



Scholar & Parent Handbook 2023-2024



**GRAND RAPIDS PUBLIC SCHOOLS
CITY HIGH MIDDLE SCHOOL
SCHOLAR/PARENT HANDBOOK**



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Mission and Beliefs

Mission Statement

Our goal at City is to help scholars develop the tools, skills, and habits of mind to thrive as adults, build flourishing communities, and create a more sustainable future for all the world's inhabitants.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Rationale

Our children are growing up in a rapidly changing, increasingly interconnected, and interdependent world.

Today, we encounter an overabundance of "gaps" that separate our collective ambitions from practical reality. Of particular concern to us at City is the breach between our stated values and aspirations to realize a more sustainable world and the world we are creating with our generally unsustainable actions, lifestyles, and policies.

The entire City community is dedicated to identifying, understanding, and bridging these gaps. We do this with a holistic approach to humanities, science, and technology education grounded in inquiry-based, real-world problem solving. Our curriculum explores how our daily life decisions, practices, and policies have effects-often unplanned and unforeseen-that ripple throughout our community and the world. City is a living, learning laboratory-a microcosm of the world-where we prepare scholars to address these most critical issues and problems facing humanity.

We go beyond studying problems to engaging scholars, teachers, and staff alike in their solutions. As an International Baccalaureate school, we act locally by thinking globally. And, by encouraging cooperation, collaboration, and compassion, our transdisciplinary curriculum engages scholars while maintaining high academic and social expectations. This engagement with solving real-world problems inspires fearlessness, open-mindedness, creativity, and hope. Striving to model ecocultural sustainability in everything we do, we inspire both learning from our mistakes and accountability. We create this learning community at City.

Beliefs Statement

We believe that all scholars can and will learn, will develop their critical thinking skills, will develop the ability to collaborate in a diverse environment, and become caring and open-minded global citizens.

All scholars will graduate from high school, matriculate into post-secondary institutions, and graduate from a post-secondary institution.



Important Thoughts to Remember

Welcome to City High Middle. The beginning of each school year represents an opportunity for you to reflect upon personal goals and expectations. Take the time to chart academic strategies, co-curricular involvement and growth opportunities that will enhance your experiences during your years at City. It is our hope that you will achieve your highest potential in all your endeavors.

As you meet the various challenges of the year, we want you to consider the following...

- **We are what we repeatedly do. Success, therefore, is not an act but a habit.**
It is the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives. Through constant attention to academic preparation, co-curricular involvement and personal development, you can repeat success over the course of the year.
- **Successful preparation for life is a significant challenge and demands a well-developed capacity to be self-directed and self-managing and the ability to negotiate obstacles.**
Learn to plan your time effectively. Accept responsibility for your learning, your decisions, and your actions.
- **Great works are performed not by strength, but by perseverance.**
Establish goals and commit yourself to them with the strength to test your limits and the courage to succeed.
- **The level of school spirit is not determined by what the school gives to you, but by what you give back.**
Show your enthusiasm and support for projects that enhance the quality of life for other members of the school family and community. Give with no strings attached, and you will receive in the same manner.
- **City High Middle is a diverse community. Celebrate what makes us unique.**
Scholars represent a wide spectrum including, but not limited to differences in race, color, sex, religion, national origin, age, ability, etc. In addition, scholars choose to express themselves in different ways; perhaps by the groups that they associate with, the type of clothes that they wear, the type of music they listen to, or the clubs and activities that they participate in. Who scholars are or how they choose to express themselves, should not subject them to ridicule or rejection from others. We expect that you will be tolerant of others who are different from you and be accepting of others within our diverse school community. Our diversity must not separate us; it must bring us together and make us stronger. We have much to learn from each other. Please help us keep City High Middle a welcoming place for all scholars and a safe place for all to learn and grow.

We wish you the very best for a happy and successful school year. We encourage you to give your best effort in everything that you do.

Building Information

City High Middle School

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City High Middle School Schedule

CITY HIGH MIDDLE SCHOOL					
Bell Schedule 2023-2024					
PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Breakfast	7:45-8:00	7:45-8:00	7:45-8:00	7:45-8:00	7:45-8:00
1	8:00-8:49	8:00-8:49	Period 1	Period 2	8:00-8:49
2	8:54-9:43	8:54-9:43	8:00-9:30	8:00-9:30	8:54-9:43
3	9:48-10:37	9:48-10:37	Period 3	Core Advisory	9:48-10:37
4	10:42-11:31	10:42-11:31	9:35-11:05	9:35-11:05	10:42-11:31
Lunch A	11:31-11:56	11:31-11:56	11:05-11:30	11:05-11:30	11:31-11:56
5	A: 12:01-12:51 B: 11:36-12:26	A: 12:01-12:51 B: 11:36-12:26	5A: 11:35-1:05 5B: 11:10-12:40	4A: 11:35-1:05 4B: 11:10-12:40	A: 12:01-12:51 B: 11:36-12:26
Lunch B	12:26-12:51	12:26-12:51	12:40-1:05	12:40-1:05	12:26-12:51
6	12:56-1:46	12:56-1:46	Period 7	Period 6	12:56-1:46
7	1:51-2:41	1:51-2:41	1:10-2:41	1:10-2:41	1:51-2:41

Lunch Schedule by Teacher

CITY HIGH MIDDLE SCHOOL				CITY HIGH MIDDLE SCHOOL			
Lunch Assignments 2023-2024				Lunch Assignments 2023-2024			
Monday, Tuesday, Wedn, Friday (5th hour)				Thursday Only (4th hour)			
A Lunch		B Lunch		A Lunch		B Lunch	
Austin	Mapes	Anderson	VandeGevel	Alexander	S. Jackson	Austin	Martinez
Burchi	S. Jackson	Beckwith	Vanden Heuvel	Anderson	Miller	Mitus	Rizley
Droski	Rizley	Mitus	VanGoor	Beckwith	Schreur	Degenhardt	Sanchez
Emperor	Schreur	Degenhardt	Vecziedins	Brown	Travis	Droski	VandeGevel
Exelby	Snyder	Dominiak	Vermeer	Burchi	VanGoor	Emperor	Vanden Heuvel
Hadley	Travis	Graff	Vogl	Byrnes	Vecziedins	Exelby	Vogl
Hillman	Tu	Jones	Weller	Fillenworth	Vermeer	Hillman	Weller
Wunder	Warren	Muzio	Whittle	Hadley	Williams	Jones	Whittle
	Williams	Sanchez	Wolfe		Wierda	Mapes	Wolfe

Lunch schedules are determined by 5th hour teachers (4th hour on Thursdays). Lunch A is typically grades 7,9, and 11; lunch B will typically be grades 8, 10, and 12.

*Please note it is possible for scholars to be assigned to a different lunch than their grade level as determined by their 5th/4th hour class.

International Baccalaureate

The International Baccalaureate (IB) is a non-profit educational foundation, motivated by its mission, focused on the scholar. IB's educational philosophy serves as the cornerstone of City High Middle's rigorous curriculum. Here at City, we pride ourselves on offering two IB programs, which allows us to expose all scholars 7-12 to the internationally based programs.

The Diploma Programme (DP)

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepare scholars in grades eleven and twelve for success at universities and life beyond. The programme has gained recognition and respect from the world's leading universities.

IB Diploma Programme scholars study six courses at higher level or standard level. Scholars must choose one subject from each of groups 1 to 6, thus ensuring breadth of experience in languages, social studies, the experimental sciences, mathematics, and the arts.



In addition, the programme has three core requirements that are included to broaden the educational experience and challenge scholars to apply their knowledge and understanding.

The Extended Essay is a requirement for scholars to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of Knowledge is a course designed to encourage each scholar to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, Activity, Service requires that scholars actively learn from the experience of doing real tasks beyond the classroom. Scholars can combine all three components or do activities related to each one of them separately.

The Middle Years Programme

The IB Middle Years Programme, for scholars in grades six through ten, provides a framework of academic challenge that encourages scholars to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Scholars are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, scholars also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme.

Assessment is criterion-related, so scholars around the world are measured against pre-specified criteria for each subject group. Teachers set assessment tasks assessed internally in the school. External checks (either moderation or monitoring of assessment by IB examiners) are carried out on this internal assessment to ensure worldwide consistency of standards. For schools that require official IB certification for their scholars, moderation is carried out every year.



IB Learner Profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Economicology

What is Economicology? ...Economicology is the combination of economics and ecology; it is a fundamental basis for achieving sustainability.

Economicology is sustainability-focused education framed through the six E's of Economicology - Economics, Environment, Ecology, Ethics, Empathy, and Education.

Economicology is a sustainability theme through which we view our content and curricula at City High Middle. Economicology exists in multiple facets throughout 6th-12th grade. These various approaches to educating for sustainability through Economicology are as follows:

- The Economicology theme exists within each class throughout the entire school as a lens through which we study the world.
- Economicology incorporates critical thinking, service learning, community partnerships, systems-thinking, and environmental education in a way that promotes a culture of sustainability throughout our learning community.
- The 6th Grade Center for Economicology is a stand-alone school located on our campus which immerses scholars in a curriculum and pedagogy of sustainability and place-based education.
- Guest speakers and themed field trips occur throughout the year alongside service-learning projects and community partnerships
- The Economicology theme is realized through other initiatives such as our scholar run Environmental Club, school-wide recycling, a community garden, sustainable landscape planning, etc.
- The Core Advisory courses are offered as individual required courses in Grades 7-12 and are designed specifically to focus on the IB Core and various aspects of the 6 Es of Economicology.

Economicology is a process and journey of educating for sustainability. Our goal is for scholars to own this ideal and arrive at a place of self-motivation and accountability to our planet and our society through their actions as scholars and citizens.

GRPS Theory of Action

Theory of Action (TOA)

Scholar Statement

Then each and every scholar will feel welcomed and have a sense of belonging in a culturally responsive school community. Scholars will receive high quality instruction, be represented in pedagogy, and curriculum. Our school environments will be ones in which scholars feel socially, physically, and emotionally safe, and be empowered to use their voices to influence their education in order to achieve at high levels and be career and college ready.



Teachers and Support Staff Will:

Leverage relationships with scholars, families, and community stakeholders to cultivate a culturally responsive environment in which scholars feel a sense of belonging and engage high quality learning utilizing a framework connected to research-based practices. Inclusive of scholar voice and agency.

- Create a sense of belonging by building positive, trusting, and collaborative relationships with each and every scholar and colleagues
- Engage and empower parents and community in partners with their scholars' education
- Motivate, inspire, mentor, support, and lead
- Empower scholar voice
- Provide culturally affirming practices for each scholar to create a safe and nurturing environment
- Ensure that all scholars will receive rigorous and grade level curriculum and instruction.
- Use data to plan for instruction and support of the classroom and school community
- Engage with on-going research and current learning strategies
- Prepare scholars for college and career/next level
- Identify, establish, and implement an integrated framework of Social, Emotional, and Behavioral-Health Support

GRPS Rigorous Grade Level Expectations- Essential Ingredients

- ✓ Culturally affirming Instruction
- ✓ Standards-aligned learning targets, unpacked, shared and assessed with scholars
- ✓ Scholar artifacts that illustrate modeling of thinking and ongoing learning
- ✓ Classroom routines- norms and expectations
- ✓ Gradual release of responsibility- I do, We do, You do
- ✓ Timely Checking for Understanding
- ✓ Scholar talk/discourse, norms and expectations

Grading Scale

The grading system at City High-Middle School is based on a 4.0 scale.

District Grading Policy (Percentages)

Percentages	Letter Grade	Content Understanding
100%+	A+ (100%)	Exemplary effort
93-99%	A (96%)	Outstanding level of effort
90-92%	A- (91%)	
87-89%	B+ (88%)	High level of effort
83-86%	B (85%)	
80-82%	B- (81%)	
77-79%	C+ (78%)	Acceptable level of effort
73-76%	C (75%)	
70-72%	C- (71%)	
67-69%	D+ (68%)	Minimal level of effort
63-66%	D (65%)	
60-62%	D- (61%)	
0-59%	E (50%)	Did not take advantage of makeup opportunities.
	I (Incomplete)	Extenuating circumstances did not allow for completion of the work

City's IB MYP Scale

Percentage	Percent in Gradebook	IB Rubric	Letter Grade	Content Understanding
100%+	100%	8	A+	Exemplary effort
93-99%			A	Outstanding level of effort
90-92%	92%	7	A-	
87-89%	89%	6	B+	High level of effort
83-86%			B	
80-82%	82%	5	B-	
77-79%			C+	Acceptable level of effort
73-76%	76%	4	C	
70-72%	72%	3	C-	
67-69%	69%	2	D+	Minimal level of effort
63-66%			D	
60-62%	62%	1	D-	
0-59%	50%	0	E	Did not take advantage of makeup opportunities.
			I	(Incomplete) Extenuating circumstances did not allow for completion of the work



City High Middle School Six-Year Plan

English	MYP English 7	MYP English 8	MYP English 9	MYP English 10	DP English 11 Language A: Language and Literature	DP English 12 Language A: Literature
Social Studies	MYP Geography/ History 7	MYP History 8	MYP History 9	MYP History 10	DP History 11 DP Global Politics 11	DP History 12 DP Global Politics 12
Math	MYP Honors Math 7	MYP Algebra	MYP Geometry	MYP Algebra 2	DP Math AA 11 DP Math AI 11	DP Math AA 12 DP Math AI 12
Sciences	MYP Physical/Earth Science	MYP Biology	MYP Physics	MYP Chemistry	DP Chemistry 11 DP Biology 11 DP Physics 11 DP ESS 11	DP Chemistry 12 DP Physics 12 DP Biology 12 DP ESS 12
World Language	MYP Language B (Chinese I, Spanish I or French I)	MYP Language B (Chinese II, Spanish II or French II)	MYP Language B (Chinese III, Spanish III, or French III)	MYP Language B (Chinese IV, Spanish IV, or French IV)	DP Language B (Chinese V, Spanish V, or French V)	DP Language B (Chinese VI, Spanish VI, or French VI)
Health	N/A	N/A	Health (One Semester)	N/A	N/A	N/A
International Baccalaureate	N/A	N/A	N/A	N/A	DP Theory of Knowledge (Second Semester)	DP Theory of Knowledge (First Semester)
PE/ Government/ Economics	MYP PE 7 (One Semester)	MYP PE 8 (One Semester)	MYP Team Sports (One Semester)	Economics (One Semester)	Collegiate Academic Transitions (One Semester)	Government (One Semester)
Performing Arts/Elective	MYP Band or MYP Orchestra or MYP Choir (One Semester)	MYP Band or MYP Orchestra or MYP Choir OR MYP Art 8	MYP Band or MYP Orchestra or MYP Choir OR MYP Art 1 & 2	MYP Band or MYP Orchestra or MYP Choir OR MYP Art 3 & 4	DP Music DP Visual Arts DP Psychology DP Film Studies	DP Music DP Visual Arts DP Psychology DP Film Studies
Arts	MYP Art 7 (One Semester)					
Technology	MYP Business Tech 1 (One Semester)	MYP Business Tech 2 (One Semester)	N/A	MYP Digital Media (One Semester)	N/A	N/A

7th

8th

9th

10th

11th

12th

Additional Diploma Program Requirements (11th - 12th)

IB Theory of Knowledge

Credits: 1.0

Duration: 2 semesters

Theory of knowledge (TOK) plays a special role in the International Baccalaureate Diploma Programme, by providing an opportunity for scholars to reflect on the nature of knowledge, and on how we know what we claim to know.

How is TOK structured?

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions.

The most central of these is "How do we know?" while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, scholars gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

What is the significance of TOK?

TOK aims to make scholars aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers scholars and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, TOK prompts scholars to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.

TOK also provides coherence for the scholar, by linking academic subject areas as well as transcending them.

It therefore demonstrates the ways in which the scholar can apply their knowledge with greater awareness and credibility.

CAS (Creativity, Activity, Service)

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend scholars' personal and interpersonal learning from the PYP and MYP.

CAS is organized around the three strands of **creativity**, **activity** and **service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

As a shining beacon of our values, CAS enables scholars to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Scholars develop skills, attitudes and dispositions through a variety of individual and group experiences that provide scholars with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination**, **collaboration**, **accomplishment**, and **enjoyment**.

CAS Expectations

All CAS scholars are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for scholar reflections; it is not formally assessed.

Completion of CAS is based on scholar achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, scholars provide the school with evidence demonstrating achievement of each learning outcome.

Scholars engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, scholars undertake a **CAS project** of at least one month's duration that challenges scholars to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands

There are three formal documented **interviews** scholars must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme

CAS Hours Completion

Scholars are expected to complete hours on a monthly basis. DP Scholars will complete 8-10 hours each month of the academic school year; (72-90 hours completed throughout the school year, spanning the areas of Creativity, Activity, and Service).

CAS Checkpoints

Completion of hours will be reviewed the first Thursday of every month with the exception of September.

In regard to social activities at City, scholars will be expected to have fulfilled the minimum requirement of 8 hours all months prior to the event.

Extended Essay

The 4,000-word extended essay is an intrinsic part of the IB diploma. It is an in-depth study of a limited topic within a subject area. Its purpose is to provide candidates with an opportunity to engage in independent research. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and the information in a logical and coherent manner, and on the overall presentation of the extended essay in compliance with these guidelines.

Additional Middle Years Program Requirements (6th-10th)

CAS (Creativity, Activity, Service)

The emphasis of CAS is on experiential learning. Scholars are required to complete and document hours in each of the three CAS areas.

Creativity in CAS provides scholars with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the scholar's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Scholars are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

Activity in CAS is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Scholars are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

Service CAS strand is for scholars to understand their capacity to make a meaningful contribution to their community and society. Through service, scholars develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting scholars' self-awareness, offering diverse occasions for interactions and experiences and opportunities for international mindedness. Use of the CAS stages in developing a service experience is recommended for best practice. Scholars will have to complete hours in each area:

- Grade six scholars – 5 hours Creativity, 5 hours Action, and 5 hours of Service

- Grade seven scholars – 5 hours Creativity, 5 hours Action, and 5 hours of Service
- Grade eight scholars – 10 hours Creativity, 10 hours Action, and 10 hours of Service
- Grade nine scholars – 15 hours Creativity, 15 hours Action, and 15 hours of Service
- Grade ten scholars – 20 hours Creativity, 20 hours Action, and 20 hours of Service

CAS DEADLINES:

Scholars are expected to meet three deadlines throughout the school year. These deadlines will facilitate the turning in of their hours and allow our CAS staff to make sure scholars are on target for completion of their hours for the year. CAS hours are to be submitted via [chmsib.com](https://www.chmsib.com) during the appropriate time periods and will not be accepted after the due dates. Each due date will require scholars to have a third of their hours completed during that time period. Scholars must meet the CAS requirements to participate in social events (both during and after school) including, but not limited to field day, spirit week, homecoming week, dances, etc.

The deadlines are as follows:

1. 2nd Friday in October: One third of hours, including all summer hours are due (2nd Friday in May-2nd Friday in October)
2. 1st Friday in February: Two thirds of hours are due (2nd Friday in October-1st Friday in February)
3. Final Due Date- 2nd Friday in May: All hours are due (1st Friday in February-2nd Friday in May)

After the final deadline in May scholars may begin their CAS hours for the following school year, if and only if, they have completed their hours for the current school year. If scholars do not meet their yearly CAS requirements the incomplete hours will carry over to the following school year and will be in addition to that year's requirements. We ask that scholars wait to begin submitting hours for the next school year until July 1.

If CAS hours are not completed in full by the end of 10th grade, a CAS plan will be provided to the scholars, laying out how they will complete their hours in the June prior to their 11th grade year.

CAS hours may not be completed during instructional time. These hours must be scheduled and completed outside the school day. Hours that take place during the school day, unless scheduled by a classroom teacher, will not be accepted.

CAS hours may be submitted electronically, by scholars, on the City IB website:

<https://www.chmsib.com> Each scholar is provided a GRPS Google email account and should login to the CAS hour submission site with the email User ID and password.

City High Middle School Supports



SCHOLAR ASSISTANCE

Scholar Assistance Program

Philosophical Basis: Any scholar can become a risk for academic and personal difficulties due to major life changes (e.g. death in the family, parental divorce) or personal circumstance. Parents and scholars have the responsibility to provide the school with information that may be useful in assisting scholars to understand and cope with their situation.

The school has the responsibility to provide educational and support programs as it deems necessary under applicable circumstances to scholars and to inform scholars of these programs and the services of outside agencies.

Counseling Office

What is a School Counselor?

School counselors are vital members of the education team. They help all scholars in the areas of academic achievement, personal/social development and career development; ensuring today's scholars become the productive, well-adjusted adults of tomorrow. The counselor is an educator who delivers a comprehensive guidance program in the school as recommended by the American School Counselor Association.

Why Contact a School Counselor?

To assist a scholar with:

- Transition to a new school
- Registration process and orientation
- Academic achievement concerns post-secondary plans (college, technical schools, financial aid)
- Standardized test interpretation
- Special personal needs of scholars
- Crisis situations
- Family transitions (i.e. death, divorce, re-marriage, new sibling, etc.)

What does an Emotional Health Support Provider do?

Good emotional health care is essential to a scholar's success at school and in life. An emotional health support person can help identify unmet mental health challenges that are influencing the social and emotional well-being of a scholar and adversely impacting academic and behavioral outcomes. Prevention, intervention and positive self-development are the effective work of an Emotional Health Support Provider.

What is a Youth Advocate?

A youth advocate provides another layer of academic and social support for scholars. They help scholars achieve goals by coordinating afterschool tutoring assistance and by providing a caring environment where scholars learn how to connect with peers, nurture good influences and recognize positive role models.

Parental Involvement and communication

City High Middle School PTSA

We welcome you to a wonderful school with an impressive history of success for scholars in the GRPS. One reason for this success is the ongoing relationships between parents, teachers, scholars, and staff, all of whom continually work to deliver what is needed to make our school meet and exceed expectations. Please visit <http://www.cityptsa.com/> for more information.

As our name implies, the City High Middle Parent Teacher Student Association (PTSA) exists to foster these important relationships. We offer or support a great many activities and programs for our school.

School Email Communications

School communications and weekly announcements are regularly sent to parents through email. Please provide a current email address in Synergy when you register your scholar so that you are included in email correspondence. For any email updates that you may need assistance with, please contact our head secretary, Alesia Albin (AlbinA@grps.org).

Volunteer and Community Services

Parent and community involvement play a critical role in the academic growth and achievement of scholars. Research proves that scholars and schools that enjoy high levels of parental involvement and community engagement are higher performing. GRPS encourages all parents to be engaged in their child's education and numerous opportunities are available for both parents and community volunteers/organizations to get involved.

To fill out the volunteer application for Grand Rapids Public Schools or for more information please visit: <http://grps.org/volunteer>

Athletics

Grand Rapids Public Schools will create educational opportunities and experiences, through athletics, that will enhance scholar achievement, scholar development and school culture. Grand Rapids Public Schools is working to develop the lower level programs through collaboration. City High Middle offers a middle school athletics program. In grades 6-8, our focus is:

- Activities that encourage movement
- Identify scholars that display “standout” abilities/interest
- Conversations with parents
- Connect scholar with programs/activities that match abilities/interests
- Monitor scholar progress
- Organize team play with instruction (skill development) and recreation (play time)
- Involve competitive team play
- Prepare scholars for the next level of competition

City Middle Sports Offerings:

Fall Sports: Sept to Nov

Boys- soccer, football, cross country

Girls- volleyball, cross country
Winter I: Nov to Feb
Boys- basketball, swimming
Girls- cheerleading, swimming
Winter II: Feb to April
Boys- wrestling, bowling
Girls- basketball, bowling
Spring: April to June
Boys- track, baseball
Girls- track, softball, soccer

In grades 9-12, our scholars to play for one of our two comprehensive high schools Union High School or Ottawa Hills High School. Scholars will determine which school they will play for during their first year participating in high school athletics. Once the school is chosen, scholars will continue to compete for that program throughout the duration of their years participating in athletics.

Scholar Activities

Scholar activity involvement is one sure way for a scholar to enhance their middle and high school experience. Being involved is a positive way for scholars to develop social skills, make a difference in the local community, and meet new people. Additionally, involvement in school-sponsored functions is a safe way to have good wholesome fun.

Studies have shown that the top three indicators of success in college, and later in life, are grades in school, attendance and extracurricular scholar activities. At City, there is something for everyone's interests. If scholars do not like what they see, they should consider it a challenge to start something new.

Many activities at the district level are also open to the scholar body. Some of the various offerings at City High Middle School are listed below, while others will be announced during the school year. The Grand Rapids Public Schools believes in the importance of scholar involvement.

Additional Scholar Organizations

Ambassadors

Ambassadors give interested families a tour of the school, welcome guests to events, are a point of contact for any scholar with a question and assist guest speakers. This group is looking for scholars who have a welcoming, professional demeanor, a flair for making people feel at home, are comfortable answering questions, and are knowledgeable about the school.

Scholars receive CAS hours for events outside of the school day, excellent experience for their resume, and tremendous skills they will take into their work and social lives. Requirements are three family tours and assisting at two after school events per year. Applications are available in the counseling office.

Scholar Government

Political opportunities exist in each of the high school and middle school classes as each has its own scholar government. Officers are typically: the president, vice-president, treasurer, secretary and each grade has three class representatives. These officers are elected in May and any scholars interested in running must have a nomination signed by at least two teachers, create hall posters, if desired, and prepare a speech explaining why the class should vote for them. The scholar government is available to make class activities work. They run fundraisers, class dances and activities, and help with plans for the class trip or other class functions.

National Honor Society

National Honor Society is available for scholars who excel academically. Requirements for membership include a minimum of a 3.6 cumulative grade point average (this year to date on report card) with no more than two fours or fives in social habits for a semester. In order to remain a member, a scholar must maintain at least a 3.3 GPA. There are two Honor Society meetings a year. Those in Honor Society are responsible for charitable activities. The members are also required to tutor scholars who may need a little extra help in a given subject. New members are inducted in the spring of each year.

Theatre

City High Middle School produces at least one full length musical every school year, and sometimes one additional play. The productions are scholar focused with the cast, orchestra pit and tech crew. There are many opportunities for scholars to fulfill their CAS hour requirements for IB. To be in the cast, scholars must audition with the directors and commit to the after-school rehearsal schedule. The scholars wanting to be in the orchestra pit or on the tech crew must be approved by the directors and commit to an after-school rehearsal schedule. There are multiple performances put on for our community for each production. With each production there are also numerous opportunities for parent and family volunteers.

City High Middle School Clubs

There are many after school clubs offered to scholars to engage in a full extracurricular life at City. Many of our clubs are scholar-initiated and can change from year to year. As an example, the scholar-initiated club list from the 2022-2023 school year has been added as an Appendix. It is important to understand that while all these clubs were active over the last school year, each year brings a new opportunity to either continue or create. City also has a list of school initiated clubs that run year to year and can be found listed below.

School Initiated Clubs

E-Club

E-Club scholars take on some of the recycling and composting activities at City and are responsible for much of the Earth Month activities. Scholars also work with GRPS Building and Grounds to install native plants into the landscape.

Speech and Debate

City offers multiple activities for those scholars interested in debating, speaking, or performing. Each program has its own appeal and time requirements – there's a place for everyone. Scholars can choose from:

- **Forensics** (MS, HS) The focus is on individual performance and speaking. There are twelve separate events from drama to impromptu speaking.
- **Model UN** (MS, HS) Scholars take on the role of a country as they solve international problems.
- **Public Forum Debate** (MS) A two-person debate focused on current issues.
- **Legislative Debate** (HS) A group-style debate. Scholars follow parliamentary procedure as they consider national issues.
- **Policy Debate** (HS) The classic and most demanding form of debate.

Ski Club

The Ski Club offers the opportunity for scholars who enjoy skiing, snowboarding, or want to learn, to take advantage of discount passes at Cannonsburg Ski Resort. Discounted lift passes and rental equipment are available for members of the club. If you are interested in ski club, look for announcements in early November or contact Danielle Ralston (RalstonD@grps.org)

Yearbook

Yearbook Club is an excellent opportunity for scholars to work together to capture events of the school year and provide peers with a lasting memento that will bring cherished memories to life for years to come. In this club, scholars work together to take pictures, write captions and learn the many processes required to publish the annual yearbook. It is a unique opportunity for scholars to practice teamwork and acquire the skills necessary to successfully produce a comprehensive publication.

How to Start a Club:

- At City High Middle, clubs are an important extension of our school culture which explore, expand and enhance the unique interests of our scholars. A club is an association of persons dedicated to an interest or activity for purposes of a

social, literary, or political nature. If interested in starting a club at City High Middle, fill out a [club application](#).

- club name.
- club description
- name of the adult club leader (must be a staff member or an approved volunteer).
- space or equipment required, and how these resources will be secured.
- frequency of club meetings (dates and times).
- targeted grade levels
- contact information of the person submitting the request.

Once approved, the club sponsor needs to submit a building use form, available from the secretary. When the building use form is authorized, the club is established!

City High Middle Procedures, Rules and Regulations

Criteria for Continued Enrollment

Middle Years Programme Scholars (Grades 7-10): City High Middle School requires scholars to remain in academic good standing. Scholars who fail a minimum of three classes will have to meet the requirements of an Academic Success Plan. Academic Success Plans give City Scholars the opportunity to reflect and learn strategies that support academic progress. Success plans are a one semester process that offer check ins and supports in the effort to get scholars back on track, so that they may continue at City. Scholars that do not meet the conditions of the Success Plan at the end of the academic semester, will be counseled in transitioning into another educational program that better meets their needs.

Please note that failed courses that are a graduation requirement, must be made up to recoup the credit. City's schedule does not have flexibility to allow for classes to be taken again during the school year in most cases. Scholars that fail and are not on track for graduation, may be asked to look at other programs to ensure they can recoup credit and graduate on time.

Diploma Programme Scholars (Grades 11-12): The International Baccalaureate Organization requires that the school ensure all IB Diploma candidates remain in good standing. The Diploma Programme is an all honors curriculum, which requires scholars to be passing all classes to be considered in good standing.

Failure in one DP course will result in a review process regarding the scholar's future enrollment at City High Middle School with possibility of movement to a non-IB program. If it is decided that a scholar will continue at City High Middle, the scholar will be on an Academic Success Plan.

Criteria for Participation in City's Graduation Ceremony

To participate in City High's graduation ceremony, all scholars must complete the mandatory requirements as set forth by IB:

- Completion of CAS hours over 2 years (11th and 12th Grade)

- Completion and submission of the Extended Essay
- Passing Grade in Theory of Knowledge (D or higher)
- Submission of all Internal Assessments and External Assessments
- Attendance at all IB exams for registered subjects

Assessment Policy

Principles of assessment

City High Middle School recognizes that teaching, learning and assessment are interdependent.

Our scholars:

- have individual and unique learning styles
- have a wide variety of cultural backgrounds, experiences, expectations and needs
- vary their approaches to learning
- need to know their strengths and areas to improve throughout their learning
- will receive constructive feedback
- take an active and reflective role in self assessment and peer assessment

In the curriculum and instructional process, assessment:

- is an integral part of the planning/assessment/reporting cycle
- should be both formative and summative
- will be authentic in nature
- facilitates progress of scholar learning and achievement
- defines effective teaching
- informs curriculum and assessment
- is presented in many forms to demonstrate scholar understanding
- should be rigorous, relevant, and motivating to scholars

The school community expects:

- feedback to parents and stakeholders, as appropriate
- transmission of relevant data to receiving educational institutions
- evaluation and appraisal of a broad range of concepts, knowledge, and skills appropriate to an internationally-minded and increasingly interconnected world

Why do we assess?

City High Middle School assesses in order to:

- enhance the learning of all scholars
- monitor the progress of individual scholar learning and achievement
- determine the effectiveness of teaching
- inform curriculum review
- evaluate validity of courses

How do we assess?

We assess by **gathering evidence & information** from the following sources:

- the scholar
- ongoing formative teacher assessment
- summative teacher assessments
- previous formative and summative records
- parent feedback (through parent conferences)
- conversations with other faculty

Assessment occurs on a daily basis. A variety of assessments demonstrate that scholars learn in different ways, at different rates, and at different times. The result of assessment is considered a critical element that influences teacher decision-making and facilitates scholar learning.

Assessment criteria

Scholars are assessed through a standard 4.0 grading scale. Scholar assessments are returned to scholars in a timely manner with grades and feedback. Scholar assessment data is stored using Synergy, a data management system used by Grand Rapids Public Schools.

School staff will communicate course-specific grading procedures in writing to scholars and parents/guardians at the beginning of each school year (or semester). The gradebook distribution is reflective of the district policy which states:

- District/Common Assessments 40%
MYP- Summative Assessments that are evaluated based on the corresponding MYP criterion for each subject area.
DP- Summative Assessments that are directly linked to skill needs on IB required assessments (ie. Internal and External Assessments for each subject area).
- Teacher Created Assessments 30%
- Classwork/Homework 20%
- Participation/Engagement 10%

Teachers will be expected to clearly denote the IB Assessment scores in their gradebook, so scholars and families can track their progress and growth in all DP classes. Teachers will create a system for communicating areas of deficit with scholars in order to better prepare them for final submissions of DP Assessments.

Teachers will understand and use the Assessment criteria for their subject areas to support instruction and scholar learning. Teachers will use assessment feedback that is purchased through Category 2 Enquiry Upon Results, as well as colleagues within their subject areas to help standardize the use of rubrics within the building and in accordance with externally assessed materials from an external examiner. Teachers will also be granted a total of four scheduled planning/grading days. A minimum of two days are required to be taken as full departments in order to scaffold learning throughout the grade levels.

Formative and Summative Assessments will be scheduled at the discretion of the classroom teacher, but will focus on both the application of Approaches to Learning as well as specific content based knowledge.

Teachers are expected to use the City Google Assignment calendars for organizational purposes and in order to adhere to and support our mission of no more than two major assignments or assessments on any given day.

Assessment Retakes

District/Common Assessments are designed to allow a scholar to demonstrate mastery of both content and skills. Scholars are able to seek out teachers if mastery has not been demonstrated on an assessment and the scholar would like a second attempt at demonstrating mastery. The highest marks awarded for an assessment, despite if it is the first or second attempt will be the marks entered into gradebook. This will allow scholars' grades to reflect the most accurate demonstration of performance within the classroom.

Assessment Handed in Late

Late work will be graded at the teacher's discretion.

Clear guidelines will be given to the scholar at the beginning of the school year.

Assessment Missed Due to Absence

Absences disrupt the continuity of instruction, learning, and the benefit of regular classroom instruction. The entire process of education requires continuity of instruction, classroom participation, meaningful learning experiences, and study, in order to attain the maximum educational benefit for each individual scholar. When a scholar has an excused absence, parents and guardians can request homework, but must allow twenty-four hours for the teacher to prepare the work. Scholars are expected to submit work after an absence the next time the class meets. Scholars will also have an additional class period to complete assignments that were given during the absence. If scholars missed an unannounced quiz or examination, they will be excused from the in-class assessment. If a scholar misses an announced or planned examination or quiz, the scholar will need to schedule a time to make up the examination.

Academic Honesty and Integrity Policy

(Supplemented by: A Principled Approach to Academic Integrity- ibo.org)

Academic honesty is an extension of and a reflection of the **IB Learner Profile** and several traits that include principled, knowledgeable and reflective, in addition to others. To practice academic honesty is to engage in academic pursuit in a truly authentic manner.

Academic integrity is the responsibility of all parties involved in the scholar's education, including the scholars, teachers, administrators and parents. It is important that our teachers communicate to scholars the importance of academic honesty and integrity for very positive reasons.

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work. It is an obligation which must be embraced and fostered by the entire school community, so scholars continue their future life, whether in higher education or in the workplace, in strict

adherence to this principle. Fostering an academic integrity culture, and a personal positive attitude towards it, requires the design of a school strategy that combines policies and good academic practice, while understanding the fundamental dimension it has in the authentic construction of meaning and learning in all IB programmes.

The guiding principle of academic integrity can be seen as built up from a number of simpler concepts in education. Expectations should be clearly communicated and modelled at an age-appropriate level so that all IB scholars understand:

- their responsibility for producing authentic and genuine individual and group work
- how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media
- how to observe and adhere to ethical and honest practice during examinations.

City High Middle has a strong commitment to both academic and ethical education. Academic honesty is seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

Academic Malpractice Definitions:

Academic misconduct is defined by the IBO as, “behavior that results in, or may result in, the scholar or any other scholar gaining an unfair advantage (or a behavior that disadvantages other scholars) in one or more assessment components.”

The IBO, includes in its definition of malpractice the following categories and definitions:

Plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it as one’s own.

Peer Plagiarism: copying work from another scholar/candidate; lending or providing one’s own work to another scholar/candidate for use.

Collusions: supporting malpractice by another candidate, as in allowing your work to be copied or submitted for assessments by another candidates

Commissioned Work: submitting work that was commissioned, edited by, or obtained from a third party

Duplication of work: presentation of the same work for different assessment components or curriculum requirements.

Misconduct during an examination: including the possession of unauthorized materials during an assessment or exam, communicating with another scholar without teacher permission or having unapproved scholar aides, using cheat notes or stealing tests, etc.

Dishonest reporting: creating or altering data or signatures; collecting information in an inappropriate manner including the falsification of any records such as grades, personal project, or CAS records

Falsification of Data: providing false or misleading information

Inclusion of Inappropriate Material: including material within a submission that is inappropriate, obscene, or offensive

***Important Addition regarding the use of AI Generators:**

The IB believes that artificial intelligence (AI) technology will become part of our everyday lives—like spell checkers, translation software and calculators. We, therefore, need to adapt and transform our educational programmes and assessment practices so that scholars can use these new AI tools ethically and effectively. The IB is not going to ban the use of such software but will work with schools to help them support their scholars on how to use these tools ethically in line with our principles of academic integrity.

Scholars should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography.

Scholar Responsibilities:

Scholars at City are expected:

- To ensure the integrity of all work and to understand what constitutes an offense against academic honesty. Scholars need to have a vested interest in the class and demonstrate this through active participation.
 - Citations: Whenever using work, words, ideas, pictures, information or anything produced by someone else, scholars will cite the original creator instead of submitting it as one's own work. Scholars should acknowledge all sources using any citation when writing assignment. Paraphrased ideas of another person should be acknowledged.
 - Original work: All work submitted must be original work including: words, ideas, pictures, information or anything else produced by the submitter or must follow proper citation guidelines. Scholar assessments should all be the scholar's original work. Scholars will review all work before submission to check that all sources have been acknowledged.
 - Collaboration: The names of all collaborators need to be written on the assignment and/or a rubric of the division of work needs to be completed by each collaborator to ensure equal and fair collaboration.
 - Technology: Technology should be used as a tool and/or reference resource at approved times in an appropriate manner.

Parent Responsibilities:

Parents at City are expected:

- To understand the rules and expectations of the IBO and City's academic honesty policy, including the consequences of academic malpractice
- To reinforce the value, expectations and practice of academic honesty to their scholars

Acts of Misconduct/Disciplinary Action

When a City scholar acts in a manner that reflects academic malpractice in a class, the teacher will begin the process of investigation to determine the manner and extent of the malpractice. If the teacher finds that a scholar is in fact guilty of academic malpractice, the teacher will complete a Behavior Report. Following the submission of the report, the main office will determine the offense level and the steps below will be followed.

1st Offense

1. Scholar meets with teacher
2. Parent/Guardian contact is made by the teacher
3. An E is awarded for the assignment/test; or a mutually agreed upon alternative is reached between the teacher, scholar and parent

2nd Offense

1. Scholar meets with administrator
2. Parent/Guardian contact is made by the administrator
3. An E is awarded for the assignment/test
4. Scholar will serve a one day out of school suspension and a one day in school suspension in which they participate in restorative activities to address the offense

3rd Offense

1. Scholar and parent/guardian meet with administrator
2. Scholar is no longer able to continue in the IB program and will transition into a non-IB program at another GRPS building.

The accumulation of offenses are for the scholar's entire career at City High Middle. All offenses are logged and kept on file with the City High Middle Administrative Team. It is important to understand that while we recognize the missteps of scholars as an opportunity for growth, we must also uphold the expectations for high standards and academic integrity as set forth by the IB and agreed upon by the City community.

Homework free weekends – Major Assignment Protocol

Rationale

Scholars who are refreshed and enthusiastic have a better attitude toward learning and a greater capacity for creativity. Homework Free Weekends were implemented to provide scholars with a break from the demands of our school's curriculum. The "no more than two assessments or

major assignments on the same day” protocol was implemented to allow scholars sufficient time to achieve to their fullest potential.

Protocol Summary

Scholars are not to be assigned homework which will require them to work over a homework free weekend. This protocol includes the situations detailed below:

1. Assignments requiring preparation cannot be scheduled for a given hour’s first class period back from a homework free weekend. This also applies to essays or projects that have not been assigned at least one week prior. This does not include practice IB exams.
2. The homework prohibition agreement includes class work given the class period prior to the weekend unless the class time was sufficient to complete the assignment. In the same vein, assigning “unofficial” homework or materials necessary for a test/quiz on the next class period is not acceptable.
3. Even if teachers find their plans impacted by absences, vacations, assemblies, etc., they should not impose homework on a Homework Free Weekend.
4. Scholars may still choose to work on assignments during a Homework Free Weekend and may turn them in following a Homework Free Weekend. This applies to the original assignments/due dates, and late work at the discretion of the teacher.
5. It is important to avoid a widespread shift of work to the Tuesday, or day, following a Homework Free Weekend or another overload problem is created.

Tests and Major Assignments

Teachers are required to schedule assessments/major assignments so that there are no more than two due on any given day. This includes any assessment which requires studying/pre-work at home the night before.

Assignment Calendar

Teachers will load relevant major assignments/assessments on to assignment calendar located at www.chmsib.com for scholars to access as needed. Grade levels utilize color coded format to identify overlap or scheduling conflicts.

Possible Concerns

When either the “Homework Free Weekend” protocol or “no more than two tests/major assignments” protocol is being conflicted, the *first action is for scholar to discuss it with teacher*. If no solution is found, please bring the situation to the attention of Mrs. Jackson or Mrs. VanderVliet.

Attendance

Grand Rapids Public Schools welcomes all scholars to be at school every day on time! Attending school on-time, every day will give your scholar the best chance of graduating from high school.

Michigan law requires parents to send their children aged six (6) to sixteen (16) to school during the entire school year, except under limited circumstances.

All scholars who are unable to attend school or a class should arrange with their teachers to make up any missed work. All missing work must be made up within the marking period in which the absence occurred. If there are extenuating circumstances, a scholar may be given additional time to complete the work at the Principal's discretion.

WHAT ARE EXCUSED ABSENCES?

There are a number of reasons why scholars miss school. You can contact the school office regarding the reason for the absence. Absences shall be excused by the Principal (or designee) for the reasons indicated below (absences for any other reason shall be considered unexcused):

1. Illness, injury, or quarantine of the scholar
2. Serious illness of a family member
3. Death in the scholar's immediate family (close friend or relative)
4. Dental or medical services
5. Appearance in Juvenile Court or Court-ordered appearances
6. Observance of a holiday or ceremony for scholar's religion
7. Family emergencies
8. Weather related absences "snow days" excused at district level
9. Pre-arranged excused absences for scholar participation in approved non-school competitions and performance activities
10. College visits
11. Reasons authorized by the principal or designee

Absences due to school-related activities, homebound/hospitalization, suspension, or district authorized closures will not be counted towards the scholar's total absences.

SUPPORTING SCHOLARS:

A conference with the parent/caregiver, scholar and school staff may be needed to create a plan, so your scholar does not fall behind academically.

WHAT IS TRUANCY?

Truancy refers to unexcused absences. If a scholar becomes truant (unexcused), the school district will partner with parents/caregivers to promote school attendance so all scholars can achieve their fullest potential. Examples of unexcused absences are listed below.

EXAMPLES OF UNEXCUSED ABSENCES:

- Arriving 26 minutes or later to a class, or more than 60 minutes for block schedule classes, unless there is a verifiable and unavoidable personal emergency
- Leaving school without advance written permission
- Skipping class
- Parent/Caregiver has not called to excuse an absence within twenty-four (24) hours of the scholar's return to school
- Absences for reasons that are not accepted by the Principal (or designee)

TARDINESS AND EARLY DISMISSALS

Grand Rapids Public Schools welcomes all scholars to be at school every day on time! Attending school on-time, every day will give your scholar the best chance of graduating from high school.

- If a scholar arrives late by 25 minutes or less to class, then the scholar is considered tardy
- If a scholar arrives late by 26 minutes or more to a traditional class, the scholar is considered absent
- If a scholar arrives late by 26 to 60 minutes to a block schedule class, then the scholar is considered late arrival
- If a scholar arrives late by 61 minutes or more to a block schedule class, then the scholar is considered absent
- If a scholar is tardy/late 1-4 times per class, the District will contact the parent(s)/guardian(s) to discuss how to support the scholar attending school on time **MAKING UP MISSED WORK**
- If a scholar is tardy 5-8 times per class, the scholar will receive a detention starting with the 6th tardy to work on academics missed. The scholar will continue to attend after each subsequent tardy. The District will notify the parent(s)/guardian(s) of the subsequent tardiness/lateness and discuss plans to support the scholar's attendance and academics.
- If a scholar is tardy/late 9-12 times per class, the scholar may be required to attend the following programs to support their academic program:
 - Intervention Room (when available) – After School Detention – Friday School/Saturday School

Snow Days:

School closing information can be found broadcasted on television or at www.grps.org.

Homework Requests: Scholars may not be able to make-up work for unexcused absences, at the teacher's discretion. If parent(s)/guardian(s) request homework for their scholar because of extended illness, etc., they should allow at least 24 hours for teachers to prepare such homework assignments.

Leaving School During the Day:

All scholars must notify the Attendance Office staff before leaving the school during the school day. If they leave the building without doing so, their absence is unexcused.

City Electronic Use Protocol

Schoolwide Expectations

1. When entering a classroom, scholars will be expected to have headphones and cell phones put away and not in use.
2. Use of technology, including cell phones, laptops, headphones and smart watches in the classroom will be prohibited, unless otherwise determined by the teacher for instructional purposes. Technology use must specifically fit instructional goals.

Classroom Expectations

Teachers will share classroom specific expectations with scholars and families. **Consequences for failing to adhere to classroom expectations:**

If a teacher deems it necessary for a removal of cell phone from the classroom, teachers are to send the scholar to the main office with cell phone and behavior referral. The following consequences are progressive throughout the school year and managed by administration.

1. Scholar's phone is taken for the class period.
2. Scholar's phone is turned into the main office for the day.
3. Scholar's phone is turned into the main office and will be held until a parent/guardian can pick up the phone.
4. Scholar's phone is turned into building security, sent to Franklin Campus and parent/guardian will have to pick up the phone from Franklin Campus.
5. Scholar's phone is turned into building security, sent to Franklin Campus and parent/guardian will have to pay a \$20 fee in order to pick up the phone.

Parking Regulations

Scholars may park at the front of the building after purchasing a parking permit for \$15 from security. The replacement fee for lost or damaged permit stickers is \$10. Applications for permits must include a valid license, registration and proof of insurance. Any vehicle without a permit, or otherwise incorrectly parked, will be ticketed. Rear parking is reserved for staff only.

GRPS Scholar Handbook

City High Middle School is part of the Grand Rapids Public School District and adheres to the policies and procedures that are set forth by the district in collaboration with the Board of Education. All attendance and disciplinary policies that are followed are laid out in the [GRPS Scholar Resource and Responsibility Guide](#). The handbook can also be found online at grps.org under the Community and Scholar Services Department page. The handbook covers information about GRPS expectations for Dress Code, Student Discipline, Weapons Free School Zones, Sexual Harassment, Personal and Physical Safety, and much more.

Appendix- 2022-2023 Clubs

<div> <div>CITY CLUBS 2022-2023</div>  </div>				
Club Name	Meeting Dates	Time(s)	Staff Contact	Platform/Code/Contact
Art Club	Mondays Room 225	2:45 – 3:45 PM	Casey Ramthun	Platform: Create Visual Art Contact: RamthunC@grps.org
Bake Club	2 nd & 4 th Wednesdays Room 324	2:45-3:30 PM	April Anderson	Contact: April Anderson
Be The Change	Tuesdays Room 314	2:45 – 3:45	Hannah Burchi	Platform: Social Justice Group Contact: BurchiH@grps.org
Black Student Alliance	Room 215	2:45 – 3:30	Aaron Fillenworth	Platform: Create a voice for black students and allies to educate and advocate for change Contact: FillenworthA@grps.org
Book Club	Meet October 5, to plan, then meet the Last Wed. of the Month, Rm 204	2:45 – 3:45 PM	Nicole Muzio	Platform: Read and Analyze books Contact: Daelisse Cartman cartman-d@students.grps.org
Chess Club	Wednesdays Rom 202	3:00 – 4:00 PM	Loc Tu	All things related to learning and playing the game of chess. Membership Inquiries: Google Form Link: https://forms.gle/yVUad1WTLGSqEWUA6
City Voice	Mondays Room 213	2:41-3:15 PM	Phil Beckwith	Platform: Student Newspaper, editing writing publishing Contact: Phil Beckwith BeckwithP@grps.org
Coding Club	Wednesdays, Starting Late Sept	4:00 – 4:45 (Meeting are held virtually)	Ms. Vogl	Platform: Computer Programming Contact: Schoology Page Titled "Developers Den"
Creative Writing Club	Fridays during Lunch A Room 130	11:31 – 11:56	Greg Schreur	Platform: Literacy/Creative Writing Contact Student: Sophie Meyer, meyer-so@students.grps.org
Dungeons & Dragons	Tuesdays 225	2:45 – 3:45 PM	Casey Ramthun	Platform: Learn about and Play D&D Fantasy Adventure Game Contact: RamthunC@grps.org
E-Club	Thursdays Rm 226	2:45 – 3:30 PM	Kathy VandeGevel	Platform: focus on sustainability and environmental education Contact: Kathy VandeGevel VandeGevelK@grps.org
E-Sports	Tuesdays Rm 223	2:45 – 4 PM	Kendal Exelby	Platform: Bring your own laptop and play e-sports with friends. Contact: ExelbyK@grps.org
Flag Club	Not a formal Mtg.	Before & After School	Meghan Jackson	To raise the flag in the AM, lower it in the PM, and care for it following flag etiquette guidelines Contact: JacksonMe@grps.org

G.S.A. Gay Straight Alliance	Wed./ A Lunch Thurs./B Lunch	A: 11:05 – 11:30 B: 12:40 – 1:05	Joe Wierda	Platform: safe & supportive environment for lesbian, gay, bisexual, transgender, and all LGBTQ+ scholars Contact: WierdaJ@grps.org
Gardening Club	Tuesdays Rm 206/Greenhouse	2:45 – 3:30	Kurt Rizley	Platform: Learning to grow & care for plants; improve school grounds. Contact: RizleyK@grps.org
Girl Up Club	Mondays In Rm 204	2:45 – 3:30 PM	Meghan Jackson	Platform: Empower, Teach and Advocate for Women Contact: Instagram @chmsgirlup
Hustle, Lift & Never Quit Club	Weight Room or Gym • M, W, F – Female Weightlifting • Tue & Thurs – Co-Ed Basketball	6:30 – 7:00 AM	Kurt Rizley	Platform: Female weightlifting and Co-Ed Basketball Contact: Kurt Rizley at RizleyK@grps.org
Immigration Club	Last Wednesday of the Month Room 132	2:45 – 3:30 PM	Meghan Jackson	Platform: Educate about hardships of immigrants through the generations and discuss action item to help Contact: Andrew Wu wu-a@students.grps.org
Medical Club	Tuesdays Room 203	3:00 – 3:45 PM	Maxwell Warren	Platform: Discussion of medical topics to promote awareness Contact: Muhammad Ghani Ghani-m@students.grps.org
Michigan Youth In Government	Wednesdays Room 314	2:45 – 3:45 PM	Hannah Burchi & Bekah Jones	Platform: a YMCA Youth in Government program to build historical and civic perspective. Contact: BurchiH@grps.org
Morning Weightlifting & Training	Tuesdays & Thursdays Weight Room	6:30 AM -7:30 AM	Damon Brown	Contact: Damon Brown at BrownD@grps.org
Novel Writing	Thursdays Rm 203	2:50 – 3:50	Max Warren	Platform: learn aspects of writing, e.g., drafting, review, brainstorming, discussion Contact: Daelisse Cartman cartman-d@students.grps.org
Orchestra Club 	Tuesdays	2:45 – 3:50	Heather Alexander- Leduc	Playing challenging works of classical orchestral music Contact: Wu-a@students.GRPS.org
Speech & Debate	Room 317 Monday - Thursday	2:45 – 4:30 PM	William Harris	Platform: Public Speaking/Social and Global Viewpoint Exploration Contact Mr. Harris at wmharris51@gmail.com
Volunteering Club	Virtual Meetings Tuesdays every other week	4:00 – 4:45 PM	Erin Emperor	Platform: Planning service events to help get service hours Contact Arely Gomez-Maldonado gomez-ar@students.grps.org
Weight-Lifting Club	Mon.- Thurs The gym weight room. Numbers are capped.	3 PM – 4 PM	Esteban Martinez	Platform: Fitness/weight lifting MartinezE@grps.org
Yoga Club	Wednesdays Room 322	2:45 – 3:30	Kady Wolfe	Platform: Relaxation and stress reduction through Yoga Contact: WolfeK@grps.org