



2021-2022 Middle School Handbook

Grand Haven Christian Middle School
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Mr. Tim Annema, Principal

Grand Haven Christian Middle School is dedicated to the glory of God and the education of His children. We, the administration and staff of GHCS, dedicate ourselves to partnering with families in order to achieve the best possible educational outcomes for our students. Effective education is based upon a cooperative community, grounded in God's Word and dedicated to living in Christlikeness.

Our Mission

Educating minds and shaping hearts for service to God in His world

Middle School: Transition Years

We are a Christ-centered middle school. While many people use “middle school” and “junior high school” interchangeably, they are quite different. Since 1994, we are by design and philosophy a “middle school.” Our middle school provides the framework for teaching and reaching God’s covenant children during their adolescent years. Our middle school program includes not only rigorous academic requirements but it also takes into account the spiritual, physiological, emotional, physical and social growth that our students will experience during these all-important developmental years.

Our Middle School Philosophy

- We **RECOGNIZE, VALUE,** and **CELEBRATE** the **VALUE** and **GIFTS** of each **INDIVIDUAL** child of **GOD**.
- Our school **ENVIRONMENT** reflects an understanding of **ADOLESCENT** development.
- The staff’s **TEACHING METHODS** include cooperative learning, hands-on techniques, research, enrichment opportunities, interdisciplinary studies, technology as well as many others.
- We develop/enhance **STUDY SKILLS** and **ORGANIZATIONAL SKILLS** while encouraging each student to become more **RESPONSIBLE** and **ACCOUNTABLE** for his or her actions.
- We offer the students **CHOICES** through enrichment and exploratory opportunities.
- Our **SCHEDULE** allows for **FLEXIBILITY**.
- We provide varied **OPPORTUNITIES** for individual participation as well as team work type challenges.
- The **STAFF** works as a **TEAM** to meet the needs of each student while building **RELATIONSHIPS** with each child to better understand who they are and what gifts God has instilled in them.

SPIRITUAL DEVELOPMENT

Students are led to see all aspects of learning through the lens of this world as God's Creation. Life is about worshiping our Creator and gaining a deeper understanding of Him. We want each of our students to have a personal relationship with their Lord and Savior, Jesus Christ. Through a camp experience, devotions, chapels, prayer times, in-class instruction and discussions, service opportunities, fair and appropriate discipline, and modeling a daily Christian walk, GHCMS students will gain a comprehensive understanding of a Christian worldview from a Reformed perspective.

MIDDLE SCHOOL TEACHING STAFF

Tim Annema	Principal	tannema@grandhavenchristian.org
Kathryn Becksvoort	5th/6th Choir, 7th/8th Choir	kbecksvoort@grandhavenchristian.org
Cindy Brace	MAP Test Coordinator	cbrace@grandhavenchristian.org
Sherri Bradford-Royle,	Formational Learning Experiences (FLEx) Coordinator	bradfords@grandhavenchristian.org
Mark Brondyke	7th Bible, 6th-8th Science,	mbrondyke@grandhavenchristian.org
Candy Marek	Educational Support Director	cmarek@grandhavenchristian.org
Nick DeBone	5th Band, 6th Band, 7th/8th Band	ndebone@grandhavenchristian.org
Wailand Groenendyk	8th History	wgroenendyk@grandhavenchristian.org
Liz Ledbetter	6th-8th Spanish	lledbetter@grandhavenchristian.org

Julia Osterman	6th-8th Art	josterman@grandhavenchristian.org
Tyler Ray	6th-8th PE	tray@grandhavenchristian.org
Ryan Walter	6th & 7th Soc. Studies, 6th Bible, MS Team Lead	rwalter@grandhavenchristian.org
Sarah Miller	ESS Support Staff	smiller@grandhavenchristian.org
Tully Groenendyk	6-8 Math, 8th Bible	tgroenendyk@grandhavenchristian.org
Tami Corbett	6th-8th English	tcorbett@grandhavenchristian.org

CORE ACADEMIC CLASSES - each of these courses meets 5 times per week.

- **Bible** classes lead students on a faith journey from Genesis through Revelation in a comprehensive and immersive survey of the Bible, stretched over the course of grades 6-8. Bible memorization is also an integral element of all Bible classes.
- **Science** classes are hypothesis and experiment-driven, featuring numerous hands-on experiences. Students will study an assortment of topics which form the early building blocks of Earth science, chemistry, biology, and physics.
- **Social Studies/History** classes aim to offer students an ever-broadening perspective of the world. This begins with a first look at the history of Western Civilization (Grade 6), a look at the world as it is through the lens of World Geography (Grade 7), and the first half of a two-part class on American History (Grade 8). Emphasis is given to heritage, identity, citizenship, and the formation of Western values and perspectives.
- **Math/Algebra** classes offer a range of coursework in order to best fit the needs of students at various levels of comprehension (including remedial, on-level, and accelerated classes), with the most advanced students having the opportunity to take Geometry. Ideally, all GHCMS students who have not already taken Algebra I at GHC will be prepared for Algebra I as freshmen in high school.

- **Literature/English Grammar** classes in Grades 6-8 feature a comprehensive and balanced literacy program which emphasizes language usage, individualized spelling, reading, writing, speaking, and listening skills. In addition to differentiated and independent reading/writing projects, students will also complete at least two major novel studies at each grade level. Writing projects vary in nature and scale, but will intentionally include mastery of the MLA format.

EXTRA-CURRICULAR CLASSES

- Physical Education - meets 2x/week throughout the year
- Spanish - meets 2x/week throughout the year
- Band - meets 3x/week throughout the year
- Art - meets 1x/week
- Choir - meets 2x/week throughout the year

ACADEMIC POLICIES AND PROCEDURES

- GHCMS uses ***Power School*** grading software, which allows faculty to post grades online and promotes ease of access to student grades for our families.
- **Incomplete assignments** are treated as zeroes by standard school policy, though exceptions apply at the good judgment and discretion of GHCMS faculty. This policy both upholds a rigorous academic culture and teachings personal accountability to students. The process for managing incomplete assignments is as follows:
 - Assignments will be collected or checked in class. Any student who does not have a complete assignment ready by the start of class will be notified that his/her assignment is incomplete.
 - When a student reaches three incomplete assignments in a given class per trimester, the teacher will contact that student's parent. If that student then reaches four missing assignments, this will result in a mandatory after-school study detention.
 - Attendance at detention sessions will take precedence over any athletic or other school activities that are scheduled during the after-school hours.
 - The teacher will make contact with the parent(s) to review the student's performance in class and to inform them of the detention.
 - For each detention, the student will receive a discipline "point." Accumulated points will be dealt with according to the Middle School Discipline Policy.

- Students submitting late work can earn up to a maximum of 80% when the assignment is no more than one day late. After that, the value of the assignment will be reduced to a maximum of 50% credit, subject to the discretion of the teacher. In order to receive 50% late credit, work must be completed and submitted within the same unit of study. After that point, the student will still need to complete the work but receive 0% credit, as this now represents a significant degree of negligence on the part of the student.
- Each **trimester** (there are three in a school year), students will receive report card grades (via email), and then they will start again with a “clean slate” in the ensuing trimester.
- **Honor Roll** is broken down into “Gold Honor Roll” and “Silver Honor Roll.” Students who receive an A or A- in all classes (including specials) will be identified as Gold Honor Roll students, and students who receive a B- average in all classes (including specials) will be identified as Silver Honor Roll students. This will be communicated via the MS newsletter.
- Eighth Graders have **exams** in their core subjects for the first two trimesters. These exams are averaged and count as 20% of their trimester grade. For the third trimester, these students will produce a “Capstone Project.” which counts as their exam grade in each of their core classes.

The Middle School Grading Scale

101+	A+	91-93	B+	81-83	C+	71-73	D+
97-100	A	87-90	B	77-80	C	67-70	D
94-96	A-	84-86	B-	74-76	C-	64-66	D-
						0-63	E

ORGANIZATIONAL SKILLS

Learning to manage and complete tasks in a timely fashion are important skills to develop in middle school. We offer our students both tools and assistance in learning these essential lifelong skills.

Through a combination of daily and weekly disciplines, teachers maintain open lines of communication with students with regard to due dates and how to best manage the workload. The GHCMS faculty also coordinates internally in order to balance the homework and assessment load given each day. This is most clearly represented in the weekly test/homework calendar, which is generally distributed at the end of an academic week in order to give advance notice of upcoming responsibilities. In doing so, we encourage students to think ahead, plan ahead, prepare ahead and manage their time efficiently and effectively.

COMMUNICATION

We value and prioritize effective communication between all those involved in the education of GHCMS students. Weekly faculty meetings focus on individual student matters, event planning, curriculum review, schedule changes, etc. When discussing individual student challenges and successes, meetings are broadened to include administration and educational support staff.

Open communication between faculty and parents is also an integral component in student success. To that end, it is the goal of GHCMS to maintain a healthy rapport with families by practicing an intentional, consolidated approach to communication. Our hope is that our communication contributes to families feeling valued and well-informed without feeling overly-saturated in correspondence. This correspondence may take any of the following forms:

- Powerschool (grades, assignments, report cards, etc.)
- Individual direct communication: emails, phone calls, written notes, conferences
- Mid-term reports (distributed halfway through each trimester)
- Report cards (distributed at the conclusion of each trimester)
- Informal conversations around campus before or after school
- Digital platforms: school website, social media
- Team meetings (at the request of parents or faculty, managed by administration)
- Disciplinary notices: missing assignment reports, discipline report

CELL PHONE AND PERSONAL ELECTRONIC DEVICE POLICY

All personal electronic devices (including—but not limited to—cell phones, digital watches, and tablets) must be turned off and kept in students' backpacks at all times before and during school hours. We understand that families have varying levels of expectation with regard to the constancy of communication between parents and children. While at school, however, the success and safety of our educational community requires that GHCMS faculty can manage both the personal and digital environment for students. Any essential communication between a parent and student during school hours will be directed through the front office and managed by GHCMS staff. Exceptions can be made for cell phone usage, but that is at the discretion of GHCMS faculty and staff. If a student is found in violation of this policy, the device will be turned over to a teacher and stored in a secure location in the office. **The device will be released to a parent upon the payment of a \$10.00 fine. This money will be used to help defray the cost of various middle school activities. Consequences may escalate if necessary.**

SERVICE HOURS

GHCMS strongly supports, and actively facilitates, service-learning opportunities for middle school students. It is our desire that each student learns the value and importance of selfless, charitable investment in the community. To this end, service projects will be made available throughout the year, offered and managed by a liaison between the school and the Grand Haven community. Students will take a spiritual gifts inventory (6th grade) in order to begin a process of matching students with service opportunities, and they will coordinate with teachers when service-learning activities overlap with academics. Note: service-learning is not a replacement for core academics, and students must remain current in their coursework when absent on account of service projects.

MIDDLE SCHOOL DRESS CODE

GHCMS aims to create and maintain a culture that is at the same time professional and personal. In the context of a dress code, this means personal freedom and expression is promoted until it comes into conflict with our values, mission, academics, and relationships. To put it more simply, when considering attire, consider the following general guidelines: clean, neat, and modest.

Not Permitted (General):

- Attire that consists of profane, obscene, sexually-implied or explicit language or graphics, as well as clothing that advertises or promotes tobacco, alcohol, or substance abuse
- Pajamas, slippers, and blankets
- Any clothing that shows skin at the mid-torso region, regardless of movement
- Any clothing that may expose undergarments, which includes sports bras for girls as well as sagging and low-cut pants for all students
- No hoods, hats, or other head-coverings in the building during school hours
- Chains of any gauge used on the person or property of students

Guidelines for Shirts/Tops:

- All shirts must be modest, extending beneath the waistline and completely covering a student's mid-torso region, regardless of movement
- Low-cut tops and tank tops
- Straps of shirts must be the width of two fingers.
- Sheer, see-through blouses or shirts must be paired with clothing nearest the body that is not made of "see-through" materials.

Guidelines for Bottoms:

- Shorts may be worn until the CEA Convention date (mid-October) and after Spring Break, subject to modifications by the GHCMS faculty/administration
- Words or inappropriate graphics on the seat of pants or sweatpants
- All pants and shorts, including jeans, must be fitted at the waist and in good repair. This means all pants must be free of rips, tears, and holes that show skin above the knee.
- All shorts, skirts and dresses must not be shorter than fingertip length.
- Jeggings, leggings and yoga pants must be accompanied by a shirt, dress or skirt that reaches to the end of your fingertips.

Consequences:

Final decisions concerning alleged dress code violations rest with the building administrator(s). The following consequences may be carried out if a student is found in violation of the dress code policy:

1st Offense: A verbal warning with correction (the school gives the student something to wear to cover up the offensive clothing or will call parents to bring in appropriate clothing)

2nd Offense: A verbal warning, correction, and notification of the parents by letter or email.

3rd Offense: Correction, detention, and notification of the parents.

CAMPUS POLICY: BEFORE, DURING, AND AFTER SCHOOL

- The campus is open for students from 7:30 until 4:00 each school day
- Upon arrival at school, students may visit their lockers for necessary materials and then proceed to their first hour classes.
- Students are expected to leave the school building and school property once school has been dismissed. Students may not remain in or around campus in unsupervised spaces on account of security concerns.
- School entrances, bus loading areas, and adjacent streets are high-risk spaces, which demand that students present remain cautious, self-controlled, and quickly responsive to adult authorities who are monitoring the area.
- Students waiting for the bus must stay inside the fence until their assigned bus arrives.
- Students who are involved in an after-school related activity are expected to remain only in the appropriate areas of the school. Students are also expected to make arrangements to be picked up on time following practices, games, events, etc.

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are opportunities for students to try new things or develop pre-existing skills/interests. In order to make these opportunities accessible, GHCMS will allow any student to participate in an extra-curricular activity who can meet the minimum conditions of participation (based upon a student's willingness to satisfy minimum behavioral expectations and satisfy a minimum level of investment in the activity). In other words, all willing and invested students are welcome to participate. Students must also satisfy minimum grade eligibility requirements as a prerequisite for participation, which is detailed below in the "Eligibility Policy." Due to the limitations of our sports league, interscholastic basketball, baseball, and soccer are only open to 7th and 8th graders, but 6th graders (with experience and interest) may participate if open roster spots remain.

<u>Interscholastic Sports</u>	<u>Competitions offered</u>	<u>Performance Opportunities</u>
Basketball (Boys & Girls) Baseball (Boys) Golf (Boys) Soccer (Boys & Girls) Track & Field (Boys & Girls) Volleyball (Girls)	Spelling Bee Geography Bee Bible Bowl Team Challenges	Play/Drama Choir Concerts/Festival Band Concerts/Festival

Intramurals

Three days per week (Monday, Wednesday, and Friday), students have the opportunity to participate in student-led activity periods during the break time of their lunch hour. Athletic opportunities include flag football, speedball, volleyball, basketball, wiffle ball, etc. Classroom activities, such as card games, board games, darts, foosball, etc. will also be made available. Students may choose whether to participate in these activities.

ELIGIBILITY POLICY

Participation in extracurricular activities at Grand Haven Christian is a privilege. As such, athletes will be held to a high standard of behavior (on and off the field) and be expected to maintain a strong academic standing in their classes (consistency in work, satisfactory grades).

A student may become “ineligible” for athletic participation for any of the three following reasons:

- *Poor grades:* A student who, by the start of school on a Monday morning, has two grades *below* a C- will be ineligible to participate that week
- *Incomplete assignments:* A student who, by the start of school on a Monday morning, has three or more incomplete assignments in a single class (or four incomplete assignments altogether) will be ineligible to participate that week.
- *School discipline:* Student behavior may warrant temporary suspension or permanent removal from a team. These decisions will often be made by teacher recommendation, under the direction of administration.

Ineligibility notices will be distributed to athletes once the report has been compiled at the start of the week. This means a student should receive notice of his or her eligibility by noon on Monday.

Lastly, students who remain ineligible for three consecutive weeks will be subject to removal from the team. Prior to any official removal from a team, a conversation will take place between a student’s parent and the Athletic Director.

MIDDLE SCHOOL DISCIPLINE CODE

An effective and enforceable disciplinary code requires that all stakeholders in the community (staff, students, and parents) understand and are willing to abide by its principles. We do this in an effort to foster a healthy, safe, and God-honoring campus culture. The code used by GHCMS, endorsed by the school board, is based upon a point system, where an accumulation of points (negative) by a student results a succession of escalating consequences. What follows is a sample (not comprehensive) of code infractions and their corresponding point values:

Points:

Example of Offense:

7+	<ul style="list-style-type: none"> ● Sale, use, distribution of drugs or alcohol on school property or at school functions ● Deliberately burning or attempting to burn the building or any property of the school
4-6	<ul style="list-style-type: none"> ● Fighting on school property, going to or from school and/or at school sponsored events ● Threatening to use force or violence against students or school personnel on the premises, going to or from school, or while at school sponsored activities ● Use, possession, or distribution of smoking materials ● Setting off a fire alarm when there is no fire
1-3	<ul style="list-style-type: none"> ● Malicious destruction of school or personal property ● Inappropriate behavior at any school gathering ● Dishonestly taking the property of others ● Obscene or profane language, demeaning or verbally abusive language, or lewd behavior ● Unauthorized absence from class or school for any period of time ● Misuse of permits or passes: Using writing or displaying in writing the name of another person or falsifying times, dates, grades, addresses, etc. on any school records ● Insubordination/direct disobedience, failure to obey or comply with a reasonable request by school personnel ● Tardiness

Discipline levels:

- Level 1 → 1-3 Points
 - Parents are informed through a “Discipline Report” form (see *procedure below under “Communication”*) and/or a letter from the principal. School-oriented discipline will follow.
- Level 2 → 4-6 Points
 - The student may have in-school suspension or be formally suspended from school, depending on the circumstances. A parent conference will be required. Discipline will be determined by the principal and discussed with parents and the homeroom teacher.
- Level 3 → 7-9 Points
 - Suspension from school and all school related activities. The duration and location of the suspension shall be decided by the administrator. Parents, principal, teachers, and the student will meet to discuss the situation. The Executive Committee of the School Board will be informed of the situation.
- Level 4 → 10+ Points
 - Suspension or expulsion from school as recommended by the administrator, teachers, and Executive Committee of the Board. Final determination regarding expulsion from school will be made by the School Board.

Special notes:

- Additional points may be assessed if offense occurs in a class with a substitute teacher.
- Points are cumulative throughout the school year.
- A student has the opportunity to deduct points from his/her record as a result of positive behavior. For instance, a point will be deducted after three consecutive weeks of no behavior violations.
- The school reserves the right to suspend a student if a specific situation arises where suspension is deemed to be appropriate. The administrator will consult with the staff involved in order to make this determination. Parents will be informed by the administrator of the suspension and the rationale behind the decision.

Weapons: For the complete policy regarding the possession or use of weapons in school or on school property, please consult the school directory or board policy handbook.

Communication: Parents will be informed of disciplinary concerns and incidents through a “Discipline Report” form, phone call, conference, and/or letter from the administration. A “Discipline Report” requires the following steps:

- Parents are asked to sign it and have the form returned to school within two school days.
- After school detentions will be served from 2:45-3:30 on Wednesdays. Students will be expected to serve their time the first Wednesday afternoon following the offense. Failure to show up for any reason will result in another detention being assessed.

1:1 Technology Policy

Technology has become an increasingly critical tool to advance learning in the world today, and it is a valuable tool within the GHCMS community inasmuch as it serves to advance our mission to educate minds and shape hearts for service to God in His world. The use of technology at school allows for greater versatility and opportunities for understanding within the classroom. When paired with Internet access at home, technology allows for a more seamless transition between the learning day and homework.

Goals:

1. Equip students to use technology to impact the world for Christ.
2. Teach students discernment and the ethical use of technology.
3. Improve the quality of student learning and academic achievement as they develop a new set of knowledge and skills for the future world of work.
4. Provide greater access to educational opportunities, formative assessments, and differentiated instruction.
5. Improve communication and widen our sense of community by expanding the way teachers, students, and parents are able to interact with each other.
6. Equip students to be lifelong learners.

Technology Honor Code:

The policies, procedures, and mission of GHCMS is just as true and established in the physical culture of the school as it is in our digital culture. In our desire to “*educate minds and shape hearts for service to God in His world,*” the way we use school computers, computer peripherals, and network, both on and off campus, must operate in alignment with this God-centered mission. Our hope is that technology will be one tool that can be used to transform the world for Jesus Christ. This “Honor Code” lays the foundation for the positive and honorable use of technology.

Examples of the types of technology-related activities that affirm our Honor Code are listed below. Any questions about the application of the Honor Code to technology should be directed to a school staff member.

- Appropriate and honorable technology use includes:
 - Using computers, software, and other information resources.
 - Support learning, complete school assignments, and gain a better understanding of information technologies and their applications.
 - Using the Internet to perform research related to academic and extracurricular school functions
 - Providing appropriate attribution for any materials gathered using information technology, using all resources in a manner deemed appropriate by federal copyright laws.
 - Using technology to collaborate with students and faculty in academic and extracurricular school functions.
 - Using good discernment and self-control in a digital setting, steering clear of content that which is inappropriate, foreign, or seemingly illegitimate in any way
 - Using your digital and social media presence to promote individually-authentic, God-honoring, and others-uplifting messaging
 - Protecting your personal account/contact information and respecting the privacy of other accounts.
 - Respecting the registration policies of age-restricted online services (e.g. Facebook).
 - Speaking with an adult you trust should you receive a message that is inappropriate or makes you feel uncomfortable.
 - Protecting equipment (school-owned and loaned) from damage or theft.
 - Respecting that network bandwidth, printer paper, and toner are shared and limited resources.
 - Supporting and respecting the school's computer security systems.

- Using technology to transform the world for Jesus Christ.
- Owning your mistakes.
- Violations of the above standards may result any of the following:
 - Discussion about the incident with student(s) involved.
 - Meeting with tech staff (might involve parents, and/or principal).
 - Paying for excessive printing.
 - Paying for damage to your laptop.
 - Changing filtering options to be more restrictive

Hardware and Software:

- Chromebook:
 - Lenovo Laptop Chromebook
 - Power supply
 - Charging stations throughout the middle school
- Software:
 - **Google Docs** - Google versions of Word, Excel, and PowerPoint.
 - **Google Classroom** - Online tool where students can view and upload assignments, correspond with the teacher, etc.
 - **Gmail** - A free, web-based email service owned and operated by Google. Gmail accounts can be accessed from any computer with internet access. Students have been instructed in appropriate, safe and effective ways to use email as a tool for communication and file sharing. Email settings allow students to only send and receive emails from users with GHCS email accounts.
 - **Google Drive** - Cloud storage service that allows students to store all documents online.
 - **Chrome Management** - Allows the school principal and staff to monitor and manage student access.
 - **Virus/Spyware Protection** - Automatically maintained and updated each time a student logs on or shuts down his/her computer.
- Backup and file storage:
 - All documents are housed online at Google Drive, and nothing is saved to the hard drive of a specific computer. When signing into Google, from any device, each student has access to his/her documents.
- Software support:
 - First avenue of support – Applications help system.
 - Second avenue of support – Contact a classmate.
 - Third avenue of support - Teachers and administration

- General troubleshooting:
 - The first step that solves most laptop problems is to restart the laptop.
 - If the problem is not resolved, the next step would be to contact a staff member.

Student and Parent Responsibilities:

- Important Note: Parents/Guardians will be responsible to replace/repair the laptop in the event of loss or damage due to intentional abuse or misuse
- Handling and care of the laptop
 - Use the laptop on a flat, stable surface.
 - Do not set books on top of the laptop.
 - Avoid carrying the laptop with the screen open.
 - Be careful not to leave pencils or pens or papers on the keyboard when closing the screen.
 - Do not pick up the laptop by the screen.
 - No food or drink around the laptop.
 - In order to keep clean, wipe surfaces with a clean, dry, soft cloth.
 - Avoid touching the screen with fingers, pens, or pencils.
 - If your hands are dirty, wash them before using the laptop.
 - Do not use the laptop in dusty or dirty environments.
 - Do not leave the laptop exposed to direct sunlight or near any heat or moisture sources for extended periods of time.
- Power management
 - It is the student's responsibility to recharge the laptop's battery so it is fully charged by the start of the next school day.
 - Whenever the laptop is not in use, close the screen to put it to sleep to extend battery life.
- Ethical and appropriate use
 - Students are expected to adhere to the GHCMS Technology Honor Code.
- Financial responsibility
 - Repair of the machine, including parts and labor
 - Full replacement cost for the laptop is approximately \$300-400.
- Lost, stolen, or damaged
 - If a laptop is lost, stolen, or damaged, please notify the school immediately.
 - Damaged – for each incident, families may be responsible for paying for the cost of repair, or replacement value of the machine due to negligence on the student's part.

- Monitoring and supervision
 - The student assigned the laptop is responsible for all use of their laptop.
 - A student should not allow another student to borrow his/her laptop.
 - It is not advisable that a student uses his/her computer in a completely unsupervised environment
 - GHCMS reserves the right and ability to supervise/monitor the use of devices both on and off campus.

- Security

Please be advised that with a Google/Gmail account, the school cannot guarantee the security of a student's account or its content. Proper safety precautions will be taken and discussed in class, and Google itself does have powerful filters in place for many of its products. However, no technology is foolproof, and the school cannot guarantee that students will not be exposed to unsolicited information. When creating an account, students will be asked to share the account's password with the instructor, who will maintain a copy of it. Parents may request a copy of this information as well. Since this is a school account, the student is expected to use the account for school-related purposes only, and teachers maintain the right to monitor the account. Shortly after graduating, GHC will terminate the account, and any documents or material students wish to keep will need to be transferred electronically to a different account or downloaded.

Parent and Student Signature

Terms of Agreement:

1. I have reviewed the middle school handbook and understand the rules and guidelines outlined within.
2. I have read and will abide by the guidelines set forth in the school "Dress Code."
3. I understand the importance of the GHC mission, and by signing this I agree to be a willing supporter of this goal
4. I understand the rules and guidelines outlined in the 1:1 Technology Policy, including all subsections, and understand that violation may result in restrictions, penalties, and/or fines.
5. I understand that individual academic accountability is central to student success and as such will prioritize these responsibilities
6. I give permission for my child to set up a digital account under the supervision of the GHCMS faculty, to be used in conjunction with a school-issued Google Chromebook.

Student Name: _____

Parent Signature:

_____ Date: _____

Student Signature:

_____ Date: _____

Optional: I would like a copy of my student's account password to be delivered to me at the following (phone number or email address):