



# ST PAUL'S

SCHOOL FOR BOYS

Middle School  
Student Handbook  
2022-2023

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## Middle School Faculty and Staff 2022-23

- Andrew Avallone: History Dept. Chair, 8<sup>th</sup> Grade Team Leader, History
- Brad Bernstein: Counselor, Health, Learning Services
- Rick Brocato: Science
- Matt Byars: 6<sup>th</sup> Grade Team Leader, English, SP Radio, SPSN
- Megan Carroll: Learning Specialist
- Keith Culbertson: Mathematics, Varsity Cross Country Coach, Varsity Track Coach
- Andrea Downs: Arts Department Chair, Visual Art, Honor Council Advisor
- Garrett Flannery: Language Arts
- Brendan Ford: Mathematics
- Troy Gibson: Physical Education, Varsity Football Coach
- Philip Hahn: Assistant Athletic Director, Physical Education, Varsity Basketball Coach
- Derrick Jameson: History
- Bob Keal: English, MS DEI Chair
- Casey Kleiman: Science Department Chair, Science, MS STEM Director
- Paula Krueger: 5<sup>th</sup> Grade Team Leader, Mathematics, Peer Tutoring Director
- Michelle Lamoureux: Mod. Language Dept. Chair, 7<sup>th</sup> Grade Team Leader, Spanish, Global Programs Director
- LaShanda Lawrence: English Dept. Chair, Language Arts, Student Council Advisor, Director of Service Learning
- Gretchen Martin: Assistant Head of Middle School
- Bridget Mather: Librarian
- Rev. Dan Meck: Chaplain, Spirituality Teacher
- Dave Miele: Physical Education, Varsity Wrestling, Varsity Baseball
- Courtney Mitchell: Spanish
- Mari Miyake: Japanese, Japan Exchange Coordinator
- Jason Mleczko: Science
- Holly Moffett: Front Office Manager and Assistant to the Head of Middle School
- William Nicklas: English, Honor Council Advisor

- Lisa Roberts: Mathematics Department Chair, Mathematics
- Will Rouse: Woodworking
- Sarah Seeberger: Learning Specialist
- Chase Simpson: Music
- Steven Settembrino: History, Varsity Lacrosse Coach
- Jake Sheffer: Theater, Theatre Director
- Patrick Walsh: Head of Middle School

## I. SCHOOL DAY

### Middle School Hours

- The academic day starts promptly at 8:00 a.m. with Homeroom. It is important for you to be here before 8:00 a.m. so you can get prepared for the day. The building opens at 7:15 but to ensure adequate supervision we ask that you not arrive before 7:30.
- At 3:00 p.m. the academic day ends. You will report to athletics/after school activities or carpool if you are not participating in any extracurricular activities.
- Carpool lasts from 3:00 – 3:30 p.m. If you are not picked up by 3:30 p.m., you must report to Afterschool Care in the Ward Center.
- Athletics last from 3:00 – 4:15 p.m. and Athletics Carpool lasts from 4:15 – 4:45 p.m. If you participate in a sport, but are not picked up by 4:45 p.m., you must report to Afterschool Care.
- Afterschool Care runs until 6:00 p.m.

### Carpool

- Carpool is located behind Chapin Hall.
- All Middle School students are to be picked up in the drive-up behind the Middle School. Students are not permitted to go elsewhere to meet their ride home.
- Playing on the blacktop or area near the pick-up line is not allowed for safety reasons.
- During carpool, cellphones should only be used to communicate with your ride.
- Morning drop-off is not permitted at Athletic Center.

### Campus Limits

- Stay within designated areas.
- Before and after school, students can only be in locations on campus that are designated and overseen by a faculty member or coach. You may not go to the Upper School, Lower School, SPSPG or other locations without permission or notification from your parents and the school. The Athletic Center is off limits for a snack or drink unless you are involved in an athletics practice.
- You may not leave campus while under the responsibility of the school.

### Attendance

- Attendance in all classes is required on campus.
- Attendance will be taken at the beginning of each class.
- You are expected to be on campus for the full day unless medical or family circumstances warrant otherwise (this includes leaving campus for lunch).
- To progress to the next grade, you must be present at least 80% of the school year. This will be determined on an individual basis.

### Absences

- For a one-day absence, please check assignments on Brightspace.
- For absences of more than one day, requests for assignments should be made by the student to the teacher and advisor.
- If you leave school for an illness, you may not return later in the day to participate in co-curricular events, including those in athletics and Fine Arts.
- You are responsible for making up work missed from an absence and receive one day for each day absent to complete such work, up to three days.
- For an absence of three or more days, you will work with your advisor to create a plan to make up work.
- For medical conditions (i.e. concussion, surgery, etc.) special arrangements will be made in consultation with the Assistant Head, Advisor, and teacher on an individual basis.

### Pre-Arranged Absences

- Students and families should provide notice to the advisor, teachers, and the Administrative Assistant of any extended absences at least one week in advance.
- Students must fill out a prearranged absence form which is available in the front office.
- You should check syllabi or Brightspace for assignments and touch base with individual teachers for more specific information.
- Teachers strive to provide assignments and extensions; however, this is not always possible. It is expected that all *assigned* work will be complete on the day the student returns.

### Early Dismissal

- If you must leave campus for an appointment, provide a note or have a parent/guardian email the Administrative Assistant by 8:15 a.m.

- You must *sign out* and *sign in* at the front office when leaving and returning.

### Tardiness

- If arriving between 8:00 a.m. - 8:10 a.m. report to your Homeroom.
- Any student arriving after 8:10 a.m. must sign in at the front office.

### Campus Telephones

- Campus telephones may be used to call home before or after school.
- Phone calls may be made during or between class periods due to personal reasons needing immediate attention with the permission of a teacher.
- Any unanticipated change in the school schedule (i.e. sports dismissals, cancellations) will be communicated by the school and do not require phone calls home.
- Cell phones are not permitted during the day without permission from a faculty member and should always be kept in lockers. See Acceptable Use Policy.

## II. ACADEMICS

### Academic Policies and Procedures

- Schedules: Follow the schedule that has been prepared for you. If a schedule change is needed, submit a request to the Assistant Head. In most cases, changes must be made within 10 days of a new semester.
- Placement: Teachers spend much time choosing the appropriate courses for you; therefore, we expect recommendations to be followed.
- Grades: Grades are calculated in the quarter based on performance over the full 9-week period. The final grade is an average of semester one and semester two grades for fifth and sixth grades. The final exam (5% and 10%) respectively is incorporated for seventh and eighth grades.

### Academic Eligibility for Progression and Re-Enrollment

- Core classes (History, English/Language Arts, Math, Science, World Language) are used to calculate a student's average.
- To move to the next grade in Middle School, you must have earned an overall yearly average of C (73-76), with no more than one first semester grade below C- (72) at the time of evaluation (January - February). A Letter of Concern will be sent if you have one such grade; more than one grade below C- may result in the withholding of your re-enrollment contract for re-examination at year's end. A plan of action will be developed with your advisor, the Assistant Head, and your parents to help you improve.

- Disciplinary probation at the end of the first semester may result in the withholding of your re-enrollment contract for re-examination at year's end.
- Year-end averages that may place you in jeopardy of academic success in the next grade will result in a letter of concern with required interventions.
- To enroll in ninth grade, you must have achieved at least a C+ (77-79) overall average for the 8th grade year with no more than one yearly grade below C- (72) that year.

#### Academic and Citizenship Standards for School-sponsored Co-Curricular Activities

- What are the guidelines for co-curricular activities?
  - Maintain at least a C+ (77-80) average in core subjects, with no more than one grade of C- (72) or below in core classes (Language Arts, Math, Social Studies/History, and Science. Modern Language for 7<sup>th</sup> and 8<sup>th</sup>).
  - Includes tryouts for sports teams and non-curricular Arts performances.
  - Student eligibility is determined at interim, mid-semester, before tryouts, and as needed.
  - Act in accordance with our citizenship standards, as defined by the Honor Code and the *Middle School Handbook*.
- What happens if I am placed on Probation?
  - If in the judgment of the Head of Middle School, the Assistant Head of Middle School, and your advisor, you are not meeting academic and/or citizenship standards, you, your parents, your teacher and/or your coach will be informed that you are being placed on probation.
  - The Assistant Head of Middle School and your advisor will help you follow a plan designed to improve your academic standing or standard of behavior. This may include being removed from sports or other programs.
  - Your progress will be reviewed weekly, and a decision will be made on whether you are eligible to return to the activity.
  - To be released from probation, criteria in your plan must be met on a consistent basis.
  - Once eligibility is reinstated, the Assistant Head will notify those involved.

## Grades

In all courses you receive a letter grade. Averages are calculated according to this scale.

A+ A A-	98- 100 93-97 90-92	Performance at this level represents work that is excellent and of outstanding quality.
B+ B B-	87-89 83-86 80-82	Performance at this level represents significant achievement with a sound grasp of material.
C+ C C-	77-79 73-76 70-72	Performance at this level represents satisfactory work with a moderate grasp of material. C- is the minimum level of satisfactory work; requires parent notification.
D+ D D-	67-69 63-66 60-62	Performance at this level represents minimal grasp of content with deficiencies in several areas. Performance at this level may jeopardize advancement in a subject area and/or continued school enrollment.
F	59 and below	Performance at this level represents unsatisfactory work that fails to meet minimum requirements.

In addition, the following symbols are used on grade reports as needed:

Incomplete (I or INC) Work should be made up as soon as possible.

Pass (P) Passing in a Pass/Fail situation.

Fail (F) Not passing in a Pass/Fail situation.

### The Head's List

Determined using semester grades in core academic classes and Arts. At the end of each semester, students who have earned at least an "A" in **every subject** will be placed on the Head's List.

### Assessment

As a Middle School, in order to enhance learning, we believe students should be given multiple opportunities to master skills and concepts. The re-teach/retake standards allow students to practice fundamental skills and master content, while at the same time, preparing them for the responsibilities of our Upper School and beyond.

- Assessments include quizzes, tests, projects, papers, and performances.
- Grade Level Teams seek to schedule no more than two major tests, quizzes, papers, or projects on a day.
- Teachers are to give a week's notice before a major assessment.
- Interim due dates for projects are assigned to help plan and meet responsibilities.
- A Quiz is a short announced or unannounced diagnostic tool used to check concepts within a unit.
- A Test is a diagnostic tool and may cover one or several units of work

## Middle School Re-teach/Re-take Standards

	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Homework	<ul style="list-style-type: none"> <li>- HW is minimal part of grade</li> <li>- HW can be re-done throughout the year, as a means of improving student learning</li> <li>- Second half of the year no credit for HW handed in a week past its due date</li> </ul>	<ul style="list-style-type: none"> <li>- HW is minimal part of grade</li> <li>- HW can be re-done throughout the year, as a means of improving student learning</li> <li>- No credit for HW handed in a week past its due date for the entire year</li> </ul>	<ul style="list-style-type: none"> <li>- HW is minimal part of grade</li> <li>- HW re-dos allowed by teacher discretion</li> <li>- No credit for HW handed in a week past its due date</li> </ul>	<ul style="list-style-type: none"> <li>- HW is minimal part of grade</li> <li>- HW re-dos allowed by teacher discretion</li> <li>- No credit for HW handed in a week past its due date</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>- Consistent re-teach/re-take standards for quizzes throughout the year</li> <li>- Re-teach/re-take for tests is based on individual needs of the students and teacher discretion</li> <li>- Documented student/teacher feedback and or re-teach time should still be made available to students within a reasonable time frame (approx. a week)</li> </ul>	<ul style="list-style-type: none"> <li>- Consistent re-teach/re-take standards for quizzes throughout the year</li> <li>- Re-teach/re-take for tests is based on individual needs of the students and teacher discretion.</li> <li>- Documented student/teacher feedback and or re-teach time should still be made available to students within a reasonable time frame (approx. a week)</li> </ul>	<ul style="list-style-type: none"> <li>- During the first half of the year, consistent re-teach/re-take</li> <li>- During the second half of the year, re-teach/re-take is based on individual needs of the students and teacher discretion</li> <li>- Documented student/teacher feedback and or re-teach time should still be made available to students within a reasonable time frame (approx. a week)</li> </ul>	<ul style="list-style-type: none"> <li>- During the first half of the year, re-teach/re-take is based on individual needs of the student and teacher discretion</li> <li>- No re-takes during the second half of the year, unless by teacher discretion</li> <li>- Documented student/teacher feedback and or re-teach time should still be made available to students within a reasonable time frame (approx. a week)</li> </ul>
Projects/ Writing	<p>Students and teachers should be held accountable for regular checkpoints (due dates) during the project/writing process</p> <ul style="list-style-type: none"> <li>- Checkpoint assignments/activities are allowed to be re-done</li> </ul> <p>Re-dos of the final product are based on individual needs of the students and teacher discretion</p>			

## Exam / End of Semester Assessments

All students taking an exam will be provided with instructions on how to prepare for one.

- Grade 6 students may have cumulative, unit assessments/assignments, though exams are not given.
- Semester length cumulative assessments/assignments occur in May/June for 7<sup>th</sup>/8<sup>th</sup> grade.
- An alternative assessment may be given in place of a traditional exam.

## Communication about Your Progress

- Accessed through a family's Parent Portal on my Backpack and Brightspace
- Academic Notifications for individual classes will be sent home as needed by the teacher. Academic Notifications are sent home if your performance drops significantly, if you are missing three homework assignments in a two-week period, or if you record a C or below on any major assessment.
- Academic Notifications can also be sent home for positive reasons as well.

## Tutorials

- Tutorials are held during MS Community Time for the purpose of extra assistance.
- During this time, you will be in your advisor's room, working quietly or seeing one of your teachers for extra support.
- You will be granted permission and/or sign out to visit a teacher for assistance, with a specific question(s) or purpose in mind.
- Mandatory tutorials are assigned if an average in a course is C- or below. Your advisor and/or subject area teacher will help choose a day to attend tutorial. It is your responsibility to attend a mandatory tutorial.

## Homework

Homework averages about 15 to 30 minutes per subject per night and equates to about an hour and a half per night, though students work at different paces on different subjects, and grade levels differ on the volume of Homework. Fifth and sixth grade tend to be on the lighter side of homework, while seventh and eighth grade tend to increase it.

- Homework is assigned to practice skills and reinforce concepts introduced in class, to provide meaningful study, and to develop responsibility for your own work.
- Homework is due on the assigned due date. Teachers have discretion when to provide extensions.
- Complete homework independently unless otherwise advised by a teacher.

- Giving or receiving answers on a homework assignment without instruction to work together constitutes cheating, which is a violation of our Honor Code. If you are unsure, ask your teacher!

### III.STUDENT LIFE

#### The Middle School Honor Code

The Middle School Honor Code reads as follows:

*“As St. Paul’s Gentlemen, we do not lie, cheat, or steal;  
and we rely on each other to uphold our honor.”*

- Our Honor Code promotes trust in our community and helps instill integrity in all we do.
- Advisors, teachers, and Honor Council members help you understand the Honor Code, your responsibilities, and consequences when it is not followed.

What is the Honor Council?

- The Middle School Honor Council is comprised of 8<sup>th</sup> grade students and 2 faculty advisors.
- Mrs. Downs and Mr. Nicklas are the faculty advisors.
- Students can be nominated by their peers or self-nominated to be a member of the council. Students are elected by their peers.
- Members of the Honor Council serve as a resource for the student community by raising awareness of how the Honor Code is part of our everyday life.
- A Council member may be removed from his position if he has an Honor Code violation or a significant behavioral violation.

What do Honor Council members do?

- Act as community role models
- Make presentations to the community about the St. Paul’s Honor Code.
- Serve when the Honor Council meets to manage violations of the Honor Code.
- Collaborate with the Student Council on other student activities.

What do we mean by *lying*?

Lying involves misleading a classmate, teacher, or staff member with false statements, actions, or objects. Lying includes impersonating another person, or intentionally not sharing important.

What is *cheating*?

- Cheating occurs when you gain an unfair advantage on an assignment or assessment.
- Such an advantage might come from the following (not a complete list):
  - Looking at another student’s paper.
  - Looking at your notes while a test or quiz is being taken.
  - Having another person complete work for you.

- o Sharing content in written or spoken form before, during, or after an assessment.
  - o Using a calculator or other form of technology, including World Language translators, to answer questions when such use is not approved.
- Copying or requesting/granting an answer to a homework question is also a violation unless explicit permission to work together is granted by your teacher(s). Be mindful of the difference between collaborative work and work that is expected to be completed independently.

What is *stealing*?

Stealing involves taking property belonging to someone else without his or her permission or without payment. This includes taking something from another person's locker without permission (even as a prank) or taking food from the cafeteria without paying.

What is *plagiarism*?

- Taking credit for another's words or ideas, intentionally or unintentionally.
- Using direct work from another source, whether it is a book, internet site, magazine, etc. without placing material in quotes and citing it.
- How do I avoid plagiarism?
  - o Reword information in your own words; paraphrase.
  - o Quote and cite wording directly from a source; this should be used selectively.
  - o Your teachers work with you on ways to avoid plagiarism. Pay attention to these activities and learn from them to help you avoid an Honor Code violation.

What happens when an Honor Code violation occurs?

- The Honor Council investigates the alleged violation.
- A clear violation occurs when there is an adult witness, when there is evidence, or when a student admits to behavior that violates the Honor Code.
- In such a case, faculty members of the Honor Council will follow the appropriate procedure as described on the chart that follows.
- If you are to appear before the Honor Council, you will receive notice of when the meeting will take place. A faculty advisor of the Honor Council will notify your parents, and your advisor will attend the meeting to provide support for you.
- When a situation is not a clear violation, the Honor Council will work with teachers and students to assess if there has been a violation.

What does the entire Honor Council process look like?

- Faculty who witnessed the honor code violation informs the Honor Council Faculty.
- The Honor Council Faculty, Advisor of the student, and student have a meeting about what occurred.
- The Honor Council Faculty will either call for an Honor Council Hearing or dismiss the case.
- If a hearing is necessary: The Honor Council Faculty will talk with the student to tell them they will have an Honor Council hearing the next day, and that they need to communicate with their parents. The Honor Council faculty will also follow up with the student's parents via a phone call and then an email.

### Plan of Action for Violations of the Honor Code:

The Honor Council is not punitive. This tiered approach serves as a developmentally appropriate guide that fosters increased accountability as students' progress through Middle School. The approach is based on one academic year. The Honor Council takes into consideration the seriousness of the violation, the motivation behind the violation, and any other prior violations. The Head of the Middle School makes the final determination for any disciplinary action.

Status	First Violation	Second Violation	Third violation
Fifth Grade Student	<p>A written apology to the person(s) with whom you broke honor code.</p> <p>An Honor Council member will help direct this letter with the student.</p>	<p>A written apology to the person(s) with whom you broke honor code.</p> <p>A conversation guided by an Honor Council rep with the person(s) with whom you broke honor code.</p>	<p>A letter from the Honor Council will be placed in the student's Middle School file.</p> <p>Student, Advisor and Parents meet with the Head of Middle School.</p>
Sixth Grade Student	<p>A written apology to the person(s) with whom you broke honor code.</p> <p>An Honor Council member will help direct this letter with the student.</p>	<p>A conversation guided by an Honor Council rep with the person(s) with whom you broke honor code.</p> <p>A letter from the Honor Council will be placed in the student's Middle School file.</p>	<p>A letter from the Honor Council will be placed in the student's Middle School file.</p> <p>Student, Advisor and his Parents meet with the Head of Middle School.</p> <p>Further consequences including suspension or probation are considered.</p>
Seventh Grade Student	<p>A written apology to the person(s) with whom you broke honor code.</p> <p>A letter from the Honor Council will be placed in the student's Middle School file.</p>	<p>A conversation guided by an Honor Council rep with the person(s) with whom you broke honor code.</p> <p>A letter from the Honor Council will be placed in the student's Middle School file.</p> <p>Student will be placed on disciplinary probation.</p>	<p>A letter of concern from the Head of Middle School will be placed in the student's Middle School file.</p> <p>Student, Advisor and Parents meet with the Head of Middle School.</p> <p>Further consequences including dismissal are considered.</p>
Eighth Grade Student	<p>A conversation guided by an Honor Council rep with the person(s) with whom you broke honor code.</p> <p>A letter from the Honor Council will be placed in the student's Middle School file.</p>	<p>A meeting with an US Honor Council member.</p> <p>A letter from the Honor Council will be placed in the student's Middle School file.</p> <p>Student will be placed on Disciplinary probation.</p>	<p>A letter of concern from the Head of Middle School will be placed in the student's Middle School file.</p> <p>Student and his Parents meet with the Head of Middle School.</p> <p>Student's school standing is in jeopardy.</p>

## St. Paul's Code of a Gentleman Guide

The St. Paul's Gentleman lives by honor, principles, and discipline in order to fight the good fight, which today means standing for truth and knowledge and standing against ignorance and injustice. In order to live up to this code, we pledge to exercise compassion, respect, humility, loyalty, and responsibility.

Honor	Respect	Responsibility
<p>Do you make wise decisions even when it is difficult to do so?</p> <p>Do you act in a way that reflects positively on your school, family, and self?</p> <p>Are you honest with yourself and everyone around you?</p>	<p>Do you treat others the way you want to be treated?</p> <p>Are your comments appropriate?</p> <p>Do you respect others and their property, ideas, and opinions?</p> <p>Do you respect our school campus and others' property when traveling off-campus?</p> <p>We practice respect for self and for others. Therefore, each student brings to school his willingness to participate in the community. Part of that participation includes setting a tone of respect through treating all people with dignity.</p>	<p>Do you hold yourself accountable for your actions and words?</p> <p>Are you where you should be when you should be there, during and after school?</p> <p>Are you an engaged learner who takes pride in your work?</p> <p>Are you a responsible school citizen who follows the dress code and other school guidelines?</p>
Compassion	Loyalty	Humility
<p>We believe that compassion is key to our values. Compassion means knowing and appreciating the importance of people and perspectives other than our own.</p> <p>Do you help others when they are in need? Can you put others' needs before your wants?</p> <p>Do you include others?</p> <p>Do you judge or make comments about people based on their appearance, ethnicity, age, or other physical traits?</p>	<p>Loyalty means that we uphold our obligations to each other in participation, privileges, behavior, and stewardship for our surroundings.</p> <p>Do you support your peers by attending athletic, Arts, and other school events?</p> <p>Do your actions and words show that are you proud to be a Crusie?</p> <p>Do you act appropriately at sports events by cheering for St. Paul's and not discouraging opponents?</p>	<p>Are the choices you make guided by a sense of right and wrong?</p> <p>St. Paul's School was founded upon our community's obligation to its fellow human beings regardless of their wealth or status. Thus, we treat each other equally and respectfully, and we expect the same treatment from others. High regard comes with good character.</p>

## The St. Paul's Student Profile

Seek truth. They strive to become inquisitive, reflective, creative and open-minded critical thinkers.

Seek knowledge. They strive to be active and engaged learners who demonstrate initiative, seek to understand, and make learning their own.

Seek excellence. They strive to achieve their personal best in academic, artistic, athletic, and extracurricular endeavors while maintaining lives of balance.

Live by faith. They pursue spiritual growth and understand they are part of a world that is bigger than they are.

Live by compassion. They aim to be empathetic and seek to create a more peaceful and inclusive world through a life of service and commitment to others.

Live by integrity. They endeavor to act with honor and respect the dignity of all individuals.

## St. Paul's School Diversity and Inclusivity Statement

We at St. Paul's seek to be an inclusive community where all who come through our doors feel welcomed and embraced.

Seek Truth - We challenge stereotypes, create awareness, and build understanding.

Seek Knowledge - We view our differences as strengths and as opportunities to enhance learning.

Seek Excellence - We recognize that to become our best selves, we must nurture the full potential in each other.

Live by Faith - We believe that everyone is a beloved child of God and deserves to be treated as such.

Live by Compassion - We are courageous; we demonstrate respect and empathy for all people.

Live by Integrity - We live up to our founding principles in order to change our community, our city, and the world.

## Behavioral Expectations

In Middle School, you are expected to treat each other with civility, kindness, and dignity. All members of the Middle School community should respect the rights, beliefs, and opinions of others. A system that provides guidance and logical consequences has been put in place to address behavior when these expectations are not met. This system holds you accountable for your actions while helping you grow and learn from experience.

Three Core Expectations of all students:

- Students will be inclusive of all members of the community and treat everyone (peers and adults) with respect, dignity and compassion.
- Students will be attentive and respectful to the learning environment in all their classrooms.
- Students will leave any space they have entered in better condition than they found it.

Individual Classroom Plans

- Middle School teachers establish their in-class expectations during the first week of school.
- Teachers will handle infractions against their in-class expectations utilizing consequences such as verbal warnings, seating arrangements, parent notifications, Growth Opportunity (GO) Slips, and conversations after class.

Recess Expectations

- Unless there is severe weather, or a student has a specific plan to meet with a teacher, all students should be out of the MS Building during all recesses.
- Only 8<sup>th</sup> Graders are allowed to go to the bookstore during recess.
- Outside play is limited to the black top, area between Chapin and Ordeman, and the back lawn of Brooklandwood. Students must stay clear of any roads or parking lots.
- Recess should be fun for all, and games should not be overly physical in nature. Teachers may stop play if they feel as if there is risk of injury.

Locker Room Expectations

- Students will wear their school uniform for PE.
- Students will enter the locker room, get changed, put their materials in their locker and head to PE or their athletics practice.
- Physical touching or horseplay of any kind is strictly prohibited in the locker room.

If you behave in a way that is unacceptable, you can expect a prompt, firm, and fair response. All disciplinary matters are handled on an individual basis. The following are examples of offenses that are considered violations of school conduct. This list is not intended to be inclusive; rather, it is a sampling of common offenses:

## **What are examples of behaviors that are considered Minor Offenses?**

*Always addressed by a faculty member first, a Growth Opportunity Slip (GO Slip) may be used or being reported to the Assistant Head of Middle School for repeated behavior. May result in further consequences based on repeated warnings or infractions.*

- Lack of courtesy and respect toward adults or peers, including defiance
- Consistent dress code violations
- Inappropriate behavior, including pranks that could lead to someone getting hurt, physically or emotionally
- Rude language, including profanity not directed at someone
- Unexcused absence from class or repeated tardiness
- Careless use of school property or the property of others
- Use of prohibited items such as laser pointers, rubber band/paper clip slingshots
- Use of electronic devices during school hours without permission (gaming, use of cell phone to email, text, call, or take pictures, etc.). *The Middle School is not responsible for loss or damage of electronic items.*

## **What behaviors are considered Major Offenses?**

*Always reported to and addressed by the Assistant Head of Middle School or Head of Middle School. May result in suspension, probation, or more serious consequences, including separation from the School.*

- Mistreatment of others (see below)
- *Use of offensive and/or derogatory racial, anti-Semitic, homophobic or misogynistic slurs or remarks*
- Harassment of any kind, including hazing
- Fighting (see below)
- Possession of dangerous objects or weapons of any kind
- Use, distribution, or engagement in activity related to alcohol, tobacco, and illegal drugs
- Misuse of electronic devices that violate the School's *Acceptable Use Guidelines* or
- Multiple violations in one incident. If your behavior related to a single incident violates several of our guidelines and rules, you will be subject to more serious consequences than would result from a single violation.

## **Mistreatment of Others**

St. Paul's will address any behavior that has the potential to cause emotional or physical harm or could disrupt learning, even those behaviors not deemed as

bullying. Mistreatment of others can occur in many ways, including harassment and bullying. It can be pervasive or a single, severe incident. Such behaviors are unacceptable and will be addressed appropriately.

- Harassment involves creating an unpleasant or hostile situation, especially by uninvited and unwelcome verbal or physical conduct. Source: Merriam Webster
- Bullying involves aggressive behavior that includes negative, unwanted actions; a pattern of behavior repeated over time; and an imbalance of power or strength. (*Olweus Bullying Prevention Program*).

Harassing and bullying behaviors include, but are not limited to, the following:

- Slurs, name-calling, jokes, or other derogatory verbal comments
- Verbal threats to one's emotional or physical safety
- Creating or spreading rumors
- Any conduct or comments relating to an individual's race, color, sex, religion, national origin, age, sexual orientation, physical or mental disability, or citizenship status
- Graphic or written statements about a person, which may include use of cell phones or the internet (cyberbullying)
- Social exclusion or isolation
- Physical conduct that is threatening or harmful, such as hitting, kicking, or shoving
- Taking or damaging others' money or property
- Hazing, defined as "Any activity expected of someone that humiliates, degrades, abuses, or endangers regardless of that person's willingness to participate." (Alfred University study, 2000). Participation in hazing is a violation of Maryland State Law.

If you feel that you are being harassed (or know someone who is), based upon your race, color, sex, religion, national origin, age, sexual orientation, or physical or mental disability, you should report the incident immediately to Mr. Bernstein, Counselor; Mrs. Martin, Assistant Head of Middle School; or your advisor. Mr. Walsh or Mrs. Martin will then see that the matter is investigated promptly and confidentially. You need not fear retaliation.

### **Fighting and Aggressive Behavior**

- Fighting, defined as physical engagement with another student, will not be tolerated.
- Aggressive horseplay that gets out of hand may be considered fighting

- Repeated offenses of any type may be grounds for suspension from school.
- Other actions that incur consequences include, but are not limited to, the following:
- Aggressive behavior of any nature
- Use of an object to invoke harm
- Misuse or unauthorized use of school property
- Provoking others to act inappropriately

### What are some Logical Consequences? (Disciplinary Actions)

- *Growth Opportunity Slip* – Given for an indiscretion against the community for an inability to lead-self. Issued by a teacher after several conversations about behavior and the behavior continues. The student is to bring the GO slip to the Assistant Head who will decide the consequences. Three or more GO slips in a four-week period will lead to more serious consequences and a meeting with the parents.
- *Lunch Detention* – Assigned by the Assistant Head for consistent behavior that does not meet School expectations.
  - You must bring your lunch and remain until excused by a faculty member on duty.
  - Some actions may result in more than one Lunch Detention. If you misbehave or skip Lunch Detention, you will be issued another.
  - After your second lunch detention in a 4-week period, your parents will be notified.
  - More than two lunch detentions in a 4-week period will result in more serious consequences.
- *Writing Assignment* – You may be required to write a letter of apology or reflections on the impact of your actions and what you will do differently as a result of the consequence.
- *After School Detention* - You may be required to stay after school from 3:00 until 4:15 p.m. to reflect on and discuss inappropriate actions. This restriction is usually given for a more serious offense or for patterns of repeated minor offenses. You will miss any after-school activity on the day assigned.
- *In-School Suspension (full day or half day)* – You will be separated from the Middle School community. You are expected to complete all assignments while in suspension. On the day of suspension, you are not eligible to participate in co-curricular activities (Sports and Fine Arts).
- *Out-of-School Suspension* - Each suspension is handled individually. If suspended from school, you are not allowed to attend school for a designated period and are responsible for all missed work. You are not allowed to participate in co-curricular activities on the day of suspension.

- *Behavioral Probation* - Each case is handled on an individual basis. Serious or repeated offenses may result in probation. For a defined period, you may not be allowed to go on school-related trips and/or attend other school- sponsored or school-related events. Removal from co-curricular activities is an appropriate consequence in some cases. Your behavior will be closely monitored, and improvement is expected. A letter of concern will be placed in your file.
- *Letter of Concern* – Communication may be made to parents if there are repeated behavioral or academic concerns. This letter serves as a warning and should encourage improvement in behavior and/or academic performance.
- *Contractual Hold* – A decision to move to the following grade could be held until June. Major infractions of school rules, repeated offenses, and unsatisfactory academic performance could result in a hold. At times, students are permitted to re-enroll but are placed on probationary status. In this case, a violation of expectations will result in separation from the School.
- *Separation from School* - The Head of School makes all final decisions regarding separation from the School with recommendations from the Middle School Head, Assistant Head, and Counselor.

#### Lockers and Storage of Personal Items

- Students must store their book bags in their lockers throughout the day.
- Students are responsible for the cleanliness and organization of their lockers.
- Students should not share their locker combination with classmates

## Cell Phones

- *Cell phones are not to be used during school hours, between arrival and dismissal, including during lunch or in the Middle School building without specific permission.*
- Phones should be stored in your locker.
- We ask that parents do not expect students to respond to texts or calls during the day. Phones are to be turned off or on silent.
- *If it is necessary to get a message to a student during the day, please contact the Administrative Assistant.*
- Some teachers allow the use of a phone in class as a tool or to listen to music. This is a privilege. Upon completion of the class, the phone should be returned to your locker.
- Use of recording devices (video or other, including cell phones) during class, in the halls, in locker rooms, on buses or any other Middle School events is not allowed unless given explicit permission by a faculty member.
- No material (video, picture, otherwise) related to St. Paul's School should be posted on personal social media sites. Such use on protected School sites for educational purposes must be approved by faculty and School leadership.
- Unapproved use will result in the phone being confiscated until the end of the day. Continued violations and the school will require the phone to remain at home.

*As the Handbook makes clear, we view conduct outside of school or school-sponsored activities as the responsibility of parents and students. While the Head of School, the Division Heads, Grade Chairs, and Guidance Counselor are available to advise students, parents, and other members of the community on conduct that affects the School's mission and values, it is not the policy of St. Paul's to monitor or regulate private conduct that does not involve the School unless it has an impact on either the good name of St.*

*Paul's School or serves to substantially disrupt the teaching and learning taking place within the walls of the School. This policy also applies to student computer and Internet use off campus.*

## The Dress Code for Middle School

The primary purpose of St. Paul's School is to educate the whole child. In order to set standards based on cleanliness, neatness and decency, but also functionality, St. Paul's has certain dress requirements. These requirements also suggest the benchmarks of a 21<sup>st</sup> century St. Paul's Gentlemen.

The Middle School dress code is designed to allow clothing that is comfortable but appropriate for an academic environment. We expect the Dress Code to be followed; not doing so will result in consequences. We also expect parents to respect and reinforce our dress code.

The specific school policies regarding dress are outlined below.

*If you are not sure whether something meets the dress code, do not wear it!*

All clothing should be neat and clean. Clothing should be free of holes, paint spots, frayed edges, and should fit well.

### Every Day Wear

- Pants: Dress slacks, khakis, chinos, or dress corduroys cuffed or hemmed. Students may choose alternative colors in middle school. A belt is required.
- Shorts: Students are permitted to wear chino, golf, or khaki shorts during the months of August, September, May, and June.
- Shirts: A navy blue, white, grey or yellow polo shirt or a button-down shirt with a tie. Students may wear plain (white, navy, black, or gray) long-sleeved t-shirts under polos during cold weather. Turtlenecks are not permitted. All shirts must be tucked in.
- Outwear: Students are permitted to wear a St. Paul's hooded sweatshirt,  $\frac{3}{4}$  zip fleece, sweater, sport coats, blazers, sweaters, sleeveless vest, and fleeces. *Non-St. Paul's sweatshirts are not permitted.*
- Shoes: Students may wear athletic shoes, running shoes, cross-trainers, or other athletic shoes. These are to be in good repair, tied, and clean. Brown, black, or cordovan leather dress shoes – this includes loafers, tie shoes, docksiders. Laces must be tied when they are present. Canvas tie shoes – single color blue or gray and blue –gold two tone are also acceptable.

- Socks: Socks are required.
- Hair must be neat and clean. The length of one's hair should not be a distraction to the student, to his peers, or impede his academic focus in any way. The administration and faculty will determine what hairstyles are appropriate.
- Athletic wear is allowed only for PE (uniform), dress down days, or special activities as decided upon by the School. Sweatpants/shorts, or other short shorts, mesh shorts, or exercise suits are not everyday wear.

The following items are not permitted

- Clothes with indecent humor or distracting slogans or images
- Clothing or articles that are torn, ragged, or soiled, including ripped jeans or cutoffs
- Pants that reveal undergarments or sag excessively
- Military or camouflaged attire, chains on a belt, sleeve, or shoulder of a jacket
- Athletic shorts
- Blue jeans, cargo pants, jean-style corduroys, sweatpants or shorts
- Flannel or Hawaiian shirts
- Sandals, slippers, backless shoes, clogs, flip flops, open-toed shoes
- Hats or caps may be worn outdoors, not indoors
- T-shirts are not allowed, even under a sweater or sweatshirt
- Any other apparel that the Assistant Head deems to be inappropriate

Inappropriate attire will result in a warning, a GO slip, a request to change, or wearing school-provided clothes. Multiple dress code violations warrant more serious action, such as lunch detentions, or parent contact.

### **Special Events**

“Dress Down Days” and “Blue/Gold Days” will occur throughout the year for various student organizations and spirit days. The type of dress appropriate for each dress down day will be communicated prior to the event in the weekly email.

On certain days of the year (e.g., Lessons and Carols), the students will be asked to dress up for the occasion. The dress code on such occasions is a dress shirt, tie, and blazer. Students will be allowed to wear athletic shoes.

### Closing Exercises Dress for 8<sup>th</sup> Grade Students

- Khaki dress slacks (Tan)
- White button-down shirt
- St. Paul's class tie (Given during the Tie Ceremony in November)
- Blue blazer
- Dress shoes- Sperry Dockside or similar are permitted
  - No sneakers or vans

### Physical Education Uniform and Participation

- Students will change for PE.
- You are expected to participate every day that PE is on your schedule.
- Non-participation due to medical reasons requires a note from a parent or doctor stating the reason for and length of the non-participation. Notes of this nature should be emailed to the school nurses.
- Except in extenuating circumstances, non-participants are still required to dress in uniform for class and participate in an alternative activity that will not compromise their medical condition.
- On game days, athletes must dress for PE and fully participate. Not participating in physical education will make you ineligible for your athletic contest that day.
- PE class is not used to complete makeup work unless permission is given by PE faculty.

### Lost and Found

- The bottom floor in the Middle School building is the Lost and Found.
- To avoid loss of items, place your name on all possessions.
- Articles found should be turned in to the Front Office.
- Lost and Found will be cleaned out each semester and donated.

## Mentor-Advisor Mission Statement

The St. Paul's Middle School Advisory/Mentor Program develops 21<sup>st</sup> century St. Paul's gentlemen who seek excellence in character and academics and hold themselves and their community accountable to a high standard of integrity. Simultaneously, the advisory/mentor program strives to develop a school culture that is inclusive and compassionate, as well as foster habits of excellence in each young man that pervades all they do.

The mentor advisor is the one faculty member on campus responsible for understanding all aspects of an advisee's academic, social, athletic, and family life. The advisor is responsible for giving guidance, assisting students with decision making, and communicating with parents.

The mentor-advisor is a true student advocate in every sense of the word. They should be a guiding, nurturing, and supportive presence in the daily campus life of their advisees. The advisor is an adult with whom the student feels comfortable confiding in. It is essential that you take the time to really get to know your advisees and their parents.

What does the Mentor-Advisor Program involve?

- Our Mentor-Advisor Program is designed to provide support as you face the challenges of Middle School. Activities will help equip you with strategies for success in schoolwork and in your day-to-day social life.
- Your advisor/mentor is the main contact person for you and your family.
- Your advisory group acts as your home base. These small groups allow everyone to get to know each other well and to rely on each other for support.
- Our Mentor-Advisor Program offers developmentally appropriate sessions on topics related to middle school life, academics and character education.
- Your advisor will also monitor your academic progress

## Middle School Service Program

- Because we value service to others, each grade takes time out of the school year to participate in service activities.
- Citizenship and behavioral standards are expected during all service activities.
- The Middle School Service program is directed by Mrs. Lawrence.

## Clubs and Special Events

- Radio Club – Run the SP Radio channel
- SPSN – St. Paul’s Sports Network
- Crusader Choir - Middle School elite choir program
- Weekly Clubs are held on Friday during Community Time. Faculty offer various clubs to provide you with an opportunity to try something new. Examples of previous clubs are the following:
  - Fly Fishing
  - Cooking Club
  - Trail building
  - Music Appreciation
- A Spelling Bee and Geography Bee are held each year.

#### Co-Curricular Activities

- These include athletic and Fine Arts events, as well as special activities. They generally meet after school, at lunch, or during other non-class time.
- Be mindful of conflicting events and the impact of co-curricular events on academics.

Student Council - Mrs. Lawrence is the director of the student council

The aims of the Student Council include the following:

- To promote the highest standards of our school values
- To encourage active participation in school affairs and activities
- To strengthen and promote school spirit
- Run philanthropic events like Bake Sales
- Run the weekly assembly
- Plan social events
- Help plan Field Day

Who is in Student Council and What Do They Do?

- Elected members include the President and other 8<sup>th</sup> Grade officers, as well as representatives from each grade.
- Faculty sponsors are Mrs. Lawrence and Ms. Krueger.
- Focuses on overall student life
- School Spirit and morale
- Oversees subcommittees related to student events
- Collaborate with other members of the student council on student activities
- Chooses a theme for the year
- Leads student assemblies