



The **Green** School

Middle School Handbook

2023 / 2024



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Mission, Vision, Learning Philosophy, Manifesto and Parameters

Mission

At The Green School, our mission is to provide a transformative and rigorous international education in South Africa. We are committed to nurturing young minds by fostering a holistic learning environment that empowers students to discover their individual passions and interests. Through a curriculum aligned with global standards, we aim to equip our students with not only the academic skills they need, but also the essential life skills that enable them to thrive in an ever-changing world. With a focus on sustainability and inclusivity, we aspire to cultivate responsible global citizens who positively impact their communities and contribute meaningfully to society.

Vision

Our vision at The Green School is to be a beacon of excellence in education, bringing the world-class standards of international learning to South Africa.

We envision a future where students are not just passive recipients of knowledge, but active participants in their own educational journeys. Our school is a place where students are encouraged to explore their unique interests, develop critical thinking, and foster creativity.

Through a dynamic curriculum that integrates academic rigor with real-world relevance, we aim to instil in our students a deep sense of self-awareness, purpose, and a commitment to ethical values.

As The Green School, we aspire to empower our graduates to leave our institution not only with a well-rounded education, but also with a strong sense of identity and a clear understanding of their passions. Our students will possess the skills and knowledge needed to pursue their dreams, contribute positively to their communities, and make a significant impact on the broader society.

Learning Philosophy

The Green School provides a distinctive approach to learning that has five main components:

Holistic Development: We believe in fostering the holistic development of each child. Our curriculum goes beyond academics, nurturing their social, emotional, and physical well-being.

Emphasis on Exploration: We encourage your child's natural curiosity. Our approach emphasizes hands-on experiences and inquiry-based learning, allowing them to explore and discover their interests.

Strong Teacher-Student Relationships: Our teachers build meaningful connections with students. This warm environment promotes open discussions and active engagement in classroom activities.

Continuous Assessment: We believe assessment is a tool for growth, not just evaluation. Through a variety of methods, we track your child's progress and tailor instruction to their individual needs.

Nurturing Creativity: Creativity is at the heart of education. We encourage creative thinking, critical problem-solving, and provide platforms for students to express their ideas.

Our Manifesto

Manifesto: Nurturing Sustainable Global Leaders

At The Green School, we are dedicated to nurturing sustainable global leaders who will shape a better future for our planet. Inspired by our core values and the knowledge shared throughout our conversation, our manifesto embodies the following principles:

Holistic Education: We believe in fostering the holistic development of every student. Our approach goes beyond academics, nurturing their intellectual, physical, social, and emotional growth. Through a dynamic and engaging curriculum, we empower students with essential skills, critical thinking abilities, and a love for learning.

Environmental Consciousness: We are committed to instilling deep respect and love for the environment. By immersing students in nature, promoting environmental awareness, and encouraging sustainable practices, we cultivate a sense of responsibility and stewardship for our planet.

Global Perspective: We embrace diversity and foster a global perspective. Our multicultural community, staff, and international partnerships provide a rich learning environment where students develop cross-cultural understanding, empathy, and a deep appreciation for different perspectives.

Collaborative Learning: We believe in the power of collaboration and relationships. Our teachers, students, and parents form a supportive and inclusive community where open discussions, cooperation, and shared ideas flourish. We prioritize strong teacher-student relationships, fostering a warm and engaging classroom environment.

Personalized Approach: We recognize that every student is unique. Our personalized approach to education ensures that each student's individual needs, strengths, and interests are met. Through differentiated instruction, early reading intervention, extension programs, and enrichment opportunities, we support students at every level of their academic journey.

Lifelong Learners: We inspire a love for lifelong learning. Our students are encouraged to pursue their passions, engage in experiential learning, and think critically and creatively. We equip them with the skills, knowledge, and resilience needed to navigate an ever-evolving world and become lifelong learners.

Together, we are building a community of environmentally conscious, globally minded, and empowered individuals who will shape a sustainable future. Join us in our mission to create compassionate, innovative, and responsible leaders who will make a positive impact on the world at The Green School.

Parameters

- We will only allow policies, procedures, or behaviours that promote the growth and achievement of students
- All energies will be focused on instructional programs
- TGS shall always remain accredited by a U.S. regional agency and other recognized international agencies
- We will not tolerate behaviour that diminishes the dignity, self-worth or safety of any individual
- TGS will only accept and retain those students for whom there is an existing appropriate educational program
- All decisions will be made based on assuring the school remains fiscally responsible and operates within its own resources
- As a proprietary school, TGS may differ from non-profit institutions in its decision-making processes and its policymaking

School Information

History and Governance

The Green School (TGS) began in 2013. It is own and run by Nicole Clark and Meghann Bruce who oversee the day-to-day running of the school, create, approve and maintain policy, and to see that the school carries out its stated mission and objectives. TGS is a private, college preparatory, non-sectarian, co-educational school for students from three years old through Grade 12. It was established to provide an American/International educational program for the dependents of the multi-national professionals and locals living in South Africa.

Accreditation

The curriculum is designed to prepare students for entrance into colleges or universities around the world. In order to graduate, students must complete 24 credits in core subjects and elective courses in High School (Grade 9 - 12). The graduation requirements ensure a holistic learning experience that prepares students to be well-rounded, knowledgeable, and passionate learners. We are accredited by Cognia - AdvancED, the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), USA.



General Overview

The Middle School at TGS encompasses grades 6, 7, and 8. The students in these grades are grouped together for academic and social purposes. Teachers work collaboratively to provide a smooth transition process from elementary to middle school and from middle school to high school. An emphasis is placed on the use of higher order thinking skills, hands-on instructional strategies, continued development of study skills necessary for academic success and participation in extracurricular activities. TGS promotes an active homeroom/advisor program. Each student is part of a homeroom. The homeroom teacher serves as the student's learning coach. Homeroom teachers, in addition to the counsellor, assist students with goal setting, social and emotional learning, study skills, service learning, general counselling needs and other purposes when students need to come together as a class. The homeroom teacher is also the key contact for parents and thus provides a means of communication between the home and the school.

School Hours

The TGS High School is open for business from 7:30 a.m. through 4:00 p.m. daily, Monday to Friday, during the regular school year. Students will attend school as follows:

Monday, Tuesday, Thursday and Friday: 8:00 a.m. to 2:00 p.m.

Wednesday: 8:00 a.m. to 1:00 p.m.

Parent Communication

Parents are expected to be well-versed in our communication platform – SeeSaw. This is our main point of communication with parents. Parents may also make use of email to contact teachers. At no time should a parent use a teacher's personal number to contact teachers during or outside of school hours. Parents may make use of the school's number to contact the school in case of an emergency.

Parents are reminded to remain appropriate and respectful when communicating with teachers, school representatives and other parents. This includes being mindful of parking lot gossip that does not align with our school culture.

School Program

After School Activities

In addition to the regular daily class schedule, TGS offers after school activities and clubs, to meet the various interests of students. The teachers, and administration will communicate when activities begin and how to participate. Students are encouraged to participate and to commit to an after-school activity each session.

Assessment and Reporting

The fundamental purpose of assessment is to collect and analyze data concerning student performance to make decisions about future learning and school experiences.

For Grade 6 to 7, students will have termly reports sent out at the end of each term. There will be teacher-parent conferences, and student-led conferences planned throughout the year.

For Grade 8, students will receive progress reports during term 1, at this time, parents are invited to the parent teacher conferences to discuss their child's learning. A report card with grades and comments is issued at the end of each semester, these grades form the student's transcript. Information on how to access grades will be provided at the beginning of the school year. Teacher parent conferences will be planned in term 1 and 3.

Please refer to the assessment policy in Appendix A.

Guidance and Counselling

Middle school guidance and counselling services are an integral part of the educational program. A middle school counsellor (grades 6-8) is assigned to serve the specific needs of our students. The MS counsellor collaborates with classroom and homeroom teachers. The counsellor provides individual, small group and class counselling sessions during the school year. The school can recommend off campus professional counselling for academics, as well as for social and/or personal needs. If recommended, it is expected that the parents will seek the professional counselling for their child. The school will work closely with the identified professional in this situation. At times, the school may mandate the professional counselling as a prerequisite to continued enrolment. All expenses for counselling or services outside of school are the responsibility of the parent.

Information Technology

TGS is committed to integrating technology throughout the curriculum. Students must sign a "Computer/Internet Acceptable Use Policy" to reinforce responsible use of electronic resources. The Middle School is continually advancing in technology integration and has implemented a 1:1 device environment where students bring in their own laptops or iPads as a vital resource for many of their

classes. In addition, some students may engage in courses online. Please refer to the Middle School Program of Studies for more information.

Library

The TGS High School Library is open from 7:45 a.m. to 2:00 p.m. Monday through Friday on school days. The library is a designated information centre designed for academic research of printed material. Middle school students may use the library to study, research, and discuss academic topics. Students may check out up to five books at a time. If any materials are overdue, the patron will not be allowed to check out other materials until the overdue material is returned. The return of materials on time and in good condition is the responsibility of the individual. Library patrons will be required to pay for lost or damaged materials.

Parent Conferences

Parent-teacher conferences are held after the first and third term of the school year. Additional conferences with teachers or the counsellor can be scheduled by parents at any time. The appropriate order of communication is always first with the teacher before requesting a meeting with the counsellor or administrator. Parents are reminded to be appropriate and respectful in language and behaviour during conferences.

School Support

All middle school teachers at TGS host office hours to assist any student who needs additional support. Students can attend office hours to review material, ask specific questions, receive extra individualized attention, or complete homework. In some situations, students may be required to attend office hours of a specific teacher to help improve academic achievement. Some students may be recommended for private tutoring outside of the school day to assist with individual learning needs as well. There may be access to holiday school to assist students that require further assistance.

Middle School Trips

Those students who are in good academic and behavioural standing may go on school trips, if offered, with faculty chaperones. These trips are tied to the academic or after school activity curriculum.

Service Learning

Service learning is a teaching and learning approach through which students achieve curriculum goals and develop empathy while attending to the needs of others. Service learning is a crucial aspect of sound appreciative inquiry education and high school students are required to complete minimum service-learning hours. Service learning does not solely focus on doing 10 things for others, but includes a partnership with others and also attends to environmental and societal needs. It is important that service learning be at the heart of all projects or participation. Participation in a group or club that focuses on service learning enhances student understandings, programs, and projects, and contributes to the development of community on and off-campus.

Standardized Testing

TGS provides for standardized tests to be given to high school students. Parents and students will be informed of the testing dates ahead of time. Test results should be viewed within the context of other feedback such as report cards and assessments in school. Grade 6 - 8 students all sit the MAP tests in Math and English in each term. The tests provide information about student progress in

relation to U.S. and international norms. Results of the tests are shared with parents once they are received by the school.

Policies And Procedures

Allergies

TGS is committed to providing a safe school environment for its students. The school recognizes that food allergies, in some instances, may be severe and even, occasionally, life threatening. TGS is not an allergen free campus. The school's aim is to reduce the likelihood of severe allergic reactions of students with known food allergies while at school, and to increase the likelihood that appropriate medical treatment is available in the case of an allergic reaction. If your child has a severe or potentially dangerous/life threatening allergy, the school requests that you provide an allergy treatment action plan signed by your child's doctor, as well as any necessary medications, to the teacher.

Attendance

Research is clear that attendance and academic performance are directly linked. When a student is absent, there are valuable learning opportunities missed. These learning experiences include:

- Participating in class discussion
- Engaging in large and small group work that adds depth of understanding
- The opportunity to clarify learning by asking questions and hearing the ideas of others

While all students are able to make up the work that they have missed, make up work cannot always provide the same experiences and understandings that come from class participation. The school expects parents to ensure that their child attends school regularly and arrives on time. Parents are asked to exercise discretion and avoid absences due to convenience, for travel, vacations during regularly scheduled school days, or on days adjacent to weekends and school holidays. Extended absences and leaving early for any reason other than illness are strongly discouraged as student grades are impacted. High school students may not earn credits if absences are excessive.

Absences—Procedures

Parents should communicate the absence on SeeSaw if their child will be absent on a given day. If it is necessary for students to miss school for any reason other than illness, parents should contact the school with adequate and advanced notice. Students are expected to make up all missed assignments. A student who has been absent during the day will not be able to attend extra-curricular activities on that particular day unless he/she receives prior approval from the principal. Students that are absent for more than 3 days will require a doctor's letter.

Leaving the School Campus Early

During the school day, a student may leave the school campus only by parent request which must be approved by the teacher.

Absences—Policy

Absences are excused only for the following reasons: illness or medical needs, religious observances, school sponsored or approved activities, family emergencies, security/weather concerns. Satisfactory attendance will include no more than eight absences during one semester.

Guardians During Parent Absences

If it is necessary for parents to travel and leave their children in Cayman, the school office must be informed in writing, in advance. Please contact the teacher with the following information:

- Date parents will be gone
- Name and phone number of the adult who is responsible for the student during the parents' absence
- Name and phone number of a second contact in the event that the school needs to communicate an emergency or illness

Birthdays

Birthday celebrations can occur at second break during school hours. Due to the sizes of our classes, we ask students to be mindful of inviting students to external birthday celebrations.

Communications

Website, SeeSaw, and LMS

The TGS website should be accessed for newsletters and other information about the school and its programs. TGS has created the means for parents to view electronic grade books via the Student/Parent Portal. Additionally, each teacher in grades 6 - 8 will create and maintain a SeeSaw journal that will keep students and parents apprised of current grades and assignments. Parents are able to receive SeeSaw notifications by email. All parents should arrange to gain access to these valuable resources. Information will be provided at the beginning of the school year. Parents should email teachers directly if they have questions about class information that is not provided

Email

The TGS faculty and staff, time permitting, check emails before and after school. A TGS Communication Etiquette Policy is noted in the appendices of this handbook. Appendix E.

Behavioural Expectations and Policies

Throughout TGS, we have a framework based on the tenets of Positive Discipline. It is an approach that looks for causes of misbehaviour and seeks to work on each instance individually with the specific child at the centre. All discipline issues are first framed as learning experiences.

Positive Discipline is part of a larger philosophical framework designed to teach young people to become responsible, respectful and resourceful members of their communities. The tools and concepts of Positive Discipline include:

- Mutual respect
- Identifying the beliefs behind misbehaviour and working to change those beliefs
- Effective communication and problem solving
- Discipline that teaches rather than punishes
- Encouragement (instead of praise) to build long-term self-esteem and empowerment

Students are expected to sign and adhere to our Honours Code. Appendix B.

Bullying and Harassment

TGS is committed to providing a safe and secure learning environment for everyone in our school community, an environment that is conducive to effective teaching and learning, free from intimidation, fear, or any forms of harassment. Unlawful, offensive or harassing behaviour (including bullying, sexual harassment, or any other behaviour that has the purpose of causing harm, verbally,

physically, or emotionally or used to intimidate others, in person or via the Internet), will not be tolerated. Appropriate disciplinary measures will be taken with any student who demonstrates such behaviour or who instructs, threatens or aids another person to commit harassment. Steps will be followed according to our Anti-Bullying Policy. Appendix C.

Cell Phones and Other Electronic Devices

Cell phones and other electronic devices may not be used in classrooms unless permission is given by the class teacher for a specific purpose as part of the lesson. If there is a need to contact a parent during the school day, students, upon receiving permission from a teacher, may communicate via text message or call. We also ask that parents assist us in reducing the need for calls from students by ensuring their child is fully prepared for school with everything needed for the day. Parents should not call student cell phones, send text messages, or contact students via cell phones during the school day. The student must assume responsibility for all electronic items brought to school. All phones and other electronic devices should be turned off and kept in backpacks. Confiscated electronic items must be collected by parents. The use of cell phones during breaks and lunchtimes is strongly discouraged. Appendix H.

Dress and Grooming Expectations

TGS does not have a uniform but strict dress code and grooming standards are expected. Please see Dress and Grooming Standards that required to be signed in Appendix D.

Plagiarism and Cheating

Acts of academic dishonesty may include plagiarism, cheating, stealing, giving others' work and lying. Copying assignments, homework or test answers from other students, or using unauthorized aids on examinations are regarded as very serious offenses. Students charged with any form of academic dishonesty are subject to a lowering of their grade, a phone call home by the teacher and/or administrator, detention, probation, and/or suspension, or even expulsion. Appendix G.

School Regulation

Students are expected to:

- Attend school and classes regularly, arrive on time, bring required materials and meet course objectives to the best of their abilities
- Understand and observe the rules of the school
- Recognize that there are channels through which rules or conditions can be studied or questioned and realize that they must use the appropriate channels
- Come prepared for purposeful learning activity and properly attired, so as not to distract themselves or others
- Be courteous and respectful at all times to staff members, substitute teachers, students and all members of the learning community

Technology Use Guidelines

Using the school's computer network, students and employees may access information and communicate with others. With this educational opportunity comes responsibility. The computer network is provided for students and employees to enable them to conduct research and to expand the number of educational resources available to them. Access to computer and network services is provided to students and employees who agree to act in a considerate and responsible manner. Every user of the system must sign and abide by the provisions of the school's computer network use agreement, which includes a code of conduct. With the use of the network and the Internet

comes the need for responsible, ethical, and lawful behaviour on the part of the users.

Network/building administrators may review files and communications to maintain system integrity and to ensure that users are using the system responsibly. The use of computers and the Internet is a privilege and not a right. Appendix H.

Suspension/Expulsion Suspension

A student who commits a serious breach of school rules and policies, as judged by the administration, can be suspended up to five days. A student may be suspended for a longer period of time as deemed appropriate by the school principals. A student may be suspended in school for a class period, multiple classes, or an entire day. Students receiving in-school suspension may not attend regular classes.

Safety And Security Procedures

Entering Campus

No vehicles that do not have a school sticker or know the gate code will be allowed onto the premises.

Emergency Preparedness

The school maintains appropriate emergency procedures to ensure speedy evacuation of the premises in the event of fire or other emergencies. We have a partnership with Risk Internationals and Guardian Security to ensure full safety and security of our students inside of school and on tours and outings.

General Information

Daily Schedule

The High School schedule is designed for a 5-day week from ours 8:00 a.m. to 2:00 p.m. These schedules will be available online.

Food, and Drinks at School

Food should not be eaten in the classrooms without prior teacher approval and only for a special reason. All food is required to be healthy and no sugary snacks are permitted. No cooldrinks, energy drinks or fruit juice is permitted.

Homework

Homework is assigned so students can expand on the skills and concepts taught in class and gain a more thorough understanding from additional independent study. High school students may have up to 1.5 hours of homework each evening, but this will vary according to student needs, courses taken, learning styles, and work habits. A homework policy is noted in the appendices of this handbook. Appendix F.

Labelling of Clothing and Items

It is good practice to label all items that students wear and bring to school. It is much easier to identify the owner of lost items when a name is written on the article.

Lost or Damaged Property

Textbooks and many other instructional materials are provided by the school. Students are responsible for the correct use of these books and materials, as well as library materials and school facilities. Students are reminded to keep textbooks, lunch boxes, and other items in their lockers during the school day rather than leave them in common areas. A replacement cost for lost and/or

damaged books, equipment, and facilities will be collected. No report cards or transcripts will be provided until all financial obligations have been met. School materials left unattended will be collected and brought to the office. Students are responsible for the safekeeping of all personal items and electronic devices.

Lost and Found

Items found on the school campus will be turned over to the school's main office where they can be identified and retrieved. After a period of time, appropriate items remaining in Lost and Found will be given to a local charity. Students are asked to label all of their possessions with their names. Great care should be taken with possessions and respect shown to items belonging to others.

Medical/Health Concerns

The school considers the health and safety of its students to be of prime importance. Accordingly, the school maintains a first-aid station to assist students who become ill during the day. If a student becomes ill at school, the trained first-aider will determine whether the student should remain in school or be sent home. Should the student need to be sent home or need further medical treatment, the parents will be notified. It is important for parents to keep phone contacts current and to provide the school with an emergency contact. In the event that a student needs urgent medical attention and the school is unable to contact the parents/guardians immediately, the **principals** will arrange for the student to be taken to a doctor or hospital. The teacher must be informed if a child is on medication or has any special health problems that require regular attention. If a parent requires that a student be given medication during the school day, then written permission must be given to the teacher and all medication kept in the teacher's office. The parent should pick up the medicine at the end of the school day. Students are not allowed to administer medicine on campus.

A student should not be sent to school if he/she has:

- An earache or severe headache
- Fever
- An acute cold
- Communicable disease
- Drainage or inflammation of an eye
- Nausea, vomiting or diarrhea
- Untreated head lice

The parent of a student with a communicable disease must notify the school office.

Supplies and Books

Students are required to bring a fully functioning laptop to school each day, all supplies need to be purchased at the start of the school year according to the stationary list. Textbooks will be provided.

Transportation

The school does not operate a school bus service. The school encourages parents to consider carpooling wherever possible to help ease traffic congestion in the parking lot. Grade 12 students and second semester grade 11 students who have obtained a legal driver's license in South Africa may drive to and from school with written permission from the parent.

Withdrawal from TGS

If your child is withdrawing from school, please inform the school in writing as soon as possible. Advance notice is needed to prepare school records, a term's notice is required financially. All students who are departing TGS must complete a school check out form. Please note that no credit is given to a high school student for partial completion of a semester course. Each student is expected to remain in school until the end of the first semester and/or second semester to receive semester credit. Report cards and/or transcripts are not issued if financial obligations are not completed.

Parent Information

Questions and Concerns

During the course of the school year, questions or concerns may arise. The recommended procedure for answering these questions or responding to concerns is to contact the school directly. Please ensure you take the right channels when communicating.

Questions/concerns about a classroom activity or individual educational matters should first be discussed between the parents and the teacher involved – please email the teacher according to the email etiquette guidelines.

If this first step does not resolve the matter sufficiently, it should be brought to the attention of the High School Principal or Assistant Principal.

Questions about the facility, policies, and operation should be addressed to the school directly.

Appendix I, includes communication channels. Appendix E includes communication etiquette that we expect all parents to follow.

Payment Policies

Tuition for The Green School is an annual tuition regardless of instalment plan selected. Tuition includes all texts, library resources, high speed/wireless internet access, sports and fitness facility access during school hours. Additional fees may apply for online courses, exams and tours. Please see fee structure document for the current year.

Tuition payments are due based on the selected payment schedule. Due dates are noted on the school calendar. Statements will be emailed as a reminder on a monthly basis. However, regardless of the successful electronic delivery of the automated statements, parents and guardians are solely responsible for paying fees due on time as specified. The enrolment of any student is a private contract between the parent and the school, regardless of any arrangement the parent may have with an employer concerning the payment of school fees. The parent always remains responsible for payment of all school fees.

Late Payment Policy

A late payment administrative charge of 10% will be applied to the student's account if payment is not received by published due dates. Delinquent accounts may be subject to a hold being placed on report cards, transcripts, and other school records. If outstanding fees and late payment administrative charges remain unpaid for 30 days, students may have their attendance privileges revoked. For accounts that remain outstanding after 45 days, the school may refer the matter to the school's legal counsel to pursue collection. All related costs (including all legal fees and disbursements whether or not a legal proceeding is commenced) will become the responsibility of the family and will be added to their bill.

Term's Notice Period

Tuition for The Green School is an annual tuition. Parents or guardians of students who leave TGS before the end of the school year are, without exception, responsible for tuition and any other pertaining school fees. A full term's notice is required.

Middle School Information

At TGS, the Middle School years, a dynamic phase where students embark on a journey of growth, embracing greater independence and taking ownership of their educational pursuits. During this crucial period, students experience significant cognitive, social, and emotional development.

The Middle School curriculum is not just about academic subjects; it's about nurturing well-rounded individuals who are prepared for the challenges of the future. As students' progress through these years, they develop essential life skills, including time management, collaboration, and adaptability.

The curriculum for Middle School is designed to provide a balanced and comprehensive education, fostering intellectual curiosity, critical thinking, and a strong foundation for future learning.

Social and Emotional Learning

TGS recognizes the significant developmental stage of Middle School students, where they are actively shaping their sense of self and identity. We value both social and academic growth, fostering a culture that prioritizes collaboration rather than compliance. Building strong relationships is at the core of our Middle School experience, with meaningful connections between students, teachers, peers, and families. To provide opportunities for exploration and personal growth, our Middle School students have the freedom to engage in Genius Hours, participate in extracurricular activities, and join various social clubs such as Equine Studies, Physical Activity - Sports, Chess Club, Service Learning, Yoga, and Running Club, among others. This approach allows our students to develop their unique interests, collaborate with their peers, and broaden their horizons.

TGS prioritizes the well-being of our students through the implementation of daily morning meetings based on the Responsive Classroom approach. During the morning meeting in a responsive classroom, the primary goal is to create a positive and inclusive classroom community. Here is a summary of the main elements and purposes of a morning meeting in a responsive classroom approach:

- **Greeting:** The morning meeting often starts with a greeting activity where students and teachers greet each other by name. This helps create a sense of belonging, promotes positive relationships, and sets a respectful tone for the day.
- **Sharing:** During the sharing phase, students have the opportunity to share important events or experiences from their personal lives. This promotes active listening, empathy, and understanding among students, fostering a supportive and caring classroom environment.
- **Group Activity:** A group activity is typically incorporated into the morning meeting to engage students in a cooperative and interactive experience. This could include a team-building game, a problem-solving task, or a brief energizer to get students ready for the day's learning.
- **Morning Message:** The teacher shares a morning message, which could be a written note or displayed on a board, addressing the whole class. The message often includes important announcements, reminders, or a positive quote to inspire and motivate students.

- **Daily Schedule:** The morning meeting provides an opportunity for the teacher to outline the daily schedule, including any changes or special events. This helps students develop a sense of structure and predictability, reducing anxiety and increasing their readiness for learning.
- **Goal Setting:** Students may be encouraged to set individual or class goals during the morning meeting. This cultivates a growth mindset, encourages reflection, and empowers students to take ownership of their learning and behaviour.
- **Closing:** The morning meeting concludes with a closing activity that reinforces the sense of community and prepares students for the transition to the next part of the day. This could involve a quick review of the day's highlights, a positive affirmation, or a moment of mindfulness.

At TGS, we ensure we are developing the pillars of Social and Emotional Learning:

- **Self-Awareness:** This competency involves recognizing and understanding one's own emotions, strengths, and limitations. It includes developing a positive self-image, self-confidence, and a sense of identity. Self-awareness also involves being able to accurately assess one's emotions, thoughts, and values.
- **Self-Management:** Self-management focuses on regulating and controlling one's emotions, behaviours, and impulses in different situations. It includes skills such as managing stress, setting and achieving goals, showing self-discipline, and demonstrating resilience in the face of challenges.
- **Social Awareness:** Social awareness refers to the ability to empathize and understand others' perspectives and feelings. It involves developing empathy, compassion, and respect for diversity. Socially aware individuals are able to navigate and appreciate different social and cultural contexts.
- **Relationship Skills:** This competency encompasses the ability to establish and maintain healthy and positive relationships. It involves effective communication, active listening, cooperation, negotiation, and conflict resolution. Relationship skills also include understanding and respecting boundaries, as well as demonstrating empathy and teamwork.
- **Responsible Decision-Making:** Responsible decision-making involves making ethical and constructive choices based on considering the well-being of oneself and others. It includes identifying problems, analyzing situations, evaluating potential consequences, and making thoughtful and responsible decisions.

These five pillars work together to support the holistic development of students' social and emotional competencies, enabling them to navigate relationships, make responsible decisions, and thrive in various contexts.

Middle School Curriculum

Grade 6 to 7, encompasses a rigorous curriculum of Language Arts, Mathematics, Information Studies (Science and Social Studies) done through Units of Study (UoS). There is a strong emphasis on developing academic skills that will assist them with the transition to Grade 8 and then into High School.

Grade 8, encompasses a rigorous curriculum that works similar to High School and assists with the transition to High School. There are four core subject, Language Arts, Mathematics, History and Earth Sciences. In addition to the core subjects, our 8th-grade students have the exciting opportunity to choose two elective courses from a diverse range of options. These electives are designed to cater to individual interests and aptitudes, allowing students to explore subjects beyond the core curriculum. The elective courses include:

By offering a combination of core subjects and elective options, we aim to provide students with a solid academic foundation while also encouraging exploration and self-discovery. We believe that the Middle School years are a crucial time for students to cultivate their interests, broaden their horizons, and develop the skills that will serve them well throughout their educational journey and beyond.

Our curriculum follows the American Common Core Standards, ensuring a rigorous and internationally benchmarked education. By offering a balanced and comprehensive curriculum, we empower students to develop critical thinking, problem-solving, and communication skills essential for their future academic and professional endeavours.

Extensions in the Curriculum

Our curriculum is versatile and allows students to explore many aspects and modes of learning.

Tinkering with Lego Foundation: TGS along with the LEGO Foundation incorporates tinkering as an educational approach to encourage students to apply their knowledge in both technical and creative ways. Tinkering with LEGO bricks allows students to engage in hands-on, exploratory learning, where they can experiment, problem-solve, and create using the bricks. This approach promotes critical thinking, collaboration, and communication skills, while fostering technical understanding and nurturing creativity. By encouraging open-ended exploration and iterative learning, the LEGO Foundation's tinkering approach empowers students to apply their knowledge in practical and innovative ways, providing a dynamic and enriching educational experience.

Subject Choices

Grade 8 students undergo yearly psychometric assessments to assist them in selecting their subjects. The compulsory subjects include English, History, Maths, and Sciences. These foundational courses are essential for a well-rounded education. In addition to the compulsory subjects, students have a wide range of elective options to choose from.

Extracurricular Activities

At TGS students have the opportunity to participate in our Extracurricular Activities:

Sports and Physical Fitness: The sports program is led by a professional athlete and focuses on functional fitness. It offers a personalized approach to cater to the unique needs of each student. The program emphasizes body movement, commitment, communication, and teamwork, while simultaneously fostering the development of essential physical skills.

STEM: STEM classes for grades 9-12 focus on science, technology, engineering, and mathematics education. These classes aim to provide students with a comprehensive understanding of these subjects and their practical applications. The curriculum is designed to foster critical thinking, problem-solving, creativity, and innovation.

Creative & Performing Arts: Creative and performing arts classes for grades 9-12 provide students with opportunities to explore their artistic talents and express themselves through various creative mediums. These classes emphasize the creative process and allow students to exercise their free will in their artistic endeavours. In creative and performing arts classes, students are encouraged to think critically, explore their imaginations, and develop their unique artistic voices. They have the freedom to choose their preferred art forms, such as visual arts, music, theatre, dance, or creative writing. These classes provide a supportive environment where students can experiment, take risks, and embrace their individuality.

Genius Hour

Over the course of middle school, students are expected to partake in Genius Hour. Genius Hour, an innovative educational concept, serves as a catalyst for fostering creativity, curiosity, and personal investment in learning. Emerging as a counterbalance to traditional classroom routines, Genius Hour empowers students to explore and develop their passions, driving intrinsic motivation and a deeper understanding of subjects beyond the curriculum.

At its core, Genius Hour is an allocated period during the school week where students have the autonomy to choose a topic of personal interest and embark on a self-directed project. This endeavour goes beyond conventional assignments; it's a journey of discovery driven by the student's innate curiosity. Whether it's coding, creative writing, art, science experiments, or even addressing social issues, the possibilities are as diverse as the students themselves.

Embracing the principles of inquiry-based learning, Genius Hour encourages students to ask questions, seek answers, and refine their research skills. As they delve into their chosen subjects, they learn how to critically evaluate sources, synthesize information, and present their findings in compelling ways. These skills transcend the classroom and become valuable assets for their future academic pursuits and careers.

Genius Hour also nurtures skills that extend beyond the academic realm. Collaboration, time management, and problem-solving take centre stage as students navigate their projects. Learning that failure is a stepping stone to success becomes a tangible lesson, teaching resilience and the importance of iteration.

Moreover, Genius Hour amplifies students' sense of ownership over their education. They witness the direct connection between their interests and their academic journey, sparking a genuine enthusiasm for learning. This sense of agency translates into improved engagement, attendance, and overall academic performance.

By embracing Genius Hour, educators acknowledge the diverse strengths and passions within each student. It promotes a student-centred approach, wherein the classroom transforms into a dynamic hub of exploration, innovation, and self-discovery. As students channel their creativity and passion into meaningful projects, they not only enrich their academic experience but also cultivate a lifelong love for learning and a foundation for success in an ever-evolving world.

Middle School Courses

In middle school, Grades 6 to 7, the curriculum is delivered through UoS that integrate academic skills across multiple subjects, creating a cross-curricular approach. These units are designed to be relevant and student-driven, catering to the interests and needs of the students. By incorporating various subjects into each unit, students can develop a deeper understanding of concepts and see the connections between different disciplines.

The units of study focus on real-world applications and encourage critical thinking, problem-solving, and collaboration. They provide opportunities for students to engage actively in their learning and take ownership of their education. By making the curriculum more student-driven, it fosters a sense of autonomy and motivation, leading to a more meaningful learning experience.

This approach helps students see the interconnectedness of knowledge and apply their skills in various contexts. It also promotes the development of essential skills such as communication, research, and analytical thinking. By delivering the middle school curriculum in this manner,

educators aim to create a well-rounded education that prepares students for future academic and personal success.

Grade 6

Grade 6 learning, aligned with the Common Core State Standards (CCSS), is a pivotal phase in a student's educational journey, focusing on building a strong foundation, critical thinking, and independence. In English Language Arts, students delve into literature, honing reading, comprehension, and writing skills. Math explores ratios, geometry, and problem-solving. Social Studies covers cultural aspects and history, with student choice ensuring relevance. Science emphasizes inquiry, experimenting, and reporting. Students cultivate a growth mindset, collaborating on projects and discussions. CCSS-driven Grade 6 education fosters independence, critical analysis, communication, and problem-solving, equipping students for higher grades and beyond.

In English Language Arts, students engage in a more comprehensive study of literature and informational texts. They develop advanced reading and comprehension skills, analyzing themes, characters, and narrative structures. Writing becomes more sophisticated, with an emphasis on crafting well-structured essays, narratives, and research-based pieces. Communication skills expand to include effective speaking and listening, allowing students to articulate ideas clearly and participate confidently in discussions.

In Mathematics, Grade 6 students explore deeper mathematical concepts. They delve into ratios and proportional relationships, understand integers and rational numbers, and tackle expressions and equations. Geometry expands to cover area, surface area, and volume, while statistics and probability introduce them to data analysis and predictions. Problem-solving becomes more complex, encouraging students to apply mathematical principles in real-world contexts.

Social Studies in Grade 6 often delves into geography and history. Students study the cultural, economic, and social aspects of different societies, tracing the evolution of human communities. They analyze primary sources, understand historical timelines, and develop critical perspectives on events and developments. The content is a choice for students, ensuring that the lessons remain interesting and relevant.

In Science, Grade 6 extends scientific inquiry. Students explore many different aspects of sciences. They conduct experiments, gather data, and draw conclusions, honing their observation and analysis skills. Students will learn to write scientific reports and report on findings. The content is a choice for students, ensuring that the lessons remain interesting and relevant.

Across subjects, the emphasis is on building a growth mindset, encouraging students to embrace challenges, learn from mistakes, and persevere. Collaborative skills strengthen as group projects and discussions become more prevalent, fostering teamwork and communication.

Grade 6 learning under the CCSS encourages students to become more independent learners, capable of critical analysis, effective communication, and problem-solving. As they navigate more complex academic content, they develop the skills and mindset needed for success in subsequent grades and beyond.

Grade 7

Aligned with the Common Core State Standards (CCSS), Grade 7 learning signifies a crucial stage of academic growth, where students delve deeper into key subjects to prepare for upcoming challenges. English Language Arts refines analysis of literature and texts, emphasizing

comprehension and advanced writing skills. Math progresses with proportional relationships, rational numbers, geometry, and data analysis. Social Studies explores historical interactions, encouraging critical evaluation of sources and connections between past and present. Science advances with topics like cell structure and forces, fostering hands-on inquiry and practical exploration. Grade 7 emphasizes critical thinking, self-directed learning, and collaboration through complex projects. CCSS-driven Grade 7 education nurtures intellectual curiosity, sophisticated learning approaches, and essential skills for future success.

Grade 7 learning, aligned with the Common Core State Standards (CCSS), represents a significant stage of academic development where students further deepen their understanding and skills across key subjects, preparing them for the challenges ahead.

In English Language Arts, Grade 7 students engage in more intricate analysis of literature and informational texts. They refine their comprehension skills, examining themes, character motivations, and author's craft. Writing becomes more nuanced, encompassing argumentative essays, research papers, and narratives. Effective communication extends to presenting information through multimedia formats.

Mathematics in Grade 7 advances students' mathematical reasoning and problem-solving abilities. They dive into proportional relationships, mastering operations with rational numbers and solving multi-step equations. Geometry delves into angles, area, and volume calculations, while statistics and probability expand to include analyzing data sets and making predictions.

Social Studies in Grade 7 often focuses on history and geography. Students explore the cause and effect of human interactions on the world they live in. They evaluate primary and secondary sources, consider diverse perspectives, and draw connections between past and present.

In Science, Grade 7 delves deeper into scientific principles. Students engage with life, physical, and earth sciences, investigating topics such as cell structure, forces and motion, and geologic processes. Practical experiments and hands-on exploration develop their inquiry and analysis skills.

Throughout Grade 7, emphasis is placed on critical thinking, self-directed learning, and collaboration. Students tackle more complex projects, requiring research, analysis, and presentation. They develop strategies for time management, organization, and adapting to various learning environments.

Grade 7 learning under the CCSS cultivates a deeper intellectual curiosity and a more sophisticated approach to learning. As students navigate intricate content, they enhance their ability to think critically, communicate effectively, and work collaboratively—essential skills that pave the way for success in higher grades and equip them for future academic and personal endeavours

Grade 8

In grade 8, students transition to an online platform to begin formal assessments in English, Maths, History, and Sciences, while incorporating the Common Core State Standards (CCSS). This transition provides a seamless continuation of their academic journey from grade 7, building upon the skills they have developed. The online platform offers a structured environment for students to engage with the CCSS-aligned curriculum.

English Language Arts

In English, students focus on reading comprehension, writing skills, vocabulary development, and effective communication. They analyze literature, write essays, and participate in discussions to deepen their understanding of language and literature. Our curriculum is designed to develop

students' reading, writing, listening, and speaking skills, while fostering critical thinking, analysis, and effective communication. Through a variety of literary genres, informational texts, and real-world applications, students engage in close reading, textual analysis, and interpretation. They learn to articulate their thoughts and ideas through structured writing activities, including narrative, argumentative, and informative essays. Our dedicated teachers facilitate classroom discussions, collaborative projects, and presentations, encouraging students to express their perspectives and engage in meaningful dialogue. By incorporating technology, research skills, and media literacy, we equip students with the tools they need to succeed academically and thrive as effective communicators in a rapidly changing world.

Mathematics

In Maths, students further develop their mathematical abilities by applying concepts from previous grades and tackling more complex problem-solving tasks. They explore algebra, geometry, statistics, and probability, while enhancing their critical thinking and logical reasoning skills. Our curriculum is designed to develop students' fluency in mathematical operations, their ability to reason and solve complex problems, and their understanding of mathematical concepts and applications. Students explore various mathematical domains, including numbers and operations, algebraic thinking, geometry, measurement, and data analysis. Through hands-on activities, problem-solving tasks, and real-world scenarios, students develop critical thinking skills, mathematical reasoning, and the ability to communicate mathematical ideas effectively. Our dedicated teachers provide differentiated instruction to meet the diverse needs of students, promoting both conceptual understanding and procedural fluency. By incorporating technology and promoting mathematical literacy, we prepare students to navigate the challenges of higher-level mathematics and apply their knowledge in practical situations.

History/Social Studies

Through engaging lessons and interactive activities, students explore different time periods, cultures, and societal issues. They develop critical thinking skills as they analyze primary and secondary sources, make connections between past and present events, and evaluate multiple perspectives. Our curriculum emphasizes the development of historical literacy, including the ability to interpret and synthesize information, think critically about cause and effect, and construct well-supported arguments. Students also gain a deeper understanding of civic responsibilities, democratic principles, and global interconnectedness. By studying different societies and their interactions, students become informed and active citizens who can contribute positively to their communities and the world. Our dedicated teachers provide a supportive and inclusive learning environment, fostering students' curiosity and promoting a lifelong love for social studies.

Sciences

In our middle school science and technology program, we align with the Common Core Standards and Benchmarks to provide students with a comprehensive understanding of scientific inquiry, concepts, engineering principles, and technological applications. Through hands-on experiments, investigations, and projects, students develop critical thinking, problem-solving, and engineering design skills. We integrate Fischertechnik, a leading educational construction set, into our curriculum to engage students in engineering challenges and design thinking. Fischertechnik allows students to build and test various mechanical and electrical systems, fostering creativity and problem-solving abilities. Students learn about structural integrity, forces, circuits, and automation, applying their knowledge to design and construct functional models. Our dedicated teachers guide students in exploring engineering principles, encouraging them to think like engineers and find innovative solutions to real-world problems. By incorporating engineering into our science and technology

program, we provide students with practical skills and an appreciation for the role of engineering in shaping our world.

Electives

Grade 8 students have the opportunity to choose two elective subjects that align with their interests and goals. These electives may encompass a wide range of subjects, such as arts, technology, languages, or other specialized areas. This allows students to explore their passions and expand their knowledge beyond the core subjects.

Appendix A – Assessment Policy

Assessment of student learning at The Green School (TGS) involves teachers, students, and parents. The primary purposes of assessment and grading include providing feedback to students for self-assessment and growth and encouraging student progress and self-monitoring of learning. The focus is always on the learning first and not the score or mark.

TGS'S DEFINITION OF ASSESSMENT

Assessment is the continuous process of gathering, analyzing, and interpreting evidence to identify a student's progress towards and attainment of specific learning goals. This allows for students and teachers to make informed decisions that enhance student learning.

CORE BELIEFS ABOUT ASSESSMENT

At TGS, we believe that seven key principles define effective assessment.

- Benefits students
- Involves students
- Supports teaching and learning goals
- Is planned and communicated to the students
- Is suited to the purpose
- Is valid and fair
- Is embedded in the school ethos

STANDARDS-BASED INSTRUCTION AND GRADING

Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards. The purpose of standards-based grading is to identify what a student knows or is able to do in relation to pre-established learning targets, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned or not learned in a specific course.

TYPES OF ASSESSMENTS

Summative assessments summarize what students have learned at the conclusion of an instructional segment. These assessments are designed to assess student learning against specific curricular standards.

Formative assessments occur concurrently with instruction. These ongoing assessments provide specific feedback to teachers and students for the purpose of guiding teaching to improve learning.

External Standardized Assessments are administered to students in grades 8-12. The assessments provide additional data that contributes to the student's academic profile.

COMMUNICATION OF ASSESSMENT

EXPECTATIONS

ECD/Elementary School

Assessment expectations for each grade level are shared with parents through term overviews and rubrics. Teachers explain assessment expectations to students for individual tasks or projects.

Middle School

Assessment expectations for each course are posted on each class's SeeSaw. In addition, teachers provide the students with rubrics before a task so that students have a clear understanding of the target for each task.

High School

Assessment expectations are made clear through syllabi that are viewable on their Learning Management System (LMS). Specific assessment criteria for each task are also provided prior to the assignment of the task.

REPORTING AND COMMUNICATION

TGS is committed to strong home-school communication taking multiple forms as outlined below.

- Progress Reports provide a snapshot of a student's progress. In Middle, and High School, progress reports are sent home at mid-term of Terms 1, 2 and 3. These are not final grades but rather an indication of student achievement and progress at that point in the semester.
- Report Cards provide feedback and grades for an entire Term. These Term grades reflect the student's final level of achievement against a particular set of standards covered throughout the semester.
- Parent-Teacher-Student Conferences take place each Term. If required, students are encouraged to take part as they reflect on their learning.
- Student-Led Conferences may take place once a year when students take the lead in discussing their progress with their parents/guardian.

GRADE DESCRIPTORS AND PROFICIENCY LEVELS

Proficiency levels are based on collective judgments about what students should know and be able to do relative to the body of content reflected in each subject area assessment. Levels of proficiency are essentially the same.

LEVELS OF PROFICIENCY

ECD, ELEMENTARY SCHOOL AND MIDDLE SCHOOL			
4 – MASTERED	3 – PROFICIENT	2 – APPROACHING	NOT ASSESSED
Students demonstrate deep understanding of the assessed standard(s) and are able to creatively apply this understanding to new, authentic situations. They are able to accurately self-assess and reflect on their own learning.	Students independently and consistently demonstrate competence and sound understanding of the standard(s) assessed. With assistance, they can creatively apply this understanding to new, authentic situations.	Students inconsistently demonstrate understanding of the assessed standard(s) and require assistance to reach proficiency. Students have a basic understanding but are not yet able to apply their understanding beyond this basic level. These students will occasionally demonstrate learning at the proficient or beginning levels.	Students was not assessed on this standard due to being on a Independent Learning Plan (ILP) or were absent during that assessment period due to various reasons.

PERCENTAGE	LETTER	GPA*
96,49 to 100	A+	4.3
92,49 to 96,48	A	4.0
89,49 to 92,48	A-	3.7
86,49 to 89,48	B+	3.3
82,49 to 86,48	B	3.0
79,49 to 8,482	B-	2.7
76,49 to 79,48	C+	2.3
72,49 to 76,48	C	2.0
69,49 to 72,48	C-	1.7
66,49 to 69,48	D+	1.3
62,49 to 66,48	D	1.0
59,49 to 62,48	D-	0.7
0 to 58,48	F	0.0

*GPA is the grade point average used for college/university applications.

HIGH SCHOOL GRADING SYSTEM

Academic achievement is assessed solely on a student's achievement against the learning standards. Students may take Advance Placement (AP) courses if they receive + 90 %. A pass is considered to be +70 %.

"The real goal of assessment is to improve student performance, not merely audit it."

Sousa and Tomlinson

Appendix B -Honours Code

At The Green School, we trust that all our students will act in a kind, thoughtful and a safe manner, inside and outside of school. Our HONOUR CODE has been developed with our students to ensure that we as an educational institution maintain core values of integrity, honesty, appreciation of knowledge and learning, behaving as active and independent learners, and acting with responsibility, respect, and courage. THE HONOUR CODE is developed with the understanding that if students engage in academic or personal misconduct, which includes cheating or acting dishonestly in the submission of academic work, or bringing the school's name into disrepute, it can damage both their individual reputations and the reputation of The Green School.

Therefore, I, _____, a member of The Green School Community, agree to act with integrity and fairness in all my academic work and social interactions, as affirmed in the HONOUR CODE below. I understand that I represent a student of The Green School and will conduct myself accordingly. I pledge to:

- Be honest
- Do my own work and avoid plagiarism
- Respect others, including the avoidance of profane and vulgar language
- Obey the law and follow the school rules
- Abstain from alcohol, tobacco and substance abuse
- Observe The Green School's Dress and Grooming Standards
- Be inclusive and avoid discrimination
- Encourage others in my community to comply with the Honour Code

I understand that if I fail to follow this HONOUR CODE by committing academic or personal misconduct, or violating the law, I may face consequences depending on the severity of the misconduct and ranging from a warning to a revocation of an award, suspension and or expulsion from the school.

Student's Signature: _____

Date: _____

Parent/Guardian's Name: _____

Parent/Guardian's Signature: _____

Date: _____

Appendix C – Anti-Bullying Policy

Prevention of bullying

Bullying in and out of schools is a problem that requires joint action by the law, educational institutions, professionals, and parents. Solving this problem is among the greatest challenges faced by educational institutions. This is why a policy has been developed for prevention methods to ward off any form of bullying.

What is bullying?

Bullying can be defined as unwanted, aggressive behaviour among school-aged children that is repeated or has the potential to be repeated, over time. It includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

There are four types of bullying:

- Verbal bullying – saying or writing mean statements.
- Social bullying – damaging someone’s reputation or relationships.
- Physical bullying – hurting a person’s body or possessions.
- Cyberbullying – bullying that takes place using electronic technology.
- Exclusion – excluding students on purpose.

Reporting bullying

We ask that parents and students report any form of bullying to their teachers, which will be investigated further. If bullying is reported, the following procedure will be followed to ensure fair and a thorough evaluation of the situation.

Immediate Action or Response

This would be suggestions of therapists or doctors to be involved. Our reference lists include Charles Clark, Liza-Mari Rawlins, Megan Tucker, and Dr Moray Shirley.

Investigate Bullying

This would include a meeting with students and parents involved.

We will then investigate bullying with the assistance of a professional, such as a therapist that can uncover issues and to report the root cause.

Mediation

Contacting other parents and students involved and discussing a plan forward – whether it be implementation of a programme, therapy, or disciplinary action – depending on the outcome of the investigation.

Re-evaluation

Constant and consistent re-evaluation of the situation will continue with the help of staff and professionals at The Green School.

Prevention

We have worked hard on the prevention of bullying at The Green School and the following has been in place, that is standard in most international schools:

1. Healthy and secure environment

At school, the students are surrounded by teachers who possess knowledge of pedagogy in social and emotional learning. Ensuring that students feel safe and connected in the classroom. Students are observed carefully. *We utilize the Responsive Classroom Approach.*

2. Together with parents against bullying

To prevent any aggressive behaviour among the students, special attention is dedicated to the school's cooperation with the parents. They regularly receive notifications from the school about their child's behaviour and results, and at the first signs of a problem or conflict among the students, the parents are duly informed. They are also invited to inform the school shall they notice any strange behaviour in the child, whether they suspect bullying or another problem they may have noticed. *We ensure constant communication with parents via SeeSaw that reports on unwanted behaviour.*

3. Workshops and building the students' emotional stability.

Workshops on inclusion, tolerance and respect organised by the school's psychologist contribute to creating a climate where bullying is strongly condemned, at the same time building the students' understanding of each individual's needs and respect for differences. This way, the material concerned with the prevention of bullying is integrated into the school curriculum. *We have hosted workshops and presents weekly advisory lessons on emotional stability for High School students.*

Students' safety comes first

Students' safety comes first and mental health issues are a priority – academics can be adapted to a student's needs during these difficult times. It is important to understand that professionals such as therapists and psychologists will be involved in order to ensure the correct advice is given.

Shall an incident occur despite the school's measures, the school's employees will proceed according to the law and professional advice. It must be noted that bullying is in direct conflict with our honours code.

At The Green School, the student's safety and their physical and mental health come first. The methods we use to create a safe environment are constantly being finely tuned in order to be even more efficient and to fully eliminate undesirable situations.

Appendix D – Dress Code and Grooming Standards

The Green School (TGS) recognizes the effect that students' dress and grooming have on student behaviour and commitment to learning. It further recognizes the role of parents in assisting their children in making appropriate choices regarding clothing, accessories, and personal appearance. By allowing students to choose what to wear, we are allowing freedom of expression, development of confidence, and the life skill of dressing for the occasion.

In order to maintain an atmosphere conducive to learning, TGS requires that all students exercise good taste with regard to their personal appearance.

The dress code and grooming standards that should be adhered to by all students is as follows:

1. All students are expected to maintain the highest possible standards of personal hygiene. This includes personal cleanliness, as well as wearing clean clothing.
2. Appropriate shoes must be worn at all times.
3. Pyjamas, slippers, or other nightwear may not be worn to school.
4. No students may wear sunglasses while inside the school buildings (face or head).
5. No students will be allowed to wear clothing or jewellery which displays suggestive slang or inappropriate language.
6. Students will not be allowed to wear torn, frayed, or cut clothing.
7. Students will not be allowed to wear clothing that has offensive language or images printed on it.
8. Students will be allowed to wear shorts, skirts, and dresses of modest length and appropriate material. Silky or mesh athletic shorts, biking shorts, swim or board shorts, cut-offs, or other inappropriate in-length shorts will not be allowed.
9. All shirts, blouses, or dresses should have a non-revealing neckline. No tops cut low in the front, back or side will be allowed. No students will be allowed to wear halter tops, tube tops, or midriffs. Students may not wear transparent tops.
10. Except for normal piercing of the ears and wearing of earrings, wearing of other body piercing items are not allowed by any student.
11. Hair should be clean, neat, and appropriate. The student's hair should not fall into the student's eyes and face when the head is leaned forward and should be tied back should this happen. Facial hair is allowed if it is well trimmed and groomed.
12. Proper undergarments must be worn with all clothing with no substitutes or exceptions.
13. Make-up should be discreet
14. Nails are to be neat and tidy. No very long or false nails – the colour of nails may be natural or subtle colour.
15. If a student chooses not to follow the dress code or grooming standard, the student will first be allowed to fix any error or if not possible, will be sent home.

Student's Name: _____ Parent's Name: _____

Student's Signature: _____ Parent's Signature: _____

Date: _____ Date: _____

Appendix E – Communication Etiquette

Face-to-Face Meeting

During face-to-face meetings, we kindly ask that you adhere to a few guidelines to ensure a productive and respectful interaction. Feel free to greet the teachers and share small pieces of information that might assist your child's day. However, please note that in-depth discussions are best reserved for scheduled meetings. To maintain a conducive environment, we kindly request that you refrain from pulling teachers out of meetings or staff rooms, utilizing communication channels like messages instead. It's important that all interactions remain respectful and appropriate, refraining from any negative discussions about others or the use of inappropriate language.

TGS Email Etiquette Guidelines

TGS values effective communication. Email may be seen as an effective means of communicating. Before using email to communicate, it is important to be aware of the etiquette of electronic communication. The following tips and hints are intended as aids to promote the appropriate and effective use of email. TGS does not allow abusive, disrespectful or slanderous emails.

1. Keep messages brief and to the point:

- Who, what, when, why, where...
- Write only when you have something to say and a reason to say it
- Write to confirm understanding
- Write to create documentation
- Avoid using Reply All unless necessary

2. Keep the content professional/appropriate:

- Write with the same respectful tone you use in verbal communications.
- Exhibit a courteous, conscientious and generally businesslike manner in the content
- Please note that all capital letters in the text may be interpreted as the writer shouting at the reader
- Be careful with humour and sarcasm; the reader cannot hear the tone of your voice nor see the expression on your face

3. Understand your audience and their preferences for receiving email. If you do not know the receiver's preferences or are unsure, ask before sending.

4. Make the "Subject" line informative.

- Put the action required of the receiver on the "Subject" line
- State the subject of the message clearly. Receivers are more likely to read messages they can easily identify and prioritize

5. Put "FYI" at the beginning of the "Subject" line or the message if the email is simply to inform the receiver, no answer is required, and there is no urgency for reading.

6. Limit copies (cc:) to those who are involved and really need to know:

- Do not send to those who you think might want to know or who might be interested
- Do not use cc: as an information service

7. Do you have the sender's permission to forward the email to anyone else?

8. Use of blind copies (Bcc:) when corresponding to classes or sections of the school and when parents or personal email addresses are included.

9. Use the option "Reply All" sparingly and only when there is a need to inform everyone who received the original message. (Remember: It is the message that is important, and it is not a competition to be the first person to mass reply to an email.)

Appendix F – Homework Policy

TGS Learning Beyond School Hours: Core Expectations

At TGS, our primary aim is to create a positive learning experience for children, parents and teachers, one that fosters the belief that meaningful learning happens everywhere.

Homework, when assigned, is intended to support that experience. Homework is purposefully designed to help our students establish effective habits, reinforce skills, and become motivated, self-directed learners, able to leverage all the tools available to them as they build the knowledge, skills and mindsets for success.

We understand that children do not always learn in the same way or at the same pace, and our homework policy is flexible enough to respond to individual needs and course learning requirements. Students participate in and learn from a wide range of self-selected extracurricular activities, and these experiences and family time are crucial to development and growth.

With this in mind, the following key purposes are considered when assigning homework:

- **Habit/Mindset Building:**
 - Foster effective time management and organizational skills.
 - Instill the positive belief that effort leads to growth.
- **Practice:**
 - Reinforce critical content, skills, and strategies taught in school.
- **Preparation:**
 - Set the stage for new learning.
- **Extension/Exploration:**
 - Encourage application and integration of content, skills, and strategies.
 - Allow time for students to engage in inquiry, leveraging their curiosity and passions.

Elementary School Homework Guidelines:

Grade	Reading	Mathematics
K – 1	20 -30 minutes of reading	10 – 15 minutes of Maths Practice on SeeSaw, Revision or IXL
2 – 3	30 - 40 minutes of reading with reading responses	15 - 20 minutes of Maths Practice on SeeSaw, Revision or IXL
4 - 5	40 - 50 minutes of reading with reading responses	20 - 30 minutes of Maths Practice on SeeSaw, Revision or IXL

Teachers may communicate additional homework should it be required and fall within the guidelines.

Middle School Homework Guidelines (Daily):

Grade	Reading	Mathematics
6 - 7	40 - 50 minutes of reading with reading responses	30 minutes of Maths Practice on SeeSaw, Revision or IXL
8	30 minutes of reading and note-taking	30 minutes of Maths Practice on LMS, SeeSaw, Revision or IXL
	Homework is a continuation of the day and students will become independent in the assignment of homework	

Teachers may communicate additional homework should it be required and fall within the guidelines.

High School Homework Guidelines (Daily):

Homework is a continuation of the school day, used to further students' studies or revise. **Homework is THE STUDENT'S RESPONSIBILITY** and not that of parents or teachers. If students choose not to do homework, the logical consequence will be falling behind in progress and spending additional time catching up. Below is the MINIMUM amount required per day:

Grade	9 - 12	
English	30 minutes of Reading for Language Arts (own book or prescribed reading)	Working towards goals of the week and projects to work on
Mathematics	Completion of examples in the textbook, or 10 questions in Chapter Review, or 30 minutes practice on IXL	
Sciences or History	30 minutes of Note-taking in History – including DATES, HEADINGS and DIAGRAMS	
Electives	30 minutes of Note-taking in History – including DATES, HEADINGS and DIAGRAMS	

Teachers may communicate additional homework should it be required and fall within the guidelines.

Homework Club

Homework club is available at an additional cost three times a week. For 1.5 hours after the school day.

Appendix G – Plagiarism and Cheating Policy

Plagiarism occurs when a student presents another person's work, in whole or an essential part of, as his or her own. Plagiarizing someone else's ideas is perceived as stealing their intellectual property. This includes copying in part or whole from any source, literary, artistic, musical, Internet, etc., without acknowledgement of authorship. Whether it is intentional or not, it is taken as a serious matter in any educational institution.

In an effort to prepare all TGS students for the future, the school has established firm guidelines.

To avoid plagiarism, the TGS student will sign an agreement that he/she will make certain to acknowledge the source of any material used which belongs to someone else.

As a guide, the TGS student will agree to the following:

- Exact words from a source must be put in quotation marks and the source acknowledged
- Give credit to the source if a passage is summarized or if a passage is reworded
- Give credit to any ideas, text, pictures, or information taken from the Internet
- Always acknowledge the use of ideas originating with someone else
- Check with the teacher before a paper or project is due if unclear about how to give credit to the source

I, _____, will not allow others to access my work, such as sharing a storage device, email, or provide any opportunity for my work to be copied in whole or part. If I intentionally allow others to access my work and it is submitted as someone else's work, then I acknowledge that I could also be penalized.

I understand that the penalty for plagiarism at The Green School will be a zero for the assignment and a possible referral to the administration for further disciplinary action, including consequences that may result in suspension. The teacher concerned or the administration will contact the parents.

Name: _____

Date: _____

Signature: _____

Appendix H – Technology, Electronic Devices and Cell phone Usage Policy

TECHNOLOGY CODE OF CONDUCT (ACCESS AND USE) Grades 6-12

The Green School actively promotes the appropriate use of technology in education. To ensure that students, staff, parents and other community members can take full advantage of the technologies available, all use of technology must have proper authorization and adhere to the school's code of conduct.

To access and use technology at TGS, this statement must be signed by each student and his/her parent and be kept on file at the school. All use of technology must be in support of and consistent with the purposes of TGS. It is the user's responsibility to keep all inappropriate materials and files, virus-infected media, or other software dangerous to the integrity of the system away from the school's technology. The school expects that students will be positive ambassadors for TGS and will not use email or any aspect of the Internet for content that will be considered inappropriate, offensive, dishonest, threatening, or constitute harassment to any member of the CIS community or to the school.

The school expects that students will not access inappropriate materials. Inappropriate use, materials and/or access include, but are not limited to, plagiarism, pornography, hate mail, chain letters, unauthorized access (hacking), and email messages that initiate false alarms, etc. Social networking, personal downloads, and instant messaging are not allowed. Individuals are responsible for adhering to the laws for copyrighted materials under South African and international law.

Each user shall respect another individual's work, files, passwords and programs. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent others using the school's technology or other networks. Students assume full responsibility for the use of their TGS accounts. The sharing of passwords is strictly forbidden.

Cell phones should be turned off or silenced and placed in a school bag or teacher crate for the day. The use of cell phones is strictly prohibited in the classroom. Students are asked to refrain from using social media during school hours.

The consequences for failure to adhere to the technology code of conduct may result in restriction or complete loss of access to any and all forms of technology or other disciplinary measures deemed appropriate by the school.

Name: _____

Date: _____

Signature: _____

Appendix I – Chain of Communication

The Green School makes use of a clear chain of communication in order to:

Improved communication: A clear chain of communication ensures that everyone knows who they should report to and who is responsible for making decisions. This can help improve communication by providing a clear path for information to flow through the organization.

Streamlined decision-making: With a clear chain of communication, decisions can be made more efficiently as there is a clear process for who has the authority to make decisions. This can help prevent delays and ensure that decisions are made in a timely and effective manner.

Increased efficiency: A clear chain of command can help increase efficiency by reducing duplication of effort and ensuring that everyone is working towards the same goals. This can help ensure that resources are used effectively and that tasks are completed in a timely manner.

Clarity of roles and responsibilities: A clear chain of communication can help clarify roles and responsibilities, ensuring that everyone knows what they are expected to do and who they are accountable to. This can help reduce confusion and conflict within the organization.

We ask that parents adhere to the following chain of communication:

Step 1: Contact Relevant Teacher

- Class Teacher for information
- Sports Coach for information
- STEM/Art Teachers for information

Step 2: If issue is not resolved, contact Heads or Principals

Parents are reminded about communication etiquette. No Whatsapps or calls after hours. Make use of SeeSaw and email

The **Green** School



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