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1. Introduction: A Guide to Our Learning Community

This agenda and guide is produced for all members of the Boca Prep Learning Community to help manage your valuable time and to ensure clarity and understanding in how we live and learn together. It is for students of the school, their parents and for teachers and staff. It highlights who we are and what motivates us and guides us in our life together.

Community guidelines say a lot about an institution, they identify what is of value and how relationships between individuals and groups are managed. The information contained in this agenda is a summary of our school policies and practices and it is intended to act as a guide and reminder. We want you to know and respectfully anticipate the fulfillment of your rights and to deliver on your responsibilities. We know that individuals who are engaged and “get stuck in” will gain most through the contribution that they make and the learning that comes from being involved. This applies in class and in the wider activities of the school.

Please read these guidelines carefully. It is your responsibility to know them, to understand them, to try to live up to them. We want you to learn to be accountable for your actions. Teachers have been through them together and you will go through them with your Mentor. If anything is unclear, you should ask for clarification.

It is with the greatest pleasure that we welcome you to the 2011 – 2012 Academic Year. This is YOUR school! Be part of making it the best and be proud of it!

Pelham Lindfield Roberts
Head of School

2. Key Dates for Parents in 2011 – 2012 (* Please attend events with an Asterisk)

AUGUST			
Wed	10		New Staff Induction and IB Training
Mon	15		Faculty Return
Fri	19	10.00 am	Induction Day ALL Students
Mon	22	8.00 am	Start of Quarter 1
Tue	30	6.30 pm	* Back to School Night * Parent Elections *
SEPTEMBER			
Mon	5		School Closed - Labor Day
Fri	9	10.30 am	9/11 Ceremony
Tue	13	7.00 pm	School Forum – All Elected Parents
OCTOBER			
Mon	10		Columbus Day - School Open
Fri	14		End of Term 1 - Reports Sent Home Electronically
Fri	14		Faculty Training Day
Mon	17		Start Quarter 2
Tue	25	5.00 pm	* Q1 Parent Student Teacher Conference *
NOVEMBER			
Tue	8	7.00 pm	School Forum Elected Grade Level Parents
Tue	22	10.00 am	* International Festival - Early Departure*
	23-25		School Closed - Thanksgiving
DECEMBER			
	8-13		Mid Term Examinations / Tests
Fri	16		End of Quarter 2 Semester 1 - Reports Sent Home Electronically
JANUARY			
Mon	3		Faculty Training
Tue	4	8.00 am	Start Quarter 3 / Semester 2
Tue	10	5.00 pm	*Q2 Parent Student Teacher Conferences *
Mon	16		School Closed – Martin Luther King Day
Tue	24	7.00 pm	School Forum - Lower School Focus
FEBRUARY			
Wed	1		Open House
Sat	4		Family Carnival
Mon	20		School Closed – President’s Day
	22-29		IB Diploma Trial Exams
MARCH			
Mon	19		End of Quarter 3 – Reports Sent Home Electronically
	12-19		Spring Break

Mon	19		Faulty Training
	20		Start Quarter 4
	27	5.00 pm	*Q3 Parent Student Teacher Conferences *
APRIL			
	6		School Closed – Easter Friday
	10	7.00 pm	School Forum – Upper School Focus
MAY			
	2-22		IB Diploma Examination Period
	21-25		Final Examinations - Seniors
Fri	25	11:00	Senior Breakfast
Fri	25	6.00 pm	Graduation Ceremony (tba)
Mon	28		School Closed - Memorial Day
Thurs	5/31-6/5		Final Examinations - Grade 6-11
JUNE			
Wed	6	9:30am	* Awards Ceremony* - End of School Year End of quarter 4 – Reports Sent Home Electronically

3. Communications

As a student in the Upper School you are assigned a “Mentor” who is directly responsible for your progress. The mentoring system is used throughout the IES Institution to support you in your academic program and beyond this in making good choices. It gives you and your parents a direct point of contact. They are part of the guidance we offer and will help in managing your time and supporting you in decisions that you make. Please always keep them informed about anything which is affecting you and your ability to make the most of your time at Boca Prep.

Your Mentor is:

.....

Your House is:

.....

Parents may confer with the mentors either by email, telephone or in person as often as necessary. Simply picking up the telephone to call for clarification can eliminate many worries and quickly provide solutions to concerns. We do have formal meetings once a term and we need to meet with you and your parents to make sure you are achieving your potential. When appropriate and necessary, via the coordination of the Mentor, a parent meeting with multiple teachers can always be arranged. With the exception

of emergencies, meetings are by appointment only and we need all visitors to register at Reception. While the Head of School and the Divisional Coordinators are always available, the person with the best access to pertinent information is generally your child's Mentor. Please remember that these people are generally scheduled to be in the classroom teaching, and appointments are the surest means of securing a meeting.

Other individuals who you may need to contact are:

Head of School:
Pelham Lindfield Roberts
Director of Administration and Finance:
Dena Decker
Director of Admissions:
Jennifer Baker
Head of Upper School:
Yamile Francese
Head of Lower School:
Frank Sagarese
DP Coordinator:
Liz Hutton
MYP Coordinator:
Yamile Francese
PYP Coordinator:
Lauren Ziffer
Athletic and Performance Coordinator:
Scott Baker
International Student Program Coordinator:
Lisa Venegas
Librarian and Media Centre:
Jan Malek
College Guidance and Registrar:
Les Greenwald
School Secretary / Nurse:
Alexandra Moran
Front Office:
Jayne Dworman

Please go through the appropriate channels and if you have a concern about any aspect of the curriculum, please take the concern respectfully to the teacher responsible. Our job is to work collaboratively in the best interest of our students. If you feel the need to meet with a program coordinator or Head of School, please do not hesitate to make an appointment, which can be made directly or through the Front Office.

The school telephone number is +1 561 852 1410

4. Mission Vision and Values

Boca Prep

Boca Prep was founded in 1999 and is a Pre-K to 12, American College Preparatory School, managed by the International Education System (IES) group of schools. It is an IB (International Baccalaureate) World School. It is closely connected with the SEK International Educational Organization. SEK was instrumental in the development of the IB Diploma in the 1980's and 1990's. The authorization of the school as an IB World School in 2009 offering the IB Diploma Programs is evidence of the commitment to high academic expectations and standards. All three programs of the International Baccalaureate are offered. The Primary and Middle Years programs should complete the authorization process in the 2011/12 academic year. In the Upper School, extracurricular activities, community service and performance training in sport or the performing arts are emphasized alongside the highest expectations for academic engagement and attainment.

The IES Mission

The International Education Systems group (IES) promotes the development of young people who will have the capacity to contribute proactively to the ongoing work towards a better world. Through dynamic programs, IES strives to develop leaders for the future who are collaborative, communicative, enquiring, respectful and creative individuals with a passion for lifelong learning. IES students will be encouraged to integrate effectively in the local, national and international communities through the diverse opportunities afforded to them.

The International Baccalaureate Organization Mission

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. To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people with their differences can also be right.

Boca Prep International Pledge

As members of the Boca Prep International community we aim to be inquiring, knowledgeable and caring young people who help to create a better and more peaceful world. We have an international outlook, we promote pluralism, we celebrate diversity and we respect others, including those who are different. We will stand up for our rights with respect and we will honor our responsibilities. In all we do, we will do our best.

Accreditation and Membership

Boca Prep is a member of the International Schools Association. It is accredited by the Florida Council of Independent Schools, the Florida Kindergarten Council, and the Southern Association of Colleges and Schools.

Your School

Boca Prep is committed to providing a quality international education to a diverse community of learners from Pre-K through 12th Grade in a caring, supportive and safe environment.

Boca Prep demands high standards and expects students to strive to reach their greatest potential.

Boca Prep's curriculum is designed to challenge the college-bound student through effective communication, critical thinking and problem solving.

Boca Prep's curriculum is designed to develop an appreciation of the importance of good citizenship, community spirit and solidarity amongst our students.

Boca Prep curriculum seeks to develop the personal and academic potential in each student and extends support beyond academics to the arts and athletics.

Boca Prep is committed to the affirmation of personal worth, self-esteem and respect for others.

Boca Prep builds a foundation for each child that supports academic excellence, personal integrity and the valuing of the individual.

Boca Prep expects students to put forth the effort necessary to reach their greatest potential.

Boca Prep encourages and supports a professional and dedicated faculty enriched by professional learning.

Boca Prep values the relationship between faculty and family and the sharing of common educational goals to enrich the curriculum.

Boca Prep does not, in any manner, discriminate for reasons of nationality, gender, race, ideology or religion. We recognize our cultural diversity as one of our strengths.

Your Rights and Responsibilities

1. You have the right to learn and the responsibility to support the learning needs of others.
2. You have the right to be treated fairly and the responsibility to treat others with fairness.

3. You have the right to be treated with respect, regardless of my age or ability, my personal, gender, cultural, racial or religious differences and the responsibility to treat others with respect, regardless of these differences.
4. You have the right to voice my opinions in a polite and respectful manner and the responsibility to listen respectfully to the opinions of others.
5. You have the right to benefit from the reputation of the school and the responsibility to uphold and promote the reputation of the school.
6. You have the right to enjoy the support of the school in my participation in cultural, sporting and academic matters and the responsibility to be supportive of school events, to take initiative and to contribute to the best of my ability.
7. You have the right to be safe and secure in my person and property and the responsibility to respect and guard the safety, privacy and property of others.
8. You have the right to work in a healthy, clean, litter- and graffiti-free environment with good quality and well-maintained learning resources and the responsibility to keep it that way.
9. You have the right to have school activities and lessons commence punctually and the responsibility to be punctual myself.
10. You have the right to have (home) work completed, or marked and returned, within a reasonable period of time and the responsibility to set, deliver, hand in and return work on time, completed to the best of my ability.

Parents' Rights and Responsibilities

Adapted from an article by Joan Beck in the "You and Your Child" series, Chicago Tribune

As a parent, what can the school expect of you?

- That you send your child off to school on time every morning, clean, healthy, rested, appropriately dressed, adequately nourished, and in a frame of mind to learn.
- That you treat school as important. That you are interested in every phase of what your child does, and your child knows of your interest and concern by listening enthusiastically and often, to them, and by participating in school activities.
- That you have taught your child to respect and cooperate with the teacher, the basic rules of fair play, safety and personal cleanliness, and skills for getting along with others.
- That your child is ready to learn in school because you enrich his/her life with suitable experiences, by talking to him/her, by reading to and with him/her, and by loving him/her.

- That it is your responsibility to hold your child to reasonable standards of conduct.
- If a misunderstanding occurs about something concerning your child in school, that you make an honest effort to straighten matters out with the school instead of letting your anger fester or broadcasting your criticism to your friends.
- That you do not hesitate to contact the school when you have a concern, or desire a conference.
- That you support the school in its decisions about homework, safety rules and discipline.
- That you be an interested, informed and intelligent partner with the school in the education of your child. The ultimate responsibility for your child is yours.

The IB Learner Profile – Aspire to be an IB learner!

The aim of all IB programs 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. IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

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

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

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

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

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to

make a positive difference to the lives of others and to the environment.

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

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

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

5. Upper School Academic Policies and Practices

Student Body

Boca Prep is a small school with approximately 200 students. Currently there is one class per grade. Upper School academic subjects are delivered to classes which vary in size between 10 and 20 students. Students at Boca Prep come from more than 40 different countries. Students in the Upper School take core and elective classes which cover creative and athletic options. A unique feature of Boca Prep is that students can attend the school's own Soccer Performance Programs, or the Evert Tennis Academy (ETA). Many students are in boarding accommodation at ETA and some are accommodated with host families arranged by the school.

Academic Calendar

Boca Prep operates four quarters and semester based academic calendar. Report cards are issued quarterly.

Curriculum

Boca Prep adheres to the IB curriculum. The Primary Years Program (PYP) covers the Lower School. The Middle Years Program (MYP) starts in Grade 6 and runs to Grade 10. A traditional High School (HS) operates from Grades 9-12 with the final two years of the MYP followed by the IB Diploma Program (DP). All students receive HS credits. All 10th grade students must successfully complete a personal project in their final year of the MYP program to be able to progress to the IB Diploma. In Grades 11 and 12, students follow the curriculum of the IB DP. Only full-time students automatically take the full IB Diploma. ETA students must opt for and pay for additional courses to complete the full IB Diploma even though they graduate with a Boca Prep High School Diploma. In Grades 11 and 12, students attend classes which are differentiated between IB Higher Level, IB Standard Level and High School. All IB DP students must take the Theory of Knowledge course and complete an Extended Essay. ALL students record their activities in the IB CAS (Creativity, Action and Service) program. Students who attend Boca Prep and participate in the

Evert Tennis Academy or other performance programs take core subject courses only. The ETA Students and students in Boca Prep's own Performance Programs where the curriculum is reviewed and monitored are awarded an annual credit in Physical Education, which recognizes the intensive training program, mental conditioning and elements of Sports Science. These programs also count towards the CAS requirement of the IB Diploma.

Transfer Credits

Many students attend Boca Prep for only a section of the Upper School program, coming from a range of international backgrounds. The Guidance Department reviews foreign transcripts and has them externally evaluated by professionals at parental expense in order for students to receive credit towards graduation. The school allows students who may have studied overseas or at other schools to take Florida Virtual online courses to make certain that specific Florida State graduation requirements are obtained.

Communication of Academic Progress and Attainment

- A student's ongoing performance in each subject and grade level will be available to students and parents and updated weekly by teachers on ManageBac (Boca Prep Online Learning Platform)
- The Midterm progress of every student will be reviewed by the mentor or class teacher and shared with the Program Coordinators and Head of School. Any concerns that a student may not be performing at their potential must be addressed at this time and communicated in writing to parents by the Mentor.
- Grades and performance will be summarized at the end of each quarter and will include a comment by the teacher and a student reflection.
- Formal reports are written at the end of each quarter, which will include a qualitative report by each teacher. The mentor will summarize involvement in academic and extracurricular activities (which may have individual reports written) along with the program coordinator and Head of School. These reports will be written before the results of exams are known and should be written to guide the student and parent in how to improve learning performance.

At no time should a student's grades/progress be discussed in front of other students, staff members, or members of the wider school community. Graded work is to be returned to the student in a way that ensures confidentiality.

Under-performance

The teacher is required to share with the Mentor any concerning grades below the expected potential of each student (on significant assignments as well as in the overall mark) prior to Interim Reports and Report Cards. The Mentor has the responsibility to alert the parent of the concern and to arrange (if possible) an opportunity for remediation. Formal grading reports are not the vehicle by which to deliver unexpected information. Any grades below Satisfactory (C), or below a predetermined numerical average or grades which contribute to a GPA below 2.0 in any high school course, or any drop of 2 or more letter grades MUST be reported to the parents. These grades are to have been

already discussed with the Mentor. One must understand that there are grades that come in immediately before the reports are finalized, and that there is, however, a period of time between grade calculation and report printing/mailing.

Teachers are strongly cautioned against verbally estimating grades in advance. Interim Reports may be run at any time via Managebac. They are dated and verify the student's status as of a particular day. All teachers are responsible for the timely grading (and recording of those grades) of all student work. All teachers are responsible for reviewing their grades in order to determine the accuracy of the quarterly and cumulative averages. You should periodically review all grades in order to ensure their legitimacy.

Academic Honors

Students are recognized for their effort and achievement in academic awards and House Points. Awards for academic honors in the Upper School are recognized at the end of each semester. Students are eligible for the Headmaster's List if they have received all 7s as grades. Students are eligible for the Honor Roll if they have earned grades of 4 or better. A Conduct or Effort grade of less than Satisfactory ('Below Expectations' or 'Unacceptable') in *any* subject area precludes eligibility for academic honors. In our Upper School (Grades 9-12), the overall top ten GPA's for that semester are also recognized.

Academic Probation

A student must establish and maintain a pattern of academic success. Students who demonstrate difficulty with achieving this academic standard will be provided with support services to improve their performance. We offer after school tutorials from 3:10-4:00 with subject area teachers. It may be necessary to recommend private tutoring to support students who are struggling with one or other aspect of the curriculum. Students who meet the criteria below will be placed on academic probation:

- Earning a Final Grade of 2 and below
- Earning a local grade of D and below

Students will be placed on academic probation for the remainder of the marking period during which time they will be given the opportunity to improve their grades. At the conclusion of the quarter, the Administration will determine if a student placed on probation has re-established a pattern of academic success. A student who is on Academic Probation and fails to re-establish a pattern of academic success will raise questions for us about the effectiveness of the intervention. At the end of a school year, a student in this situation may not be able to advance to the next grade level, may have to repeat a grade or may be unable to continue in the school. This will be reviewed on a case by case basis in consultation with parents. In addition to the support services, students may be deemed ineligible for participation in athletics or other extra-curricular activities until grades improve.

Records

Non-Custodial Parent - Boca Prep abides by the provisions of the Family Educational Rights and Privacy Act. It is the obligation of every parent to ensure that the School has accurate, current mailing and e-mail contact information. With respect to the rights of non-custodial parents/primary care givers, in the absence of a Court order to the contrary, the school will provide the non-custodial parent with access to the academic records and to other school-related information regarding the child. If there is a court order specifying that there is no information to be given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order. Non-custodial parents should contact the school Guidance Department with regard to receiving a copy of the report card and newsletter. Please include a self-addressed stamped envelope for required information.

Reports

Student written reflection is part of the reporting process. A formal qualitative report is written for all students at the end of each semester.

In Upper School, the semester grade is obtained by averaging the two nine week quarter grades with the semester/final exam using the following formula: $2Q(\text{quarter}) + 1E(\text{exam}) = \text{Semester grade}$. Each quarter is worth 40% of the semester grade, while the semester/final exam is worth 20% of the semester grade. In all cases the grading protocols have been unified throughout the respective department.

Grade Calculations from 6th through 12th grade:

Full Year Courses, final grades are calculated as follows:

- each semester counts as 40%
- first and second semester exams each count as 10%
- second semester exams may cover the full year content

Marking Standards for Grading Students

IB grades are on a 1-7 scale. Boca Prep grading is criteria referenced and not norm referenced against published standards for each IB subject. It must be clear in all reporting of diploma courses whether a student is taking a course at Higher Level (HL) or at Standard Level (SL).

IB Grade	Letter	GPA	% Recorded on Transcript	Descriptor
7	A	4.0	95-100%	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation

				is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	A-	3.75	90-94%	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
5	B+	3.25	85-89%	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	B	3.0	80-84%	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	C	2.0	70-79%	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	D	1.0	60-69%	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
1	F	0	59% and below	Minimal achievement in terms of the objectives.

Effort put forth by the student will be reported by the following number code.

Grade	Descriptor
5	The student consistently strives to the best of his / her ability
4	The student works diligently in his / her studies.
3	The student puts forth an adequate level of effort that meets the minimum requirements.
2	The student's level of effort is not acceptable and needs improvement
1	The student makes little if any effort in his / her studies.

GPA Calculation:

The calculation of GPA is a straight forward calculation which gives a GPA maximum of 4.0 for each core class in the High School. See Table above.

The Adjusted GPA takes into account the degree of difficulty of IB Higher and Standard Level Courses in a similar way GPA adjustments are made for Advanced Placement Courses. The adjusted GPA provides a multiplication factor as follow:

- HL courses x 1.25
- SL courses x 1.125
- HS courses x 1.0

Boca Prep Graduation Requirements

In order to earn a Boca Prep High School Diploma, the following criteria must be met during Grades 9 through 12:

- Completion of the college-bound curriculum.
- Minimum of 18 core courses
- Minimum of 6 electives.
- Minimum Grade Point Average of 2.0.
- Minimum of for 25 hours Community Service each academic year.
- Computer competency.

Boca Prep graduation requirements exceed the state of Florida graduation requirements. Depending upon the program, a student must achieve a minimum of 24 credits to be eligible for graduation, as follows:

Required Courses	Number of Credits
<i>English</i>	4
<i>Social Studies</i>	4
<i>Math</i>	4
<i>Science</i>	4
<i>Foreign Language</i>	2
<i>Personal Fitness/Health</i>	2
<i>Performing and Practical Arts</i>	2
<i>Electives</i>	2
Total	24

The College Counselor has updated information for Bright Futures and NCAA.

Upper School Course Selection Process

Course selections need to be made with utmost care as they affect the outcome of graduation and college entrance requirements. Additionally, the appropriate level of a course is crucial to the student attaining success. Course registration forms must be reviewed and signed by all academic teachers, the student, the parent(s) and the guidance counselor. All schedule changes must be arranged through the Guidance Department. Many courses are sequential and have pre-requisites.

It is important to see these graduation requirements as minimums; universities look for rigorous coursework (especially in the maths and sciences) through the completion of Grade 12. The nature and level of courses chosen over these four years directly influences the college application and acceptance process.

Standardized Testing

Boca Prep gives the Educational Records Bureaus' Comprehensive Testing Program (CTP) in the fall to all students in grades 3-10. We also administer Children's Progress to PK-3 – Grade 2. The tests are taken online and the results are available instantly so that our faculty can utilize the information to strengthen curriculum and teaching. We also use the ERB WrAP (Writing Assessment Program) which is hand-written and sent to ERB to be scored by independent readers. This program was developed using the Six Traits Writing Rubric. Administering this test early in the school year allows us to utilize the results to strengthen out writing curriculum and to differentiate our instruction.

Advance to the Next Grade

In order to matriculate into the next grade at Boca Prep International School, all students must successfully complete the required course work at a level that indicates his/her ability to achieve success in the upcoming curriculum. In the Upper School, this 'successful completion of coursework' is measured by the student's annual GPA (Grade Point Average). The GPA must be at least 2.0 (using our 4 point GPA Scale) in order to allow the student to enter the following grade.

Other factors that are important when the offer of re-enrollment is considered include the behavior and attitude of the student, as seen in the Quarterly Effort and Conduct marks and the degree of support of the School's policies and philosophy on the part of the parents.

6. The Middle Years Program – MYP -

Middle Years Program

Students in grades 6-10 are at a critical stage of development. They are undergoing dramatic physical, personal, social and intellectual changes. They are also becoming more aware of the wider world around them. It's a time of

questioning and challenging, which can be exciting, confusing and a bit frightening all at the same time. The Middle Years Program aims to help students through this crucial time by fostering a sense of belonging and a positive attitude to learning. The program is inquiry based, encourages international-mindedness, makes connections between the different subjects to each other and real-life, supports the development of communication skills in both mother-tongue and additional languages, is holistic and focuses on the development of the whole child (physical, personal, social and intellectual)

Curriculum

The MYP does not prescribe a particular curriculum. Rather, it is a framework or means of delivering and assessing the curriculum already in place. There are eight different subject groups and connections are made between the subject groups through the Areas of Interaction (AOI).

The Subject Groups

- Language A (English)
- Language B (Spanish and maybe a third language)
- Humanities
- Mathematics
- Sciences
- Physical Education
- Technology
- Arts (music, art, drama, dance)

The Five Areas of Interaction (AOI) The five areas are: The five areas of interaction give the MYP its distinctive core. They are taught in a coherent and creative way over the five years of the program primarily through the subjects and through interdisciplinary teaching.

Approaches to Learning (ATL)

Community and Service

Human Ingenuity

Environments

Health and Social Education

Approaches to learning *How do I learn best? How do I know? How do I communicate?* Approaches to learning is concerned with developing the intellectual discipline, attitudes, strategies and skills that will result in critical, coherent and independent thought and the capacity for problem-solving and

decision-making. Central to this is 'learning how to learn' and developing an awareness of thought processes and their strategic use.

Community and Service *How do we live in relation to each other? How can I contribute to the community? How can I help?* Community and service extends beyond the classroom, requiring students to participate in the communities in which they live. The emphasis is on developing community awareness and concern, a sense of responsibility, and the skills needed to make an effective contribution to society.

Health and social education *How do I think and act? How am I changing? How can I look after myself and others?* Health and social education aims to educate the whole person and should prepare students for a physically and mentally healthy life, aware of potential hazards and able to make informed choices. It should also develop in students a sense of responsibility for their own well-being and for the physical and social environment.

Environments *Where do we live? What resources do we have or need? What are my responsibilities?* Environments aims to develop students' awareness of their interdependence with the environment so that they accept responsibility for maintaining an environment fit for the future: each day students are confronted with global environmental issues both political and economic, which require balanced understanding.

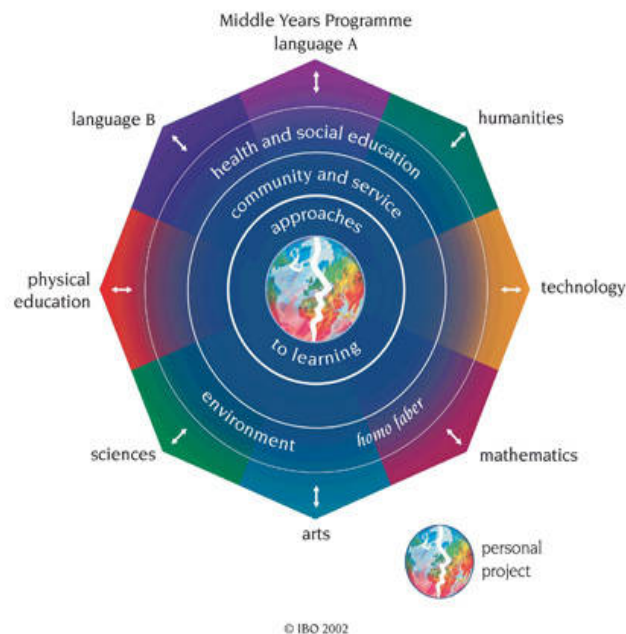
Human Ingenuity *Why and how do we create? What are the consequences?* Human Ingenuity is concerned with the products of the creative genius of people and their impact on society and on the human mind. Students learn to appreciate the human capacity to influence, transform, enjoy and improve the quality of life. This area of interaction therefore encourages students to see the relationships between science, aesthetics, technology and ethics.

The Personal Project

The personal project is a significant body of work produced by each student over an extended period in the last year of the Middle Years Programme. It is an important aspect of the MYP as it is seen as a product of the student's own initiative and creativity. The Project must reflect a personal appreciation of the areas of interaction and the application of skills acquired through approaches to learning. The personal project offers students a great deal of flexibility and many opportunities for differentiation of learning and expression according to their individual needs. It is a rich opportunity for students to complete an extended piece of work that challenges their own creativity and thinking about issues of concern to themselves. Creativity is encouraged by the aims and objectives of the personal project; the results are usually rewarding, and sometimes spectacular. Students may discover that completing a personal project is an excellent preparation for future studies. It is also very rewarding for supervisors to work closely with individual students to see what they can achieve.

The personal project may take many forms, for example:

- an original work of art (visual, dramatic, or performance)
- a written piece of work on a special topic (literary, social, psychological, or anthropological)
- a piece of literary fiction (that is, creative writing)
- an original science experiment
- an invention or specially designed object or system
- the presentation of a developed business, management, or organizational plan (that is, for an entrepreneurial business or project), a special event, or the development of a new student or community organization.



MYP Grading System

Assessment in the MYP is *criterion referenced*, which means that teachers measure student attainment against specified subject criteria rather than against other individuals in the class. For each criterion there is a range of points awarded, based on student performance at the time of assessment. Each criterion has a descriptor that explains as clearly as possible what each student has been able to achieve. When the points for each criterion are added up, the student's overall score falls within a Point Range, which equates to an IB Grade equivalent/Academic grade that may range from 1 to 7

Criterion Referenced Assessment: There is no such thing as an *average student* in the MYP.

Assessment in the MYP is based on observations of what a student *can do* and is carried out on a continuous basis. Students are not assessed on what they cannot do, but on what they can successfully achieve at different stages of their development, and is designed to help them determine what the next steps on their path to learning should be.

At the beginning of each school year, students are given copies of the criteria that they will work with during that year in every subject. Teachers will maintain a record of individual student attainment on a regular basis, and we hope that the students will too. At the end of each quarter teachers will report the attainment reached in all subject criteria at that time to parents. Students and parents can discuss any weaknesses and strengths with each subject teacher and determine possible learning strategies that will enable personal growth in the immediate and long-term future.

Assessment is Formative and Summative:

Formative assessment is an integral part of the learning experience and provides students with an opportunity to analyze their learning and to understand what needs work or improvement. Skills and knowledge are taught through formative tasks.

Summative assessment is the judgment made by the teacher of the standard of achievement reached by each student at the end of a particular stage of the programme. A summative task is one that is set to judge students' achievement in relation to the objectives of the course. The objectives to be assessed in any task are made explicit to the students in the class at the time that the task is set. Feedback on assessment is made available to students either at the time of assessment, or as soon as possible afterwards.

7. The Diploma Program

What is the Diploma Program: The IB Diploma Program is designed as an academically challenging and balanced program of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The program is normally taught over two years and has gained recognition and respect from the world's leading universities.

The Curriculum: IB Diploma Program students study six courses at a higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5. For students in the Performance Program an on line IB Course may allow for the completion of the IB Diploma.

In addition the program has three core requirements that are included to

broaden the educational experience and challenge students to apply their knowledge and understanding.

The Extended Essay is a requirement for students 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 student 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).

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

The IB Hexagon

The curriculum is modeled by a hexagon with six academic areas surrounding the three core requirements.

Over the course of the two-year program, students:

- study six subjects chosen from the six subject groups
- complete an extended essay (EE)
- follow a theory of knowledge course (TOK)
- participate in creativity, action, service (CAS).

Normally:

- three of the six subjects are studied at higher level (courses representing 240 teaching hours)
- the remaining three subjects are studied at standard level (courses representing 150 teaching hours).



Assessment

Students take written examinations at the end of the program, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

8. The House System and Student Government

Student Houses

Every member of the school community (staff and students) on joining the school will become a member of one of four houses. Family members will be in the same house. Students will only in exceptional circumstances be allowed to change houses with an explicit written request and written approval by the Head of School. Friendship will not be a reason for changing houses. Students are encouraged to play a full role in the democratic processes, which are implemented in the school by seeking election to represent their grade level, mentor group, or to be on the Student Government. Students are encouraged to speak out with respect for others as this enables them to learn and to give others the chance to learn from them. Students gain individual and house points for positively contributing to the school community. The Houses names were proposed at a student meeting in 2010 and are based on Floridian wildlife:

- Red Snappers (Element: Fire)
- Blue Sharks (Element: Water)
- Green Gators (Element: Earth)
- Yellow Panthers (Element: Air)

Students in each house will elect their leaders under the Guidance of a House Guide (who will be a member of staff appointed with this role). Their job is not to lead but to guide and facilitate student leaders and to encourage house spirit.

House Points

House points will be managed by the Program Coordinators: DP, MYP and PYP. House points will be awarded by teachers according to guidance given to them to standardize practice. They will be given to students for good academic work or for a positive contribution to the community. Students must post their House points in the relevant box for their house in the School Office by Thursday at 4pm for them to be counted on Friday. The Guidance Counselor will publish the results at Monday Assembly and on the school website.

Owes

Teachers can require house points from students in lieu as a punishment. Students who are required to contribute house points (to be known as owes) will not have their house points added to their individual total or house total

and on completion of the academic or community work, they will return the house point slip (which will state the requirement) to the teacher who has given the points. The teacher will sign the slip and hand it to the School Office. Inappropriate behavior or misdemeanors will not reduce any total. The extra points (owes) required will not be counted as House Points. The totals of house points and owes will be recorded and communicated to parents on a termly basis.

Awards

Students will be recognized for their achievements and awarded medals when they gain a total number of House Points: 25 (Bronze), 50 (Silver), 75 (Gold) and 100 (Olympic Gold). House Points Individual and Collective totals will not carry over from one year to the next.

The House Point system is designed to reinforce positive behavior and provide a competitive context for students, building teamwork and a desire to succeed. House Points are awarded for individual attainment in the academic or extra-curricular program and for service to the school or wider community. Parents are asked to bring the accomplishments of their children to the attention of class teachers and mentors so that these can be recorded and recognized in the weekly newsletter.

Student Government

Elections are held in August for the Student Government, which is composed of:

The Student Government Council:

The Council advises the Head of Upper School and Head of School of any issues which are of importance to the student body and proposes initiatives, which will benefit the school and student body.

The Council is composed of 8 Students and 2 Staff. One staff member is appointed to advise the Student Government. The Head of Upper School, Head of Lower School and Head of School are non-voting members.

- President of Student Government: (Elected from Grade 12 in August. Advised by Staff member on Student Government. Drafts Agenda and meets regularly with Head of School.
- Vice President of Student Government: Deputizes for President. Elected From Grade 12 in August)
- House Captains x4 (Distributed specific responsibilities) Place on student Government is automatic.
- School Speakers x2 (Can be House Captains - Introduce and manage student assemblies. Record minutes of all meetings) (Elected From Grade 11/12 in August Election
- Two Appointed Staff members
- Head of School (Non-voting)

The Student Council will meet weekly. Four student members and one staff member are required for a quorum. Minutes must be presented to the Head of School in writing. The full Student Government meets once a Quarter.

The Full Student Government: Composed of the Student Council plus a representative of every Upper School mentor group (6 students) as well as Lower School House Captains and Lower School President and Vice President (4-6 students). All substantive changes in school policy need a majority vote by the Student Government with a minimum of a 2/3 quorum, and must be passed by the Head of School and presented for ratification of the School Board.

Elections to the Student Government will take place after all House Elections have taken place. Where a House Captain is elected Student President he or she will stand down as House Captain (and become Vice House Captain) and be replaced by the Vice Captain. If no representative of Evert or Non Evert students is on Student Council then an election will take place amongst the members of that group for a representative. If no representative of Grade 11 is on Student Council then an election will take place to elect a representative to the student Government.

Decisions: All decisions by the School Council or Government must be ratified and can be vetoed by the Head of School, who prefers if possible to support School Government decisions. Likely school policy should be sought before decisions are reached to avoid unnecessary use of a veto. The voice of the Students is important and carries weight and the responsibility should not be abused.

The Student Government is responsible for proposing Inter-House competitions and whole school events and activities. The Student President and / or Vice President will be members of the School Forum when it meets once a Quarter (Tuesday of Week 4).

At the beginning of each semester, each Mentor / Grade Level Group (Grade 6-12) will vote for a delegate, under the supervision of the appropriate mentor. The delegate will be on the Full School Government which meets once a quarter or more often if the Student Government Council decides to call a full Student Government meeting.

9. Behavior, Discipline and Uniform Guidance

Introduction

The cooperation of everyone in our school community is essential to establish and maintain a positive learning environment. To insure that learning occurs, rules and regulations are established so that everyone has an opportunity to learn and that the behavior of one child or group of students does not adversely affect the learning program. Our behavior management reflects a balance between the rights and responsibilities of the individual and those of the entire school community as stated in the Boca Prep Charter.

The House System is designed to provide a positive reinforcement of good behaviour and good academic engagement.

Every individual has the right to feel safe, protected, and respected. Students are required to know the rules of behavior and will be held accountable for their actions. Acceptable behavior is important in all aspects of the school learning environment. Students are responsible for appropriate behavior on school computer networks just as they are in the classroom or other areas of the building.

Our school goal is the increasing internalization of self-discipline and the decreasing of external enforcement and reinforcement. It is our hope that this philosophy will produce students with individual awareness and a social conscience that will enable them to engage in productive, rewarding, and individual behaviors.

Staff members and parents need to be actively involved in making Boca Prep International School a great place where children can thrive. Frequent and open communication enables staff and parents to accomplish this goal.

Harassment and Bullying

Our major concern is to ensure that our students feel safe and happy when they come to school. In any school one of the most common causes for this not to happen results from bullying by other students. Harassment can be defined as any conduct, which is unwanted by the recipient(s) and which adversely affects their dignity and well-being or their ability to learn or carry out their duties. Harassment of a student consists of behavioral, verbal or physical conduct relating to an individual's race, color, national origin, ethnicity, religion, disability (relating to the individual's physical or mental challenges), sexual orientation or appearance. Harassment is violence and is totally unacceptable at Boca Prep.

Bullying is a form of harassment. The definitions make it clear that the essential characteristic of harassment is that it is unwanted by the recipient. It is the impact of the conduct and not the intent of the alleged harasser that determines whether harassment has occurred. The school actively promotes reporting of any harassing conduct and has been designated as a "No Place for Hate" institution by the Anti-Defamation League due to the workshops and training that teachers have received. Every student, parent or member of staff has a responsibility to speak out to protect the community from this unacceptable behavior.

Boca Prep encourages students who believe they are being harassed, or who believe that another student being harassed in violation of this policy, to promptly notify his or her parents and any of the following individuals:

- College Guidance
- Mentor
- Classroom Teacher
- Division Head
- Administration

Sexual Harassment

Federal law prohibits sexual harassment of any kind by students or employees of Boca Prep. Violations should be reported to the Mentor, Division Head, Headmaster, or any faculty member. Following an investigation, appropriate disciplinary action will be taken. Sexual harassment is defined as unwelcome and unsolicited sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical contact, or communication of a sexual nature. Sexual harassment is any act or comment of a sexual nature, which makes another person feel uncomfortable or threatened. Schools are required by law to maintain an environment free from sexual harassment.

Sexual harassment or flirting? There is a difference:

Sexual harassment	Flirting
One-sided	Reciprocal
Is degrading	Is a compliment
Not in control	In control
Unwanted	Wanted
Sad or angry	Happy
Illegal	Not always appropriate

In a school environment flirtation is often inappropriate; however, sexual harassment is always illegal.

Student Code of Conduct

As a student of Boca Prep International School, I agree to fully pursue a rigorous academic curriculum by:

- Being prepared for class
- Conscientiously attending class
- Arriving on time
- Attending to task
- Using the school agenda book
- Taking responsibility for homework, including make-up work
- Celebrating academic success
- Being responsible by honestly doing my own class work and exams

Show respect for people, property, and myself by:

- Dressing appropriately for school
- Not disrupting the learning of others
- Welcoming guests politely, including substitute teachers and parents
- Keeping food in the cafeteria
- Keeping the hallways and grounds clean
- Using language appropriate for school
- Expressing ideas and opinions in a respectful manner
- Responding to reasonable request of adults and other students
- Not using or taking the property of others without permission

Promote health, safety, and security, for myself and others, by:

- Always walking in the corridors and walkways
- Obeying bicycle, pedestrian, and automobile safety rules

- Staying on campus during the school day
- Volunteering information in matters relating to the health, safety, and welfare of others.
- Not shoving, fighting, or “getting into the personal space” of others
- Never possessing or using tobacco, drugs, or weapons

Follow the rules of each classroom by:

- Listening to the announcements on the public address system
- Asking for clarification if I am unclear about the rules
- Not bringing gum to school and never chewing gum in school
- Knowing and upholding all of the above standards

Standards of Behavior

General: Students are expected to:

- Follow directions given by staff members and/or parent volunteers.
- Show respect toward school property and the property of others.
- Use computers and technology in a responsible and ethical manner.
- Interact with peers and adults in a respectful way.
- Remove hats and other head coverings when in the building.
- Keep hands, feet, and objects to one self.
- Follow Fire Drill procedures quietly.
- Follow school safety procedures and emergency plan.

Hallway: Students moving through the halls are expected to:

- Walk quietly and on the right side of the hallway.
- Be considerate of others.
- Respect the work of other students displayed in the hallway.

Restroom: Students are expected to:

- Carry nothing into the restroom.
- Respect the rights of other students who are in the restroom.
- Respect the property in the restroom and help keep it clean.
- Keep walls and doors free from any drawings, markings, or writing.

Bus: Students are expected to:

- Follow the instructions of the bus driver and safety patrols.
- Board and exit the bus in an orderly manner.
- Keep aisles clear of all materials.
- Remain seated while on the bus.
- Keep hands and body to yourself
- Talk quietly and respectfully to students seated nearby.

Assembly: Students attending an assembly are expected to:

- Walk and enter assembly quietly in order to hear instructions.
- Come prepared to sit through an entire assembly.
- Listen and pay attention to the presenters.
- Show appreciation for the assembly by applauding at appropriate times.

- Follow the directions of the adult in charge.

Cafeteria: Students are expected to:

- Speak and act in a respectful manner toward all adults and fellow students.
- Stop talking and listen when an adult is speaking to them.
- Use quiet indoor voices.
- Use proper manners.
- Ask permission to leave their seats.
- Throw trash away when table is called.
- Refrain from sharing food during lunch due to food allergies.
- Raise their hands if they need assistance.
- Keep their hands to themselves.

Fields: Students are expected to:

- Speak and act in a respectful manner toward all adults and fellow students.
- Follow the directions of the outdoor field personnel.
- Follow the rules of safety.
- Wear closed shoes to play on the field and equipment.
- Play cooperatively and respectfully.
- Keep hands to themselves.
- Respond quickly when the teacher's whistle blows or lineup is called.
- Finish all food, drink or candy items in cafeteria before going out to recess.

Honor Code

All Upper School students use an Honor Code Pledge on all major assignments. This reminds the students of the importance of both completing their own work by their own efforts and allowing others to do so as well. The Honor Code is generally included as part of the assignment rubric or on the cover sheet.

Boca Prep International School

I pledge to adhere to the rules and regulations of this classroom and of our School. This means that I will not distort the truth, cheat or misrepresent someone else's work as my own. Additionally, I will not assist any fellow student(s) by providing test information or answers before, during or after the testing session.

I pledge to earn my own grades based upon my own efforts.

I pledge that I will be responsible for my own actions and will accept appropriate consequences for my actions, as listed in the Student Handbook, for any violation of this Honor Code.

I have thoroughly prepared for this assignment and am proud of the work that I am presenting.

Disciplinary Consequences

The following consequences listed are given in relation to the problems and they represent possible consequences; exact consequences will be determined by the teacher and/or by the administration based upon individual circumstances. The classroom teacher may also set other rules and consequences as needed and as appropriate. These guidelines apply to all activities on school property, as well as all school-sponsored events, including extracurricular trips and sporting tournaments.

Minor Infractions	Disciplinary Action
1 Vehicle/Parking violation	<p>Step 1. Verbal Warning - on the spot correction documented by teacher.</p> <p>Step 2. Document repeated violation.</p> <p>Step 3. If student continues to commit minor infractions (same infraction or different types) and step 1 and 2 have failed to correct the student's behavior, it becomes a serious infraction. Sent to Mentor. Meeting with Parent.</p>
2 Classroom rules violation	
3 Dress Code violation - correctable on the spot	
4 Classroom disruption	
5 Messy desk/locker	
6 Running/shouting/horseplay	
7 PDA-Public display of affection	
8 Bringing/using non-school related items	
9 Littering/throwing food	
10 Profanity or name calling	
11 Hall pass violation	
12 Tardy	
13 Constant grooming violation	
14.Cell Phone and Electronic Device Usage	

Serious Infractions	Disciplinary Action
1 Any repeated violations of minor infractions	<p>Step 1. Immediate conference with Mentor and Guidance Counselor. Teacher will send the student to front office. The student will not return to class until he/she has met with the Mentor/Guidance Counselor. Incident will be documented and placed in the student's file. This step may impact the student's conduct grade and/or Honor Roll eligibility. Parents will be notified.</p>
2 Kicking, pushing, hitting, or spitting	
3 Obscene language/gestures	
4 Tampering with school equipment	
5 Absence from class w/o permission	
6 Loitering on campus after 3:45 p.m.	
7 Disruptive in class	
8 Disrespectful to other students/adults	
9 Leaving campus w/o permission - Truancy	
10 Failure to sign out of school during school hours	

11 Dress code violation - not correctable on the spot	<p>Step 2. Same as step 1 with the addition of a parent conference. Student may receive ISS, OSS, lunch detention, community service; loss of athletic, club, class, lunch, recess, parking or trip privileges, and loss of leadership positions.</p> <p>Step 3. If the student continues to commit serious infractions (same infraction or different types) and step 1 and 2 have failed to correct behavior, it becomes a major infraction.</p>
12 Dishonesty	
13 Failure to report to Detention	
14 Medication Policy violation	
15 Skipping class	

Major Infractions	Disciplinary Action
1 Any repeated violations of serious infractions	<p>Step 1. Immediate conference with the Upper School Coordinator. The teacher will send the student to the front office. The student will not return to class until he/she has met with the Upper School Coordinator. Incident will be documented and placed in the student's file. This step may impact the student's conduct grade and/or eligibility for Honor roll. Parents will be contacted immediately to help resolve the situation. Head of School receives report. Guidance Board may be established. Law enforcement may be contacted.</p> <p>Step 2. Student actions may result in any of the described disciplinary actions up to and including suspension and/or expulsion from the school. Guidance Board will be established if sanction is necessary.</p>
2 Fighting and aggressive, intimidating behavior towards others	
3 Deliberate/serious disrespect towards others	
4 Possessing or using tobacco products	
5 Possessing or viewing pornography	
6 Academic dishonesty (Plagiarism and Cheating)	
7 Sexual misconduct	
8 Harassment (Sexual, racial, ethnic, religious, etc)	
9 Vandalism – minor	
10 Academic dishonesty (Plagiarism and Cheating)	
11 Harassment (Sexual, racial, ethnic, religious, etc)	
12 Theft of someone's identity	
13 Stealing	
14 Cyber bullying	
15 Tardiness	
16 Tampering with Fire Alarms/Security	
17 Crank 911 calls	

Zero Tolerance Infractions	Disciplinary Action
1 Weapons - possession or use	<p data-bbox="883 506 1182 611">Step 1. Immediate suspension. The parent(s)/guardian(s) will be called in for an administrative conference.</p> <p data-bbox="883 642 1166 695">Step 2. The student's actions may result in expulsion.</p>
2 Fighting – causing serious bodily harm/injury	
3 Drugs – possession, use, or under the influence	
4 Alcohol - possession, use, or under the influence	
5 Vandalism – major	
8 Repeated Major Infractions	
9 Theft and Use of someone's identity for malicious intent	

Definitions of Sanctions

Temporary Removal of Student from Classroom - removal from the student's classroom for less than half a school day, not to extend beyond the time of dismissal on the day of the disciplinary action. During any such removal, the student shall be supervised and provided with instructional materials.

In-School Disciplinary Action - disciplinary actions such as after-school/lunch detention, loss of privileges (including recess), exclusion from extracurricular activities, written reflection, conflict resolution, mediation, or similar actions of short duration that do not result in the student's loss of academic instruction time.

Probation - as a consequence for an infraction, will be assigned for a specified period, during which time the student must exhibit exemplary behavior. If the student's behavior has not improved sufficiently by the end of the probationary period, the student will be denied participation in extra-curricular activities. It is recommended that parents, with their child, meet with a guidance counselor and/or administrator during this time to discuss ways to promote positive behavior.

The Head of Upper or Lower School may request a parent / guardian to collect a student from school as a temporary measure.

The Guidance Board will always be called before a student is formally suspended or expelled off site.

Suspension indicates a failure of our internal measures to address a problem and is an extreme and rare measure. A student may be asked to leave because it is felt the school is not the best place for the student to learn or because the

student is preventing the learning of other students and measures to address this have not been successful.

Short-Term Suspension - on-site or off-site suspension for one (1) to five (5) school days for Secondary students or one (1) to three (3) school days for Elementary students).

Medium-Term Suspension - suspension for six (6) to ten (10) school days.

Long-Term Suspension - suspension for eleven (11) to ninety (90) school days.

Expulsion - the denial of the right of a student to attend any Boca Prep International School program, including all classes and school activities.

Please Note:

The frequency and severity of the infraction coupled with the age of the child will determine the level of consequence unless no minimum consequence is allowed. All suspensions will be preceded by parent notification from the Head of School. Students have the right and responsibility to have redress of grievances through established Boca Prep International School procedures.

Search and Seizure Policy

School lockers and school desks search.

School lockers and school desks are the property of the school. At no time does the school relinquish its exclusive control of lockers or desks provided for the convenience of students. Inspection of the interior of lockers and desks may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant.

The personal possessions of students within a school locker or desk may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers or desk were searched unless disclosure would impede an ongoing investigation by police or school officials. Search shall be conducted by the school authority in the presence of two witnesses, one elected among the school's staff and one among the students.

Personal possessions of student and student's person search. The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness. Search shall be conducted by the school authority in the presence of two witnesses elected among the school's staff. Search may be conducted on campus or in any off campus activity related, organized or sponsored by the school.

A search of a person shall be conducted in private by a school official of the same sex. Two other school's staff members of the same sex shall be present as observers during the search of a person.

A strip search is a search involving the removal of coverings or clothing from private areas. Strip search, mass strip searches, or body cavity searches, are prohibited. Strip searches will be conducted only in circumstances involving imminent danger and in the presence of the parents or legal guardians of the students or law enforcement officials.

Discipline process

It shall be a violation of this policy for students to use lockers and desks for unauthorized purposes or to store contraband. It shall be a violation for students to carry contraband on their person or in their personal possessions.

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school's Student Discipline Policy, which may include suspension, exclusion or expulsion and the student may, when appropriate, be referred to legal officials.

Definitions

- "Contraband" means any unauthorized item possession of which is prohibited by school policy and/or law. It includes, but is not limited to weapons and "look-alikes," alcoholic beverages, controlled substances (drugs) and "look-alikes," overdue books and other materials belonging to the school and stolen property.
- "Personal possessions" includes, but is not limited to purses, backpacks, bookbags, packages, clothing, vehicles, computers, digital cameras and mobile phones and any type of electronic device with capability to store data, text or images.
- "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school policy, rules and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context or other reliable sources of information.
- "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

Guidance Board.

The Guidance Board is common to all IES schools and is responsible for investigating the behavior and attitudes of the students of the IES schools at both the individual and group level throughout the educational process. The

Guidance Board is made up of the Head of School, Head of Studies, Guidance Department Coordinator, up to three teachers selected from appropriate teaching teams and four students from the Student Government. The appropriate Mentor will attend and have a voice but will not be allowed to vote.

Functions:

1. Establishes policies for co-existence and integration of students for preventing conflicts and misbehavior.
2. Analyzes and evaluates individual and collective student behavior and attitudes.

Action procedures for individual cases:

1. The Mentor and the Head of Studies / School decide which incidents will be brought to the GB.
2. The tutor will present the situation to the board and give appropriate analysis and submit a comprehensive written report on the student's behavior.
3. The student will address the members of the board orally and will be heard in order to reach conclusions.
4. After due deliberation the members of the board will determine and communicate their decision based on the current data and scholastic record of the student
5. The Head of School will be the person responsible for carrying out the action proposed by the board and has the final decision regarding consequences.
6. The process will track the student's behavior over time and will take into account that guidance is not an action of just one moment, but rather of many.

Action procedures for group cases:

1. Any of the board members may bring forward the issue regarding the group in question.
2. The views of all involved parties will be heard.
3. A decision will be handed down suggesting possible solutions to the conflict.
4. The decision will be issued to all affected parties.

The decisions reached by the guidance board and adopted by the Head may only be appealed in writing to the Vice President of IES, who will have the power to veto these decisions for reasons substantiated in writing.

10. Attendance Policy

Regular attendance at school and arriving at school on time are of the utmost importance to the success of the students. It is the responsibility of the student and his/her parents/guardians to help him/her arrive at school and to attend each class on time. A student is tardy when he/she is not seated in his/her class prior to the designated start time.

School Hours

Classes begin promptly in the morning, and all students are expected to be in class at the designated times. Missing any part of the academic day is detrimental to the student's progress in school.

8:00 am – 3:10 pm for grades 6 – 12

10:20 am – 2:30 pm for grades 9-12 Boca Prep Evert Tennis Academy Students

3:15 pm – 4:00 pm Enrichment, Activities and Service Program (CAS)

All students must be collected by 4.15pm or an additional charge will be raised to cover supervision unless arrangements have been made for a late collection.

Students in the Evert Tennis Program who aim to achieve the award of the IB Diploma must complete additional requirements, which fall outside the time ETA students attend Boca Prep and will be at additional expense.

Absences

Absences may be excused or unexcused. **Excused absences** are those necessitated by medical situations, legal responsibilities, family emergencies, or those that are approved extended absences (see below). **Unexcused absences** refer to absences other than the above. The office reviews all unofficial absences for possible disciplinary action.

Procedure for Absences

If a student is absent, please call the school and leave a message before 8:00 a.m. on the day of your child's absence and inform the attendance personnel that your child will be absent or late and why. Please **DO NOT** call the office to request that assignments be gathered for a student who is absent. The student is responsible to check online for any assignments and make arrangements with teachers upon the student's return to complete or make up assignments or tests and to get copies of notes, etc. When a student returns to school, he/she is required to show documentation of his/her absence.

Attendance Regulations

Students in grades 6 – 12, who are absent for a total of eight (8) or more school days (unexcused) in a semester for any course, may not receive credit for the course and may have to repeat the course. Parents/Students may apply for a hardship exception to this policy through the Head of School. Students who exceed the maximum absences, must make-up time for time missed out of

regular school hours. All course work missed will be done during this time. The Administration will make a conscientious attempt to confirm the reasons for all absences as they occur. Parents will be notified when a student has accumulated four unofficial absences from any class throughout the course of a quarter. When the student reaches the sixth unofficial absence, the parent will again be contacted. At the seventh absence parents may be asked for further written verification or documentation concerning their child's absences to determine whether an appeal is necessary.

Absences on Test Days

Being absent on the day before a test that was previously assigned does NOT excuse a student from taking that test. Additionally, if a student is absent on the day of a scheduled test, he/she must take the test within the week that he/she returns to school.

Extended Vacations

Such vacations during the school year are discouraged. Although the faculty may provide assignments covering the material missed during an excused absence, they are not responsible for providing extra homework during an extended vacation. Should you and your child/children need to go on a vacation during school, you must seek approval from the administration at least one week prior to the student's first day of absence. It will count toward unexcused absences.

Excused Absences

There are two parts to this equation. First, it must fall under one of the five reasons below. Secondly, a parent/guardian/doctor must provide a note explaining the nature of the student's absence. Extended illness – illnesses that last 3 days or more require a doctor's note. Excused absences are:

- Personal Illness
- Illness or death in the family
- Doctor or dental appointment
- Religious observances
- College Visitations for juniors and seniors. Documentation must be provided from the college.
- Performance program tournaments (with documentation)

Extended Absences

Parents must notify the office if the student will be absent or out of class for a single class or for an extended period of time due to illness. Parents and students must then make arrangements using **managebac or email** to secure the appropriate assignments.

Loss of Driver's License

State law mandates that students missing fifteen days or more of school in any ninety-day period will lose their driver's license or their right to obtain a license. Students who have lost their license can get it back once they have attended school for thirty consecutive days.

Permission to Leave Campus

Boca Prep operates within a “closed campus” policy. This means that students are not permitted to leave the campus during the school day without first checking out through the school attendance office. A student desiring to leave campus for a valid reason must present a written note from his/her parents/guardians explaining the reason to the school attendance office. The student must then sign out. If the student intends to return to school that same day, he/she must also sign back in upon return.

Tardiness (all grades)

All students must arrive at school on time. Students who are habitually late cause interruption and impede learning within the school community. A student is tardy when he/she is not seated in their class prior to the bell. Like absences, excused tardies fall under one of the following reasons:

- Personal Illness
- Illness or death in the family
- Doctor or dental appointment
- Religious observances

Loitering

High school students are expected to depart or be picked up from campus by 3:10 pm. There is homework hall provided from 3:10 – 4:00 and after-school classes provided at an extra cost. Boca Prep assumes no responsibility for these students after 4:00 p.m. Those students who are reporting for after school sports practices, games, or for extracurricular activities must sign in.

No loitering in cars is allowed. Previous Boca Prep students who were asked to leave under academic or behavior duress may not be on campus or in the parking lot.

11. Dress Code and Uniform Guidelines

Taking pride in high standards of appearance is the strongly stated preference of parents and the institutional policy of IES, which mandates that the entire policy be enforced. This means that the complete uniform, whether for regular classes, PE, swim or special occasions is required.

Parents are asked to help the school in carrying out the school’s dress standards by supporting the letter and spirit of the code, by ensuring that their sons and daughters are properly groomed and attired when he/she leaves for school each morning. **Students who are not in proper uniform will be sent to the office to make corrections or wait until parents bring a change of clothing.** The student will not attend classes until dressed appropriately. The mentors will administer the appropriate discipline reports and other consequences. (Refer to table in the disciplinary section.) This interruption of learning is easily prevented. All parents are expected to assist the school in supporting these regulations. Repeated dress code violations may result in formal disciplinary

action. Working together under the same set of rules contributes to a cohesive student body with a strong camaraderie, integral to building a strong school spirit and sense of pride.

The purpose of the uniform dress code is to make clothing a non-issue so that the focus can be on education rather than appearance. Students have every opportunity to express their individuality through their coursework, athletics, clubs, activities etc. It is the policy that all students abide by the specific uniform requirements, including the style and color specifications. Students must remain dressed in the appropriate school uniform from 8 am until 4.15 pm and on the way to and from school when they represent the school in the community. There are also special Casual Dress Days designated throughout the year that allow students to wear special designated clothing, often arranged by the Student Government (See notes)

GIRLS

Shirts/Blouses: Boca Prep logo oxford cloth shirt (white), Boca prep logo polo shirt (navy, white)

Skorts: Boca Prep plaid or khaki skort

Trousers/Shorts: Boca Prep khaki uniform slacks or shorts

Jumper: (lower School only) Boca Prep uniform jumper or woven vest

Belt: a khaki, brown or black plain uniform belt is to be worn with trousers/shorts.

Socks: crew or sport socks which cover entire the foot (tan or navy; no logos)

Shoes: traditional brown/black (solid color) leather school shoe (deck shoes, loafers, etc.)

For safety: No open toe, sling-back, sandal, stacked/elevated heel, athletic or boot type shoe is permissible.

BOYS

Shirts: Boca Prep logo oxford cloth shirt (white), Boca Prep polo shirt (navy, white)

Trousers: Boca Prep khaki uniform stacks or shorts

Belt: Khaki, brown or black plain uniform belt to be worn at all times

Shoes: traditional brown/black (solid color) leather school shoe (deck shoes, loafers, etc.)

For safety: No open toe, sling-back, sandal, stacked/elevated heel, athletic or boot type shoe is permissible.

Socks: crew or sports socks which cover the entire foot (tan, white or navy; no logos)

Dress Uniform-required for all field trips, assemblies.

The Boca Prep logo white oxford cloth is required, and is to be worn with the uniform skort/shorts or trousers and all other standard uniform components.

Physical Education Uniform

All students are to dress in the school P.E. / Performance Program uniform; PE uniform is a Boca Prep T-shirt and plain navy athletic shorts. Athletic shoes are required. The Boca Prep navy swim suit is required for all Swim Classes when these are available. Girls are to wear the logo tank swim-suit and boys will

wear the logo swim trunks. Lower School students wear their P.E. uniforms/sneakers to school on gym day and they change into their swim suits on swim day.

Uniform Guidelines

1. Formal shirts/blouses must be tucked into pants, shorts, skirts or skorts, at all times. Shirts must be long enough to enable them to be reliably tucked in all day.
2. Belts must be worn with pants or shorts; either plain brown or black leather or approved canvas strapping.
3. During cooler weather, only approved Boca Prep vest or cardigan or logo outwears may be worn to school. Families are urged to purchase these items in advance.
4. Hair should be cut in a traditional style, and maintained so that it is neat and clean in appearance. Unkempt hair is never acceptable. Hair may not be dyed unusual or bizarre colors. Bizarre/unusual is any color other than natural hair colors (for example: blonde, brown, and black). Wide gauge “stretchers” are not allowed. Bandanas, scarves, headbands or hairpieces are not authorized for wear with the school uniform.
5. Extremes in fashion, whether clothing, jewelry, make-up, or nail polish, are not acceptable. Nails are to be neatly manicured, natural looking, clean and short. This ensures proper hygiene and the safety of your child’s fingernails as well as the safety of the other children.
6. Skirts must be as long as the extended arm of the wearer, neatly hemmed, and may not be rolled at the waist.
Parents are to check the length of the skirts during the year as the child grows to ensure proper coverage and modesty.
7. Solid black, brown or navy traditional school-shoes (i.e. ‘deck’ shoes, loafers, or oxford-style) are required. The shoe can have no logo on it. Open-toed, backless, sandal clog, flip, boot or athletic sport styles are not permitted. Heels must be a standard ½inch. These restrictions are due to safety, health and insurance considerations. Our students climb stairs and walk quickly in the hallways, and the protection of their feet and ankles is a priority.
8. Students are required to wear tan or navy socks every day. The socks must cover the foot up to the ankle, i.e. not the low-cut sports socks. Socks may not carry any logo.
9. Girls are not permitted to wear excessive makeup.
10. Earrings may be worn by girls only, but should be limited to small hoops (1” diameter max) or studs. Visible tattoos and body piercing are not allowed. Writing on hands, arms and legs is not permitted.
11. Boys must be clean-shaven. If you are found with facial hair you will have to shave upon request.
12. Jewelry (necklaces or bracelets) may be worn if they are small in size (non-distracting) and do not exhibit any offensive symbols.
13. Sunglasses and tinted eyeglasses are not authorized for wear in school.

14. Students may not have any visible body piercing other than a single pierce in each ear (e.g., piercing of lip, nose, eyebrows, tongue, etc. is prohibited).
15. Students may not alter the bottoms or tops except to make them fit properly. (For example: you cannot cut slits at the bottom of the pants.)
16. Undershirts should not have logos or graphics that can be seen through a regulation shirt.
17. **The dress uniform is required for assemblies, designated field trips, and monthly dress-up days.**

Common Violations

Violations include, but are **not** limited to:

- Visible undergarments
- Inappropriate shirts under uniform
- Pants too low, big, or baggy
- Hats/head coverings on campus
- Incorrect outerwear
- Shorts and skorts that are too short

Violations will result in a student not being able to wear shorts and skorts for a period of time.

Religious exemptions to the Dress Code may apply.

Please refer to the Dress Code before purchasing any articles of clothing for school. Your ongoing support of the mandatory uniform is assumed by your membership of the School.

Casual Dress Days

Casual dress days are special days that students may dress out of uniform or in House Colors. The Head of School will determine any casual days that may occur throughout the school year and these may be requested by the Student Government.

Students may NOT wear the following on Casual Days:

- Clothing with offensive pictures or logos.
- Bandanas or hats
- Torn or ripped jeans, (anywhere)
- No tank or tube tops are allowed
- Excessively baggy or tight clothes
- Clothing showing bare midriff or having spaghetti straps. No see through shirts or pants. No muscle shirts or shirts exposing cleavage; including no visible undergarments.
- Excessively short shorts or skirts - shorts and skirts must be no shorter than 3 inches above the middle of the knee or longer.

- Absolutely NO flip-flops. Open toed/open backed shoes are not allowed on casual dress days. Sling back shoes are not permitted (for example: Crocs). Heels must not be greater than 2” in height.

If there are any questions about the above listed guidelines, the student should ask for advice from the mentor concerning the issue. This should be done before purchasing the clothing items or changing one’s own personal appearance.

All uniforms can be purchased at *Prep Connection*.

12. Emergency Procedures

Medical Emergency- Is it life threatening? Call a member of staff - Dial 911

- First member of staff on scene remains with casualty being sure not to remove him / her.
- Ensure airway is clear. Assess need for CPR. If the casualty is not breathing or pulse rate is not present commence CPR, if trained, otherwise call for CPR trained individual.
- Call for second staff / adult to Dial 911 and state “Medical Emergency” - Report:
- Where? What? Who? (approximate age), When?
- Further teachers / staff maintain calm and ask bystanders to move away quietly.
- Call the Nurse (Ext 200) and Head of School (220) to report ambulance (911) called.
- Gate opened and ambulance directed to best access point.
- Complete an accident report to give to ambulance crew. Keep one copy for school records.

Fire Precautions

- Keep aisles, exits and doors clear of obstruction at all times.
- Evacuation routes should be known and are posted next to the door in each room.
- All members of the school community should be vigilant and report any potential hazard.

On Discovering a Fire: Remain calm, alert those in the vicinity by calling “fire” and contact the nearest member of staff with details of the location of the fire and anyone involved or in imminent danger. The duty staff member in that area will sound the alarm and assist with evacuation procedures.

Fire Drill Procedure - Know the evacuation route(s) in advance.

- On hearing Fire Alarm - line up and exit the room quickly and quietly.
- Close windows; leave lights on; close (not lock) the door as you leave.
- Do not gather books or belongings. Begin evacuating as soon as the signal is given.
- Teachers lead classes to their assigned areas. They should bring their roll books and take attendance when the destination is reached.
- Students should follow the evacuation route for their present location.
- All administrators who do not have student responsibilities should help to see that all halls and exits are clear of students and help by guiding all students to a safe area.
- Until the "all clear" signal is given:
- No one should re-enter the school building.
- Silence must be maintained until back in the classroom.

Tornado Strike – No Warning

- An announcement over the public address system advises all to remain in the classroom.
- Move to a solid wall away from windows and avoid large roof expanse (Sports Hall).
- Groups on field or playground get to the nearest classroom or locker room.
- Adopt a protective position to best protect the face and head, under the desk if possible.
- Take roll. Maintenance staff conduct a sweep of open and isolated areas.
- No return to the regular classroom activities until an "all clear" announcement is made.
- The Head of School will then decide upon a return to class, evacuation outside to the fields or simply to stay in these safe areas.

Tornado Warning

- Lower and Middle (Grades 6,7, 8) School students (public address system) immediately walk to the cafeteria by the closest staircase with their teacher (class or specialist). Stay in the cafeteria with their teachers.
- Bus drivers will not leave the school grounds as long as a tornado warning is in effect.
- No students stay in the Sports Hall - except if there is little chance of safe exit, when the only safe location would be the bathroom area with no glass windows.
- High School students (Grades 9 – 12) go to the downstairs locker rooms with their mentors. Boys accompanied by male staff to the

male locker room. Girls accompanied by female staff will go to the female locker rooms.

- Guidance Counselor should remain in the cafeteria.
- All other mentors and staff should head to the cafeteria.
- The receptionist checks the outside areas (if safe to do so) and enters the school. Locks the reception door once. Check nobody in the clinic or bathrooms before descending.
- All offices are to be vacated and locked.
- Administration staff take updated contact lists and cell phones as per fire regulations.
- Nurse should also carry a spare first aid box. All students must remain in the cafeteria and locker rooms until the maintenance staff has cleared any broken glass or other obstructions from hallways.

Tropical Storm, Hurricane or Hurricane Warning

- The school will always close if Palm Beach or Broward County closes public schools.
- The school may open before other schools, assuming that it is safe to do so.
- If announcements are made on a Sunday evening or Public Holiday that the school will not open the next day, it is still the responsibility of staff to come to work to safeguard school property, their possessions, cover all electrical apparatus, turn off equipment and to make sure that NOTHING is left on the floor in case of water leakage.
- Once classrooms are secured, staff may leave to be with their families.
- Maintenance team, under the guidance of the head of maintenance and with any available help, will install the shutters to protect the windows.

Post Hurricane:

After a major hurricane leading to substantial damage, clean up brigades will be organized when it is safe to travel to work. Head of Maintenance will be in charge of clean up and work groups and will determine what is required.

Lightning Warning

- A lightning strike threat is the leading cause of storm deaths in South Florida.
- When the local alarm sounds (one long blast of the Lightning Strike warning horns), or in the event of lightning, the Receptionist will immediately notify the Division Heads. Maintenance staff will sweep the campus for students on playgrounds, fields, pool etc.
- Teachers immediately move students to the inside of a building that provides protection.

- The swimming pool will be closed. Personnel will seek cover in an adequate building.
- All activities will cease immediately and personnel take cover inside a building.
- Drop Off / Collection of Students will be suspended during a lightning strike.
- Return to activities only when the all clear given.

Lockdown Codes

In the event of any immediate danger the following codes may be used. Only the Head of School or their Deputy can implement or change a code.

Code Yellow-	Limited movement,
Code Orange-	Lockdown requested – No Immediate Danger,
Code Red-	Immediate Lockdown –No movement,
Code Green-	All clear,
Code White-	Bomb threat; no cell phone or electrical equipment to be used.

13. Athletic Department / Performance Program Conduct Guidelines

Mission

To achieve and to seek ways to improve on the highest standards of individual and team performance, conduct and learning in all sports pursued by students and offered by the school.

Philosophy

At Boca Prep we believe that participation in athletics can provide students with the opportunity for personal growth. Teamwork, mental, physical and emotional challenges, competition, and the experience of winning and losing graciously are important life lessons that will serve students well in their future.

Commitment

Developing good character habits requires time and effort. Coaches, trainers and parents can help students develop such habits by discussing, modeling, and reinforcing the desired attitudes and beliefs over time. Participation on an athletic team or on a performance program demands a commitment that involves both dedication and sacrifice, not only from the student athletes themselves, but also from the coaches and parents. The Athletic Department cherishes this collaborative effort.

Objectives

The Athletic Department supports students who wish to participate in curricular, enrichment and performance programs for any and all of the following objectives:

1. Enjoyment and Participation (Life skill)
2. Character Development (Leadership, Personal Qualities)
3. Performance Development (Professional Opportunities. Employment)
4. Physical Health (Contemporary and future well being)

5. Academic Learning (Anatomy and Physiology, Sports Psychology)
6. College Admissions (Future life opportunities and financial support for further education)

Code of Conduct

The Boca Prep code of conduct is a statement of rights and responsibilities that all members of the school community are asked to sign and abide by. To achieve the individual and collective objectives of the mission of the Athletic Department, we ask all stakeholders to agree to the following codes:

Boca Prep Coach's Code

The Athletic Coordinator, Trainers and Coaches are leaders, dedicated to far more than competition. As professional educators, leaders and role models for students we will:

- Exemplify the highest character as a role model for young people.
- Recognize the individual worth and reinforce the self-image of each team member.
- Encourage and assist individuals to set personal goals to achieve their highest academic potential.
- Strive to develop the qualities of competence, character, civility and citizenship in each individual.
- Provide a safe, challenging and encouraging environment for training and competition.
- Gain an awareness of the importance of prevention, care, and treatment of athletic injuries.
- Respect the integrity and judgment of the game officials.
- Teach and abide by the rules of the game in letter and in spirit.
- Build and maintain ethical relationships with coaches and administrators.
- Strive for excellence in coaching skills and techniques through professional improvement.
- Promote personal fitness and good nutrition.
- Be modest in victory and gracious in defeat.

Boca Prep Parent's Code

Parents play a vital role in the development of student athletes and the success of the Sports program. Therefore, we expect parents to commit to the following:

- Be a positive role model through their own actions.
- Show respect for the opposing players, coaches, spectators and support groups.
- Be respectful of all officials' decisions.
- Praise student-athletes in their attempt to improve themselves as students, as athletes and as people.
- Gain an understanding and appreciation for the rules of the contest.

- Recognize and show appreciation for an outstanding play by either team.
- Help their child learn that success is experienced in the development of their skills, win or lose.
- Take time to talk with coaches in an appropriate manner, including proper time and place.
- Remember that a ticket to a school athletic event is a privilege to observe the contest.

Boca Prep Supporter's Code

The larger school-community has an interest and investment in the success of our Athletic Program. These adults play a key role in reinforcing the educational goals of our program. Therefore, we expect these important program supporters to do the following:

- Remember that a ticket to a school athletic event is a privilege to observe the contest.
- Show respect for the opposing players, coaches, spectators and support groups.
- Be respectful of all officials' decisions.
- Recognize and show appreciation for an outstanding play by either team.
- Praise student-athletes in their attempt to improve themselves as students, as athletes and as people.
- Gain an understanding and appreciation for the rules of the sport.
- Reinforce our alcohol, tobacco and other drug-free policies by refraining from using any such substances.

Boca Prep Student Athlete's Code

Given our belief that high school athletics provides a unique opportunity for the development of physical conditioning, athletic skill, and character traits, we expect every Boca Prep student athlete to strive for the following:

Competence

- To develop the skills necessary to participate competently in the game.
- To demonstrate knowledge of the rules and conventions of the game.
- To demonstrate knowledge of the strategies of the game.
- To demonstrate a level of physical conditioning and fitness sufficient to participate.
- To demonstrate knowledge of healthy behaviors including nutritional issues.
- Reinforce our alcohol, tobacco and other drug-free policies by refraining from using any such substances.
- Character
- To be dependable in fulfilling obligations and commitments.

- To accept responsibility for consequences of actions, to not make excuses or blame others.
- To strive to excel.
- To persevere, give 100% effort and not give up in the face of setbacks.
- To demonstrate truthfulness and play by the rules of the game.
- To control anger and frustration and refrain from displays of temper and bad language.
- To accept losing and winning graciously; by congratulating opponents.

Civility

- To practice good manners on and off the field.
- To treat all persons respectfully, regardless of individual differences.
- Show respect for legitimate authority (e.g., Coaches, Officials, Captains).
- To be fair and treat others as one wishes to be treated.
- To listen to and try to understand others and to be compassionate and sensitive to others.
- To actively support teammates and others.

Citizenship

- To be faithful to the ideals of the game, including sportsmanship.
- To keep commitments to the team.
- To show team spirit, encourage others and contribute to good morale.
- To set a good example for teammates, younger athletes, fans, and school community.

By signing I agree to promote the above stated mission, abide by the Boca Prep Code of Conduct, the Athletic Department Conduct Guidelines, all rules and regulations developed for each individual sports team, and all rules and regulations contained in this Student Handbook. For any violation I understand I may be subject to discipline, including but not limited to exclusion from activities, suspension, and/or expulsion.

14. Technological Resources Policy

A full version of this policy will be given to students the first week of school.

Computer Acceptable Use Policy – Student Contract

The school network and the larger Internet offers a 'global community' of diverse and unique resources that students can use to promote communication, reasoning and problem solving, personal development and social responsibility.

We expect that students who use the School computer network will do so in a way that is consistent with, and related to, the educational mission of the school community.

1. No student shall deliberately damage school computers or software. This includes vandalism, "hacking", wasting resources and spreading computer viruses. Students and their families will be responsible for the repair or replacement of damaged equipment.
2. No student shall deliberately access educationally inappropriate materials or show others how to do so. This includes, but is not limited to, obscene and pornographic materials, sites promoting hate groups or violence, the use of illegal or controlled substances, or dangerous materials (such as bombs or weapons).
3. All students shall respect and uphold copyright laws regarding copies of software, text or graphics.
4. Illegal activities are strictly forbidden.
5. No student shall participate in hate mail, harassment, discriminatory remarks and other antisocial behaviour, including, but not limited to profanity, obscenity, bigotry and 'flaming'.
6. Use of another user's login password, or allowing another user to use one's login password, is strictly prohibited.
7. Computer gaming is not allowed during school hours, unless the games are part of the teaching programme and the student has been given appropriate authorisation.
8. Accessing and using Instant Messaging, Chat rooms and Social Networking sites (eg Facebook, MySpace) is limited to special permission.
9. All students shall practice courtesy and respect for the rights of other users.
10. Users of the School computer network can and may be monitored and observed by the system administrator and staff.
11. Users who have questions regarding appropriate use should **ask** a teacher or the system administrator **before** accessing materials.
12. Mobile phones are strictly forbidden within school hours.
13. School laptops may only be used with appropriate authorisation and supervision from a member of staff. Laptops must be transported from room to room using the bags provided.

The use of the School computer network is a privilege, which may be revoked at any time for abusive conduct as outlined herein, as defined by school discipline policy, or as determined by the staff, system administrator or administration. Should a student user commit any violation, or engage in activities judged by system or school administrators to be inappropriate usage, access privileges may be revoked, school disciplinary action may occur and/or appropriate legal action may be taken.



BOCA PREP
INTERNATIONAL SCHOOL
UNITED STATES OF AMERICA

Agreement

Name of Student: _____

Date: _____ Grade: _____

I acknowledge that I have read and understand each of the following sections of the Boca Prep Student Handbook contained within this Agenda and subscribe to all of the policies stated herein.

- Charter of Rights and Responsibilities
- Student Code of Conduct
- Standards of Behavior
- Athletic Department Conduct Guidelines and Code
- Technological Resources Policy
- Behavior and Discipline Policies
- Attendance Policies
- Personal Appearance and Uniform Policy

Boca Prep promotes the highest standards and seeks to work in partnership with students, parents and guardians to promote learning and achieve potential. In order for a student to be allowed access to the school, this form must be signed, left in your agenda and will be copied by your mentor to be placed on file.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Mentor Name: _____

Semester 1:

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No	Times	Monday	Tuesday	Wednesday	Thursday	Friday
1						
2						
3						
4						
5						
6						
7						
8						
9						
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11						
12						
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14						
15						
16						

Semester 2:

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No	Times	Monday	Tuesday	Wednesday	Thursday	Friday
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