



St. Anne's Episcopal School

Family Handbook For Middle School

Academic Year 2021-2022

StannesDE.org

Barry L. Davis, Head of School

**211 Silver Lake Rd
Middletown, DE 19709**

We extend a warm welcome to all St. Anne's Episcopal School's returning and new families! The SAES Family Handbook(s) contains school and community policies and information which we hope you find useful. The policies of the handbook(s) may be modified, amended, or terminated at any time at the discretion of SAES. Any questions or concerns relating to the contents of this document should be addressed to Barry L. Davis, Head of School.

Middle School Handbook

Advisory

The advisory program was developed through collaboration with faculty, administrators, other schools, parents, and students to create an authentic, age-appropriate advisory experience. Advisory is implemented through a grade-based team system. Students in each grade are divided into advisory groups, with approximately 7-10 students in each group. On average, an advisory group will meet two to three times a month on Tuesday mornings. During these meetings, students and advisors will work on an age-appropriate social/character development curriculum and create academic and social goals. These discussions/activities include defining the distinctions between peer conflict, relational aggression, and bullying. Advisors are prepared to offer strategies to appropriately handle situations that involve these topics as well as internet safety concerns.

Advisory groups will meet at least twice a week for Devotions and occasionally for Advisory Lunch. Most advisors will have direct classroom experience with their advisees, and the grade team approach will give advisors a comprehensive understanding of a student's strengths and areas of need. The advisor is your child's formal advocate in the Middle School and serves as a liaison between the school and your family. Parents should note that if there is a concern regarding an individual subject, the most effective manner of communication is to contact the teacher directly, either by phone or e-mail. Parents are encouraged to copy ("cc") the advisor with any correspondence, including the Assistant Head of School, when appropriate.

Athletics

Mission

The mission of the St. Anne's Interscholastic Sports Program is identical to that of the school: to enhance the intellectual, spiritual, physical, and social growth of our students.

Its goals:

- to introduce students to a variety of team sports.
- To expose students to new athletic challenges.
- To introduce students to interscholastic athletic experience and competition.
- To provide students the opportunity to work as a team member to achieve a goal, and in the process, learn the importance of cooperation, teamwork, and good sportsmanship.
- To develop in students a sense of school loyalty and generate school spirit.
- To foster academic and athletic achievement in students by emphasizing self-discipline, sacrifice, and dedication to achieving goals.

Participation Requirement

Interscholastic team play is available to Middle School students in grades 6, 7, and 8. Seasonal sports participation allows students to choose from a variety of athletic experiences. In grades 6, 7, and 8, students must participate in at least one sports season, fall, winter, or spring, per school year. If a student enters St. Anne's in the 8th grade, they must participate in one sports season. The sports listed below are traditionally offered each year.

Fall

Boys Soccer
Cross Country - Boys & Girls
Field Hockey

Winter

Boys Basketball
Girls Basketball

Spring

Baseball
Boys Lacrosse
Girls Lacrosse
Girls Soccer

Participation Guidelines

Participation in the interscholastic sports program will give priority to 7th and 8th-grade students. In certain situations, the school may have to institute a cut policy if one of the following situations occurs:

- There are an excessive number of participants which prevents the opportunity to adequately instruct all members of a team.
- There is an excessive number of participants which prevents sufficient playing time for all players involved in a sport.
- There are an excessive number of participants which prevents fielding a competitive team.

A student-athlete may participate on a non-school team or in a non-school individual event both during and out of the designated sport season. However, the student-athlete owes his/her primary loyalty and allegiance to the St. Anne's Episcopal School's team of which he/she is a member. SAES expects that SAES practices and games will receive priority. Student-athletes are expected to communicate early and often with their coaches about their attendance.

Practice will be scheduled from 3:15 pm – 5:00 pm, primarily on Mondays, Tuesdays, Thursdays, and Fridays. Exceptions may occur based on the weather and opposing team schedules. Most games will be played on Tuesdays and Thursdays.

Student-athletes are expected to wear their PE uniforms to practice. Managers and student spectators will be required to adhere to the SAES Dress Code for all games, both home and away.

If any student-athlete requires alternate transportation to the *Dover area only* due to after-school practices and games, a permission slip will be required from his/her parents or guardians: i.e. if a student rides a school van and will use alternative transportation because of interscholastic sports; or if a student-athlete does not ride the school-provided transportation after a game. The after-school activity van has limited seating capacity and must be signed up for with the Business Office on a first come first serve basis. It will only go to The Little School in Dover and will depart SAES at 5:20 pm on Mondays, Tuesdays, Thursdays, and Fridays. There is no activity van on Wednesdays.

Since games will be held after school, students who are not on the team(s) but want to stay and watch *home* games must have parental/adult permission to stay at school after hours. *If the student regularly rides the van or bus, the parent must inform the school of this change by emailing cit@stannesde.org and the student's teacher.* Middle School students must report to the Extended Care program, and will be charged a drop-in fee, but will be able to go with a group of students to watch the game provided there is enough adult supervision to allow for this. The regularly scheduled Extended Care students will be allowed, when possible, to watch home games with a supervisor. *Transportation on the activity van is not provided for spectators.*

Permission slips and DIAA Health Forms (see [website](#)) must be completed and signed before any student will be permitted to practice with the team. This will apply to each sports season in which a student is involved.

St. Anne's interscholastic sports activities may be found at <http://heronssports.com/>

Academic and Attendance Guidelines

Interscholastic sports teams have the following academic and attendance requirements:

- All students must maintain a minimum GPA of 70% in 4 of their 5 core subjects in order to participate in any interscholastic sport.
- Academic eligibility will be required for every sports season.
- Students must be in school for at least four hours of the academic day to participate in an athletic contest.

Team members may be suspended from an interscholastic team for the following issues:

- Concerns about academic performance
- Inappropriate social behavior
- Disregarding the tenets of SAES: respect – responsibility – compassion
- Negative on-field behavior and/or actions

- Missing practice without written parental permission (email is preferred)
 - Not complying with rules and regulations as set forth by the coaches and school.
- Decisions about a player's eligibility will be made by the Assistant Head of School and the Athletic Director.

Exemption Guidelines

Some students demonstrate exceptional skill and great dedication to an athletic activity that St. Anne's does not offer. To encourage continued growth and development such a student may apply for an exemption from the St. Anne's athletic program for one school year to participate in the alternative program. The time devoted to this program must equal or exceed the time commitment of St. Anne's athletic program. Such a time commitment involves a minimum of 5 hours of guided weekly training with a certified instructor. An athletic exemption must be submitted by using the online form on St. Anne's website.

Acceptance of the proposal must come from the Assistant Head of Faculty Development and Student Development and the Athletic Director.

Concussion Policy

For a student diagnosed with a concussion, the academic and extracurricular impact will be varied and unique to the situation. Assessing and addressing problems with learning and school performance as well as athletic participation do not solely involve medical decisions but educational ones as well. SAES is committed to assisting the student and family with a return-to-learn plan that will help manage expectations for recovery. The concussion management team consisting of the Director of Health Services, Nurses, Assistant Head of Faculty Development and Student Curriculum, the student's advisor, and the school counselor will oversee the student's academic recovery process.

For students who have been concussed for more than one week, the Assistant Head for Faculty Development and Student Curriculum will meet with advisors and teachers to determine what the student must make up, if missed work can be supported by extra help or if outside tutoring for a short period of time is advised, construct a calendar that outlines a plan to make up missed assignments and periodic assessments of progression.

Return to Learn Protocol

SAES will generally implement the following protocol, borrowed from "An Educator's Guide to Concussions in the Classroom" from Nationwide Children's Hospital

guidelines. Because symptom severity and length of recovery vary from student to student, some students may not need every one of the following phases.

Phase 1: No school

- Symptom Severity:
 - The student may have a high level of symptoms that prevent him or her from being able to benefit from being in school. Physical symptoms tend to be the most prominent and interfere with even basic tasks.
- Treatment:
 - The student should rest the brain and body as much as possible.
- Interventions:
 - No activities that exacerbate symptoms, such as television, video games, computer use, texting or loud music
 - Other “triggers” that worsen symptoms – noted and avoided to help promote healing
 - No physical activity, which includes anything that increases the heart rate, such as (but not limited to): weightlifting, sport practices, and games, gym class, running, stationary biking, push-ups, sit-ups, etc.

Phase 2: Half-day attendance with accommodations

- Symptom Severity:
 - The student’s symptoms have decreased to manageable levels. Symptoms may be exacerbated by certain mental activities that are complex, difficult, and/or have a long duration.
- Treatment:
 - Balance rest with gradual re-introduction to school.
 - Avoid tasks that produce, worsen or increase symptoms.
 - Avoid symptom triggers.
- Interventions:
 - Part-day school attendance, with focus on the core subjects; prioritize what classes should be attended and how often
 - Symptoms reported by students addressed with specific accommodations
 - Eliminate items not essential to learning priority material, as determined by individual teachers
 - Emphasis in this phase on in-school learning; rest is necessary once out of school; homework reduced or eliminated

- No physical activity

Phase 3: Full-day attendance with accommodations

- Symptom Severity:
 - The student's symptoms have decreased in both number and severity. Symptoms may still be exacerbated by certain activities, but short time spans with known symptom triggers do not have drastic effects on symptom levels.
- Treatment:
 - As the student improves, gradually increases demands on the brain by increasing the amount of work, the length of time spent on the work, and the type or difficulty of work.
 - Gradually re-introduce known symptom triggers for short time periods.
- Interventions:
 - Continue to prioritize assignments, tests, and projects; limit students to one test per day
 - Continue to prioritize in-class learning material; minimize workload and promote the best effort on important tasks
 - Gradually increase the amount of homework
 - Reported symptoms addressed by specific accommodations; accommodations reduced or eliminated as symptoms wane and resolve
 - No physical activity

Phase 4: Full-day attendance without accommodations

- Symptom Severity:
 - The student may not have any symptoms or may have mild symptoms that are often intermittent.
- Treatment:
 - Accommodations are removed when the student can function fully without them.
- Interventions:
 - Construct a plan to finish completing missed academic work and keep stress levels low.
 - No physical activity until released by a healthcare professional (such as a physician or athletic trainer).

Phase 5: Full school and extracurricular involvement

- Symptom Severity:
 - No symptoms are present.
- Treatment:
 - No accommodations are needed.
- Interventions:
 - Before returning to sports, the student must also complete the DIAA mandated Gradual Return to Play Plan.

Other items of note:

If students miss any classes due to healing from a concussion, they may not be present at or take part in school-sponsored activities on those days (i.e. field trips, theater productions, athletic practices or contests, dances, etc).

Implementation of academic accommodations is temporary and directly correlated to symptom duration. If the student’s symptoms persist after two months and/or there is a request to maintain accommodations, the concussion management team will request that the family arrange for more extensive testing (e.g., neuro-/psycho-educational evaluation) to determine the extent of impairment. The testing results would allow us to determine the appropriateness for accommodations and additional support at school. Accommodations can be continued temporarily while the family pursues a more comprehensive evaluation.

Note: Accommodations given within school are separate from those offered outside of school.

All necessary work, as determined by the school, must be completed before the start of the following school year for a student to matriculate to the next grade.

Return to Play Protocol

SAES follows the DIAA Concussion Protocol regarding a student’s return to athletic participation after sustaining a concussion. It is important to note that, regardless of physician clearance, students will not be permitted to return to full participation until they have completed the first five stages of the *DIAA Gradual Return to Play Plan*, listed below.

Stage 1: No physical activity.

- If the athlete has no signs or symptoms consistent with a concussion they may progress, after 24 hours, to Stage 2, etc.

Stage 2: Low levels of physical activity (i.e. symptoms do not come back during or after the activity).

- This includes walking, light jogging, light stationary bike, light weightlifting (low weight, higher reps, no bench, no squat).

Stage 3: Moderate levels of physical activity with body/head movement.

- Includes moderate jogging, brief running, moderate-intensity stationary biking, moderate-intensity weightlifting (reduce time and/or weight from typical routine).

Stage 4: Heavy non-contact physical activity.

- This includes sprinting/running, high-intensity stationary bike, regular weightlifting routine, non-contact sport-specific drills (3 planes of movement).

Stage 5: * Must have physician clearance before beginning this stage****

- Full contact in controlled practice.

Stage 6: Full contact in gameplay.

- If signs or symptoms return after Stage 5, must see a physician again for Stage 6 clearance.

It is also important to note that a return to an academic program takes precedence over the student's return to sports. Students may not return to full athletic participation unless they are meeting their full academic obligations without concussion-related accommodations or modification

Sports Physicals

Delaware Interscholastic Athletic Association (DIAA) requires sports physicals be conducted and DIAA forms ([Forms for DIAA](#)) to be completed prior to student participation. This is a 6-page packet that includes parent permission as well as medical clearance to play a sport. The yearly physical must be dated on or after April 1st each year. Please turn this form in before school starts for review by the coaches. A student must be in compliance prior to participation in practice, scrimmages, or games.

Attendance

Every child is expected to attend school daily unless the child is truly ill or there is a family emergency. If your child cannot attend school, please email absent@stannesde.org or call the school at 302-378-3179 to report the absence or early dismissal. Messages can be left on our voicemail system if you call before 7:45 AM. At that time, arrangements can be made to pick up the missed assignments. A student who is absent due to illness is responsible for completing and

returning any missed work. Students will be given the same number of days they are absent to complete the work. If a student is absent for more than five consecutive days, parents may be required to supply a doctor's note upon the child's return to school.

Assessments

Assessments are tailored to grade level and subject-specific curriculum documents and provide information about a child's learning needs and the teacher's role in meeting those needs. As evaluation is active and ongoing, opportunities for formal communication occur five times during the school year. Twice a year parents and MS advisors meet in a student-led conference format. This interactive exchange of information, questions, and ideas provides the foundation for a productive home and school partnership with the success of each child as the primary goal. At the end of each trimester, generally in November, March, and June, formal report cards are provided.

Back to School Night

Parents/guardians are invited to attend Back to School nights to hear directly from the teachers about the coming school year. These evenings are usually held during the first two or three weeks of school. More information will be forthcoming in *The Heron*.

Code of Conduct

The students are expected to follow the guidelines for behavior outlined in the previous sections of this handbook. Here are a few important reminders specific to the Middle School:

- Remember the Golden Rule in all of your interactions. Be sure to treat others as you would have them treat you. We want our school to be safe in every way for our students. St. Anne's will not tolerate any forms of unkindness, spoken, unspoken, written, emailed, or posted electronically. Violations of this nature will be dealt with in the most serious manner.
- Adhere to the dress code while on campus (including after-school events and games unless previously notified).
- Participate in all required school activities. Written approval of the Head of School, the Coordinator of Student Life, and the Student Advisor is required for non-participation.
- Observe common-sense rules of safety. Walk in the hallways, stairways, and classrooms.
- Stay away from the lake and woods unless accompanied by a teacher. For your own protection do not wander away from the school building; stay within sight of a teacher.
- Refrain from public displays of affection.

- School-wide rules for behavior apply for off-campus activities and school-provided transportation.
- If a student is sick or has an appointment, he or she must arrive at school by 10:30 am to participate in after-school activities such as sports practice or games or other gatherings like parties/dances, etc.
- Abide by the classroom rules and guidelines

Community Service Requirements

All Middle School students must complete 20 hours of community service by late March (spring break) in their eighth-grade year as a requirement for graduation. Please be aware that Covid - 19 Protocols may impact the type of service projects required moving forward.

Curriculum

Middle school students anchor their learning with five corps subjects: math, science, social studies, language arts, and Spanish. The study of Spanish is an integral part of the core curriculum; it allows students to acquire another language which is a skill that is becoming more important in our 21st century globally connected lives. In addition to the core subjects, our students study performing arts, fine arts, physical education, computer science, and music. And all our sixth, seventh, and eighth-grade students join at least one athletic team each year in order to gain skills in a particular sport as well as to learn what it is like to be part of a larger cooperative team.

Discipline Policy

Each and every child has the right to come to school knowing that she/he will be treated, by peers and adults, with respect and compassion. All of the adults in the middle school are dedicated to supporting students in their intellectual, social, emotional, and spiritual growth.

While SAES expects all members of its community to act with the highest expectations of conduct at all times, situations do occur when students need some redirection, and at times require a consequence. Our goal is to help the child learn from the situation. Parent(s), will be notified of the specifics of the incident and next steps will be discussed. Communication may be from the adviser, Coordinator of Student Life, the Assistant Head of School, or perhaps the Head of School depending on the situation.

Student behavior can range from a one-time verbal misunderstanding between peers to what could be described as bullying by either the bystander and/or the student who is the target of the ongoing negative behaviors. *Bullying* can be described as deliberate, persistent negative behaviors toward another; the bully directs negative behavior towards an individual he/she perceives to be less powerful than the bully. *Peer Conflict* is defined as a disagreement that

occurs when peers want different things. Peer conflicts can result in hurt feelings, but usually can be resolved between peers alone or with limited adult support. The faculty is fully aware of the definitions of peer conflict and bullying; the faculty will support students experiencing social difficulties as long as a school adult is made aware of them.

Considerations for Consequences

SAES values the many and varied types of learning experiences presented to students. All infractions are considered as opportunities for learning about the values we care about at our school, so we are careful to provide a response that allows students to grow from the experience and hopefully make better choices in the future. Many factors will be reviewed before a decision is made about the consequences of a violation, such as:

Intentions: Was the action or behavior intentional or unintentional?

The severity of the incident: Was the incident intended to cause physical or mental injury or harm to another student, staff member or school property?

The number of offenses: How many times has this behavior reoccurred? Is there a pattern of this offense occurring?

Response to prior consequences: Have the consequences handed out in the past helped to change the student's conduct?

Possible Consequences

The following section describes the most common consequences used in Middle School. Since each situation is unique, other responses may be considered more appropriate.

First response

For minor concerns, teachers will deal directly with the student at the first appropriate moment to help the student recognize the infraction. The teacher will inform the advisor of the situation. In most cases, these smaller incidents would not need to be communicated to the parent, unless a pattern of minor concerns develops.

Apology of Action

If similar behavioral missteps occur, a teacher would assign the student an Apology of Action task/job after the teacher and student have reviewed the concerning behavior. The Assistant Head of School and advisor will be advised of the need for an Apology of Action.

Loss of Recess Time

If further action is required, a student would be required to sit out recess the first available day; a parent would be contacted by the advisor to review the ongoing

behavioral concerns raised by the teacher(s). The Assistant Head of School would also be informed.

“Penalty Box”

For a pattern of minor offenses or a single significant offense that jeopardizes our learning community (for example, being disrespectful or disruptive, hallway roughhousing, or using obscene language and/or gestures), students might be assigned a “Penalty Box” on Friday afternoon during the Electives period. With the athletic analogy of being “out of the game” for an infraction, this represents a timed sanction by removing the student from the peer group to provide an opportunity to give back in some appropriate form of service to the community. The referral procedure is followed, and either the advisor or the Assistant Head of School will contact the parent(s) to discuss the issue. In some cases, a more serious infraction or a pattern of offenses would warrant after-school detention to be served on the earliest possible afternoon.

After-School Detention

More serious disciplinary offenses (for example, a major classroom disruption, treating another unkindly, flagrantly disrespecting a teacher) could result in after-school detention. A student committing such an offense will meet with his or her advisor, any teacher(s) involved, and the Assistant Head of School. The Assistant Head of School will then meet with the student and parent(s) to discuss the offense to make the most of the learning experience. After-school detention will be served at the earliest possible date deemed by the assigning teacher or the Assistant Head of School.

Suspension

In the most severe cases (for example, cheating, stealing, lying, fighting, vandalism) a student’s actions can undermine the mission of the school and the foundation of our community. A student committing such an offense may be asked to serve a suspension from school which could result in the student being placed on behavioral probation. A student in this situation should recognize how his or her actions have fractured the relationship with the school community and should further recognize the need to give something back to the community to rebuild this relationship.

Dress Code

Students should attend school properly attired in clothes that are neat, clean, and in good repair. Common sense should dictate parental and student choice of school clothes. SAES students are expected to accept this responsibility, and the school depends upon the cooperation of the entire school community in adhering to the spirit of this code.

The SAES Dress Code includes enough flexibility that students can dress for any weather, but they should keep in mind that many of their classes may meet outdoors. Students should come to school prepared for classes both indoors and outdoors, depending on the teacher/class.

Shirts

- Solid Navy Blue or White polo shirts, Green Polos for 8th grade
- Appropriate shirts include: collared shirts (polos, button-downs, rugby, etc), blouses, crew or v-neck sweaters
- SAES logo tee shirts, polo shirts, sweatshirts
- Short sleeve or long sleeve collared shirt (golf, oxford, turtleneck or blouse).
- All shirts, like all clothing, must fit well; nothing too small, too tight, or too big

Pants/Trousers

- Solid Navy Blue or Khaki/Tan
- Jeans - must be neat, clean, and in good repair
- Cargo pants
- Athletic shorts are not permitted on non-PE days
- All pants, like all clothing, must fit well; nothing too small, too tight, or too big
- Belts must be worn with shorts and pants that have belt loops if a shirt is tucked in.

Shorts, Skirts, Skorts, and Jumpers

- Skirts, shorts, and dresses must be at fingertip length or below (when arms are resting down at sides), even with leggings or tights underneath
- Skirt or dress length should be no shorter than *three inches* above the knee
- Must be worn at the waist, no hip huggers or low-rise.

Outerwear

- Outerwear and Sweatshirts: Dress code appropriate shirts must be worn under all outerwear including SAES sweatshirts and jean jackets (without holes, tears, or rips)

Shoes

- Must be worn at all times
- Should be appropriate for weather, terrain, and classroom activities.
- Open-toed shoes are not permitted

Prohibited Items:

- Any clothing displaying offensive logos, labels, and phrases
- Tube tops, halter-tops, spaghetti straps, or dresses with similar tops
- Visible undergarments
- Oversize clothing, undersize clothing,

Jewelry, Hats, Hair, and Makeup

- We ask that students refrain from wearing items that distract from the learning environment.
- All jewelry must be small and appropriate for school. Multiple bracelets, earrings or necklaces are not permitted.

- Hair must be neat, clean, and out of the face and eyes.
- Hair must be a natural color; color and style should not be distracting to others.
- Clothing should be label or emblem-free. Please mark all clothes with your child's name.

P.E. Uniforms-Grades 5-8

- On days when students are scheduled for PE class, they should come to school dressed appropriately.
- Navy, green, white, or gray sweatpants or shorts
- Navy, green, white, or gray tee shirts
- Navy, green, white, or gray sweatshirts
- SAES sweatpants or shorts
- SAES tee shirt
- SAES sweatshirt

If this poses a difficulty to your family please contact the Coordinator of Student Life.

Every student in grades PS – 6 will need to have the following items which can all be kept at school:

- 1 pair of rain boots
- 1 pair of rain pants and 1 raincoat
- 1 raincoat
- Sneakers with rubber soles (these may get dirty)
- *PS families will need to purchase a specific rain suit -- details of which will be provided by their teacher

Out of Dress Code Days

Dress Down Days/Spirit Days:

- These days are not “Dress Down” days, but rather are days to “Dress Up” to celebrate school spirit.

Exceptions to Dress Code: Students, who cannot, for legitimate reasons, wear appropriate shoes or clothing, are expected to bring a note from a parent to the Coordinator of Student Life before classes begin that day. Provided the excuse is acceptable and not habitual, no penalties will result.

Interpretation of these rules allows for some individuality of expression, but students who are out of the dress code may be issued an appropriate consequence.

Uniforms can be purchased from [Tommy Hilfiger](#), [Land's End](#) (use Preferred School Number 900074451). Heron Sports attire can be purchased from [BSN team sports](#).

Extra-Curricular Activities

SAES offers students a variety of extracurricular activities to help them pursue their passions and develop their talents. These offerings go well beyond the Spanish, art, music, and physical education offered in every grade.

Electives are offered to our Middle School students to choose from a wide variety of activities for a multi-week period each Friday during the last hour of the week. Previous offerings have included chess club, anime, interior, and fashion design, origami, Dungeons & Dragons, archery, fishing, community service, jewelry making, international cooking, dodgeball, badminton, science experiments, Infection, and indoor soccer.

SAES' interscholastic sports program fields 9 boys and girls teams each year and competes in the [Delaware Interscholastic Athletic Association](#) events. Visit our [Heron Sports](#) page each season for team schedules and details.

Field Trips

We will continue to assess the Covid 19 situation as it affects field trips.

Grades and Report Cards

SAES sends report cards and grades electronically, via St. Anne's Episcopal School parent portal. Parents are encouraged to check their email which will include important details about report cards and each grade's trimester overview. To access your student's report card, please [log in to the St. Anne's Parent Portal](#) and click on the E-locker tab. If you have not signed into the portal or need help accessing the parent portal, please email rediker@stannesde.org.

Homework

We expect that homework will represent a student's best work. It is not meant to be something to just "get done." Recommended homework times and policies will also be discussed at Back to School Night in September. Parents should feel comfortable contacting their child's teacher if questions or concerns arise about homework. Homework will generally not be assigned over school vacations or major holiday weekends.

Library

The library contributes to the qualitative academic process, offering books, periodicals, reference materials, and computers for student use. The library is open and staffed by a librarian throughout each school day. Students are welcome to use the library during the school day with teacher permission. On occasion, a class will come to the library as a group. There are no overdue fines, but replacement fees are charged for damaged or lost books. End-of-the-year report cards may be held until fees are paid or books are returned. To help us take care of our library and computers, students are asked not to eat or drink in the library.

Lockers

Students will be issued lockers at the beginning of the school year. Students are expected to keep their lockers neat, tidy and to treat them with care. Lockers should always be considered the property of SAES and not the private property of the student. Lockers are to be closed and latched whenever not in use by the student. Lockers are not locked. Students are required to respect the property of other students. Students may not handle, touch, take or use any of the contents in a locker that does not belong to them. Any student who does not adhere to this policy will be subject to disciplinary action. Students are not to leave any valuables in their lockers. SAES is not responsible for lost or stolen items belonging to any student. Students are not permitted to exchange or swap lockers with another student under any circumstances. Students are responsible for the locker that is assigned to them for the year. Locker checks may be performed periodically to ensure that food and trash are not being stored in the lockers. The Administration may search a student's locker at any time.

Technology and Onsite Local Area Network (LAN) and Cloud-based Systems Guidelines

The Network is maintained for the use of the entire school community. Users enjoy certain rights and privileges and are expected to comply with the school's guidelines and standards which include:

Privacy

The school monitors the use of its onsite LAN and all cloud-based systems, and students should have no expectation of privacy in their use of technology on campus, in their school activities, when using school technology resources, or when interacting with other members of the school community. Be aware that server storage, Google accounts, and internet use may be monitored at any time. Students should have no expectation of privacy in files, disks, documents, etc., which have been created in, entered in, stored in, downloaded from, or used on the LAN or any cloud-based school system. The school may confiscate and or examine the contents of any electronic device owned by the school, used on school property, or connected to the LAN, if the school, in its discretion, believes that the device is being used in violation of school policy or in a manner that may create injury or harm to a member of the school community.

Safety

In compliance with the Children's Internet Protection Act (CIPA), we have an internet content filter in place to block age-inappropriate sites. However, because new content is constantly added on the internet, it is impossible to assure that inappropriate content will be blocked 100% of the time. Therefore, this should not be construed as an unfailing guarantee of content filtering. Ultimately, students must be responsible for their own use, in accordance with the following guidelines:

- Use personally identifying information sent over the Network with extreme caution.
- Do not use SAES' computer resources for any monetary or financial transaction (shopping, auctions, purchases, banking, etc.).
- Do not give out your password or let anyone else use your account.

Security

Students must maintain the integrity and security of the school's technology and LAN. It is a violation of school policy to access or try to access the school's LAN or an individual's email or other accounts under another person's password and username.

Additional security guidelines include but are not limited to:

- Do not use the technology of others without first obtaining permission from the owner of the technology.
- Use the school's technology only when given permission or authorization to do so during the normal course of the school year.
- Do not change the settings or add or install software files to school devices, without prior approval by the technical staff.
- Do not bypass or attempt to bypass firewalls, filters, or other protections.
- Do not access, copy, delete or alter information or files that are not your own.
- Do not attempt to acquire a password from another student or teacher. If you access or become aware of inappropriate or objectionable material, immediately close the inappropriate site and immediately alert the attending teacher.

Parent / Teacher Conferences and Communication with Faculty

Parent conferences are encouraged and are scheduled twice a year in October and June. Advisors will coordinate these fall and spring conferences. Other conferences may also be scheduled at any time by a parent, teacher, or Advisor. A parent can schedule a conference by contacting the teacher directly via email.

The following guidelines will help to direct communication in the most productive way:

- If you have a brief question about schoolwork or class procedures, contact the teacher via their SAES email (first initial. last name @stannesde.org) or leave a message in their voice mailbox at the school office. You may also write a note to the teacher and have your child deliver it. The teacher will respond with an e-mail or a phone call. Teachers will attempt to return calls within 24 hours.
- Concerns involving students and classroom procedures are most appropriately directed to the teacher. Questions concerning school policy should be directed to the Assistant Head of School.

Promotion

In the rare case of a student repeating a grade, it is the school's practice to place that student in the other teacher's section for the second year. This allows for a new experience, perspective, and opportunity. At the same time, the first teacher, along with the Director of Learning Support, will inform the second teacher on important notes about the student's learning style, emotional growth, and other relevant facts. If there are extreme circumstances that would prohibit the child from changing teachers the school will address this issue on an individual basis.

Secondary School Placement

Seventh-grade students and their parents/guardians are invited each spring to connect with admissions officers from the public, charter, independent day, and boarding schools at the High School Fair.

They will also have the opportunity to meet boarding school admission directors. This event helps students begin to become familiar with the process of applying to high schools. The discussion topics include what to expect at an Open House, how to make a good first impression when meeting with admission directors, the importance of providing details on applications, mock interview practice, and what to look for on a "shadow day."

During the summer between 7th and 8th grade, students and their parent(s)/guardian(s) are encouraged to meet with the Assistant Head of School to discuss the upcoming high school admission process.

In the fall of eighth grade, our Assistant Head of School gathers the class to provide an overview of the placement process and answer questions. To prepare for a meeting with admission directors, students are encouraged to meet with their advisor, the Assistant Head of School, or Head of School to practice for admissions interviews.

In late September, the Head of School, Assistant Head of School, and the Registrar meet with eighth-grade parents/guardians at Back to School Night to review the process and answer questions. In early November, admission directors from local independent, public, and charter schools participate in a panel at St. Anne's. This event for seventh and eighth-grade students is intended to familiarize students with the various types of schools. At this event, eighth-grade students also meet with at least two admissions representatives in a small group setting to ask questions of the representatives.

Our students are encouraged to visit the high school(s) to which they are applying. At any time during the search for a high school, parents are invited to meet with either the Head of School or Assistant Head of School to discuss the various school choices.

Social Climate

The social climate in the Middle School at SAES is based upon the school's tenets of respect, responsibility, and compassion. As a faculty, we recognize middle school students thrive in a purposeful, structured environment with reasonable guidelines and expectations. We are dedicated to working with our students with compassion, fairness, and consistency. Members of St. Anne's should recognize that their positive behavior helps foster a positive learning environment and community. The following are key expectations in fostering this kind of community:

- Show respect for each other and for the environment.
- Demonstrate responsibility as members of the local and global community.
- Show compassion for every member of the community.
- Act with honesty and integrity.
- Speak, listen, and act respectfully.
- Be certain not to lie, cheat, steal, or use obscenities.
- Respect and care for school and personal property.
- Follow directions promptly.
- Demonstrate personal responsibility and effort in all work.
- Be inclusive and helpful to all members of the school community.

Social Events

While attending any School related event, or any event chaperoned or sanctioned by a member of the School or held on School property, all School rules will be enforced.

A student activity sponsored by SAES where an invitation has been extended through the school physically or electronically, to every member, is considered to be a School-sponsored event; all School rules will be enforced.

SAES does not accept the responsibility for activities of a social nature which may include students and families but were not planned under the direction of the School.

Tardiness and Early Dismissal

If children are late to school, they must sign in at the Main Office.

the classroom. If a child needs to be dismissed before the end of the day the parent must communicate this to the Homeroom Teacher. The parents will then sign the child out of school in the Main Office.

Under the tardy policy, Middle School students are permitted four unexcused lates per academic term. Any more than four tardies per trimester represents a pattern and is disruptive to the student and the homeroom. Excessive tardiness will be addressed by the teacher, MS advisor, and/or Assistant Head of School on an individual basis. Students arriving on school-sponsored transportation must be on time at their pre-arranged pick-up stops.

If a student has been sick or has an appointment in the morning and comes to school late, he or she must arrive by 10:30 A.M. in order to participate in after-school sports or other activities (school dance, talent show, etc.)

Textbook and Learning Materials

Textbooks are the property of SAES and will be issued to students at the beginning of each school year by subject area. When a textbook is issued to a student, the registration is recorded by the teacher, and the condition of the textbook at issuance is noted. Students are responsible for the care and condition of the textbooks that are issued to them throughout the year and must follow these guidelines. Students will be billed for damaged or lost textbooks.

Valuables

Valuables should not be brought to school. If a student brings a valuable item to use as part of a class demonstration, prior approval should be obtained from the teacher. This would include computerized and handheld games. SAES is not responsible for broken or lost valuables.