St. Paul's School for Girls

Upper School

Student-Parent Handbook

2019-2020

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The St. Paul’s School for Girls Upper School Parent & Student Handbook is reviewed annually and distributed to members of the Upper School community to provide information on aspects of student academic and social life. Students, parents, faculty, administration and staff are encouraged to read and become familiar with the contents of the Handbook to fully understand the expectations of students within the community. The US Handbook is for informational purposes only and does not constitute a contract between SPSG and the students. The Upper School may add, revise and/or delete school policies before, during or after the school year.

School Mission

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 the world.

Portrait of a Graduate

At St. Paul’s School for Girls, we believe that learning should be future-focused. By the time our students leave us, they know their own strengths and abilities. They know how to take initiative. They have a healthy respect for the abilities and the perspectives of others. They are compassionate and empathetic young people. They are globally aware and understand and respect other cultures. Most of all, they become young women of deep integrity, appreciative of the gifts they have been given and committed to using their talents for the good of the world.

An SPSG Graduate is:

- A leader with global perspective who serves others and contributes to the betterment of her society.
- A conscientious community member who demonstrates empathy and integrity, respects every individual as a child of God, and acts as a steward of the earth’s resources.
- An innovative thinker with the skills and knowledge to ask compelling questions, seek multiple perspectives, and create original work.
- A lifelong learner who demonstrates intellectual curiosity and a passion for new ideas.
- A healthy risk-taker who embraces challenges, demonstrates initiative, and is resourceful and resilient.
- A confident communicator who is always prepared to engage in thoughtful dialogue, who brings groups together to solve problems, and who inspires positive action.
- A joyful woman who holds work and responsibility in balance with time for physical fitness, spiritual growth, personal interests, and friends and family.
History

St. Paul’s School for Girls was established on its current site in September 1959. Prior to that, as of 1799, the Benevolent Society of the City and County of Baltimore, which was founded by members of Old St. Paul’s Church, operated St. Paul’s Girls School for indigent and orphaned girls, which closed in 1950. The proceeds from the sale of the school building in West Baltimore assisted St. Paul’s School in building on the Brooklandwood campus, then provided support to the Lower School, and finally allowed for the establishment of St. Paul’s School for Girls as an independent college preparatory school. The Benevolent Society disbanded in 1972 and distributed the remainder of its funds to St. Paul’s School and St. Paul’s School for Girls.

School Prayer

Teach us, good Lord, to serve Thee as Thou deservest; to give and not to count the cost; to fight and not to heed the wounds; to toil and not to seek for rest; to labor and not to ask for any reward, save that of knowing that we do Thy will; through Jesus Christ our Lord. Amen.

School Song

Grateful and glad we stand to sing praises
Now to the school that has given to us power,
Deepened our thoughts, brought grace to our spirits,
Trained us in living for more than the hour.
Wisdom and friendship will in the future
Grow as was started within these walls.

As we go forward into full living,
Through all our days, we’ll remember St. Paul’s
We shall remember trial and achievement,
Effort and conquest, friends and delight,
Failures that strengthened us in our learning,
Love that in watching spurred us to fight.

So we now praise the school which has given
Faith and good courage within these walls.
’Til we go forward into full living,
Through all our days, we’ll remember St. Paul’s.

Sung to hymn tune In Babilone, Hymn # 103 (first tune)
TRADITIONS

Prayers

Each morning, the school gathers together to begin the day. The tradition dates to SPSG’s founding and is often equal parts reflection, announcements, and school spirit. Prayers are recited, but developing voice is a focus. Senior speeches; news of a student abroad; personal talks by guest speakers, often faculty and alumnae; or lectures on topics from finance to service learning are frequently on the agenda. Prayers begins at 8:00 a.m. in the Performance Gym. Everyone – Head of School, administrators, faculty, students, staff – attends this 20-minute morning assembly. A 12th grader gives her senior speech. An alumna shares her experiences in the working world. A teacher shares a story with the student body. A guest tells of her volunteer work after accepting an award. Announcements – scores of games, meeting dates and times, college acceptances, special honors – are shared. On Wednesdays, Upper School and Middle School have Prayers separately.

Prayers is one of the most cherished SPSG traditions. When alumnae return to school, they always ask about Prayers, and they are always happy to hear that the tradition remains intact and that students enjoy Prayers as much today as they did when they were SPSG students.

Chapel

Our community gathers for Chapel every Tuesday morning. This time, set apart each week, offers sacred space to pause, pray, center ourselves and reflect on what it means to be children of God for ourselves and in relationship to each other and the world. Although our Chapel is organized by our Chaplain, who often leads, students participate as readers, singers, dancers, instrumentalists, and homilists. Chapel strives to make the work and message of God relevant and timely to the needs of our community and the world.

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 spiritual development with words, prayers, and music that celebrate God, but is respectful of the rich diversity within the SPSG community.

Green and White

Green and White teams are one of the oldest, and most competitive traditions at SPSG. Everyone is assigned to a team, including each staff and faculty member. New students are placed on the same team as any relative in their family who went to SPSG. At the start of the year during Prayers the newest team members are enthusiastically welcomed with green or white face paint. The anticipation of team placement is extremely exciting as teams prepare to compete throughout the year in various contests. The winning team is presented with the coveted McDavid Bowl at the end of the year.

Junior Ring Ceremony

Many schools have a school ring and a ring dance but at SPSG each senior gives a ring to their assigned junior “ring sister” in a ceremony that includes dancing, singing and speeches. This is a highly anticipated rite of passage at our school. Parents, siblings, and grandparents attend this festive ceremony, and sisters and mothers who are alumnae often surprise their junior by presenting her ring. The juniors enjoy decorated lockers from their ring sisters, blessing of the rings from the Chaplain, and comments from alumnae during Prayers the morning of the big day. The dance, class photos, and dinner take place the following night.
Big Sister/Littler Sister Program

Many schools have a buddy program, however ours is unique; each fifth grader is paired with a senior(s). This bond begins at the ice cream social when our seniors welcome the newest 5th grade class. The most beloved big sister/little sister event is the annual Halloween parade where pairs or trios dress up in planned costumes. They remain close throughout the year visiting each other in school.

Spirit Assembly

Our school has been dressing up for years celebrating spirit week with themed clothing. Our student government also lead us in a fun-filled assembly where students compete for Green and White points in games such as Family Feud and Name that Tune, and obstacle courses, pie eating contests, and more. Representatives from each grade and faculty participate in this loud, exciting competition.

Holiday Bazaar

The Bazaar is organized to benefit the SGA, classes and clubs. Groups may make food or small holiday items for sale. A number of outside vendors are also invited to this five-hour frenzied event dedicated to food and shopping for the whole community.

Lessons & Carols

In keeping with our Episcopal tradition, we have an in-house event during the last week of school before winter break. All students in grades 5–12 and faculty and staff sing traditional Christmas music and read passages from the Bible. Different groups perform as we pause and recognize the meaning of Christmas.

Puttin’ on the Hits

School teams have a number of competitions throughout the year, but nothing is more exciting and competitive than Puttin’ on the Hits. Both teams (Green and White) compete against each other at each grade level in a two-minute team choreographed dance to music. Faculty and staff Green and White teams compete, too!

Graduation

Our students wear long white dress or white attire and carry flowers while processing into the Trish Harper Memorial Garden. Each student receives a Bible (or other preferred religious texts if of a different faith) and the commencement address is given by the Head of School. Diplomas are also given out of order, so the girls often place a friendly bet on who will be last to be called to receive their diploma.
COMMUNITY VALUES & EXPECTATIONS

Diversity Statement

Believing that "every child is a child of God" and that mutual respect lies at the heart of our community St. Paul’s School for Girls is committed to creating a supportive and intellectually challenging environment for all individuals. We value the multiple perspectives deriving from differences in race, national and ethnic origin, religion, socioeconomic class, gender, sexual orientation, and physical characteristics. We welcome a diverse population of students, faculty, staff, and trustees, and through our policies, curriculum, and program seek to bridge cultural divisions and build appreciation for our nation's rich multi-cultural heritage. We strive to model, encourage, and require conduct that affirms these beliefs and strengthens our cohesiveness as a community.

Policy on Bullying (including Cyber-Bullying), Harassment, and 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 Upper 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 Harassment**

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 Upper 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.
The Student Government Association (SGA) in partnership with the school administration has established the following regulations as guidelines for successful community life. 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 Code**

At the beginning of the year, each student and her parent(s)/guardian(s) are expected to read and understand the Upper School 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 an Honor or Disciplinary Board review. These serious disciplinary matters 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)

**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 Upper 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.
THE HONOR SYSTEM

Honor Council

In case of an Honor Code violation, the Honor Council may hear the case. The Honor Council is comprised of:

- The President of the Student Government Association, who is also the President of the Honor Council, the Dean of Students and the Upper School Head.
- Two additional faculty members may be chosen as follows:
The senior faculty advisor to the Student Government Association, and the student’s faculty advisor. If the advisor is unavailable, the student may choose another trusted adult in the school community.

Protocol for Honor Code Violations

Every member of the St. Paul’s community including students from St. Paul’s School in coordinated classes and events, has the obligation to uphold the values of truth and honor. A student’s name on any piece of graded schoolwork is her pledge that the work has been done honorably. After a dishonorable act has occurred, the following steps can be expected:

- The accuser, a student or faculty member, should confront the offender making her aware of her violation of the Honor System and recommend that she report herself.
- Whether or not this happens, the offender, the accuser or the teacher will report the offense to the Dean of Students.
- The Dean of Students, in turn, will discuss the offense with the Head of School and Upper School Head and they will commence an Honor Council, unless there are extenuating circumstances that require the Head of School to make a decision.

Consequences

The Honor Council hearing is to be kept confidential and recommends disciplinary measures to the Head of School, who in turn makes the final decision. The Head of School or Dean of Students will follow up with the student’s parents/guardians by phone, letter or conference concerning the decision. The advisor will also receive a summary of the decision and consequences. Ordinarily on a first academic offense, a student is suspended for at least one day and receives a zero for the work. Penalties for second academic offenses and other honor violations may include suspension or dismissal from the school.

Disciplinary Board

In the case of a school rule violation that does not constitute a violation of the Honor Code, the Disciplinary Board may be convened to hear the case. In the discretion of the Head of School, the School may impose discipline up to and including dismissal without convening the Disciplinary Board. If the Disciplinary Board is convened, it shall be comprised of

- The Vice-President of the Student Government Association, who is also President of the Disciplinary Board, the Dean of Students and the Upper School Head.
- The junior faculty advisor to the Student Government Association

The Student Government representatives for grades 9-12

Protocol for Disciplinary Board Violations

When an essential rule violation occurs that does not fall under the definition of an Honor Code violation, the Dean of Student meets with the student to review the violation.
Once the Dean of Students determines that an offense has been committed, the Dean may convene the Disciplinary Board.

If the Disciplinary Board is convened, the student will plea her case to the Disciplinary Board, who in turn will discuss and make a recommendation to the Head of School.

**Consequences**

The Disciplinary Board hearing is to be kept confidential. The Board recommends disciplinary measures to the Head of School, who in turn makes the final decision. The Head of School or Dean of Students will follow up with the student’s parents/guardians by phone, letter or conference concerning the decision. The advisor will also receive a summary of the decision and consequences. The consequences may range from one-day suspension for a first offense to possible dismissal for a second offense. Other consequences in the past have also included writing letters of apology to harmed parties, attending counseling, and/or writing reflective journals.

**Behavioral/Disciplinary Probation**

When a student’s behavior has not met community expectations, she may be placed on behavioral probation designed so that she will 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.

**Suspension**

A suspension is a temporary separation of the student from the community. The student may not come to campus or participate in any student related activity for the duration of the suspension. Students are usually suspended when they violate one of the essential rules of the community. An offense may lead to required counseling or even expulsion. The school keeps a record of students who are suspended in the Dean of Students’ Office. Any academic work missed during a suspension must be made up on the day the student returns to school. Students may be assigned work to complete while on suspension.

**Dismissal/Withdrawal**

The dismissal of a student is at the discretion of the Head of School. When the Disciplinary Board or the Honor Council recommends dismissal, the Head of School considers the circumstances and may accept or reject the recommendation. If accepted, the Head of School informs the student’s parents/guardians. At the discretion of the Head of School, parents may be offered the option of withdrawing their daughter. If a student is dismissed or withdraws because of circumstances surrounding a discipline case, she may not return to campus without the permission of the Head of School. A dismissal or a withdrawal resulting from a discipline case will be noted on the student’s official transcript.

A student who has been dismissed from school will not receive a St. Paul’s School for Girls diploma. Students who are in the process of applying or have been admitted to college, must report the change in status. The College Counseling Office will assist and advise the student in the reporting process.

**Non-Disciplinary Withdrawal**

The school may recommend, or parents may choose to withdraw a student due to health or other matters of concern. To begin the withdrawal process, parents write a letter stating the reasons for withdrawal to the Head of School. The Head of School’s Office then contacts the Admission Office, Business Office, Academic Office and Dean of Students’ Office. A student’s grades, transcripts, recommendations and other official school documents may be withheld if a parent’s financial obligations have not been met at the time of withdrawal.
**Campus and Classroom Behavior**

Self-discipline is important at SPSG. As students progress through the Upper School, they are expected to gain greater autonomy and responsibility, and behave in a way that promotes community and respect for themselves, each other and their school. In addition to the Essential School Rules, they are expected to also:

- Refrain from chewing gum while on campus.
- Eat lunch and snacks in designated locations only and clean after themselves.
- Be on time to classes, Prayers, Chapel, Advisory and assemblies.
- Be in uniform at all times.
- Behave in an appropriate manner in and out of the classroom.
- Be respectful of each other, faculty, staff and visitors at all times.
- Be respectful of school property.
- No cell phones during specified times (read the Acceptable Use Policy for all electronic devices).
- Leave any space in better shape than they found it.

Use appropriate language at all times.

**Demerits and Detentions**

Students receive demerits for minor infractions of the rules. When a student accumulates five demerits, she serves a detention. Any student who receives 20 demerits or violates an essential rule of the school faces further disciplinary action, which may include appearance before the Disciplinary Board, behavioral probation or suspension.
GENERAL INFORMATION

School Hours

The school day begins at 7:50 a.m. To ensure students' safety, the school requires that if a student arrives prior to 7:50 a.m. they report to the Commons and do not report to the Upper School corridor prior to 7:30 a.m. Teachers are present and available to meet with students until 4:00 p.m.

The school day ends in the Upper School when a student has completed all academic responsibilities, including classes, advisory, or meetings, and no later than 3:20 p.m.

Guests on Campus

Keeping our students safe is our main priority. Anyone visiting the St. Paul’s School for Girls campus must first report to the front desk at the main entrance where the visitor must present a driver's license to be registered in the Raptor Visitor Management software. The visitor will then be given a name tag. Any person without a name tag will be stopped and questioned. Visitors must sign out prior to leaving the building.

Attendance

Students must attend school daily in a regular and punctual manner. By law, the School maintains accurate and detailed school and class attendance records. To earn credit in any course, a student must be present at least 80% of the total number of class meetings. Also, all students are expected to attend Prayers, classes and all special events. In case of absence, the parent or guardian of the absentee MUST call or email the Upper School Office before 8:30 a.m. to verify the absence of the student. If a student is absent and the parent/guardian has not notified the school, the Upper School Office will contact the parent/guardian by email or phone.

All unplanned absences and latenesses, even when excused by a parent, will be unexcused unless accompanied by a doctor’s note.

A student who is not in school by 10:00 a.m. may not participate in any school activities that afternoon or evening such as dances and games.

If a student has a planned absence, the student must have a form signed by all her teachers and returned to the Upper School Office. Failure to have the form signed may result in zeroes on work missed.

School Closings, Delayed Openings, Late Start, Early Dismissals and Cancelled Afternoon Activities

In the event of a delayed opening, school closing, early dismissal, or cancelled afternoon activities, the school will notify families through text alerts, the school website, and email. To sign up for text alerts, please contact the SPSG communications department.

Every Thursday is a late-start day. The school building opens at 7:00 a.m. for students but they must report to the Commons and remain there until 8:20 a.m. Students must report for their first period class at 8:30 a.m.
College Visits

Juniors and seniors are automatically allowed up to 3 days of excused absences for college visits each year. Students must still complete the planned absence form, have their teachers sign in advance of their trip, and complete assignments before leaving as needed. Students must bring a signed form from the college they are visiting (available at the admissions offices) in order to be officially excused. Additional days must be approved by the college counseling office in order for them to be excused.

Lateness

Students are expected in their advisory homeroom by 7:50 a.m. each morning, when roll is taken. If a student arrives after advisory attendance is taken, and the advisory group has left for Prayers or Chapel, the late student must either sign in at the main desk in the Upper School office or at the door of the Performance Gymnasium with the student representative. Failure to do so may result in disciplinary action. In the Upper School, each student is allowed nine late unexcused arrivals each semester with no penalty. Thereafter, the student receives a detention at her tenth lateness and every lateness thereafter. Seniors who are late seven times in their first semester will not get senior privileges on time. If a senior has earned senior privileges but arrives late 7 times in the second semester, she will lose her senior privileges. Parents/Guardians of students exceeding the limit will receive notifications. The Dean of Students will deal with chronic lateness, and students may be required to appear before the Disciplinary Board.

Leaving Campus

All students must sign out in the Upper School Office if they leave campus before the end of the school day. A student who plans to leave school before the end of her academic day should submit a note from her parents/guardians to the Upper School Office by 8:30 a.m. If sick, the student must see the nurse before leaving; the nurse will call the parents/guardians and ask for permission to leave. In an emergency, a parent/guardian must telephone the Upper School Office to give the student permission to leave. Parents/Guardians may give such permission only to their own child. With the exception of a doctor’s appointment, a student may not leave for lunch, errands or other reasons unless the student has earned senior privileges.

A student who has a doctor’s appointment should use best efforts to make arrangements to not miss classes, club meetings, assemblies or advisory. If the student is late to school because of a doctor’s appointment, the student needs a signed doctor’s note to avoid being counted late. For regular appointments to treat ongoing medical conditions, one note explaining the time and duration of the appointments is acceptable.
Upper School Privileges

All Upper School students in grades 10-12 may leave school after their last class or responsibility for the day. When students leave prior to 3:20 p.m., they must sign out in the Upper School Office.

- Students in Grade 9 have proctored study hall during their non-academic periods. They may not leave until 3:20 p.m.
- Students in Grades 10 and 11 have un-proctored free periods. If the free period is during the day, the student must remain on campus.
- Students in Grade 12 may earn the privilege of leaving campus during their free block or lunch period starting at the beginning of second semester. They are required to attend morning prayers/chapel, assemblies, clubs, advisory or any other all school planned event. Students must sign out in the Upper School Office. To qualify, students must have:
  - Satisfactory grades, and all incomplete grades completed by the end of the first semester.
  - No more than seven late arrivals or absences in the first semester.
  - Community Service requirement completed and submitted on x2vol.
  - Senior deadlines met (examples include Senior Project deadlines, Senior Paper submission).
  - Written parental permission turned in to the Upper School Dean of Students.
  - A clear disciplinary and honor infractions record and no excessive number of demerits.

Driving and Parking

Any student with a driver's license who wishes to drive to school must submit a Driver's Registration Form to the Upper School Office and must display an SPSG parking sticker to park on campus. Students must park in the lower lot by St. Paul’s Plus, unless they have senior parking.

Driving on campus is a privilege that may be revoked if a student does not drive responsibly. The posted speed limit is 15 mph. Traffic signs should be observed at all times. Drivers should always be alert to the presence of pedestrian traffic, which is especially heavy at the opening and closing of the school day. Please note that the parking lots at the bottom of the hill are one-way only.

- Vehicles may be parked only in designated parking areas.
- Students may not drive to The Ward Center or to St. Paul’s School at any time during the school day.
- Any driving that is unsafe, including shuttling classmates around campus, will result in disciplinary action, including detention, appearance before the Disciplinary Board and/or loss of driving privileges.
- No vehicle may be parked in the circles in front of the main school buildings of SPSG or SP, the Athletic Centers, or Ward Center, areas that are designated fire lanes with painted red curbs.
- Students must follow all driving laws of the state of Maryland.

Senior Parking

- Seniors may park in the tiered parking lot: after submitting a request, they will be assigned a specific parking space on the tiered parking lot adjacent to the school. Students must park in their assigned parking spaces during their designated quarter.
- Seniors who violate parking and traffic rules may lose their priority parking privilege.
Religious Holiday Policy

St. Paul’s School for Girls celebrates diversity within its community. The school encourages its members to honor their various religious obligations that may fall on a school day. For that reason, all absences for religious observances are automatically recorded as excused. St. Paul’s School for Girls asks its students to communicate their needs openly and expects its faculty to support those students and their religious beliefs and practices.

It is the responsibility of the student to bring a note from home or have a parent/guardian email prior to a holiday absence, and to talk with teachers to find out what schoolwork will be missed, and when the work is due after the holiday. Teachers are aware that for many holidays it is not appropriate for students to work during the holiday. Thus, teachers will not require the submission of make-up work on the day students return, unless a non-holiday weekend precedes or immediately follows the holiday.

After-School Programming

After 4:00 p.m. the school does not provide direct supervision for Upper School students. Upper School students are expected to depart from campus at that time or to participate in after-school activities as appropriate. If a student is waiting for a ride between 4:00 p.m. and 6:00 p.m., she must wait in the Commons. At 6:00 p.m. Upper School students remaining in the building are expected to wait for their ride in the main lobby.

Students who participate in athletic teams or performing arts activities must remain in those locations for the duration of the activities. Students who are not picked up in a timely manner will be directed to the school lobby where they will wait for their ride.

Responsibility for Possessions

Electronic devices and other communication technology once brought to campus are the responsibility of the student. These and other possessions, such as jewelry, money, clothing, etc., if left unattended, can be damaged or lost. Each student has a designated locker where possessions may be stored and locked. Students should use their lockers to keep their items safe and refrain from sharing their locker combinations. Students must accept full responsibility for such items unless placed in the custody of the school.

Lost and Found

All lost-and-found items are placed in bins in the Commons, the gym, and the divisional halls. If found, items of value should be taken directly to the Upper School Office. Names should be put on all items brought or worn to school. The school displays lost items for students several times per year before they are given to charity.

Books

To facilitate acquisition of texts and workbooks used during the academic year, St. Paul’s School for Girls provides all required texts to the students. To make sure students have all of their texts on the first day of school, the texts are distributed by their teachers on the first day of class.

Students must purchase summer reading and Senior Term Paper books. Titles and ISBNs of summer reading texts are available on the Learning Management System (LMS).
Email

All St. Paul’s School for Girls students have an email account through the school. Students are expected to read and understand the Acceptable Use Policy and check email daily. Once or twice a day is optimal to make sure students are keeping up with school announcements and emails from their teachers and advisors. Moreover, students are asked to check their LMS daily to review assignments and grades.

Lunch and Breaks

Students may purchase food at the Ward Center or the Gator Café. The Ward Center prepares warm meals each day and affords the opportunity for the students of St. Paul’s School and St. Paul’s School for Girls to eat together. For students who prefer to stay on the St. Paul’s for Girls campus or purchase snacks during break, the Gator Café offers an array of cold foods and beverages. Students may use their online accounts or use cash to purchase their meals in both venues. Students have access to microwaves and toasters in the Commons and the Ward Center.

The Swamp Store

The Swamp is the school store. Students and adults are able to purchase basic school supplies and St. Paul’s School for Girls clothing and fashion gear. Gym class uniforms, uniform sweatshirts, and a limited array of gently-used uniforms may also be purchased at the Swamp. It is also a perfect place to purchase a birthday card or a last-minute present.

Dances and Coffee Houses

The school makes every effort to provide social functions that are fun and safe for students. All dances are alcohol and other drug-free events. **Students attending any school function on or off-campus are expected to follow all St. Paul’s School for Girls essential rules and behavioral expectations. Failure to do so, will result in disciplinary action.**

- St. Paul’s School and St. Paul’s School for Girls events are open to students of both schools. Students from both schools may invite an outside guest, provided the guests bring a student identification card.
- Dances are held from 8:00-10:00 p.m. Students attending the dance must arrive before 8:30 p.m. when the doors will close.
- Coffee-houses are held from 7:00-9:00 p.m.
- Students will be asked to leave overnight bags in an assigned space and may be asked to show the contents of their bags prior to entering an event. Students may not access any of these items until they leave for the evening.
- All events are chaperoned by faculty/staff members from both schools.
- Refreshments are available at all events; outside food or drink is not permitted.
- Students are expected to remain in the building for the duration of the event. If a student leaves the building before the event is over, the student will not be permitted to return, and will be asked by school security to leave the school grounds.
- Courtesy, respect and appropriate behavior are required of students and their friends at all times. Students are responsible for communicating the school’s expectations to their guests.
UNIFORM & DRESS CODE

The uniform provides a feeling of unity and sets the school apart from other schools. By looking one's best in uniform, one compliments oneself and the school. Each student must be completely dressed in uniform during school hours at St. Paul's School for Girls, the Ward Center and St. Paul's School.

All elements of the uniform must be clean, pressed and in good repair at all times. Skirts and jumpers should be no more than four inches above the knee.

Seniors are permitted to wear sweatshirts from colleges to which they have gained acceptance starting the first week of April. No other students may wear college sweatshirts during in-uniform school days. Pajama pants, sweatpants, flip-flops, slippers, non-school approved sneakers, or SPSG team or club sportswear are not permitted.

Members of sports teams are not permitted to wear their athletic uniforms in place of the school uniform during the regular school day, unless specifically allowed by the school administration.

Uniforms are available through Flynn & O’Hara, 1300 Goucher Boulevard, Towson, MD.

Flynn & O’Hara Online Ordering

<table>
<thead>
<tr>
<th>Season</th>
<th>Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>From September to Thanksgiving Break</td>
<td>Light Green (A-line or Kilt) Skirt (Flynn &amp; O’Hara)</td>
</tr>
<tr>
<td>Between Thanksgiving and Spring Break</td>
<td>Green Plaid Kilt (Flynn &amp; O’Hara)</td>
</tr>
<tr>
<td>After Spring Break</td>
<td>Light Green (A-line or Kilt) Skirt (Flynn &amp; O’Hara)</td>
</tr>
</tbody>
</table>

Acceptable All Year

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pants</td>
<td>Khaki colored pants</td>
</tr>
<tr>
<td>Sweatshirt</td>
<td>Uniform approved sweatshirts purchased at the Swamp Store</td>
</tr>
<tr>
<td>Jacket</td>
<td>Green Fleece (¼ zip or full zip) to be worn on field trips or industry visits</td>
</tr>
<tr>
<td>Socks</td>
<td>Plain white socks</td>
</tr>
<tr>
<td>Legwear</td>
<td>Black or dark green leggings or tights (full length only). No embellishments, no cut-outs and no wide-leg yoga pants. Students must wear black, white or green solid spandex under their skirts.</td>
</tr>
<tr>
<td>Shoes</td>
<td>Athletic footwear with arch support and laces: Vans, Keds or Converse-type shoes are not acceptable.</td>
</tr>
<tr>
<td>Hair, jewelry and make-up</td>
<td>Within reasonable community expectations. Nothing extreme. Hair color should be a natural color shade.</td>
</tr>
</tbody>
</table>
**Out-of-Uniform Days**

When a student is involved in a school activity but is out of uniform, she must dress appropriately. This includes but is not limited to taking AP exams, participating in certain field trips, and dressing for school-sponsored out of uniform days. Shirts, blouses, 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 for a school-related activity.

**Spirit Week**

During Spirit Week, students may wear the appropriately designated themed clothing for the day. Students may not ignore the theme and simply wear out-of-uniform gear. If the student chooses to not participate in dressing up for Spirit Week, she must be in full uniform.

**Spirit Fridays**

Each Friday, students and adults may wear any SPSG top regardless of color or material. Tops must have the SPSG name or logos on them purchased at the Swamp or spirit-wear store. They may not be self-designed. All other uniform and dress code rules apply.

**Field Trips and Industry Visits**

Students are to be in full uniform for all field trips and industry visits unless otherwise indicated for special activities or inclement weather. The SPSG green fleece is recommended outer gear for field trips and industry visits.
Physical Examinations

To ensure the health and safety of all students, the school requires that each girl have an annual physical examination. The physical forms should be submitted online via Magnus Health before the first day of any school activity. This includes pre-season training, play rehearsals or class days.

**Students who do not have their health forms completed on the first day of school activity will not be allowed to attend classes or participate in any school-related activity until their forms are submitted.**

Medications

In line with the Maryland Departments of Education and of Health and Mental Hygiene requirements, and the Maryland Nurse Practice Act, the nurse is constrained to follow strict directives in the administration of over-the-counter and prescription medications. Prescription medications must be delivered to the nurse in the original container. They must be labeled with the student's name, name of medication, dosage time and route of administration, name of physician, date of prescription and expiration date. In addition, the medication must be accompanied by a form signed by the prescribing physician. Over-the-counter medications cannot be provided unless the parent/guardian has completed and submitted a permission form.

Immediate Medical Attention

In the event of a major accident or medical emergency or injury, the school will call 911 and the parents/guardians will be notified immediately. The student will be taken to the nearest hospital if no other authorized instructions are given.

Illness

A registered nurse serves on the school staff and is available during school hours. If a student becomes ill while at school, the student should tell her teacher and report to the nurse's office. Once in the nurse's office, the nurse will assess her situation and contact the parent/guardian as needed. A parent/guardian needs to sign out or give permission for the sick student to leave campus. With express permission from a parent/guardian, a student may drive herself home.

Students with a fever over 99.9°F, vomiting, or having diarrhea will be sent home.

Students with fever, diarrhea, vomiting, conjunctivitis (pink eye), lice or students who are unable to complete their daily routine should remain at home until seen by their family physician. They should not return to school until they have been clear of symptoms for 24 hours without the use of over-the-counter medications. For illnesses that require antibiotic therapy, students should have started medication 24 hours prior to returning to school, except as otherwise directed by the prescribing physician.

Long-Term Illness or Injury

In the case of a long-term illness or injury (e.g., concussion, etc.), it should be reported to the Upper School Office and the school nurse with an accompanying doctor’s note so that the school may provide appropriate academic and medical support.

**Sports-related Injuries and Protocols – please refer to the Athletic Handbook.**
COMMUNICATIONS

Communication Expectations

Communication between the School and the Students

Important information is disseminated to Upper School students on a regular basis throughout the year. Students each have a school email that the student is responsible for checking at least once every 24 hours when school is in session.

Parent Calls to School

Parents and teachers work together to ensure the proper support and encouragement of the students. Parents are encouraged to speak proactively and urged to share relevant information about their children’s needs with the school. We ask that you reach out to the following individuals. You should expect a response within 24 hours.

- Advisor: First point of contact
- Teacher, coach or activity leader: For further conversation after contact with the advisor
- The appropriate school leader: If the matter needs to be addressed further:
  - Academic Dean: Academic concerns
  - Athletic Director: Athletic concerns
  - Upper School Counselor: Mental, social and emotional health concerns
  - Upper School Learning Specialists: Specific learning needs, psychoeducational testing and FEPs.

Upper School Head: If no resolution has been reached in above matters, please contact the Upper School Head.

Communication between Students and Teachers

One of our main goals in the US is to encourage the students to become independent and self-reliant. By encouraging students to discuss issues courteously, objectively and privately, they build their voice and confidence. In cases of significant issues or if the student’s efforts in resolving a problem fail, the students ought to consult with her advisor or with the US Head. It is not the responsibility of the advisor to mediate disputes between students and other teachers, but rather to advise the students of a proper course of action.

Communication between the School and Parents

- **Open Gradebook and Report**: See Academic Program Overview section
- **Email**: Please check email regularly as teachers, advisors, the registrar, and Upper School Head will be in communication with families throughout the year.
- **Telephone**: Phone calls from teachers or advisors are common with urgent concerns or if parents cannot be reached via email.
- **School Website**: Parents may access the website at their convenience to retrieve information as needed from policy to open grade books to contact information for faculty and families. The use of an ID and a password are assigned at the beginning of the year and needed for future access.
- **Upper School Newsletters**: Weekly newsletters are sent via email with relevant information for each grade level.
- **Social Media**: Follow us on Twitter, Instagram and Facebook. It’s an easy way to keep up with the day-to-day happenings at SPSG.
Technology and Acceptable Use Policy

The St. Paul’s School for Girls (SPSG) network is established for the educational and professional use of students, faculty, and staff. The use of technology at St. Paul’s School for Girls is an integral part of the school, preparing girls to be independent and confident contributors to our complex and ever-changing world.

It is a privilege, not a right, to access the SPSG network and technologies. SPSG requires students to uphold the same school rules and standards of integrity that apply to face-to-face interactions when using SPSG’s network or technology or interacting with members of the SPSG community on or off campus. SPSG reserves the right to monitor the school’s network, including student files and email, as deemed necessary and in all cases that affect the safety and well-being of members of this community.

Additionally, students will be held accountable by SPSG for online behavior, on or off campus, whether through the school or a personal network, before, during, or after the school day, which reflects poorly on the school or in any way violates the standards for conduct established by SPSG. In addition, on and off campus online behavior used to harass any individual including but not limited to bullying, intimidation, and discrimination should be reported immediately. SPSG also reserves the right to intervene in any Internet activity that violates this Acceptable Use Policy.

Students and their parents/guardians must review the rules and guidelines of this Acceptable Use Policy and sign to indicate parent and/or guardian and student support for this agreement in exchange for the privilege of accessing the SPSG network and technologies.

Cell Phone Policy

Upper School students may not use cell phones in the building or on campus from 7:00 a.m.-3:30 p.m., unless their teachers have given them permission to do so.

- Upper School students **may use** cell phones after 3:30 p.m. in the designated area in Commons.
- Seniors **may use** their cell phones at any time in the Senior Room.
- Students **may use** computers to check email during their free time.

If you need to reach your daughter during the day, instead of texting her, please send her an email and/or contact Ms. Kelly Mangan in the Upper School office at kmangan@spsfg.org or call 443-632-1005.

Personal Electronic Devices

Including but not limited to cell phones, laptops, tablets, e-readers, wearable technology (such as watches), etc.

The SPSG network is designed to support teaching and learning. Use of technology during the school day must enhance, not restrict, the work of the school. To that end, students may not use technology or the Internet in a way that interferes with the productivity of the community, compromises the security of the network, or interferes with academic pursuits.

Students may use personal electronic devices (including cell phones, iPods, and iPads) outside of the school buildings. **Students may NOT use personal electronic devices inside the school building** except for the following purpose:
• In specific class/school activities or projects with permission by the teacher. Students are prohibited when accessing the school network using a school or personal device from:
  • using iMessage, gchat, Google hangout, WhatsApp, ooVoo, or any other personal messaging/chat service
  • using social media such as Instagram, Facebook, Tumblr, Twitter, Snapchat etc.
  • storing non-academic materials in school folders (i.e. personal photos or files)
  • changing the configuration of school computers
  • downloading or bringing illegal software to school
  • sending chain letters, mass emails, or junk mail
  • participating in illegal chat rooms
  • gaming or using the Internet for financial gain
  • downloading, copying, or sharing music, video, or other copyrighted materials without appropriate permissions

Students should follow the protocol outlined below when accessing SPSG devices:

• Library and STAR Lab- Students must check out computers from the appropriate faculty member. Computers must remain in their designated location (STAR Lab or Library)
• IDEA Lab- Students may use the IDEA lab with approval of a teacher or the Director of Technology or during class times.
• Laptop cart- Students may use the laptop cart while in class. The laptop cart will be checked out by faculty and will remain in the classroom while in use.

Student Responsibility

Students are urged to keep in mind that online interaction and activity reflect not only on the individual but also on the family and school community. Students are expected to report all violations of this Acceptable Use Policy to an SPSG faculty or staff member.

Each student is responsible for:

• the contents of her account, including but not limited to all material received, stored, or sent under her account (including email and LMS)
• maintaining the confidentiality of her passwords and login information for all school software, subscriptions, websites, and networks
• representing herself honestly in all electronic communications in school and personal networks
• using only School provided, distributed, or approved software on the SPSG network
• using social media, cell phones, and personal or the school email address in a manner consistent with school rules and expectations.
• keeping material sent and received on the school’s network or the public internet free of pornography and profanity
• discriminatory, biased, or inappropriate language not in keeping with the school’s mission or diversity statement
• bullying, derogatory, harassing, or intimidating language
• avoiding plagiarism by citing all copyrighted and published material appropriately
• keeping illegal software or materials without proper copyright from entering the school, including but not limited to viruses, converters, pirated software, etc.
• acting in accordance with all Maryland and United States laws at all times
• Students will maintain responsibility for the safety and security of all personal electronic devices brought to school as well as school-owned devices when in their possession
School Rights and Responsibilities

The school will:
- provide information on the appropriate use of the network
- promote the use of skills needed to use and maintain digital technologies including computational skill building and applying appropriate technologies for problem-solving
- educate students in the use of the internet, warning against unsafe practices and protecting one’s digital footprint and identity
- assist the student in acquiring the skills needed to make sound judgments about the use of digital content
- prohibit and take reasonable steps to prevent access to educationally inappropriate materials.

The School’s networks and devices are property of the School, and any content stored on them may be accessed by the School at any time with or without reason or notice. Those who use the School’s networks and/or devices should understand the limited privacy of content stored, created, and/or sent or received using the School’s networks or property. The school reserves the right to ban or suspend student use of school network and/or property.

SPSG reserves the rights to review, collect, or employ user files in its discretion, including, without limitation:
- as required by law
- as a part of system maintenance.
- when there is reason to believe an account is being used improperly or illegally.
- when requested by the account holder.

Limitation of Liability and Parent/Guardian Responsibilities

Parents should understand that questionable files exist on the internet, and the school is limited in its ability to control what a student may find and/or create. Parents are strongly encouraged to use this Acceptable Use Policy to guide ongoing conversations with their daughters about appropriate use of technology and to monitor and set appropriate guidelines for the use of technology. The school also is limited in its ability to ensure against network failures or downtime. The school will strive to maintain the function and security of its network and resources but cannot guarantee against the loss of connection to network, server downtime, or security breaches.

Consequences
Violations of the policy may result in loss of network privileges, and /or disciplinary action up to and including dismissal. The School may hold students and their parent(s)/guardian(s) financially responsible for damage resulting from a student’s violation of this policy or other School guidelines regarding use of its networks and property. The School maintains sole discretion regarding whether and how to administer discipline in the event of violations of the Acceptable Use Policy, except to the extent that the School is required by law to notify legal authorities.
Graduation Requirements for Grades 9-12

To earn a diploma, a student must be enrolled full-time (5 credits) each year; complete a minimum of 21 total course credits, 60 hours of community service, a Senior Speech and Senior Project; and have a passing grade all courses. At least four credits each semester must consist of core courses (English, Mathematics, Science, History, World Language). With the 8-block schedule, students are highly encouraged to take 6 courses each semester. Students may not take more than 7 credits without special permission. Academic counseling is available with advisors, college counselors, and the academic dean.

To receive credit in any given course, a student must be present at least 80% of the total number of class meetings. Exceptions, to be determined by the Head of School, will be considered only upon the recommendation of a physician and with the approval of the Upper School Head.

Academic Credit Graduation Requirements:

- **English**: 4 credits
- **Mathematics**: 4 credits, including geometry and Algebra II
- **Science**: 3 credits of laboratory science including physics, biology and chemistry
- **World Languages**: 3 credits of a single language taken over 3 consecutive years in the Upper School.
- **History**: 3 credits, including Modern World and US History
- **Fine, Visual and Performing Arts**: 1.5 credits, including 0.5 credit in 9th grade
- **Religious Studies**: 0.5 credits in 9th grade and 0.5 credit in 11th or 12th grade
- **Physical Education**: Lifetime Fitness & Wellness class and participate in 6 activities over 4 years (see below for details)
- **Electives**: As appropriate to comprise at least 21 credits.

If a student does not spend 4 years of her high school career at SPSG, a requirement may be adjusted with departmental permission.

Grading

Academic work is graded using the following scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>90-100</th>
<th>85-89</th>
<th>80-84</th>
<th>75-79</th>
<th>70-74</th>
<th>65-69</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>B+</td>
<td>C+</td>
<td>D+</td>
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<td>C-</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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Unique Departmental Requirements

Mathematics

Algebra I taught in 8th grade is granted high-school credit but is not used in calculating GPA or graduation credit. In addition, a student must take four mathematic courses in the Upper School, one for each year of high school.

World Language

Students are expected to complete three consecutive years of the same language. Students with language-based learning disabilities may be granted a language waiver for the third year of the language requirement with current educational testing supporting this accommodation. This requirement may be waived for students born internationally and for whom English is not the first language.

The Arts

The 1.5 required credits may be earned by successfully completing a combination of Upper School courses in Visual Art (including Graphic Arts and Photography), Dance, Music (our choral ensembles Ivynotes and Saints, or Jazz Band), Theatre, and Technical Theatre. Beyond the requirements for graduation, interested students have the opportunity to study the arts during all four years of their Upper School experience.

Physical Education

Students are required to complete Lifetime Fitness and Wellness and to earn a minimum of six activities credits over the course of their time at the upper school.

Senior Program Requirements

Credits
A senior must carry a full program (5 credits) each semester. No senior who has failed a senior course will earn a diploma, although she may, under certain circumstances, participate in graduation exercises. Transcripts cannot be mailed to colleges if a senior has outstanding bills.

Senior Term Paper
Every SPSG senior completes an analytical research paper (10-15 pages) independent of their English class and with the guidance of a departmental mentor.

Senior Speech
Every senior develops and practices a Senior Speech with the mentor and delivers it to a school-wide audience.

Senior Projects
During two weeks in May, each senior participates in a work project of her choice, to learn more about a particular industry or organization. Each student is responsible for creating a resume, contacting agencies and organizing interviews. At a concluding luncheon, each student presents on the experience.

Each senior receives a pass/fail grade based on the student’s preparation, mentor’s professional evaluation and presentation.
**Coordination at the St. Paul's Schools**

An SPSG student may take a class at St. Paul’s School to supplement her curriculum or to address a schedule conflict. The course will be listed on the SPSG transcript as an IB course, that is denoted as IB HL (Higher Level) or IB SL (Standard Level). Students taking classes at the St. Paul’s School will need to follow the academic expectations and grading practices of the St. Paul’s School.

**Grades and Reports**

Throughout the school year parents may view their daughters’ grades on the open-gradebook on the Learning Management System (LMS). Report cards are available digitally on the parent portal of the LMS, open to parents at the end of each quarter. Advisors meet with their advisees to review grades, suggest improvement plans and praise for work well-done.

**Open Grade Book**

Faculty maintain open gradebooks on the LMS that are viewable by students and families. Gradebooks are updated every two weeks.

**Academic Honors**

Students have an opportunity to earn academic honors (Honor Roll or High Honor Roll) each semester. To earn Honor Roll or High Honor Roll students cannot have earned a grade below 80 in any class or for the semester. The students overall course average must be a 90 for Honor Roll and a 95 for High Honor Roll.

**Incomplete on a Report Card**

A student who does not fulfill assignments or assessments for a class may receive an "Incomplete" in place of her grade for the marking period. All missing assignments and incomplete work at the end of a quarter must be completed and turned in within two (2) weeks of the last day of that quarter. It is the responsibility of the student to submit her work within that time frame to receive a grade; failure to do so will result in a grade of "zero." If the student is a Senior, she will lose her Senior Privileges as the result of any failure to submit work within the referenced, two-week time-frame. Extenuating circumstances are evaluated on a case-by-case basis.

**Academic Probation**

A student will be placed on Academic Probation if they earn two Ds or one F in a given quarter. Where necessary, a student on academic probation may be placed in a mandatory study hall. The student’s advisor works closely with the student the following quarter to improve the student’s performance in weak areas.

The Upper School Head will contact the student’s parents and her advisor to request a meeting. Remaining on Academic Probation all year may jeopardize the student’s invitation to return to SPSG the following year.

**Course Failures**

To pass a class and for any class to be counted towards the graduation requirements, a student must earn a cumulative year average of 60% in that class. If a student fails a course, she must complete summer work or repeat the course. A senior is not awarded a diploma until she has made up any failed courses.
Course Changes and Withdrawals

- To change, drop or withdraw from a course, the student must complete a Course Change Request.
- A course change without transcript notation must be completed within the add/drop time frame.
- If a change is made after that time, the first course will remain on the transcript with the earned grade; the amount of time in the course will be reflected by course credit. The second course will also be listed with earned credit and the grade earned. If there is a grade bump, students will only receive the bump at the successful completion of each semester of the course.
- If the change is made, grades from the first course will be transferred to the new course if both courses are in the same department.
- If the change is made into a course in a different department, the student is responsible for completing the material missed during the first interim period and earning a grade for the new course.
- For any such change to occur, parents/guardians must be informed, and the following people must agree and be notified: Department Head, College Counselor, Upper School Head, Advisor and Registrar. The student must complete the appropriate Course Change/Withdrawal Form.
- Failure to withdraw from a class using the proper documentation will result in a zero.

Homework

St. Paul’s School for Girls faculty are expected to assign work that is meaningful and purposeful to support the learning goals of a particular unit or topic. Students in standard courses can expect to be responsible for 30 minutes of homework, on average per night. Students in Honors and AP courses can expect to be responsible for 45 minutes to one hour of homework, on average per night. Homework is intended to support independent practice of academic skills. All homework will be posted on the LMS by the end of the academic day.

Families should provide a time, place and resources for students to do their work independently and free of unnecessary electronic devices.

Late Work

Each teacher will present a policy regarding late work at the beginning of his or her course. All late work must be completed. There will be a loss of credit for late work.

Make-Up Work and Tests

A student who has missed school is responsible for initiating contact with her teachers to arrange to complete and/or submit any missing work.

A student who has missed a test is expected to make it up on the day in which she returns from an absence. If scheduling the make-up test becomes difficult, the student may have an additional 48 hours to complete the assessment. Students may expect that absentee tests will be different in format than the original test. Students should follow all policies listed on course expectations forms given by their teachers at the beginning of the year or semester.
**Procedures Required for Make-Up Tests**

If the test has been placed in the test box:

- Tests must be taken in proctored situations before school, during the day or immediately after school, and must be completed in one sitting in the designated amount of time, unless the student is entitled to another accommodation.

- Students sign in at the desk in the Learning Center to take any tests at the Test Center.

As with all tests and quizzes, any communication with another student during a make-up test is a violation of the Honor Code.

**Planned Absences**

When a student knows in advance she will be absent, it is her responsibility to speak with her teachers and make plans to make up any missed work or evaluations. For a full day absence, students must complete a Planned Absence Form, obtain teacher signatures, and submit the form to the Upper School Office. Tests or work that will be missed should be submitted in advance of an absence unless otherwise arranged with teachers.

**Grade Point Average**

In the Upper School, the administrative offices calculate the student’s grade point average (GPA). The GPA calculations give additional weight for grades earned in Honors, Advanced Placement, and International Baccalaureate (IB) High Level (HL) courses. At the end of the junior year, a six-semester GPA is calculated for transcripts that are sent during the college application process. A student’s GPA is reported to colleges and scholarship committees on a 100-point scale. Individual colleges may ask to see quarter or semester updates on a senior’s grades for an early application.

**Access to Student Records**

As required by Federal Law, parents or legal guardians may have access to the educational records of their children. A parent may review the contents of a child’s official school file, including the original application for admission, academic transcript, testing record, school reports on academic achievement/progress, correspondence between the parent and the school, and other such documents. This review must take place at the school and in the presence of a staff member.

Since letters of recommendation to the school or from the school to colleges are often confidential, as provided by a waiver signed by the student, such letters are specifically excluded from these rights of access.

To request access to a student’s file, parents or legal guardians must submit a request in writing to the Upper School Head who will arrange access in a timely manner, in no case to exceed more than 30 days after the request has been made. No educational records or personally identifiable information contained therein (other than directory information) will be made available to any educational agency or institution unless the school receives the written consent of the parent or legal guardian, in appropriate form, specifying which records are to be released, or such information is furnished in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that parents and the student be notified of all such orders or subpoenas in advance of the compliance.
**Advanced Placement Courses and Examinations**

The school offers from 15-18 Advanced Placement courses in any given year. AP students primarily seniors and juniors, may earn college credit for the successful completion of these courses. Only AP US History is available for sophomores unless a student is given specific permission by the Academic Dean or Upper School Head. Students may not enroll in more than three AP courses without special permission given by her college counselor and the academic dean. Students enrolled in AP courses are required to take the AP examination in May, for which there is a fee (some assistance is available to students on financial aid).

**Student Leaves of Absence**

Students who wish to spend a semester or year at another school whether abroad or in the United States, may apply for a leave of absence through the Upper School Head. If the leave is granted, the student may return to SPSG to complete her high-school education or to participate in graduation activities.

Students on leave of absence must complete all course requirements for graduation, as well as the community service and Senior Project requirements.

A faculty member is appointed to serve as liaison with the student on leave of absence, and the student is listed as enrolled but in absentia for the school year. She thus receives all mailings and school materials.

If the leave is for a full year, SPSG charges no tuition, though parents must pay the activities fees to maintain an on-leave status. If the leave is for a semester, parents must pay the annual activities fee, plus 50% of tuition as of July 1st.

*Please note: If the decision to study elsewhere is made after the re-enrollment contract has been returned, the nonrefundable deposit will not be returned. If the decision is made after July 1st, the tuition for the year is due in full, as the contract states.*

**Honor Societies**

**Cum Laude Society**

In 2002, SPSG was admitted to the Cum Laude Society (CLS), which recognizes and encourages scholastic achievement. Members of the senior class are eligible for election to CLS by invitation and approval of the faculty. The standard of selection is academic achievement, which according to CLS guidelines, must be earned with honor, justice and excellence.

**Foreign Language National Honor Societies**

The Foreign Language Honor Societies recognize upper-school students who exhibit sincere enthusiasm for and high achievement in French, German, Japanese and Spanish.

**National Dance Honor Society**

Students who exhibit exceptional talent and work ethic in dance may be inducted into the National Dance Honor Society.
Auxiliary Academic Programs

S.P.I.R.I.T.U.S. Program

Scholars who Present, Inquire, Research, Innovate, Test, Utilize, and Solve

The SPIRITUS program promotes individualized learning paths and processes by providing a unique opportunity for students to engage in an inquiry-based research endeavor of their own design. The program fosters intellectual growth and leadership by allowing students to pursue personal passions. Under the guidance of the program coordinator, faculty advisors and off-campus mentors, students pose questions, pursue answers, and develop connections and opportunities for life beyond SPSG.

The program is a two-year exploratory program for juniors and seniors that empowers students to develop a research question in a field of interest. Students apply to the program in the spring of their sophomore year.

Program Structure

Junior Year: Fall

Research Methodology
This course, the first in the two-year program, is designed to introduce students to the process of developing a question, conducting quantitative and qualitative research, and drafting a research proposal. Students will learn about the cyclical nature of applied research and the iterative process of research writing and project management.

Junior Year: Spring

Research Proposal
After completing one semester of Research Methods, students will draft a research proposal. Once a question or hypothesis has been developed, students work with the SPIRITUS coordinator to identify mentors and curate a customized syllabus, which may include industry visits, enrollment in enrichment MOOCs (Massive Open Online Course), attending related speakers and workshops, and more.

Senior Year

Capstone Project
During senior year, Scholars begin to fine tune their research questions and the presentation of their research. Research culminates in the successful presentation of findings and solutions in a community forum.

Online Courses

Taking a Class with One School House

OSH teachers are accessible through Skype, email, and phone. OSH classes appear on the SPSG transcript and are counted towards graduation requirements. Students may apply to take an OSH class in the spring of each academic year. For questions about OSH, please contact the Academic Dean.
The college process is an incredible authentic learning experience. It calls for the development of self-knowledge, the sharpening of a student’s decision-making abilities, and the growing of her capacity for patience and humility. Although the "formal" college search begins junior year, the growth process and foundation begins when a student enters SPSG.

It is also important to recognize that the college process is highly individualized and that our office is committed to offering each student as much assistance as she needs to feel confident about her final decision.

The College Counseling Office is comprised of two Co-directors of College Counseling and a College Counseling Liaison. The office has in place a four-year comprehensive program that begins in freshman and runs through senior year. Juniors and seniors meet on a regular basis in both formal and informal settings with their assigned college counselor to discuss course selection, standardized testing and the application process. The College Counselors prepare a detailed letter of recommendation for each girl supporting her application for admission and travel to colleges several times a year to learn about programs, and to promote SPSG. The counselors each year conduct several formal meetings with junior and senior parents, and organize visits to the SP/SPSG campus by representatives from over 150 colleges and universities.

Following is a general outline of the plan that the Office of College Counseling implements at each grade level.

**Freshman Year**

One long session in the fall with all ninth graders and several smaller group sessions throughout the year focus on helping the students reflect on who they are, what they like, and who they want to be. Students take a Personality Profile to help them identify and understand the unique way that they view the world.

The focus is on dispelling college myths and fears by introducing the key components in the college process (transcript, profile, recommendations, application), while also focusing on what students can do now: focus on academics, engage with people and activities in and out of school, and self-discover.

**Sophomore Year**

Contrary to popular belief, sophomore year is a crucial year in the college process. Throughout the year, counselors touch base through advisory and class meetings to help students continue to develop ideas about who they are and who they want to be. Counselors continue to encourage involvement and healthy risk-taking as students develop their sense of selves.

Sophomores will take free PSAT prep and will also practice with two tests: PSAT in the fall and a practice ACT in the spring. Both will give predictive scores so students can select a preferred test as well as begin to sharpen their skill set for that test.

To facilitate that choice, sophomores and parents will meet with college counselors in the spring to talk about what the testing results mean, get access to college search features, and answer questions about general preparedness. There will be separate meetings for students and parents who might be pursuing financial aid, those who are anticipating recruitment for athletics, as well as those students interested in the fine arts. College counselors also plan a class trip in the spring to a local college to introduce the search process.
**Junior Year**

Counselors work with the junior class for a short period during their Junior Leadership Day in the fall to help students reflect on how to fit a college list to their personality and passions not vice versa. On the second day (a Friday), students are required to visit a college; they must return with a signed visit slip from an Admissions Office. If a family cannot arrange for such a trip then counselors will provide a trip to a local college or university for those students. Counselors also host a Case Study program in coordination with the St. Paul’s School in the fall of junior year. 15-20 deans and directors from schools across the country come to facilitate mock admissions panels for juniors and their parents. This process gives families a first-hand look at the process led by experts.

Counselors will be assigned at a meeting for parents and students in January. Following this, students are required to set up 1:1 meetings with their assigned counselor to discuss their ideas and thoughts about college. Family meetings will not be scheduled until the student has met with her counselor. Family meetings will be held through the spring, during which we will discuss recommenders and course choices, develop an initial college list to aid students in their research and visit schedule, and answer individual questions. Following this, the process is individualized based on each student’s needs and schedule. Families and students should not hesitate to contact their counselor as questions arise.

In the spring, there is a second Junior Leadership Day during which College Counselors moderate a conversation about college questions and fears at this stage. The summer before senior year, the Office of College Counseling offers two four-day College Application ‘Word’shops for which students may register to get a head start on their applications, resumes, interviews, and essays. Counselors are available through the summer for additional meetings.

**Senior Year**

During the senior parent college night, we review the deadlines for the rest of the year, address questions, and share pertinent information for this stage of the application process. Students set individual appointments through the fall and winter with their college counselor as they need to about their college lists, application completion, essay writing, or follow up. Students sit in on visits from representatives from colleges across the country visit. Meetings continue until we have confirmation that every student has deposited by May 1.
LEARNING SERVICES

In the Upper School, the Learning Specialists are available to work with teachers, students, parents and administrators to ensure that each student's learning needs are met. Whether it is through organizational support, consultation on lesson planning, rubric design, or addressing individual concerns regarding a student's learning, the Learning Specialists are available as a resource.

The Learning Specialists read and process psychoeducational evaluations. From this information, they develop a Formal Education Plan (FEP), which identifies the student's individual strengths and challenges as well as reflects the recommendations for accommodations made by the evaluator. This plan is developed with parents and the student, and once signed, it is reviewed with the student's teachers. The Learning Specialists serve as a contact for parents regarding their daughter's progress and ensures the communication of accommodations to faculty.

For parents who desire additional information about educational resources, the Learning Specialists can provide names of examiners for outside psychoeducational evaluations.

In addition, the Upper School learning specialists facilitate the process of applying for accommodations for College Board and ACT testing. For detailed information regarding the process of applying for College Board and ACT accommodations and/or testing with approved accommodations, please visit the LMS.

Stepping Program

Some students may need additional support when entering 9th grade. For those students, a program called Stepping provides additional support with organizational and study skills in a once-weekly group meeting. Students in the Stepping program also meet individually each week throughout the first semester with a learning specialist to help them progress through the ninth grade successfully.

Academic Tutoring

The faculty encourage students to seek extra help from teachers regularly where needed. Further, it is the school’s position that students reach out to their teachers first when struggling in a class and that paid tutoring of our students by their current teachers is a conflict of interest.

Should families choose to employ a private tutor, the Learning Specialist is available to provide information and make referrals. If parents would like to arrange for tutoring on campus, please contact the director of Step Up tutoring, SPSG’s in-house tutoring program. The fee is $75/hour and tutors in a variety of subject areas are available.

Learning Center

The Upper School Learning Center serves as a resource to faculty and students. The learning center provides a comfortable space for students and faculty to meet with a Learning Specialist, an area for small workshops and study groups, dedicated spaces 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.
**Extended-Time Testing**

**In school-tests**

To ensure fair and orderly testing conditions, students are expected to complete quizzes, tests and examinations in the time set by the teacher.

Students who qualify for extended time according to their Formal Educational Plan (FEP) will receive it. In order for a student to take full advantage of the extended-time accommodation, she should speak with her teachers the day before any evaluation to let them know she will be using the time. She and her teachers can then make appropriate arrangements.

**Extended-Time for Standardized Testing**

If a student qualifies for extended-time testing, she must see the learning specialist for SAT and ACT documentation. Qualifications for extended testing on nationally normed examinations are set by the College Board and the ACT. To qualify, a student must be receiving accommodations for classroom tests through her FEP and based on psychoeducational testing. This testing must specifically state which cognitive ability and achievement tests were used by the evaluator. These evaluations must have been administered within 4 years and the student’s FEP must be in place for a minimum of four months.
COMMUNITY SERVICE PROGRAM

Founded in the Episcopal tradition, St. Paul’s School for Girls embraces service and outreach as a major component of its program. Our outreach program pairs our school with schools and community organizations in the greater Baltimore area. The Stewardship Council is committed to continual reevaluation of the goals and opportunities in the Community Service Program, and to the creation of an environment in the school that cultivates the program’s growth.

The goals of the Community Service Program at SPSG are to engage students in partnerships and experiences in the Baltimore community, foster and deepen their understanding of the needs and opportunities in serving the wider world, and develop a lifelong dedication to service and social justice. To that end, SPSG’s graduation requirement is that each student must complete 60 hours of community service during her upper school years.

A list of pre-approved sites is available on the Learning Management System (LMS). If a student wishes to serve at an organization not included on the current list, it must be approved ahead of time by the Stewardship Council.

Guidelines:

- Of the 60 required hours, 40 hours must be considered direct service with one organization (working directly with those in acute need).
- 20 hours can be indirect (serving an organization, such as office work, volunteering at/or running in a race that benefits those in need, etc.).
- Seniors must complete their community service requirement by the end of the first semester to qualify for senior privileges.
- Juniors who choose to seek a major leadership position must complete 40 hours by January of their junior year.
- Students may count hours served the summer prior to their 9th grade year.
- A student’s service must be uncompensated and performed at a non-profit organization.
- Service may be done on the St. Paul’s Schools campus with the permission of the School Chaplain.
- Students who transfer after 9th grade to SPSG may transfer community service hours after the Stewardship Council has evaluated the work. Students who transfer will be assigned commensurate service requirements.
COUNSELING PROGRAM

Advisory System

The advisor is the primary liaison between school and family. Parents should call their daughter's advisor if they have concerns and questions. Advisors keep track of academic and social progress and serve as advocates for students. Each morning, students meet their advisor for five minutes; attendance is taken at this time. It is also a time to check in, say hello and discuss brief concerns or ask questions. Together, advisors and advisees walk to Prayers or Chapel four times a week. Once a week, advisory period is longer, and the group engages in deeper conversations or participates in specific lessons. In the 9th grade, students are matched with the advisor they will have for the year. 9th grade advisors do not rotate and are familiar with the challenges and joys of this class year. 10th graders receive their advisor and remain in that advisory for the remaining three years. This ensures continuity and allows the advisor and advisee to get to know one another well, and the advisory group to become a close and supportive unit.

School Counselors

Our School Counselor and Chaplains are available to assist students and their families. To assure appropriate attention to the student’s needs, the Counselor and Chaplain may offer short term solution-focused counseling on site or refer students to resources outside the school for long term care. The School Counselor is also integral in identifying resources for the faculty in their roles as advisors; and keeps faculty, parents and students informed about developmental and social issues. Counselors from SP and SPSG work closely together throughout the year to provide coordinated programming and workshops for students and adults alike. If it is determined by the Counselor or staff member that a student is a threat to herself or others, the student will be required to seek help at the closest emergency room. She will not be able to return to school unless she has a doctor’s note indicating that she may fully return and is not a threat to self or others.

Peer Mentors

The Peer Mentor program is a program wholly supported by the generosity of the O’Neil Family. The concept of the program is for older students to mentor their younger peers. Members of the Peer Mentor Committee select students with integrity, compassion, and a willingness to help younger students navigate through the challenging teen years. In the Upper School at SPSG, the Peer Mentors teach lessons to 6th graders on topics such as friendships, staying true to oneself, body image, and peer pressure. US Peer Mentors also work with the 9th graders to help them adjust to Upper School.
STRATEGIC INITIATIVES

St. Paul’s School for Girls believes that students develop their intellect and passions in and out of the classroom. Real-word experiences and opportunities provide opportunities for students to explore, experience and dream.

Career Exploration

SPSG’s career exploration program offers students opportunities to venture off-campus to see how their talents, passions, and academic interests translate to the “real world.” Built on a foundation of partnerships with businesses and organizations in the Baltimore community, students visit with and learn from professionals in a variety of industries. Such experiences ensure that our students are more than prepared to make informed decisions about college, majors, internships, and life’s path that extend beyond our campus.

Speaker Series

SPSG welcomes speakers across a broad spectrum of disciplines, industries, and backgrounds to provide students access to experts and leaders in their field. Guests model the qualities that the School seeks to instill in its students, as they represent confident communicators, conscientious community members, lifelong learners, and innovative thinkers.

Sophomore Shadow Day

Sophomore Shadow Day provides students an opportunity to align personal interests and passions with professional paths. Serving as the culminating experience of a semester-long career exploration seminar, students spend one day shadowing a professional in their industry of choice. With the help of the Director of Alumnae and Parent Relations, Director of Strategic Initiatives and advisors, students are matched with individuals from local businesses and organizations.

Global Exchange Programs

Program Overview

SPSG’s global partner schools provide opportunities for students to add depth and dimension to their college and life preparation through exchanges and study travel. Through shared learning opportunities—real and virtual—with our sister schools, these partnerships provide opportunities to develop cultural fluency skills critical to 21st-century leadership.

At SPSG, our students learn to be innovative thinkers, confident communicators, healthy risk-takers, and leaders with a global perspective. Our global partnerships, exchanges and trips provide opportunities for our young women to grow in these competencies by engaging with other cultures, considering other perspectives and immersing in the languages they study. Students, faculty, and administrators who participate in these experiences share their knowledge with the school community and inspire us to think globally across disciplines.
We continue to broaden our global exchange offerings and deepen our current partnerships with schools abroad, so that students and faculty make meaningful global connections and develop cross-cultural relationships both in person, through our exchanges and trips, and online, through our shared projects and conversations. Many of our global exchange opportunities are offered in coordination with St. Paul’s School.

All students participating in international exchanges, overnight trips or school sponsored events are expected to abide by the school’s code of conduct. Students will be subject to disciplinary action in the event of a breach.
Appendix I: Calendar and important dates for 2019-20 (to be added in early August)
Appendix II: CONSTITUTION OF THE STUDENT GOVERNMENT ASSOCIATION

Preamble
We, the students of the St. Paul’s School for Girls, propose the following constitution and by-laws for the Student Government Association (SGA) which will help in attaining the aims of the School and in maintaining it as an institution deserving the loyalty and pride of the whole School and community. We recognize that the aims of the School as expressed by the founders are to train not only our minds, but also our moral and spiritual understanding and conduct; to help us grow in integrity and consideration for others; and to guide us towards a mature self-discipline and an appreciation and pursuit of excellence, which will prepare us to be good citizens in a wider society than the world of school, and to become the best individuals we are capable of becoming. Therefore, we set up an organization to carry this responsibility; and we here define the manner of election and duties of the officials who shall carry on the work of the student government from day to day. These officials, representing the whole School, shall see to the preparation of a code of conduct and a few necessary rules, which we must follow if this government is to be effective.

ARTICLE I: Name and Membership
The name of this organization shall be the Student Government Association of the St. Paul’s School for Girls. It shall be composed of all the students enrolled in the School.

ARTICLE II: The Student Council
Section I: The Student Council shall administer the affairs of the Student Government Association, hereafter referred to as SGA, and shall be responsible for carrying out its policy.

Section II: Membership
Members of the Student Council shall be:

A. A President elected from incoming Class XII (12)
B. A Vice-President
C. A Treasurer
D. The Captains of the Green & White Teams, who shall be from Class XII (12)
E. One elected student representative from Classes IX (9) through XII (12) and the Class Presidents from Classes IX-XII (9-12)
F. The President of the Athletic Association, the President of the Fine Arts Association, the President of the Spirit Council, the Head of the Community Service Organization, and the Head of the Uniform Committee, who shall be from incoming Class XII (12)
G. The Upper School Dean of Students will serve as advisor, and two faculty members designated as the senior and junior faculty members will serve as advisors
H. The Middle School President
Section III: Election of the Student Council

A. All nominees from Student Council must be in good standing to be determined by the Dean of Students, Division Heads, and three representatives of the SGA.

B. All SGA and other Upper School and Class VIII (8) elections must be written, secret ballots. If the winner and runner-up are within twelve votes of each other, a run-off election will be held.

C. The election of the President and Vice-President of the SGA will begin the election cycle. The Green & White Team Captains, Spirit Council, Athletic Association and Fine Arts Association Presidents will be elected following the SGA elections. All classes will then elect their Presidents, Vice-Presidents/Secretaries, Treasurers, Student Council, Green & White, Spirit, Athletic Association, Fine Arts Association, Community Service and Uniform Representatives by the end of May. Elections held for the President of the SGA, the Green & White Team Captains, Spirit Council, Fine Arts Association and Athletic Association Presidents must be held while the current senior class is on campus.

D. The nominees of the President and Vice-President of the SGA, the Green & White Captains, the President of the Athletic Association, the President of the Fine Arts Association, and the President of the Spirit Council will be members of Class XI (11). A slate of at least two candidates will be encouraged. The faculty (classroom teachers, advisors) and Classes VII-XII (7-12) will vote for the President of the SGA, the President of the Fine Arts Association, the President of the Athletic Association and the President of the Spirit Council; the student body, faculty, administrators and staff will vote for Green & White Captains of their respective teams.

E. A member of the Student Council may be re-elected in successive years.

F. A member of the Student Council may hold two offices at the same time.

G. If the President of the Student Council is unable to serve for any reason, the Vice-President will replace her.

H. The President of the SGA, in consultation with Student Council advisor and Division Head, may remove any member of the SGA if she fails to uphold the standards of her office and/or fails to attend more than four (4) meeting during the course of the year. A new representative shall be appointed by the President of the SGA to complete the term.

I. All members of the Student Council must obey the rules and expectations of the school or their tenure in office will be reviewed by the Advisor, faculty representative, Division Head, and three representatives of the Student Council.

J. Disciplinary infractions for prospective school officers from the most recent semester will be posted outside the Dean’s Office prior to elections.

Section IV: Officers of the Student Council

A. The President of the SGA shall serve as President of the Student Council and shall call and preside at the Student Council meetings.

B. The Vice-President shall serve as an assistant to the President. In the absence of the President, she shall perform her duties.

C. The Treasurer shall be elected by the Student Council from among those Upper School students who wish to run.
Section V: Duties and Powers of the Student Council and its Officers

A. The Student Council, acting in accordance with the Constitution and the Handbook, shall have jurisdiction over the dress and behavior of any student wearing a St. Paul’s uniform in public or representing the school in outside activities, or in field-trips whether or not she is in uniform.

B. A system of reporting and recording infractions or rules will be worked out by each year's Student Council and will be reported to the School early in the academic year (See Disciplinary System under Community Expectations and Regulations)

C. Rules and regulations under the jurisdiction of the Student Council may be changed with the approval of the Head of School.

D. Actions of the Student Council are subject to the veto of the Head of School.

Section VI: Clubs

A. Clubs and other organizations of the school community will serve to broaden areas of learning and increase the awareness of students.

B. Any ten (10) Upper School students advised by a faculty member, may submit a request to the Head of School and the President of the Student Council to form a club or organization which must be recognized by majority vote of the Student Council.

C. Clubs will hold elections annually with a majority of the active members voting to determine officers.

D. Clubs will have written by-laws that state the purpose, membership requirements, officers and meeting requirements.

E. Any club or organization which does not meet regularly will be considered inactive but may be re-established in the same way that a new club is formed.

F. A Class Presidents’ Council, comprised of club and organization presidents shall meet regularly to address club issues. The Club Presidents’ Council shall be chaired by the Vice-President of the SGA.

ARTICLE III: The Honor System

The community of St. Paul’s School for Girls recognizes the difference between actions which are in violation of school rules and actions which are dishonorable. Every individual is on her honor not to 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:

Section I: Every member of the St. Paul’s Schools, including students from St. Paul’s School (SP) in coordinated classes, has the obligation to uphold the values of truth and honor. A student’s name on any piece of graded schoolwork is her/his pledge that the work has been done honorably. After a dishonorable act has occurred, the following steps must be taken:

A. The accuser, a student or faculty member, should confront the offender making her/him aware of the violation of the Honor System and recommend that she/he report her/himself.
B. Whether or not Step A is taken, the offender, the accuser or the teacher involved is encouraged to report the offense to the President of the Student Council or the Dean of Students.

C. The President or the Dean of Students, in turn will discuss the offense with the Head of School and the Division Head and they will determine an appropriate course of action, whether the matter will be dealt with the Head of School or the Honor Council.

Section II: Membership

The Honor Council is not a permanent body; its members are:

A. The President of the Student Council, who is also President of the Honor Council, the Dean of Students, and the student’s Division Head.

B. Two (2) additional faculty members may be chosen as follows:
   1. The senior faculty advisor to the Student Council. If the advisor is unavailable, she/he must be replaced by the junior advisor.
   2. The teacher involved with the offense.

C. The presidents of the senior, junior, sophomore and freshman class.

Section III: All that is said and done at an Honor Council hearing is to be kept confidential. Ordinarily, for the first academic offense a student is suspended for at least one day and receives a zero for the work. Penalties for second academic offenses and other honor violations may include suspension or dismissal from the school.

Section IV: The Honor Council must make sure that all aspects of the Honor Code are followed and respected by the student body and must educate the students on matters concerning honor and integrity. The Honor Council has the responsibility to work with the students and faculty to ensure the success of the system.

Section V: It is the responsibility of the Honor Council to help the offender understand that the offense is a serious one and contradictory to the principles of the Honor Code. To accomplish this, the Honor Council recommends disciplinary measures to the Head of School, who in turn makes the final decision.

Section VI: The Head of School or Dean of Students will follow-up with the student's parents by phone, letter or conference concerning this decision. The Dean of Students may give the student's advisor a summary of such information so that s/he may be more effective in counseling.

ARTICLE IV: Amendments

A written proposal of an amendment to the Constitution signed by 25% of the student body must be submitted to the Student Council. A member of the administration or faculty may propose an amendment which must be submitted to the Student Council. The Student Council may pass the amendment by a two-
thirds vote of those present. A majority of the school community (students and faculty) must ratify the amendment by written ballot.

Note: Since the Constitution was written in 1961, certain wordings have not conformed with later school policies. Minor revisions have brought names of organizations and titles of administrative positions into conformity with current usage.

ARTICLE V: Disciplinary Board

Section I: To be convened at the request of the Dean of Students or the Head of School, for the purpose of dealing with serious offenses.

Section II: Membership

The Disciplinary Board is not a permanent body; its members are

A. The Vice-President of the Student Council, who is also President of the Disciplinary Board, the Dean of Students and the Division Head.
B. The junior faculty advisor to the Student Council
C. The SGA representatives from Classes IX-XII (9-12)

Section III: All that is said and done at the Disciplinary Board hearing is to be kept confidential.

ARTICLE VI: Middle School Student Council

Section I: A separate Middle School Council shall represent the specific concerns of Classes V-VIII (5-8).

Section II: Membership

Members of the Middle School Student Council shall be:

A. A President elected from Class VII (7)
B. A Vice-President/Secretary elected from Class VII (7)
C. A Treasurer elected from Class VII (7)
D. The Code of Conduct Captain and White & Green Team Captains elected from Class VII (7)
E. Athletic Association, Fine Arts Club and Spirit Representatives elected from Class VII (7)
F. Presidents, Vice-Presidents and SGA Representatives of Classes V-VIII (5-8). These officers will also be asked to attend all-school SGA meetings on an as-needed basis.
G. The Dean of Middle School Students and one other faculty representative will serve as advisors.
H. The presidents of Middle School clubs may also attend MSSC meetings.
Section III: Election of Middle School Student Council

A. All nominees must be in good standing (academic/behavior).

B. Elections of Middle School President, Vice-President/Secretary, Treasurer, Fine Arts Club Representative, Green & White Team Representatives, Spirit Representative and Athletic Association Representative will be held in the spring.

C. All students in Classes V-VII (5-7) and faculty of the Middle School (class teachers and advisors) may vote.

D. If the President of the Student Council is unable to serve, the Vice-President will replace her.

E. Class elections will follow the Middle School elections. Offices include the following: President, Vice-President/Secretary, SGA Representative, Treasurer, Community Service Representative, Green & White Team Captains and Code of Conduct Captain.

F. The class-elected Code of Conduct Captain for Class VII (7) will also serve as the Middle School Code of Conduct Captain.

G. Officers of Classes V-VII (5-7) may not directly succeed themselves

H. Classes V-VII (5-7) may elect new officers for second semester.

Section IV: Duties of the Middle School Student Council

A. The MSSC organizes several activities for the Middle School students during the school year. This includes the Middle School-elected Green & White Representatives overseeing Middle School Green & White counts. The result of these counts will be announced by these officers and submitted to the all-school Green & White Representatives for record keeping.

B. The MSSC also contributes ideas related to the governance of the Middle School.

C. All actions of the MSSC are subject to the veto of the Middle School Head and/or Head of School.

D. Duties will be given to each Middle School-elected officer at the Middle School Student Council’s beginning-of-the-year meeting.

Section V: Middle School Clubs

A. Clubs in the Middle School encourage students to explore enriching and intellectually stimulating topics outside of the classroom, to broaden their understanding of other cultures, to share their personal talents and interests with other students, and to invest in the livelihood of our school community.

B. Any group of five students and a faculty/staff member may form a club.

C. The advising faculty/staff member must complete a club registration form before the club’s first meeting and will be responsible for overseeing the club’s activities. Forms should be submitted to the Dean of Middle School Students or the Vice-President of the Middle School.

D. A club is allowed to conduct fund-raisers during Octoberfest ad Christmas Bazaar. Also, they may request times to have small fund-raisers during the break or after/before school in the Commons (e.g., bake sale).

E. The club members and faculty/staff advisor may choose to elect club officers.
F. Any club that does not meet on a regular basis will be considered inactive.

G. Club presidents may attend MSSC meetings.

ARTICLE VII: The Honor and Discipline System

Section I: Honor

A. At the beginning of the year, after reviewing the handbook with her advisor, each student will be asked to sign the Honor Pledge:

I am fully aware of SPSG’s high expectations regarding student conduct. I pledge to behave honorably, to act with complete integrity, and to respect others.

B. Honor violations will be handled on an individual basis by the Middle School and the Dean of the Middle School students.

Section II: Discipline

A. The Middle School strongly supports ten major codes of conduct regarding student behavior:

1. Act with honor and integrity
2. Show respect for people and property
3. Accept personal responsibility
4. Practice good communication skills
5. Empathize with others and recognize the boundaries of others
6. Practice self-control and self-discipline
7. Practice good problem-solving and decision-making skills
8. Follow school policies and rules
9. Contribute to the SPSG community
10. Use voices and hands to uplift others

B. It is the responsibility of each Code of Conduct Captain and Class Dean to monitor and to give feedback to members of the class regarding their progress in adhering to the Ten Codes of Conduct.

Major discipline issues should be reported immediately to the Middle School Dean and/or Dean of Middle School Students.
Appendix IV: Athletic Handbook