

St. Paul's Middle School
Student Handbook
2018-19



I. General Information

Middle School Administrative Team

Christopher L. Cox, Middle School Head	410-821-4400 ext. 2125
Kim Sauter, Administrative Assistant to the Middle School Head	410-821-3030 ext. 3024
Brad Bernstein, Middle School Counselor	410-821-3062 ext. 3062
Michael Goldfarb, Assistant Head of Middle School	410-821-4400 ext. 2108
Matt Byars, Director of Service Learning	410-821-4400 ext. 2110
Patrick Walsh, Dean of Students and Student Life	410-821-4400 ext. 2135

Middle School Faculty and Staff

Roy Bands: History, English

Lena Bushrod: Visual Art

Kevin Benzing: History, 8th Grade Team Leader

Brad Bernstein: Middle School Counselor

Rick Brocato: Science

Matthew M. Byars: English, Director of Service Learning, 6th Grade Team Leader

Richard E. Collins: Learning Support

Christopher Cox: Head of Middle School

Keith Culbertson: Mathematics

Doug Finkel: Woodshop

Calynd Gee: History, Honor Council Faculty Advisor

Pat Gillen: Physical Education, Student Council Faculty Advisor

Michael Goldfarb: Assistant Head of Middle School, English

Philip Hahn: Physical Education

Stewart Jones: English

Bob Keal: English, English Department Chair

Casey Kleiman: Science Department Chair, Computer Programming

Howard F. Knipp III: Science

Paula Krueger: Mathematics

Michelle Lamoureux: Spanish, Global Travel Director

Kerrie McGregor: Learning Specialist, Peer Tutoring/Mentoring Programs Director

Rev. Dan Meck: Chaplain, Spirituality

Brigid Mitcherling: Librarian, Tech. Coordinator, Learning Support

Mari Miyake: Japanese

Rebecca Pollard: Spanish, Modern Language Dept. Chair

Scott Ripley: Middle School Athletic Director, Physical Education

Lisa Roberts: Mathematics

Will Rouse: Science, English

Jake Sheffer: Theater

Joseph Shortall: Music

Patrick Walsh: Dean of Students, History

Jeanne T. Windsor: Math, Math Department Chair

Middle School Calendar

August

8/20	Faculty Report to School
8/28	Middle School All Student Orientation
8/29	Classes begin/Fall Sports Begin
8/30	MS Parent Night

September

9/3	Labor Day -No School
9/10	Rosh Hashanah - No Evening Activities
9/19	Yom Kippur - No Evening Activities

October

10/1-10/5	8 th Grade Outward Bound Trip
10/1	Q1 Mid-Quarter
10/8	No School- Fall Break
10/23	Middle School Choir Concert

November

11/1	Tie Ceremony
11/2	Q1 Ends
11/2	½ day for MS and US -12:15 Dismissal
11/5	Full day Professional Development Day- No Classes
11/12	Winter Sports Start
11/15	Parent/Student Conference Day
11/21	Thanksgiving Break Begins
11/26	Classes Resume

December

12/11	Q2 Mid-Quarter
12/17	MS Choir Concert
12/19	Lesson and Carols/Winter Break Begins at 12
12/20	Winter Break

*****2019*****

January

1/3	Classes Resume
1/18	MLK Celebration and Service
1/21	MLK Day- No School
1/25	Q2 ends
1/25	½ day for SP only-12:15 Dismissal

February

2/15	Full Day Professional Development - No classes
2/18	President's Weekend- No School
2/22	Q3 Mid-quarter
2/22	Middle School Play
2/23	Middle School Play
2/25	Spring Sports Begin

March

3/15	½ Day Professional Development- 12:15 Dismissal
3/18	Spring Break Begins
3/26	Classes Resume
3/29	End of Q3

April

4/2	Middle School Choir Concert
4/11	MS Parent/Student Conference Day
4/19	Good Friday- No School
4/22	Easter Monday- No School
4/26	Q4 Mid-quarter

May

5/16	Crusader Con
5/22	Middle School Choir Concert
5/27	Memorial Day - No School
5/29	End of Q4

June

6/4	Last Academic Day
6/5	Awards Ceremony/MS Field Day
6/7	Closing Ceremony- Just 8 th Grade Students and Award winners
6/8	St. Paul's Commencement

Middle School Hours

- The academic day starts promptly at 8:00 a.m. and ends at 3:25 p.m. (if not participating in after-school athletics). It is important for you to be here before 8:00 so you can be settled in class. The building opens at 7:00 a.m., though a supervised program is not provided.
- Athletics begin at 2:50 p.m. and end at 4:15 p.m. Except for game days, athletes (depending on the sport and practice location) are available for carpool pick-up by 4:30.
- Athletics carpool is from 4:30 p.m. to 4:45 p.m.
- For students not involved in a sport or other after school activity, carpool starts at 3:30 and any student who is not picked up by 3:55 will report to the library.
- Students may be met by their ride at any time following dismissal at 3:25.
- If you participate in an athletic, fine art, or other school-sponsored event, you must be picked up at the end of that event.

After School Study Hall and Check-in/Check-out

If you are not part of a sport or the play and remain on campus after 3:55 p.m., you must be part of a supervised program (after school study hall) or activity (play rehearsal, music lessons, etc.).

The Middle School offers an after-school study hall designed to help meet the needs of busy families and the well-being of our students who have a diverse variety of interests and responsibilities. There is no charge for this program until 4:30 when a specific fee structure takes effect.

Check In/Check Out

- Meets in the Middle School Library from 4:00 to 6:00, Monday through Friday.
- Sign in and out with the faculty member present
- If you plan to attend an athletic or other after-school event, sign out when you leave for the game. Remain at the game; do not participate in pick-up games or wander the campus.
- **You must be picked up by 6:00 PM.**
- Misuse of this privilege, including poor behavior, failing to sign in, and/or disrespect, will result in you not being able to check out for these events in the future.
- If you are consistently picked up late, your parent will be contacted by our Director of Security.

After School check-in/check-out contact number - 443-865-5257

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.

Expectations for students after the end of the academic day are as follows:

- At 2:50, students with homeroom responsibilities will complete all assigned duties before leaving for other commitments.
- All students not involved in sports and remaining on campus following carpool at 3:55 must go to Library/study hall where attendance will be taken.
- Athletes are expected to arrive to carpool by 4:30.
- Students must stay within the supervised area of the Middle School to ensure that parents can find them for pick-up.
- After 4:45, all students will be in the Chapin Hall Library in After School check-in/check-out for pick up.

Below is the timetable for the various opportunities available after school. Please contact Jeanne Windsor, at jwtindsor@stpaulsschool.org if you have any questions or concerns.

Traffic Pick-up and Drop-off

- The drop-off zone is behind the Middle School building (Chapin Hall). For pickup please look for your car. Listen for your name to be called and walk to or from a parent's car only between the traffic cones.
- Play on the grassy or cement areas near the pick-up line is not allowed for safety reasons.

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 Upper School, Lower School, SPSG or other location 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 athletic practice.
- **You may not leave campus while under the responsibility of the School.** This includes during the day (i.e walking to Greenspring Station) while waiting for or participating in athletic or social events (school dances, etc.), or while waiting for rides home, including for early dismissals.

Attendance

- Attendance in all classes is required.

- You are expected to be on campus for the full day unless medical or family circumstances warrant otherwise (this includes leaving campus for lunch).
- **You must be in school by 10 a.m. to participate in a co-curricular (Athletics/Arts) activity that day.**
- **Athletes must participate in PE on the day of a game in order to be eligible to play.**
- Excuses involving illness and family emergency will be considered on an individual basis.
- To move to the next grade, you must be present at least 80% of the school year.

Absences

- **For a one-day absence, please check assignments on Finalsite.**
- For absences of more than one day, requests for assignments should be made to the Administrative Assistant by 9:30 a.m.
- **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.

Pre-Arranged Absences

- Provide notice to the advisor, teachers, and the Administrative Assistant of any extended absences **at least one week in advance.**
- Student must fill-out a prearranged absence form which is available in the Front Office.
- You should check syllabi or Final Site 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 is complete on the day the student returns.

Early Dismissal

- If you must leave campus for an appointment, provide a note to 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 after 8:00 a.m., check in at the Front Office and sign in.

- Any student arriving after 8:30, the parents should provide a note, call, or email the Administrative Assistant by the end of the day.

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.
- You may use cell phones before and after school outside of buildings.
- Cell phones are not permitted during the course of the day without permission from a faculty member.

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 through the Front Office. 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.

Academic Eligibility for Progression and Re-Enrollment

- Core classes and academic electives are used to calculate a student's average.
- To move to the next grade in Middle School, you must have earned an overall 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.
- Disciplinary probation at the end of 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 (73-76)* 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 (73-76) 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 7th and 8th).
 - Includes tryouts for sports team and non-curricular based Fine 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 Code of a Gentlemen, 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, Dean of Students, and Assistant Head of Middle School, you are not meeting academic and citizenship standards, you, your parents, your teacher and/or your coach will be informed that you are being placed on probation.
- You cannot participate in co-curricular activities, including practices, rehearsals, games or productions until your academic work and/or citizenship improves.
- The Assistant Head of Middle School and your advisor will help you follow a plan designed to improve your academic condition or standard of behavior.
- 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+	98-100	Performance at this level represents work that is excellent and of outstanding quality.
A	93-97	
A-	90-92	
B+	87-89	Performance at this level represents significant achievement with a sound grasp of material.
B	83-86	
B-	80-82	
C+	77-79	Performance at this level represents satisfactory work with a moderate grasp of material. C- is the minimum level of satisfactory work; requires parent notification
C	73-76	
C-	70-72	

D+	67-69	Performance at this level represents minimal grasp of content with
D	63-66	deficiencies in several areas. Performance at this level may jeopardize
D-	60-62	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.

Headmaster's List

Determined using Quarter grades in core academic classes and Fine Arts.

At the end of each quarter, students who have earned at least an "A-" in **every subject** and met expectations in all categories of the Mastery Behaviors and Habits Rubric will be placed on the Headmaster's List. Students achieving the Headmaster's List in the first three quarters are recognized at the Headmaster's Ice Cream social in May.

Honor Roll

Determined using Quarter grades in core academic classes and Fine Arts.

At the end of each quarter, students who have earned at least a "B+" in **every subject** and meet expectations in all categories of the Mastery Behaviors and Habits Rubric will be placed on the Honor Roll.

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 strive to give a week's notice before a test.
- When returning from an excused absence, you are allowed one day for each day missed to take tests and hand in projects due on the sick day(s), up to three days.
- Interim due dates for projects are assigned to help plan and meet responsibilities.
- Quiz is a short announced or unannounced diagnostic tool used to check concepts within a unit.
- Test is a diagnostic tool and may cover from one to several units of work; several may be given in the course of a quarter.
- Cumulative Test, Alternative Assessment, or Examination is a cumulative assessment of performance and retention given at the end of a 9-week period, semester, or year.

Middle School Re-teach/ Re-take Standards

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

Exam / End of Semester Assessments

- You will have many opportunities to demonstrate your skill, ability, and knowledge of content through various assessments. You will also be provided an introduction to the exam process.
- Grade 6 students may have cumulative, unit assessments/assignments, though exams are not given.
- Semester length cumulative assessments/assignments occur in May/June for 7th/8th grade.

Middle School Mastery Behavior and Habits Rubric

The most important tools we can provide middle school students are academic behaviors and habits of mind. However, if by the end of eighth grade boys can maintain an assignment planner and notebook, seek teacher help before and after assessments, connect new material with prior knowledge, and complete homework in order to participate in the next day's class with insight and equitable cooperation among classmates, *then they will leave us ready to focus on more challenging content knowledge in high school and college.* These academic behaviors and habits are genuine advantages to a middle-school experience at St. Paul's.

The Mastery Behavior and Habits Rubric was developed not only to be an accurate tool for evaluation, but to serve as a teaching tool, as well. *Every item is both coachable and observable.* The rubric is used to provide information regarding a student's growth and progress in the following areas:

- Participation
- Materials Management
- Day-to-Day-Learning
- Self-Advocacy
- Collaborative Work
- Promptness and Readiness to Work
- Absence Advocacy

**ST. PAUL'S MIDDLE SCHOOL MASTERY BEHAVIORS AND HABITS
RUBRIC**

Standards	Exceeding Expectations (E)	Meeting Expectations (M)	Not Meeting Expectations (N)
Participation	<p><i>Consistently</i> and appropriately offers insights & ideas in class.</p> <p>Asks relevant, insightful and clarifying questions.</p>	<p><i>Usually</i> and appropriately offers insights & ideas in class.</p> <p>Asks relevant questions.</p>	<p><i>Occasionally</i> offers insights & ideas in class.</p> <p>Occasionally asks clarifying questions.</p>
Materials Management	<p>Notebook/binder is <i>completely</i> organized based on teacher/student agreed-upon guidelines.</p> <p><i>Consistently</i> files papers/handouts appropriately.</p> <p><i>Consistently</i> treats project materials with care and respect.</p>	<p>Notebook/binder is <i>mostly</i> organized based on teacher/student agreed- upon guidelines.</p> <p><i>Usually</i> papers/handouts are appropriately filed.</p> <p>Papers & assignments are <i>usually</i>, easily, and quickly retrievable.</p>	<p>Notebook/binder is rarely organized based upon the agreed upon guidelines</p> <p>Because of ineffective filing habits, student can <i>rarely</i> find papers, handouts, and homework.</p> <p>Often needs class time to look through binders, notebook or backpack to locate papers & assignments</p>
Day-to-Day Learning	<p><i>Consistently</i> has homework assignments completed thoroughly and on time.</p> <p><i>Frequently</i> compares today's material with previously learned material, making connections between prior knowledge and the day's lesson.</p> <p><i>Consistently</i> demonstrates relevant, thoughtful observations and questions on homework</p> <p><i>Usually</i> communicates through words or actions effective time management of both short- and long-term workload.</p> <p><i>Consistently</i> takes full advantage of class-time; moves project work forward on a day-to-day basis.</p>	<p><i>Usually</i> completes homework assignments thoroughly and on time.</p> <p><i>Sometimes</i> compares today's material with previously learned material.</p> <p><i>Sometimes</i> has specific questions or observations on the homework</p> <p>Can <i>usually</i> recall material learned earlier in the week or month.</p> <p><i>Usually</i> demonstrates effective time management.</p> <p><i>Usually</i> takes full advantage of class-time; moves project work</p>	<p><i>Sometimes</i> completes homework assignments thoroughly and on time.</p> <p><i>Rarely</i> offers an insight on a lesson and its relationship to the prior day's lesson.</p> <p><i>Rarely</i> asks questions about homework.</p> <p><i>Rarely</i> communicates effective time management.</p> <p><i>Rarely</i> takes full advantage of class-time for project work</p>

<p>Self-Advocacy</p>	<p><i>Consistently</i> communicates with teacher to schedule extra help, if needed.</p> <p>Arrives to extra help prepared with specific questions, concerns or review topics.</p>	<p><i>Occasionally</i> communicates with teacher to request extra help, if needed.</p> <p><i>May</i> arrive for help without a clear understanding of what topics or questions they need help with.</p>	<p><i>Rarely</i> communicates with teacher to request extra help, if needed.</p> <p><i>Rarely</i> arrives for help with a clear understanding of the areas where he needs help. Does not demonstrate a sense of urgency for the help he needs.</p>
<p>Collaborative Work</p>	<p>Willingly works with assigned partners/teams.</p> <p>Openly and freely contributes ideas and thoughts.</p> <p>Gains insights from listening to the thoughts & analyses of other students.</p> <p>Assists other students who need support/explanation.</p>	<p>Works well with <i>most</i> partners/teams.</p> <p><i>Usually</i> contributes ideas and thoughts.</p> <p>Gains insights from listening to the thoughts & analyses of other students.</p> <p><i>Usually</i> assists other students who need support/explanation.</p>	<p>Has difficulty working with partners/teams.</p> <p>Is reluctant to share ideas and thoughts with team members.</p> <p>Struggles to gain insights from listening to the thoughts & analyses of other students</p> <p><i>Rarely</i> assists other students who need support/explanation.</p>
<p>Promptness & Readiness to Work</p>	<p>Arrives to class on time each day</p> <p><i>Consistently</i> is first-minute ready.</p>	<p><i>Usually</i> arrives on time to class.</p> <p><i>Usually</i> is first-minute ready.</p>	<p><i>Sometimes</i> arrives late to class</p> <p>Is <i>infrequently</i> first-minute ready.</p>
<p>Absences</p>	<p><i>Consistently</i> meets with teacher upon return from an absence.</p> <p>Does what is necessary to be up to date on what was missed.</p> <p>Makes up work within a timeframe agreed upon by student and teacher.</p>	<p><i>Usually</i> meets with teacher upon return from an absence.</p> <p>Is <i>mostly</i> up to date on what was missed.</p> <p>Makes up <i>most</i> work within a timeframe agreed upon by student and teacher.</p>	<p><i>Rarely</i> meets with teacher upon return from an absence.</p> <p>Makes <i>minimal</i> effort to make up missed work.</p> <p><i>Rarely</i> makes up work within a timeframe agreed upon by student and teacher.</p> <p><i>Frequently</i> has to be reminded to submit missed work.</p>

Communication about Your Progress

- Accessed through a family's Parent Portal on my Backpack
- Mid-Quarter reports may be sent if your performance drops significantly. If your average in a specific subject area is *C* (74) or below, mid-quarter reports are mandatory.
- Quarterly reports are provided each nine-week period.
- Grades are calculated at the semester based on performance over the full 18-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.
- Parents will be contacted by the teacher to communicate a grade of a *C-* (72) or below on a test, project, or paper. These are also used on an as needed basis (several missing homework assignments, etc.).
- Good News Notes share something positive!

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. This is study hall.
- 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 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. Late work may not be accepted or given credit.
- 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. It is important to differentiate between collaborative work started in school and independent work expected to be completed at home. If you are unsure, ask your teacher!**

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.

II. 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 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.

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
 - Sharing content in written or spoken form before, during, or after an assessment
 - 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 as examples.

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?
 - 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 is the Honor Council?

- The Middle School Honor Council is comprised of 8th grade students and 2 faculty advisors.
- Mr. Benzing and Ms. Gee are the Faculty advisors.
- Students can be nominated by their peers or self-nominate to be a member of the council.
- Students are then 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 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
- Honor Council Faculty follows up with the appropriate faculty to clarify and determine what if any violation occurred.
- Honor Council Faculty, Advisor of the student, and student have a meeting about what occurred.

- Honor Council Faculty will either call for an Honor Council Hearing or dismiss the case.
- If it is 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 before their advisor calls home. The Honor Council faculty will also follow up with the student's advisor and tell them to call home and let the parents know.
- The advisor calls home after the student has had time to tell his parents what has occurred. The advisor calls home because there is a relationship with that family that the Honor Council Faculty do not have. If the advisor is asked questions about the infraction they can direct the parents to the Honor Council Faculty at that point.

Consequences of Violating the Honor Code

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</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>

	the student's Middle School file.		
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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 to 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 Crusader?</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>
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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 an experience.

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. 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:

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 notes, time-out, reduced daily grades, and conversations after class.

What are examples of behaviors that are considered Minor Offenses?

Always addressed by a faculty member, which may include being reported to the Dean or Assistant Head. 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 Dean of Student, Assistant Head of MS, or Head of MS. May result in suspension, probation, or more serious consequences, including separation from the School.

- Mistreatment of others (see below)

- 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 *Maryland Cyberbullying Laws*
- **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. www.meriam-webster.com
- **Bullying** involves aggressive behavior that involves 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. Walsh, Dean of Students; Mr. Bernstein, Counselor; Mr. Goldfarb, Assistant Head of Middle School; or your advisor. Mr. Walsh, Mr. Cox, or Mr. Goldfarb 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)

- *Lunch Detention* – Assigned by the Dean or Assistant Head for consistent behavior that does not meet School expectations.
 - You must bring your lunch and remain until excused by a Dean or 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 3:35 until 4:30 p.m. to reflect 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 of time and are responsible for all missed work. You are not allowed to participate in co-curricular activities the day of suspension.
- *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 mid-year 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, Dean of Students and Counselor.

Lockers and Storage of Personal Items

Each Middle School student is assigned a locker to use appropriately during the school year. Student lockers are school property and at all times remain under the control of the School. Students assume full responsibility for the security, use, and contents of their assigned locker and give school officials consent to inspect and search the locker. Lockers may be inspected and searched by school officials periodically and at any time with or without notice or further consent by the student.

- Issued by your Advisor - no switching lockers with other students
- **Do not open, reach in, or remove anything from someone else's locker.**
- A faculty member must accompany a student needing to enter another student's locker.
- Keep lockers orderly and clean.
- Stickers are not permitted in or on the outside of lockers.
- You may post schedules, memos, etc. inside as long as they are attached with tape.
- Indecent or suggestive posters, pictures, etc. are not permitted, nor is writing on lockers.
- Material on the outside of lockers should be relevant. It will be removed periodically.

- Do not slam, kick, or force locker doors. Keep materials well within the locker area.
- Report damaged lockers to Mrs. Sauter.
- Larger personal items (book bags, clothing, athletic gear, instruments) should be stored only in the locations identified by the faculty.

Cell Phones

- Cell phone use is allowed with limitations. Our goal is to help you become a responsible cell phone user. **As such, cell phones are not to be used during school hours, including during lunch or in the MS building for any purpose other than as a timekeeper.**
- We ask that parents do not expect students to respond to texts during the day. If it is necessary to get a message to a student during the day, please contact the Administrative Assistant.
- Use of recording devices (video or other, including cell phones) during class, in the halls, at dances 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.
- Keep phones in a backpack or in your locker. **They are to be turned off or on silent.**
- Some teachers may request that cell phones be left in a designated area during class.
- Unapproved use will result in consequences as determined by the Dean.
- Cell phone use during Check-In/Check-Out is as directed by faculty supervisors.

The Dress Code for Middle School

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 results in consequences. We also expect parents to respect and reinforce our dress code.

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

Every Day Wear

- **Hats or caps** may be worn outdoors, not indoors.
- **T-shirts** are not allowed. Even under a sweater or sweatshirt
- **Pants:** Dress slacks, khakis, chinos, or dress corduroys, cuffed or hemmed. Students may choose alternative colors in middle school. A belt is required.
- **Shirts:** Dress shirt (tucked in) and tie (pulled up). A blue, white or yellow polo shirt.
- **Outwear:** *Students are permitted to wear a St. Paul's hooded sweatshirt, ¾ zip fleece, sweater. Sport coats, blazers, sweaters, sleeveless vest, and fleeces.*
- **Shoes:** Brown, black, or cordovan leather dress shoes – this includes loafers, tie shoes, docksiders, and suede shoes. Laces must be tied when they are present. Canvas **tie shoes** – single color blue or gray and blue –gold two tone are also acceptable.

Beginning in 2018-2019 school year. Students may wear athletic shoes, running shoes, cross-trainers, other athletic shoes, gym shoes. These are to be in good repair, tied, and clean.

- **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 every day 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
 - Any other apparel that the Head of Middle School deems to be inappropriate
 - Military or camouflage attire, chains on a belt, or on a sleeve or shoulder of a jacket.
 - Earrings and similar jewelry.
 - Blue jeans, cargo pants, jean-style corduroys, sweat pants or shorts.
 - Flannel or chamois shirts.
 - Boots, sandals, moccasins/slippers, backless shoes, clogs, flip flops, open-toed shoes, and rubber-soled hiking boots

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

Closing Exercises Dress for 8th Grade Students

- Boys are expected to wear slacks, a button-down shirt, St. Paul's class tie with blue blazer.

Physical Education Uniform and Participation

- St. Paul's School gym clothes, athletic socks, and tennis shoes are kept in your PE locker.
- You are expected to dress in uniform and participate every day.
- Non-participation due to medical reasons requires a note from a parent or doctor stating the reason for and length of the non-participation.
- 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.

Advisory Mission Statement

The St. Paul's Middle School Advisory Program develops 21st 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 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 advisor is the primary faculty member on campus responsible for understanding all the separate aspects of an advisee's academic, social, athletic, and family issues. The advisor is responsible for giving guidance, assisting students with decision making, and communicating with parents.

The 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 issues.

What does the Advisory Program involve?

Our Advisory Program is designed to provide support as you face the challenges of Middle School. Activities will help equip you with strategies for success in school work and in your day-to-day social life.

- Your advisor 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 Advisory Program offers developmentally appropriate sessions on topics related to middle school life, academics and character education.
- Your advisor will also monitor your academic progress and assist with tutorial attendance.

Middle School Service Learning Program

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

Clubs and Special Events

- Students engage in competition based on an assigned set of books.
- FCA (Fellowship of Christian Athletes) meets weekly.
- 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 event on academics.
- If you miss a class, you are responsible for notifying teachers and getting assignments.

Student Council

There are many opportunities for you to be a leader. The following chart describes leadership positions and their responsibilities.

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 school spirit

Who is in Student Council and What Do They Do?

- Elected members include two School Co-Presidents (eighth graders), two class Presidents from each grade.
- Advisory representatives (1 from each advisory) assist and act as liaisons to advisory groups.
- Faculty sponsors are Mr. Bands and Mr. Gillen.
- Focuses on overall student life
- School Spirit and morale
- Chooses a theme/motto for the year and leads school meetings
- Oversees subcommittees related to student events
- Collaborate with other members of the student council on student activities

Student Council Elections

- Elections for all positions are held in the Fall.