and business environment free from harassment, intimidation, or insult on the basis of an individual's sex. Action will be taken when necessary to eliminate such practices or remedy their effects. Sexual harassment, as defined and otherwise prohibited by state and federal statutes, constitutes an unlawful form of sex discrimination and is prohibited between any and all students, parents and employees of GPS.

Investigating Intimidation, Harassment, or Bullying Behavior

The Head of School, or designee, will appropriately and promptly investigate all reports of harassment, intimidation, bullying or cyber bullying. In determining whether the alleged conduct constitutes bullying or cyber bullying, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred will be investigated.

Consequences for Bullying

The goal of all disciplinary actions is to encourage positive behavior and to produce a safe environment for all students. The most effective discipline plans are the product of mutually supportive parent-school partnerships. Discipline includes positive behavioral support to assist

students in resolving problem behavior and encourages personal responsibility. While this document states our general policy, each case is looked at separately, taking the needs of each child into account. It should, however, be noted that:

- Verified acts of bullying or cyber bullying shall result in intervention by the Head of School or his/her designee that is intended to ensure that the prohibition against bullying behavior is enforced.
- Bullying behavior, including cyber-bullying, can take many forms and can vary dramatically in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one response to bullying. While conduct that rises to the level of “bullying” as defined above will generally warrant disciplinary action, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the Head of School.

Privacy/Confidentiality

All persons, including students, have a right to privacy. Information about a student’s personal records, family details, academic progress, medical records including transgender status, or gender assigned at birth constitute confidential information. Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Educational Rights and Privacy Act (FERPA). The GPS faculty and staff shall ensure that all personal, academic or medical information shall be kept confidential in accordance with applicable state, local and federal privacy laws.

DRESS CODE

The dress code at GPS is intended to eliminate distractions caused by a variety of clothing and appearance issues on campus. It is not the intention of Granada Preparatory School to stifle a student’s sense of individuality, but rather to ensure that his/her right of distinctiveness does not infringe upon the rights of the School or of other students.

In all cases, the Administration (Principal) shall have the right to make final decisions whenever questions arise as to the appropriateness of clothing, hair, jewelry, or other dress code issues. Should religious or cultural needs be in conflict with the Dress Code, please speak with the Principal to obtain suitable accommodations.

Students who arrive at school out of dress code may, at the discretion of the Administration, be sent home to come into compliance or may borrow appropriate “loaner” clothes from the school office, if available.

Hats

Hats may be worn outside of the classroom only.

Shoes

Shoes for all grades, both boys and girls, must be closed-toe, must have a back, and must be flats (no heels or platforms).

Tops

Grades K-8: Tops for both boys and girls must be a solid color school logo polo shirt. Each student must have one polo shirt in the official school color (navy blue) for spirit days. These are available from our online store. Wednesdays are Free Dress Days (see below).

Bottoms

All Students (grades K-8): Bottoms for both boys and girls must be a solid color. Blue jeans or any bottoms giving the appearance of blue jeans may be worn **only** on Free Dress Days (each Wednesday). Leggings (yoga, jogging, tights, etc.) must also be a solid color. Neat, non-blue, solid color denim or canvas may be worn on any day (e.g., black or khaki colored denim pants, shorts, or skirts). Skirts, dresses, or shorts must be at, or longer, than fingertips with arms at sides.

Outerwear

For all grades (K-8), both boys and girls: Sweatshirts, hoodies or sweaters must be a solid color with the official school logo. These are available for purchase from our online store. Warm jackets or coats may be any color or mix of colors.

PE Uniforms

For grades 6-8

PE uniforms must be purchased from our online store before the start of school. Students may change into/out of their uniforms at recess or lunch. If they have PE immediately following lunch, they may wear their PE uniform to their block 5 class.

Wednesdays – Free Dress Days

All Wednesdays are free dress days. Clothing that displays offensive comments, offensive symbols, or inappropriate language is not permitted. Students must abide by the “not permitted” list on Free Dress Days (see below).

GPS Official Apparel

All families can purchase GPS-logoed apparel from our online store. Students are asked to purchase at least one navy blue polo shirt (the official school color) for use on spirit days and field trips.

Not Permitted

- No underwear may show (no sagging bottoms, no bra straps).
- No makeup.
- No low-cut or provocative clothing; no backless or strapless tops. No exposed midriff. No sheer or mesh clothing.

EXTRA-CURRICULAR ACTIVITIES

Our Middle School is a busy place and we frequently invite our students to participate in extra-curricular activities, which are separate from GPS’s regular or extended day supervision. During these events, which include an annual 5-day field trip, we expect students to maintain our community expectations and to follow the guidelines of the SGE.

ACKNOWLEDGEMENT FORM

I (print parent name)_____ and (print student name)_____

fully and completely understand and will abide by the rules and policies of **Granada**

Preparatory School Student Guide to Excellence (SGE). Please return this form only with

your school paperwork to the office. Keeping the SGE for future reference is important for

a successful school year.

Parent Signature_____Date_____

Student Signature_____Date_____

Please write any questions or comments below: