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OVERVIEW

Mission Statement

St. Paul’s School for Girls educates hearts and minds in an inclusive community that is grounded in the Episcopal values of respect, integrity, and spiritual growth. We empower voice, nurture intellectual curiosity and creativity, and inspire confident leaders who serve in the world.

Middle School Philosophy

The SPSG Middle School creates a safe and enriching environment for girls through their middle years. In partnership with parents, we work to help grow our girls into creative and self-confident critical thinkers who are comfortable to let their passions speak. The skills of leadership and self-advocacy are critical in the world of 21st century global education and these are skills that our girls will be encouraged to strengthen every day.

Ever mindful of best practices, SPSG Middle School is not only a place that will provide girls with an innovative and relevant interdisciplinary academic program, we are a school where unique contributions are valued and every girl’s voice is heard. Because we believe that the Middle School girl learns best by experiencing, we look to incorporate embedded lessons in everything they experience, from the arts to athletics to our community service and advisory programs and beyond.

Community Life and Diversity

Believing that “every child is a child of God” and that trust, understanding, and mutual respect lie at the heart of our community, St. Paul’s School for Girls is committed to creating a supportive learning environment where all individuals are valued for their unique contributions and are able to achieve their highest potential. We strongly believe that a diverse and inclusive environment is the best learning environment for our girls and prepares them to live, work, and thrive in an increasingly global and multicultural community. We reject all prejudice, particularly those based on race, national and ethnic origin, religion, socioeconomic status, gender identity, sexual orientation, and physical characteristics.

The Middle School Diversity Curriculum lays the groundwork for developing a common language about diversity and creating an atmosphere conducive to dialogue. Students:

- Learn and practice the ground rules for open communication
- Learn the vocabulary of diversity
- Identify their families’ cultural backgrounds
- Learn about the cultural backgrounds of their classmates
- Understand that diversity refers to many ways that groups of people are unique
- Learn that everyone has advantages and disadvantages
- Learn how to be an ally
- Learn how to interrupt teasing and bullying
- Learn the basics of respecting and valuing cultures and beliefs that differ from their own
GENERAL INFORMATION

Schedule

Beginning and End of Day
Students may arrive as early as 7:00 a.m. and no later than 7:45 a.m., in order to get organized and prepared for the school day, which officially begins with advisory at 7:50 a.m. All-school Prayers takes on Mondays and Fridays. Chapel is held on Tuesdays, and Wednesday begins with Middle School Prayers or class meeting. School begins at 8:30 a.m. on Thursdays and students are expected to arrive by 8:15 a.m.

Students arriving before 7:30 a.m. Monday-Wednesday and Friday and before 8:15 a.m. on Thursday must report to the Commons for beforecare.

Middle Schoolers are dismissed at 3:30 p.m. with athletics and aftercare beginning at 3:45 p.m.

Weather-Related Late Opening
The School website and social media outlets provide the most accurate and up to date information regarding weather-related late openings. Families will also receive an email from the school and are invited to opt-in to receive a text message. Students will begin the day with advisory at 10 a.m.

SPSG does NOT follow the school closings for Baltimore County.

Lunch
Students may eat lunch in the Ward Center or the Commons and are welcome to bring a lunch from home or purchase items with cash or their student account number. Information and directions on setting up or replenishing an account can be found on the school website.

Attendance, Late Arrivals, Leaving Campus & Planned Absences

Attendance
All students are expected to attend school every day. Special days, class trips, and scheduled events within the day are part of the curriculum, and student attendance is expected. In case of absence or lateness, the parent or guardian of the absentee must call or email the Middle School Office before 8:30 a.m. to verify the absence of his or her daughter.

Late Arrival
The school day begins at 7:50 a.m. Monday-Wednesday and Friday and 8:30 a.m. on Thursday attendance is taken at that time. If a student arrives after the school day starts, she must sign in in the Middle School Office and bring a note from a parent (or have a parent call or email) excusing her tardiness. A student arriving late without a note or call to the Middle School Office by a parent may result in disciplinary consequences. Students must be present in school by 10 a.m. in order to participate in after school athletics and other extracurricular activities.

All students are expected to attend advisory, Prayers, Chapel, classes, and all special events. In the Middle School, each student is allowed five excused late arrivals per semester with no penalty. Parents of students exceeding the limit will receive notification, and students may receive TRACs for subsequent late arrivals.

Leaving Campus
All students who need to leave campus before the end of the school day must sign out in the Middle School Office before they depart. A student who plans to leave school before the end of her academic day should submit a note (or an email) from her parents to the Middle School Office by 8:30 a.m. Students leaving for a doctor appointment should sign back in when they return to campus. In an emergency, a parent must telephone the appropriate Division Office to give his/her daughter permission to leave. Parents can give such permission only for their own daughters.

If sick, the student must see the nurse before leaving; the nurse will call home for permission for the student to leave. Students should not text or message parents to pick them up without permission of the nurse. We request that parents receiving messages from students regarding illness contact the nurse.

**Planned Absences**

If a student wishes to be excused from school for reasons other than illness, she must obtain a form from the Middle School Office, have it signed by all of her teachers and returned to the Middle School Office before she departs. Failure to have the form signed may result in zeroes on work missed. Please note the academic requirement that, to earn credit in a given course, a student must be present for at least 80% of the total number of class meetings.

When a student knows in advance she will be absent, she has the responsibility to talk with her teachers and take her tests in advance when possible. The teacher may prefer that the student take the test on her first day back and may choose this option. While we appreciate the value of family trips, it is difficult to replicate the benefits of student involvement in classroom discussions. If a family chooses to travel extensively during the school year, faculty will not be expected to reteach missed material and academic achievement may be impacted.

**The Home-School Partnership**

Parents are invited to contact faculty and administrators via email or a phone call and should expect a reply within 24 hours.

Questions that are course-specific should be directed to individual teachers or department chairs, while advisors and Grade Deans can address grade-specific questions. The School Counselor or Chaplain can address socio-emotional questions or concerns, and the Grade Deans, Dean of Students, and Middle School Head handle conduct related issues.

Families needing to get in touch with their daughter during the school day are asked to call the Middle School Office rather than call or text their daughters directly as students’ phones are to be turned off and stored in their lockers while at school. Students may bring their phones to After Care but will be asked to store them when they sign in.
At St. Paul’s School for Girls, we understand that middle school is a time of significant change and growth for adolescents. They are developing intellectually, physically, emotionally, and socially, and we provide a joyful, supportive, and challenging environment to nurture their independence and voice. Our approach to middle school focuses on the individuality of each student in order to foster her confidence and success in and out of the classroom. An experienced and dedicated faculty supports and guides students to think, create, question, and communicate. Our program positions girls to embrace the challenges of our Upper School and to lead and learn with confidence.

Curriculum

Please refer to the LMS or the Middle School portion of the Academics page of the school website for the MS Curriculum Guide.

Books and Lockers

Books are provided by the School and distributed to Middle School Students in class at the start of each school year. All students return their textbooks at the end of the year; consumables such as novels and workbooks need not be returned. All books and school supplies should be stored in lockers and not left on the floor in the hallway.

Students are provided lockers and combination locks at the start of each school year. Books and personal property should be locked in lockers when not in use. We ask that students refrain from sharing lockers and combinations and that locks are used properly. Students are also provided PE lockers in the gym area.

Personal property that does not fit in school lockers such as athletic equipment, overnight bags, and more, should be stored in the “equipment room” in the Middle School Office.

Homework Philosophy

Homework in the SPSG Middle School is a natural extension of daily instruction. It serves as an opportunity to reinforce and apply knowledge and skills that are introduced in the classroom. Because we feel that each girl should learn to identify her own strengths as well as formulate questions with regard to her understanding of subject matter, homework should also allow for student reflection. As teachers assign homework, they are looking to reinforce skills in the following areas:

- Mastery of content
- Organization
- Time management
- Critical thinking
- Responsibility
- Synthesis of information from multiple sources
- Ownership of individual learning

Homework will be assigned in most courses on most days. Quantifying the amount of time that should be spent on homework is difficult as it is largely dependent on the individual’s learning style. On average, students in fifth and sixth grade should have no more than 60-70 minutes of homework per day, while
seventh and eighth graders should have no more than 80 – 90 minutes of homework per day. There will be evenings when this will be exceeded for the final completion of projects or in preparation for assessments. Teachers will take into account special school and calendar events in the scheduling of homework.

Grading

Policy
Grading policies and extra help times are set by individual teachers and are outlined on their respective syllabi. Students in fifth and sixth grades should not have more than one test and one quiz or two quizzes on a given day. Students in seventh and eighth grades should not have more than two tests or one test and two quizzes on a given day.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-110</td>
</tr>
<tr>
<td>A</td>
<td>93-96.99</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.99</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
</tr>
<tr>
<td>B</td>
<td>83-86.99</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
</tr>
<tr>
<td>C</td>
<td>73-76.99</td>
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<tr>
<td>C-</td>
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<tr>
<td>D+</td>
<td>67-69.99</td>
</tr>
<tr>
<td>D</td>
<td>63-66.99</td>
</tr>
<tr>
<td>F</td>
<td>Not passing</td>
</tr>
</tbody>
</table>

Extra Help
Students have study halls and time for extra help built into their daily schedules. Faculty are also available during breaks, lunch, and after school with advance notice and coordination.

Communication

Conferences
Hopes and Dreams
At the beginning of each school year, parents or guardians are invited to meet with their daughter’s advisor to discuss their academic and social-emotional “hopes and dreams” for the upcoming school year. In addition to providing time to get acquainted, these conferences enable parents and advisors to begin a dialogue that will continue throughout the year. Together, advisors and families provide the support and guidance necessary for a student’s successful middle school career.

Fall and Spring Conferences
Parents are encouraged to attend Parent/Guardian Conference Days in the fall and spring to review report cards and discuss their daughter’s progress with her teachers. All students are welcome to attend such conferences with their parent(s) or guardian(s).

Report Cards
The school year is divided into quarters. Each student receives a report card with academic grades at the end of each quarter, which she reviews with her advisor. Report cards are made available to parents on the LMS; they are not mailed home.

Mid-Quarter Reports
All students will receive a mid-quarter update from advisors halfway through first quarter. During subsequent quarters, students receiving a grade of C- or below, or her progress, behavior, or attitude is of concern will receive a written comment from the subject teacher.

Personal Potential Rubric
All students will receive a personal potential rubric that will accompany their first and third quarter comments. This rubric will give faculty the opportunity to give feedback and partner with families on growing skills such as self-advocacy, leadership and resilience both in and out of the classroom.

**Academic Probation**

A student who earns two C- or below at the end of a quarter may be placed on Academic Probation, indicating that her continuing status at the school is in question.

The student’s teachers, under the direction of the Middle School Head, will recommend strategies to help the student be more successful. If at the end of the following quarter, she again earns two C- or below, the division head and the student’s advisor will meet with the student and her parents to discuss whether the SPSG program is able to meet the needs of the student. Students on Academic Probation may be required to attend summer school to improve skills and master material.

**Promotion Requirements**

If the school is concerned with a student moving on to the next grade, conversations with families will start to take place as early as practicable in the academic year. SPSG values a strong home-school partnership as well as complete transparency when it comes to the academic, social and emotional life of each girl. We will work with each family to make sure that their daughter is being appropriately supported in all aspects of her school life.

**Penny B. Evins Learning Commons**

The Learning Commons is open to Middle School students from 7:45 a.m. - 4:00 p.m. for relaxation and learning. Students using the Learning Commons in groups should speak quietly so others may study. Food and drink (other than water) are not permitted and students are expected to straighten up after themselves when they leave.

The Director of the Learning Commons is available and happy to assist, whether you are working on an assignment, need to place an item on hold, or would like help finding something good to read. Just ask!

**Arts**

Our comprehensive arts program in the Middle School at SPSG is designed to challenge and captivate our students through opportunities in our visual arts, music, and theatre courses, as well as our dance program and extracurricular classes in The Dance Conservatory. All of our students have access to a full range of arts offerings at each grade level. These are designed to prepare our young women for future study in the arts, to become lifelong learners and informed audience members, and to embrace a global mindset in the visual and performing arts.

**Athletics**

SPSG celebrates the opportunity for Middle School students to participate in interscholastic sports during the fall, winter and spring seasons. The athletics program offers a variety of sports each season and is separate from Physical Education (PE). Sports are open to all students, from beginners to experienced players, and there is a place for every student on a team. Practices take place four days a week from 3:45-4:45 p.m., with games scheduled after school throughout the season. Every player receives playing time during games and students must be in school by 10:00 a.m. in order to participate in athletics. Seasonal offerings and additional information can be found on the Athletics page of the SPSG website.
LEADERSHIP

At SPSG all girls learn to lead and advocate for themselves and others. We prepare girls for leadership by integrating communication, collaboration, advocacy, and decision making throughout our Middle School program. Advisors foster each girl’s confidence and connection to the school, and our dedicated Middle School faculty cultivates a vibrant and respectful learning community. Students are encouraged to express their voices and to celebrate their individuality while learning to value multiple perspectives. Whether participating in the Middle School Student Government Association, preparing an eighth grade speech, volunteering to be a Green Key (admissions) host, capturing a team, performing in the middle school musical, contributing to the middle school yearbook, or serving on a school-wide advisory board for environmental initiatives or community service, our Middle School students develop the confidence to take healthy risks, demonstrate initiative, and serve as empathetic, ethical leaders. Class trips and grade-level activities also further the leadership potential of each girl.

Student Leadership Groups

Green Key
Green Key Society is an SPSG organization that operates under the umbrella of the Admissions office, focusing on the engagement of current students with prospective and newly enrolled families and assisting with school-wide events. By sharing their voices, our Green Key Society Ambassadors model the way the school is presented to others, shape its presence in the Baltimore learning community, and direct how the school will be perceived in the future. Students serve as tour guides, hosts, and panelists, while simultaneously developing their leadership and community-building skills.

Peer Mentors
The Middle School Peer Mentor Program provides leadership training and opportunities for ten to twelve non-elected 7th and 8th grade students. Leadership is one of the nine core values used to ground SPSG’s Middle School Character Education Program and Advisory Program, and it is an important mission-driven value in our whole community. This program allows for a fluid peer mentorship experience from middle to upper school, promoting SPSG’s core values and ethical educational goals. Peer Mentors work closely throughout the Spring with students in the lower school, kindergarten through 4th grade, teaching lessons on character and community. Peer Mentors also eagerly meet visitors that come to our school, participate in middle school leadership opportunities and conferences on and off campus, and brainstorm new ways to make our middle school a more inclusive, welcoming community.

Student Government
The Middle School Student Government Association (SGA) is a group of individuals selected by their peers to lead and represent them in school affairs. Elections take place annually, and the student leaders partner with a faculty advisor to shape the climate and culture of the division throughout the year. They lead by example and model the qualities of a Gator by supporting their classmates and demonstrating good citizenship on campus, off campus, and online.

Students receive leadership training and develop initiatives during weekly meetings, and they are often called upon to represent the Middle School at Prayers, assemblies, and special events.
**Student Diversity Committee**

The Student Diversity Committee is dedicated to promoting inclusion and dialogue surrounding diversity at SPSG. The group partners with both the school counselor and the faculty advisor to plan advisory activities, discussion groups, and division-wide programming throughout the year. Middle School students may self-select to be a part of the committee.

**Service**

Founded in the Episcopal tradition, St. Paul’s School for Girls embraces service and outreach as a major component of its program. Our yearlong service projects provide a depth of understanding about local and global issues. Fifth graders focus on the issue of hunger; students make casseroles for Paul’s Place six times during the school year. The sixth grade’s focus is sustainability. Students team with Habitat for Humanity and Real Foods Farm to learn about and support their healthy neighborhoods programs. Throughout the year, the grade works in the greenhouse and in our community garden to create beautiful herb gardens for the residents of Sandtown’s Habitat for Humanity homes. The seventh grade focuses on aging and has a strong partnership with the Pickersgill Retirement Home. During the school year, students visit Pickersgill to interview residents about their experiences, participate in activities and crafts, and form valuable friendships. In the eighth grade, students partner with Ridge Ruxton School and develop relationships with young men and women with special education needs.

**Spiritual Life**

**Prayers**

All-School Prayers begins at 8:00 a.m. (after advisory) in the Performance Gym. Everyone – head of school, administrators, faculty, students, staff – attends this morning assembly. Two mornings a week, special programs are presented.

**Chapel**

Prayers is devoted to Chapel once a week. While closely associated with Old St. Paul’s Church and the Episcopal tradition, SPSG recognizes the multicultural backgrounds of its students and is supportive of all religions. Chapel focuses on the spiritual with words, prayers, and music that celebrate God, but is respectful of the rich diversity within the SPSG community. Parents are invited to join students and faculty for Prayers.

**Religious Studies**

The Religious Studies program occupies a unique space within the middle school program. Study of major world religions, the Episcopal tradition, and sacred texts offer students the opportunity for self-reflection and spiritual exploration. Students in all grades take a yearlong course.
BEHAVIOR EXPECTATIONS

Community Values and Expectations

The Student Government Association, in partnership with the school administration, has established the following regulations as guidelines for successful community life:

1. St. Paul’s School for Girls is interested in promoting the integrity of and respect for each member of the community and our visitors.
2. Because the school cannot have a written rule for every infraction, each student is encouraged to use her common sense, to seek advice when in doubt, and to regulate her decisions so that she is in compliance with the spirit of our community.
3. Advisors will discuss school rules and consequences during opening advisory time.
4. At the beginning of each year, students will sign the following Honor Agreement: "As a member of the St. Paul’s School for Girls community, I pledge my honesty, academic integrity, sportsmanship, and stewardship to the school community, and I expect others to be responsible to do the same."

Bullying (Including Cyber-Bullying), Harassment & Intimidation

The School is committed to providing an atmosphere free of bullying, harassment, or intimidation. Every individual in the SPSG community is to be treated with sensitivity and respect and is entitled to work and learn without fear of bullying, harassment, intimidation, humiliation, and/or degradation from unwanted and unacceptable behavior, including, but not limited to, comments, images and technology. This policy applies to relationships between adults, between students and/or between adults and students, regardless of the individual's gender and/or age. Students are prohibited from engaging in any form of bullying, harassment, or intimidation. Students are further prohibited from taking any act in reprisal or retaliation against another student who has made a report of bullying, harassment or intimidation.

Bullying, harassment, and intimidation are defined as the use of a written, verbal, or electronic expression or a physical act or gesture, or any combination thereof, by one or more students or members of the faculty/staff directed at a target that: (a) causes physical or emotional harm to the student or damage to the student’s property; (b) places the student in reasonable fear or harm to the student's self or damage to the student’s property; (c) creates a hostile environment at school for the student; (d) infringes on the rights of the student at school; or (e) materially and substantially disrupts the educational process of the orderly operations of the School.

Cyber-bullying is bullying through the use of technology or electronic communication, including, but not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence or any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic, or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyber-bullying includes, but is not limited to, the distribution by electronic means of a communication to one or more than one person, or the posting or materials on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions included in the definition of bullying. Cyber-bullying can also include, but not be limited to: (a) the creation of web pages or blogs in which the creator assumes the identity of another person, and (b)
the knowing impersonation of another person as the author of the posted content or messages, if the creation or impersonation constitutes bullying conduct as defined above.

A hostile environment refers to a situation in which certain acts of misconduct cause the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or persuasive so as to alter the conditions of a student’s learning environment.

Students found to have engaged in bullying, harassment, or intimidation are subject to disciplinary action up to and including dismissal. Students who repeatedly commit acts of bullying, harassment, or intimidation will face serious disciplinary consequences, potentially to include suspension or dismissal. To the extent they are not dismissed, students who commit acts of bullying, harassment or intimidation shall receive appropriate educational or therapeutic services concerning bullying prevention.

Students are prohibited from making false reports of bullying, harassment, intimidation. Students found to have made false reports of bullying, harassment, or intimidation are subject to potential discipline, and may receive appropriate education or therapeutic services.

Any student who believes she has been subjected to bullying, harassment, or intimidation should make a report to the Student’s advisor, the Dean of Students, or the Head of the Middle School. The administration will promptly investigate any report of bullying, harassment, or intimidation. In addressing reports of bullying, harassment, or intimidation, the School shall take reasonable steps to try to protect victims from any additional acts of bullying, intimidation, or harassment.

The School Counselor is available to provide support services and references for further resources to: (a) any student who has been subjected to bullying, intimidation, or harassment; (b) any student who has been accused of bullying, intimidation, or harassment; and (c) any student who has been a bystander to bullying, intimidation, or harassment.

**Sexual Harrassment**

Sexual harassment is broadly described as unwanted and uninvited attention in the form of intimidation and/or in the form of coercion of an unwilling individual into sexual relations for favors real or perceived. Examples of behaviors that may constitute sexual harassment include (regardless of whether the intent or consequences of such behavior is to make the target individual feel uncomfortable): (a) offensive body language (staring and/or leering at a person’s body or standing/brushing too close) or offensive noises; (b) offensive or unwanted sexual comments, abuse, jokes, or insults, delivered verbally or in writing; (c) derogatory or pornographic posters, images, cartoons, or drawings; (d) pressure for sexual activity (such as hazing or threats as well as repeated requests after rejections); (e) offering favors or benefits in exchange for sexual acts, or threatening mistreatment if one does not engage in sexual acts; and (f) offensive or unwelcome physical advances (including kissing, hugging, pinching, grabbing, groping, "playful" slapping, etc.).

In case of sexual harassment, the individuals are encouraged to report the behaviors to the Head of School, the Middle School Head, the Dean of Students, the Counselors or the nurse. Reports are strictly confidential. An investigation into any charges will be conducted promptly. Anyone found to be in violation of this policy by a panel appointed by the Head of School will be subject to appropriate legal action, which may also include separation from the school.
POLICIES & REGULATIONS

St. Paul’s School for Girls is interested in promoting the integrity of, and respect for, each member of the community and its visitors. Each student is encouraged to use common sense in her daily behavior and interactions and to seek advice when in doubt; to regulate her decisions so that she is in compliance with the spirit of the community.

The community of St. Paul’s School for Girls recognizes the potential difference between actions which are in violation of school rules and actions which are in violation of the School’s Honor Code. Every individual is on her honor to not lie, cheat or steal, and to do her best to bring the fullest understanding of the Honor System to all other students. To this end, the following Honor Code has been adopted.

Honor Agreement

At the beginning of the year, each student and her parent(s)/guardian(s) are expected to read and understand the Parent/Student Handbook. Each student must also sign the Honor Agreement which states:

As a member of the St. Paul’s School for Girls community, I pledge my honesty, academic integrity, sportsmanship and stewardship to the school community, and I expect others to be responsible to do the same. I pledge...

- Neither to give nor to receive unauthorized assistance during examinations, tests, or on homework assignments
- Never to plagiarize
- Always to tell the truth
- To respect the property of others

(Adapted from the Honor Code of St. Andrew’s School, Boca Raton, FL)

Each student will also pledge her honesty on all assessments and major assignments by writing "I pledge my honor on this assignment." and signing her name.

Essential School Rules

Failure to follow the essential rules is considered a serious disciplinary matter and may lead to behavioral probation, suspension and/or dismissal.

Integrity

Complete integrity in all personal and academic matters is expected of each student. Truthfulness, even in the face of social pressure, is one of the values the school most wishes to encourage.

Personal Integrity

- Students must tell the truth about all matters. This includes truthfulness about submitting assignments, notes from home, use of the Internet and social media, and their whereabouts on campus.
- Students must use their own name and number in the lunchroom, the school store or at break.
- Students must use their own email or network accounts (Please refer to the Acceptable Use Policy for details.)
Academic Integrity

Students are expected to follow the guidelines set by teachers as to what constitutes cheating in a particular class. When in doubt about the honesty of an action, the student is expected to consult the appropriate teacher. If a student is not honest in her academic work, she may receive a zero for the work on which she was dishonest and may also be asked to sit in front of the disciplinary board.

Plagiarism

Plagiarism is a serious honor offense. The following statement from the MLA Handbook for Writers of Research Papers, accurately reflects the school’s policy regarding plagiarism: *Plagiarism involves two kinds of wrongs. Using another person’s ideas, information or expressions without acknowledging that person’s work constitutes intellectual theft. Passing off another person’s ideas, information, or expressions as your own to gain a better grade or gain some other advantage constitutes fraud.* (Garibaldi, Joseph. MLA Handbook for Writers of Research Papers, 7th ed. New York: MLA, 2009. 52.)

Plagiarism may occur intentionally or unintentionally in any academic discipline and can include non-verbal applications such as art, images, music, charts and graphs. A more extensive review of the issue of plagiarism appears in section two of the seventh edition of the MLA Handbook.

Students are to complete and submit their own work.

Students may not use any study guides such as Cliff’s Notes, Monarch Notes, SparkNotes, or study guides that are found on the Internet without the approval of their teacher. The use of computer foreign language translators is not acceptable. Under special circumstances, some students with accommodations may be permitted to use such tools as supplementary materials.

Respect

Respect for faculty, staff, other students and visitors is expected at all times, and is essential to build trust in the community. Physical or emotional injury to others, stealing and willful destruction of or damage to the property of others or of the school will not be tolerated.

Safety of Self and Others

Whereabouts

The whereabouts of all students must be known by the school during school hours. Keeping the school informed of her location is a responsibility of each student. If late to school, students must sign in at the Middle School Office, and the school must receive notification from the parent. If leaving campus, the student must sign out in the office and must have confirmed that a parent has communicated with the school. Students who are sick must also see the nurse prior to leaving campus (See "Signing in and out"). Students are expected to be present in all of their classes across both campuses. Cutting classes will result in disciplinary action.

Weapons and Threats

Students having in their possession, while on school property or at a school function, weapons of any kind or look-alike weapons may face dismissal. Students who threaten others with the use of a weapon or other form of physical threat or violence may face serious disciplinary action, up to and including dismissal. SPSG reserves the right to notify the authorities.

Emergency Drills
To ensure following safety emergency procedures, the SPSG community led by our Director of Safety, engages in periodic fire, weather-related and intruder drills throughout the year.

**Alcohol and Other Drugs: Use, Possession, Sale, Distribution or Solicitation**

The illegal use, possession, sale, distribution, or solicitation of alcohol or other drugs on the school’s property or at any off-campus school function (including any extra-curricular activities or private functions in homes) is absolutely forbidden.

Students may not arrive at school or at any off-campus function under the influence of alcohol or other drugs. The school reserves the right to take disciplinary action (up to and including dismissal) for violations of the foregoing rules, as well as for inappropriate off-campus behavior (regardless of whether associated with a School function) that is brought to the School’s attention. Violators are also subject to applicable law, including notification of authorities.

If a student is suspected of using substances illegally, the school reserves the right to ask that parents remove the student from school until a physician’s report on the student’s condition is submitted. The report may include drug-testing results.

SPSG buildings are tobacco/vaping-free. Students are absolutely not to smoke or vape on the grounds of the St. Paul's Schools, including at plays, athletic events and other activities during or after school hours. Students may not smoke or vape at any school-related event off campus or in school uniform in a public place.

Observance of the law is expected at all times. The school reserves the right to take action if inappropriate and/or illegal behavior off-campus is brought to the school’s attention. Parents are reminded that purchase of alcohol for minors is against the law and strongly discouraged by the school.

**Alcohol and Other Drugs Related Counseling**

Parents and students may seek help for a drug problem from faculty advisors, the school counselors, administrators or chaplain. Any student who comes forward will be assisted and supported in an effort to achieve the most beneficial results for both the student and the school.

**Middle School Disciplinary System**

The Middle School recognizes and embraces that the middle grades are a time for growth, and with growth comes occasional missteps. The goal of the disciplinary system is to encourage students to learn from mistakes and to become more considerate of the impact that their words and actions have on the greater community.

There are graduated levels of disciplinary infractions in a community; therefore, the Middle School will treat the various violations with a tiered structure on a case-by-case basis. For minor behavioral issues such as dress code violations, gum chewing, arriving late to class, classroom rules violations, or violating the cell phone policy, girls receive a TRAC or “Time for Reflection and Connection.” More serious violations related to respect, violations of the Honor Agreement, All-School Rules, AUP or similar may result in detention, suspension, behavioral probation, or expulsion as determined by the Middle School Head.

Notwithstanding any other provision of the Middle School Disciplinary System, the School at all times retains full discretion, based on the School’s assessment of particular circumstances, to impose any and
all disciplinary consequences up to and including expulsion, without employing any particular process or any graduated levels of consequences.

At St. Paul’s School for Girls, we believe that solid relationships and strong community help foster a healthy learning environment so we seek a high standard of goodness in the way we relate to one another in our life together at school, both in our words and actions. St. Paul’s School for Girls opposes and actively addresses any hurtful language that is directed to or about a member of our community in a way that demeans or discriminates against any part of their social identity. By aspiring to care for one another, we strive to be a place where each person is honored fully as a child of God.

TRAC
TRACs are served during a student’s lunch period the day the infraction takes place (if it occurs before lunch) or the following day (if the infraction takes place after lunch). During that time, the student will have the opportunity to reflect on how her words or actions impacted the community while she eats her lunch.

Parents will be notified when a student accumulates more than two TRACs. If a student accumulates more than three TRACs in a semester, or misses a TRAC for unacceptable reasons, she may be required to serve an hour-long detention in place. TRACs do not carry over from semester to semester.

Detention
One-hour after-school detentions may be issued as a result of the accumulation of more than three TRACs in one semester or for significant infractions, such as disrespect for others in the community, violations of the AUP, or similar. Detentions are served after school in a timely manner (the same day or the following). Students who accumulate more than two one-hour detentions may be placed on behavioral probation or suspended at the discretion of the Middle School Head.

Behavior Probation
When a student’s behavior has not met community expectations, she may be placed on behavioral probation for a period of time, as determined by the Middle School Head. Probation periods are designed so that students focus on successfully managing specific behaviors. Should a student on probation not be successful in managing these behaviors, she may be asked to leave the school.

Suspensions
Students may be suspended when they accumulate more than two hour-long detentions or violate one of the essential rules of the community, the harassment policy, the weapons and threats policy, the honor code or the AUP. An offense may also lead to required counseling or expulsion. The school will notify parents immediately in the case of suspension. Any academic work missed during a suspension is often made up during the suspension and must be completed.

Cell Phones & Personal Devices

Cell Phones
Unless otherwise instructed by faculty or staff, all cell phones should remain off and locked in students’ lockers while in the academic building. Students are invited to use the phones in the Middle School Office if they need to make a call during the school day, and parents are encouraged to contact the Middle School Office if they need to get a message to their daughter.
Students may bring their phones to After Care and may only use them in situations approved by the faculty or staff supervisor. Students who use their phones without permission from 3:45-6:00 p.m. may receive disciplinary consequences.

Specific instructions regarding the use of cell phones and other electronic devices will be issued before each individual field trip.

**Other Personal Devices**
Expectations regarding Kindles, Nooks, iPads, and iPods will be provided by individual classroom teachers. While on campus, students may not use personal devices, including laptops or iPads, for social media purposes. Apple watches are not permitted at school.

**Social Media**
Social Media does not have a place on campus and students are reminded that they represent SPSG both on and off campus. They should use social media responsibly and recognize that disruptions at school caused by activity on social media may result in disciplinary consequences.

**Dress Code**
The uniform is important to the SPSG community. It provides a feeling of unity and sets the school apart from other schools. By looking one’s best in uniform, one compliments herself and her school. Each student must be completely dressed in uniform during school hours.

- Hair color must be of a natural hue such as black, brown, blond or a natural red color. Makeup must be understated.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jumper</strong></td>
<td>• Light Green (Fall/Spring)</td>
<td>⇐ Flynn &amp; O’Hara (new); SPSG Swamp (used)</td>
</tr>
<tr>
<td><em>No more than 4” above the knee</em></td>
<td>• Dark Green (Thanksgiving-Spring Break)</td>
<td>⇐ Flynn &amp; O’Hara (new); SPSG Swamp (used)</td>
</tr>
<tr>
<td><strong>Pants</strong></td>
<td>• Khakis</td>
<td>⇐ Lands’ End* (specific styles for SPSG are outlined on the website); SPSG Swamp (used)</td>
</tr>
<tr>
<td><strong>Shirts</strong></td>
<td>• Monogrammed white short or long sleeve polo shirt</td>
<td>⇐ Flynn &amp; O’Hara; Lands’ End*</td>
</tr>
<tr>
<td></td>
<td>• White monogrammed turtleneck</td>
<td>⇐ Flynn &amp; O’Hara; Lands’ End*</td>
</tr>
<tr>
<td><strong>Under the Jumper</strong></td>
<td>• Ankle-length black leggings (no yoga pants)</td>
<td>⇐ Any store</td>
</tr>
<tr>
<td><em>Spandex &amp; shorts should not be visible beneath the jumper</em></td>
<td>• Black tights</td>
<td>⇐ SPSG Swamp (green only) or other stores</td>
</tr>
<tr>
<td></td>
<td>• Black or white short spandex</td>
<td>⇐ SPSG Swamp (black only) or other stores</td>
</tr>
<tr>
<td></td>
<td>• Any SPSG shorts</td>
<td>⇐ SPSG Swamp</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td>• Athletic footwear with arch support and laces; Vans, Keds, or Converse-type shoes are not acceptable</td>
<td>⇐ Any store</td>
</tr>
<tr>
<td></td>
<td>• Brown leather tie shoes</td>
<td>⇐ Any store</td>
</tr>
<tr>
<td><strong>Socks</strong></td>
<td>• White socks</td>
<td>⇐ SPSG Swamp or other stores</td>
</tr>
</tbody>
</table>
### Outerwear
- SPSG uniform sweatshirts and fleeces
- Green v-neck or v-neck cardigan

### PE Uniform
- SPSG PE t-shirt; Any SPSG shorts

*SPSG’s preferred school number for Land’s End orders is 9001368611*

### Game Days
Members of sports teams are not permitted to wear their athletic uniforms in place of the school uniform during the regular school day. Players are permitted to change into their uniforms at Recess on game days.

### Out-of-Uniform Days
When a student is involved in a school activity but is permitted to be out of uniform, she must dress appropriately. This includes but is not limited to field trips and dressing for school-sponsored out-of-uniform days. Shirts and dresses must cover the midriff, the back, and most of the shoulders. Ripped clothing is never appropriate. The length of skirts, dresses, and shorts must be appropriate to a school or the particular school-related activity, and when wearing leggings students should wear a top that falls to at least mid-thigh.

### Spirit Fridays
Each Friday, students and adults may show their gator pride by wearing a SPSG top of their choice over their uniform. Tops must have the SPSG name or logos on them and be purchased at the Swamp or spirit-wear store. They may not be self-designed. All other uniform and dress code rules apply.

### STUDENT SUPPORT

#### Advisors & Advisory Program

Middle School students are broken into small groups by grade and provided an advisor to serve as a mentor and guide. Advisory meets daily for attendance and announcements, and at least once a week for an extended period of time. Advisors also proctor student study halls throughout the week. Within this framework, advisors and students celebrate milestones and successes, plan strategies to overcome challenges, and pause for reflection. Advisors support each middle school student’s academic progress and achievement, encourage participation in extracurricular activities, and promote a healthy balance between schoolwork and activities. They also facilitate our character education curriculum, leading discussions and activities that support our Life Skills and Digital Citizenship programs, as well as the Middle School Value Themes of the Month.

Middle School advisors serve as a first point of contact with families, fostering healthy communication and dialogue between school and home. Through a Hopes and Dreams Conference at the start of the year, and annual fall and spring conferences, advisors partner with parents in supporting the academic, social, and emotional growth of each student.

#### Learning Services

St. Paul’s School for Girls wants each girl to be a successful student. The school has built a culture in which students understand their learning strengths and challenges and seek assistance when needed. Learning Services offers a variety of support to any student in the middle school such as individual help, participation in Language Lab, assistance in the classroom, or other interventions as needed.
**Learning Center**
The Middle School Learning Centers serve as a resource to families, faculty, and students. They provide a comfortable space for students and faculty to meet with a learning specialist, working space for small workshops and study groups, dedicated areas for testing accommodations, and iMac computers on which students can practice a variety of academic skills. Excellent resource materials are available and highlight best practices in teaching and learning.

**Learning Specialists**
The Middle School learning specialists work with any student who needs additional reassurance and guidance with academics. They also work with girls who have more complex learning issues to improve their skills and to guide them in the development of critical self-advocacy skills. Families of students with formal educational testing, or those with questions or concerns about their daughter’s needs, should contact a learning specialist to discuss how they can partner to ensure the student’s success.

**Language Lab**
Language Lab is a course offered to recommended students in lieu of World Languages. These small classes meet three to five times each week and coordinate closely with academic classes to support students in all disciplines. Areas of emphasis include exploring students’ learning styles; familiarizing a student with her own learning style and strategies to maximize learning; enhancing fiction and non-fiction reading skills; refining the writing process; developing note-taking skills; teaching organization of assignments, time, and materials; providing individual support for assignments, papers, tests, and projects; and monitoring a student’s progress.

- Conversations surrounding enrollment in Language Lab begin in the middle of each academic year, and the School makes decisions for the following year in conjunction with analysis of student progress, Formal Education Plans (FEPs), teacher recommendations, and discussions with a learning specialist, Head of Middle School, and a student’s parent(s) or guardian(s).

**Health and Wellness**
SPSG has on staff each day a licensed clinical professional counselor, a chaplain, and a registered school nurse. Our school counselor and chaplain are available to assist middle school students and their families throughout the year. Students can self-refer or be referred by an advisor, teacher, or parent. Support is offered for friendship issues, stress, loss and change, peer conflict, and other adolescent concerns. The SPSG Health and Wellness Departments uses a solution-focused approach, and the counselor or chaplain communicates with parents as appropriate. They are also resources for families interested in outside referrals.

**Life Skills**
Life Skills is an interactive semester-long course offered to grades 5-7. Designed to increase knowledge and abilities in skills necessary for everyday living as a healthy adolescent, students build personal and social competency skills through individual and group activities as well as guided class discussions. Topics addressed include body image, understanding self and others, friendships, Internet safety, communication skills, media literacy, bullying, human sexuality and healthy decision-making. The course is taught by the school counselor and is graded pass/fail.

8th grade students take part in special Life Skills programming throughout the year. The school counselor also partners with classroom teachers to share lessons pertaining to drug and alcohol awareness, sexual education, healthy relationships, self-defense, and more.

**Peer Education**
The Christopher O'Neil Peer Education Program promotes healthy decision-making and leadership skills. Each year, about 20 upper school students are trained to teach middle school students lessons about communication, body image, friendship, responsible use of the Internet and cell phones, and decision-making. They also discuss challenges that arise in Upper School and how to effectively make life decisions.

Under direction of the Middle School counselor, approximately a dozen 7th and 8th grade students are trained to serve as peer mentors for students in the Lower School. Students teach lessons related to core values of respect, citizenship, honesty, and more.

_Parent Education_

SPSG hosts educational opportunities to parents throughout the year and invites families to hear speakers on such topics as social networking, alcohol and drug prevention, and adolescent development. Information about such opportunities can be found in weekly parent bulletins and on the school website as they develop.

_Student Resource Team_

The Student Resource Team (SRT) meets weekly and works to coordinate resources and services to support individual student needs (academic, behavioral, and/or social). Members of the SRT include the Middle School Head, Dean of Students, Learning Specialist, Counselor, Chaplain, and when necessary, School Nurse. Other members of the faculty and staff may participate in SRT discussions, as needed, to best identify and meet the needs of individual students. Parents and faculty may consult the SRT.

_ADDITIONAL INFORMATION_

_After-School Policy_

Middle School aftercare will be available from 3:45-6:00 p.m. M-Th; 3:45-5:30 p.m. F. If students are in the building during this time, they are expected to sign-in to aftercare until they are picked up. They will also be expected to follow the cellphone guidelines stated above. Those students who are participating in middle school athletics, dance, or other school-sponsored activities after the school day will be expected to be in aftercare until their activity starts and/or if they are not picked up promptly at the conclusion of the practice/rehearsal.

- Because SPSG is responsible for the safety and security of all students, if a student is in the building, unsupervised, and has not signed into aftercare, there may be disciplinary consequences. In aftercare, students will have access to a quiet room to study as well as a place to quietly socialize and play games. Aftercare operates as a drop-in program and costs $6 per hour prorated by 15-minute blocks.

_Green & White Teams_

Green and White are our school colors and each student, faculty and staff are put on a team for spirit competitions. Team assignments are announced on the first day of school. Throughout the year, there are student vs. student competitions, student vs. faculty competitions and faculty vs. faculty competitions,
such as hula hooping during fun Fridays in Prayers, fundraisers such as Pennies for Peace, or dance competitions such as Puttin’ on the Hits (POTH).

- At the end of the year, all competitions totals and victories are calculated, all students’ demerits, TRACs, honor rolls, etc., are counted toward their team and the awards for POTH are announced on Class Day with the presentation of the McDavid Bowl.

Lost & Found

The Middle School lost and found is located in the Middle School Office area. Students are encouraged to put their names in their uniforms and on their belongings and check the lost and found regularly if they have misplaced an item. Unclaimed items left at the end of each semester will be donated to charity.

Mixers, Personal Parties, and Birthdays

Mixers/Social Events
SPSG hosts one mixer or social event per year for grades 6-8. Sixth and seventh grade events are informal and often involve a coordinated activity, such as bowling or kickball, with St. Paul’s. The eighth grade spring dance is semi-formal and held in conjunction with St. Paul’s. The 5th grade enjoys a social event with SP that is built into the school day. When hosting, the School works with parent volunteers from each grade to coordinate and the class officers and SGA help advertise the event.

- SPSG also works to notify students and families about mixers and social opportunities at peer schools.
- Limos, party buses, and similar are not permitted to pick students up from on-campus events.

Personal Parties
In an effort to respect the feelings of all in the community, SPSG strongly discourages the exchange of gifts or invitations to personal parties at school.

Birthdays
SPSG’s Middle School welcomes the opportunity to celebrate student birthdays. Advisories spearhead the effort to recognize each advisee’s birthday by decorating lockers with wrapping paper and other festive materials. Students may leave their decorations up for up to two weeks after their birthdays. We ask that students are mindful of others and refrain from bringing gifts or cupcakes, etc. to share outside of advisory.