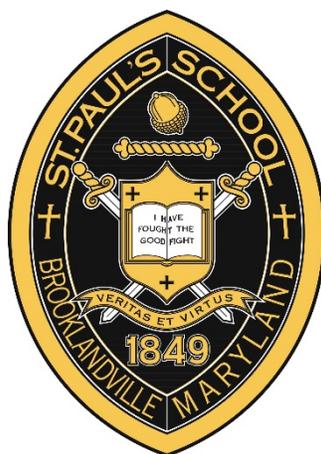


# St. Paul's Upper School Handbook 2018-19



## St. Paul's Upper School Academics

### Academic Requirements

Each student must earn a minimum of 21 credits in four years, achieving at least a 2.0 cumulative grade point average while carrying a minimum of five courses for each semester. Additionally, a student must pass all of his courses in the senior year.

From past experience, it is unlikely that a student will achieve a 2.0 cumulative grade point average for four years if he has not reached that goal by the end of his sophomore year. Therefore, in the interest of the student, the faculty will rarely promote a student to his junior year without a 2.0 cumulative GPA. In general, any student who cannot maintain a 2.0 GPA may be asked to leave.

	Minimum Graduation Requirements for SPS
English	4 credits
Mathematics	4 credits
History or social studies	3 credits
Science	3 credits
Foreign language	2 credits
Arts	1 credit
World Religions (10 <sup>th</sup> grade)	½ credit
Theory of Knowledge (11 <sup>th</sup> grade)	½ credit
Physical education	1 credit (fulfilled through athletic participation)
Total	19 credits (21 credits required to graduate)

### Service Learning Requirements

The mission of the St. Paul's Service Learning Program is to form students into life-long agents of compassion through meaningful service, honest reflection, and sound instruction.

-Over his four years in the Upper School, each student must complete and log at least 60 hours of service.

-Freshmen, sophomores, and juniors must log at least one hour of service per year, *servicing a community in need external* to St. Paul's School.

-Hours must be entered within the same year as the service completed.

The Service Learning Council is in charge of approving and denying hour submissions and assuring they fulfill the spirit of service learning at St. Paul's School. Students are encouraged to serve communities in need, and to form meaningful connections with those they serve by committing to a single organization.

Upper School students log and track their own service hours through x2Vol, an online management system. They are expected to record their completed hours in the system, along with a short reflection about the experience, during the academic year the hours were served.

Freshmen, sophomores, and juniors must complete and log a service project of at least one (1) hour by Memorial Day so that it will count toward the appropriate school year. Summer hours are counted toward the following school year. **Failure to meet this requirement results in a Saturday detention the following fall.**

Seniors must meet the cumulative 60 hour minimum by the end of the first semester. If he will not be able to complete the requirements by the end of the first semester, he will need to contact Chaplain Phillips ([cphillips@stpaulsschool.org](mailto:cphillips@stpaulsschool.org)) to obtain permission to complete the remaining hours during the second semester. **Failure to do so will result in weekly Saturday detentions until the requirement is met, as well as a loss of all senior privileges.**

### Activities Requirements

Every Upper School student must participate in athletics and extracurricular activities. In his four years, each student must participate in a minimum of eight (8) school-sponsored activities, of which five (5) must be made up of full athletic participation on a school-sponsored team or full participation in the troupe or crew of the fall musical. Students are encouraged to surpass the minimum requirements. Because the possible combinations of activities and athletics are as varied as our students, each boy's level of participation is subject to review by the Upper School Dean of Students and the Head of the Upper School.

## Academic Honors and Grading

### Headmaster's List and Honor Roll

The Headmaster's List is calculated at the end of each semester. Students are named to the Headmaster's List if they earn a 3.67 GPA with no grade lower than B-.

A student is named a St. Paul's Scholar if he is placed on the Headmaster's List every semester of his high school career.

Students are named to the Honor Roll, which is calculated at the end of each semester, if they earn a 3.0 GPA with no grade lower than B-.

### **Grading Scale**

A+	98-100	4.33 GP
A	93-97	4.00 GP
A-	90-92	3.67 GP
B+	87-89	3.33 GP
B	83-86	3.00 GP
B-	80-82	2.67 GP
C+	77-79	2.33 GP
C	73-76	2.00 GP
C-	70-72	1.67 GP
D+	67-69	1.33 GP
D	63-66	1.00 GP
D-	60-62	0.67 GP
F	Below 60	0 GP

### Cum Laude Society

Induction into the Cum Laude Society is one of the ways in which our school recognizes outstanding scholastic achievement. The St. Paul's Chapter is permitted to elect no more than 20% of the Senior Class to Cum Laude (10% of the class may be inducted at the end of junior year) and each of the inductees must clearly show that he strives for excellence, justice, and honor. The student members of Cum Laude are nominated by the faculty on the basis of cumulative grade point average, the number of honors and International Baccalaureate courses taken, and overall academic excellence. Final selection of inductees from the nominated students is made by a committee of the faculty members of the Cum Laude Society.

### Cum Laude Society Paper

Each of the over 360 Cum Laude Schools is permitted to submit a single outstanding example of original work for consideration in the Cum Laude Society Paper competition. The purpose of The Cum Laude Society Paper is to recognize and celebrate outstanding academic achievement through a paper of superior scholarship and original thought.

St. Paul's representatives in the competition have included:

2014 Jack Hamed and his extended essay on the impact of *H. sanguineus* on indigenous species of crab in competition for shelter in the Delaware estuaries

2015 Ethan Pronovost and his extended essay: Analysis of Linear Regression Algorithms

2016 Jacob Warfield and his extended essay on how teacher/student relationships affect character development in *Narcissus and Goldmund* and *A Lesson before Dying*

2017 Billy Chizmar and his extended essay the role of God in Stephen King's novel *Desperation*

2018 Ryan Kern and his extended essay on the interactions of secular and religious systems in Margaret Atwood's novel *The Handmaid's Tale*.

### Effort Grades

In order to offer feedback to the individual learners in our school, the Upper School uses a variety of mechanisms that focus on internal and external motivation: comments by both advisors and teachers as well as evaluations both narrative and numerical. Effort grades, one of these feedback tools, provide the school an opportunity to offer students input about their initiative, responsibility, and communication while allowing our teachers to model our regard for truth, excellence, and integrity. Effort grades are awarded at the end of each semester.

4	<ul style="list-style-type: none"><li>• Consistently achieves at a level beyond academic capabilities</li><li>• Takes initiative in meeting with mentors and following up on plans</li><li>• Accepts responsibility for choices and acts to preclude their further effects</li><li>• Advocates for himself and communicates needs before issues arise</li><li>• Arranges for absences and accounts for missed work</li></ul>
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3	<ul style="list-style-type: none"> <li>• Sometimes achieves at a level beyond academic capabilities</li> <li>• Cooperates with mentors when meeting with them and follows up on plans</li> <li>• Accepts accountability for choices and acts upon their effects</li> <li>• Advocates for himself and communicates needs as issues arise</li> <li>• Arranges for absences and accounts for missed work</li> </ul>
2	<ul style="list-style-type: none"> <li>• Achieves at a level equivalent to academic capabilities</li> <li>• Meets with mentors when asked and completes plans when reminded</li> <li>• Acknowledges accountability for choices</li> <li>• Advocates for himself and communicates needs after difficulties arise</li> <li>• Makes up work on time after absences</li> </ul>
1	<ul style="list-style-type: none"> <li>• Achieves at a level below academic capabilities</li> <li>• Neglects to meet with mentors or follow through on plans</li> <li>• Avoids accountability</li> <li>• Does not advocate for himself and avoids communication after difficulties arise</li> <li>• Neglects to make up missed work after absences</li> </ul>

### Academic Support

St. Paul's is a college preparatory school, and thus academic requirements are largely determined by the entrance requirements of the majority of the colleges to which St. Paul's students apply. Each year, students receive a Course Selection Sheet to aid them in determining their program for the following year. Though each student's advisor, among others, is ready to help in making decisions concerning the number and difficulty of courses that the student might take, ultimately each student is responsible for his own program and performance.

Any student having trouble with the material in a certain course is expected to discuss the difficulties with the instructor. The School's grading system, with achievement and effort grades, serves to inform the student and parents of his progress.

### Academic Monitoring

If at any time a student's effort or progress requires such action, the student may be placed under academic monitoring. In an effort to help the student achieve greater academic success, and to keep all interested parties updated on his progress, we have developed the following procedures:

- Academic Progress Reports - Approximately every other week students under Academic Monitoring and their parents will receive an e-mail from the advisor regarding the student's academic progress.
- Study Halls - The student may be assigned to a study hall during all "free" periods (appropriate for juniors and seniors only).
- Review of Extracurricular Activities - The student's participation in extracurricular activities will be examined. If, in the view of the School, it is in the student's best interests to spend this time pursuing academic work, his participation in extracurricular activities may be suspended. Such suspension is appropriate if the student falls significantly behind and owes substantial work in one or more subjects.
- Loss of Off-Campus Privileges - If the student is a senior, he will lose his off-campus privileges.

These procedures will remain in place pending evaluation of the student's performance at the end of each marking period. If the student's grades have improved to the point that this process is no longer necessary, then he will be removed from academic monitoring. Any questions concerning academic monitoring should be directed to the Upper School Head.

### ASH and Late Work Policy

Each teacher will present a policy regarding late work at the beginning of his or her course. All late work must be completed. There will be a loss of credit for late work. One option available to every teacher is requiring a student to attend ASH (Academic Study Hall) from 3:15-4:00. This supersedes commitments to practices but not games and performances. Teachers may allow missing or late work to be made up at this time.

### Study Hall

Study hall is an important feature of the curriculum intended to help a student complete all academic work while also balancing the demands of his extracurricular and family responsibilities. All 9<sup>th</sup> and 10<sup>th</sup> grade students have mandatory study hall for the duration of the year. At the discretion of the Upper School Head, a 9<sup>th</sup> or 10<sup>th</sup> grade student who achieves the Headmaster's List at the end of the first semester may be excused from study hall during the second semester. To aid a student's academic progress, advisors and grade deans may choose to assign any student to study hall as they feel appropriate.

### Course Waivers

It is sometimes necessary, in the best interests of a student, for the School to waive one of the academic requirements. A request for a waiver may originate from several sources which include the student, his parents or his teachers. The student's advisor will document the request by seeking input from the student's teachers, the school counselor, and the appropriate department heads. A decision regarding the waiver will be made at a meeting of the advisor, the Academic Dean and the school counselor.

### Course Failures

When an underclassman fails a course, the department chairperson will specify whether the course is to be repeated the following year or made up before the student returns in the fall. If a student must make up the course during the summer, the department chairperson will recommend to the Head a procedure to be followed. Parents of students in danger of having to complete summer work will be notified during the fourth quarter.

### Course Remediation

Students who do not perform at a level consistent with their or the School's expectations may have the opportunity to improve their academic standing.

#### Policy for Summer Work, Modern Languages

Students who earn a C- or below as a final grade will be required to complete 15 hours of summer tutoring in order to be eligible to move on to the next level of the language.

Any student who completes 15 hours of summer tutoring, recommended or required, is eligible to retake the final exam. Students who successfully complete the exam retake may raise their final grade by up to 3 percentage points.

Summer tutors must be approved by the Modern Language Department Chair. Please contact the Modern Language Department Chair with any questions.

#### Policy for Summer Work, English

In order to earn enough English credits to qualify for a St. Paul's diploma that is approved by the State of Maryland, students who earn an F as a final grade in English must enroll in a summer English course at a local accredited high school or college (not including online, tutoring resource, or other non-

standard courses) and earn a passing grade. Grades from summer courses will be listed separately on a St. Paul's transcript.

Please contact the English Department Chair if you have further questions.

### **Policy for Summer Work, Mathematics**

Students at St Paul's are required to take four years of mathematics. Students must earn a minimum of 3 credits.

Students who earn between a D+ and a D- for the year are unqualified to be promoted to the next level course. These students are required to retake and pass the final exam with at least a C grade to be promoted. If the student fails to score a C or better on the exam retake he will be required to retake the course. A student who scores a C or better will be promoted to the next level course and the final grade for the previous year will be recalculated.

In special circumstances, students who earn between a D+ and a D- for the year may be exempt from the exam retake requirement if they demonstrate mastery on the final exam. The student must prove sufficient proficiency in order to benefit from this exemption.

While not required, the mathematics department strongly recommends an approved summer course of 20 hours of work with a tutor in preparation for the retake.

A student who earns an F for his final grade in mathematics will be required to retake the course.

## **STUDENT SERVICES**

Student Services available at St. Paul's include a variety of academic and social / emotional resources. Consistent with the St. Paul's mission to provide opportunities for all students to achieve their own personal excellence, the goal of Student Services across the Lower, Middle, and Upper schools is to help each child know their strengths and to make the best of their individual abilities. Each school has an experienced Student Support Team, composed of the Head of the School and other qualified faculty, who oversee the unique academic and social learning needs of students in each division. Together, the team partners with the student, his or her parents, and faculty to assess a student's needs and provide appropriate resources to maximize the student's potential and success. Serving as our school psychologist, a doctoral level clinician oversees the Student Service Team in each of the schools to provide continuity for students and families as they transition from Lower, to

Middle, to Upper School. The psychologist is available to speak with students, teachers, and families at any time.

### **St. Paul's Upper School Academic Support**

Members of the Upper School Student Services Team offer a variety of learning services, academic resource support, small group coaching and instruction in addition to counseling. Through collaboration with teachers and families, the Upper School Counselor, Director of Academic Support, and Learning Specialists strive to achieve an in-depth understanding of students' learning styles and needs in order to help them reach success both inside and outside the classroom. We enthusiastically encourage students to contact Student Services at any time. Parents are welcome to contact the Director of Academic Support, grade-level Learning Specialists, or advisor at any time to discuss what services may be available and appropriate.

### **The Learning Support Plan Process**

Students who are entering the Upper School with both prior testing and school accommodations, will meet with the Student Services Team and student advisor to discuss a Learning Support Plan. During that meeting, the school, family, and student will discuss both testing accommodations and classroom supports for the year to determine the best course of action. It is important to emphasize that student input is valued and is an integral part of the Learning Support Plan process.

Students who have not had an evaluation prior to joining the Upper School, but have been identified as needing more formalized support are encouraged to contact the Student Services Team to initiate the process of creating a Learning Support Plan. The first step includes families, faculty, and student working together to identify areas of concern to share with a psychologist who will evaluate the student. The results of the evaluation are forwarded to the Student Services Team and a Learning Support Plan for the student will be written, if a diagnosis warrants one. The next step includes a meeting with the family, advisor, and teachers (if need be) to discuss the results and accommodations suggested in a draft LSP. Once the Learning Support Plan is approved, then it will be distributed to the faculty for implementation.

### **Testing and Classroom Accommodations**

A student with a Learning Support Plan is encouraged to use the classroom and testing accommodations listed on their plan. All students with approved accommodations are instructed on how to access their accommodations and must follow an established use policy. What we honor includes, but is not limited to, extended time, computer use, and preferential seating. However, we do not support reduction in length of assignments,

extension of due dates, or no penalization of spelling. If calculator accommodations are recommended, the specified model will be determined by the math department. Additionally, testing in a distraction-free space is limited during midterm and exam periods.

### **Modern Language Accommodations**

A learning difference should not prevent a St. Paul's student from taking advantage of studying a second language, nor should it prevent a student from fulfilling the language graduation requirements (3 years of a language). The Modern Language Department will collaborate with the Academic Support Department to ameliorate any student anxieties towards learning a second language and to provide reasonable accommodations to best facilitate learning.

Individualized learning plans are best implemented through ongoing conversations between student, teacher, and learning specialist. The student and his family should be aware of their critical role in terms of communication. With this goal in mind, the language teacher will meet individually with the student during the first weeks of school to discuss the Learning Support Plan (LSP) and how it is reflected in the classroom as well as outlining the responsibilities of the student. Above all, it is important for students to enter this new experience with a positive attitude, which they will see reflected in the energetic, fun and varied language classrooms of the St. Paul's Upper school.

### **Temporary Accommodations**

Students will be permitted temporary accommodations if an evaluation is scheduled. Other cases in which we permit temporary accommodations include but are not limited to mental health crises and concussions.

### **Concussion Accommodations**

For concussions, the Student Services Team will work with the athletic trainer to identify and track concussions. The athletic trainer will communicate directly with the doctor to coordinate return-to-learn. In addition to this, the trainer will contact the Student Services Team regarding formal accommodations and then the Student Services Team will distribute accommodations to faculty. Temporary accommodations will be valid until the student's symptoms are cleared by the treating physician.

### **Mental Health Accommodations**

Mental health accommodations are managed on a case by case basis but in general, the student must have a diagnosed mental health disorder and be under the care of a certified mental health professional. School mental health accommodations will be determined by the guidelines suggested by the treating clinician. The school will work with the student and

family to determine the best course of action that is individualized for the student.

### **Standardized Testing Accommodations**

Standardized testing accommodations are coordinated through the Student Services Team and the department's SSD Coordinator (Services for Students with Disabilities). Students and families in collaboration with their college counselor and/or advisor are responsible for determining a testing schedule and registering independently for both the ACT and SAT tests. At that time, the SSD Coordinator is available to assist the student and family in submitting an application for accommodations. The request will consist of accommodations that are (1) recommended on the student's evaluation and (2) currently being used by the student in the school setting. The school's policy for standardized testing accommodation applications must include:

1. a. The student has a psych-educational evaluation with both a diagnosis and code determining a disability
2. b. The evaluation is recent and has been conducted within the last 3-5 years
3. c. School testing accommodations have been in place for at least 4 months from implementation

Families who would like to qualify for College Board or ACT waivers, are encouraged to consult with their College Counselor and SSD Coordinator to determine a plan moving forward.

### **Tutor Policy**

At St. Paul's, we value the relationship between teacher and student and want to encourage students to reach out to their teacher first prior to seeking additional resources. In addition to this, we also have a variety of academic resources that are open to students throughout the day such as a math center, writing center, and learning specialists. With this in mind, we ask that all outside student support occur after the academic school day.

## Upper School Information

### Upper School Administration and Important Numbers

Joel Coleman Upper School Head	410-821-3031 x2037
Elena Pavlovski Academic Dean	410-821-3031 x2083
Sam Kaplan Dean of Students	410-821-3031 x2151
Jake Talmage Director of College Counseling	410-821-3031 x3033
Kelly Meck Registrar	410-821-3031 x3090
Robin Webster Assistant to the Upper School Head	410-821-3031
Jacqueline Villet Counselor	410-821-3031
Caroline Dengler Director of Upper School Learning Services	410-821-3031 x2067
Paul Bernstorff Director of Athletics	410-821-3039 x3018
Upper School Fax Number	410-427-0388

## Upper School Faculty

Bonnie Adachi	Social Studies, College Counselor
Cameron Baird	English
David Chalfoun, Ph.D.	Science
Matthew Conant	English, English Department Chair
Skip Darrell '60	Mathematics
Bryce DeBoer	Mathematics
Alexander Dixon	Science
Apryl Doyle	English, 2019 Class Dean
Christy Fairman	Mathematics
Paul (P.K.) Fisher '02	Social Studies
Anileen Gray	Mathematics, Department Chair
Carl Grubbs	Jazz Band
Tim Heffner	Science
Aki Julian	Japanese
Samuel Kaplan	Social Studies, Dean of Students
Christina Kemmerer	Theater
Jack Kenyon	English, College Counseling
Shaun Kilduff	Mathematics
Antje Krueger, Ph.D.	German
John Lewis	Religious Studies, Theory of Knowledge
Scott Lewis	Science
Hannah Macquarrie	English
Andrew Mezeske	English, 2020 Class Dean
Brenda Moses-Allen	Librarian
Caswell Nilsen	Social Studies, 2022 Class Dean
Eric Nordstrom	Mathematics
Elena Pavlovski	Mathematics
Christopher Phillips	Associate Chaplain, Theory of Knowledge, Service Learning Coordinator
Simon Ponce	Social Studies
Juarin Quam	German
Rajesh Ramgopal	Mathematics
Andrew Robinson	Science
Howard Schindler	Science
Raymond Schulmeyer '13	Science
Alec Shipley '89	Social Studies, Department Chair
John Smedstad	Choral Music, Choral Director
Erin Stamper	Science

Silvia Stier  
Jason Stine  
John Thorpe

Spanish, Modern Language Department Chair  
Science, Department Chair  
IB Coordinator, Theory of Knowledge,  
Religious Studies Department Chair

Jacqueline Villet  
Sarah Walker  
Ted Watson '07  
Cornelius Weyhing  
Mitch Whiteley  
Trey Whitty  
Dan Zimmerman

Counselor  
Global Exchange Director, College Counselor  
  
Spanish  
Social Studies, College Counselor  
History, College Counselor, 2021 Class Dean  
Spanish

### Upper School Hours

Monday 7:55 am – 3:20 pm  
Tuesday 7:55 am – 3:20 pm  
Wednesday 7:55 am – 3:20 pm  
Thursday 8:20 am – 3:20 pm  
Friday 7:55 am – 3:20 pm

Athletics begin at approximately 4:00 pm.

No student may be in the Ward Center for the Arts after 4:00 pm unless he is part of a supervised activity.

### Upper School Student Life

#### Honor and Discipline

The Upper School seeks to maintain at all times an environment conducive to the intellectual and moral growth of its students. Although all students will demonstrate the occasional lapse in judgment, it is crucial that they learn from their mistakes and take the necessary action to prevent recurrence. There are two bodies in the Upper School charged with educating the student population about the standards of conduct, and then enforcing these standards when they are breached. The Honor Council is responsible for upholding the obligations of the Honor Code. The Discipline Committee is responsible for maintaining the standards of the Code of a St. Paul's Gentleman. In some issues regarding Honor and Discipline, students may be suspended, expelled, or required to withdraw. It is the policy of St. Paul's School to report suspensions, expulsions and withdrawals as part of a student's academic record.

## THE HONOR CODE

- ❖ The St. Paul's Honor Code states: **As St. Paul's gentlemen, we do not lie, cheat, or steal; and we rely on each other to uphold our honor.**
- ❖ The purpose of the St. Paul's Honor code is to draw a clear distinction in the minds of our students between ordinary violations of school rules and matters of personal integrity. Infractions such as lateness, cutting class, improper dress, or improper parking are subject to the Discipline Committee's system of demerits and detentions. However, honor violations are treated separately and differently in order to impress upon everyone in the St. Paul's community the importance of personal integrity.
- ❖ The honor system is run by students who seek to instill in every boy a life-long adherence to the virtues of truth, excellence, compassion, and integrity. Their primary goal is to educate every member of the community in the ways of honorable behavior. Their intention is to maintain a tradition of honor at St. Paul's that is the legacy of every alumnus and the expectation of every new student.

## THE HONOR COUNCIL

- ❖ The Honor Council is made up of twelve students, three from each class in the Upper School. Elections for each class are held during the third quarter of the year. In order to be nominated for election, prospective representatives provide the following: a faculty nomination, a student second, and a nomination speech to their classes. Representatives, elected by their classes, will take their places before the fourth quarter of the year. The outgoing council elects the incoming council president. Senior representatives will become emeritus members during their final quarter. Two faculty advisors serve the council, one elected by students, the other serving at the appointment of the Headmaster and Upper School Head.

## HONOR VIOLATIONS

The following are considered violations of the honor code at St. Paul's School:

1. *Lying* is making an oral or written statement that a student knows to be false with the intent to deceive another person for the purpose of personal gain or advantage. Lying includes malingering—pretending to be sick in order to avoid a responsibility or obligation.
2. *Cheating* is intentionally giving or receiving unauthorized assistance in work for credit. This includes *plagiarism*, the unattributed quotation, extensive paraphrase, false attribution, or other misappropriation of another person's words or thoughts or images submitted as one's own conception or composition in work for credit. Collaboration on work for credit becomes a violation when it steps outside the limits of authorized assistance.
3. *Stealing* is taking property from someone with the intent of depriving him or her of the ownership or use of that property.
4. *Instigation* is attempting to influence another student to violate his or her honor.
5. *Accession* is when a student has knowledge of a violation of the honor code and fails to report it. A student has the option (some would say the duty) to warn his fellow student that a report will be made. Although a warning is optional, taking action is not. This is why we say that "we rely on each other to uphold our honor."
6. Confidentiality is important to the St. Paul's honor system. Conversations between the council, students, advisors, and parents are considered private; *breaking confidentiality* by public disclosure and discussion of those conversations, in person or via social media, is dishonorable.

## HONOR SYSTEM PROCEDURES

❖ The following are actions a student may take in response to the honor system at St. Paul's School:

1. *Conscientious retraction* occurs when a student believes he has committed an honor violation and seeks to take action on his own to remedy the situation by communicating with the member of the community he may have wronged and by communicating with a member or advisor of the Honor Council.
2. *Retraction*: When one student warns a second student that he will be obliged to report a suspected violation unless the second student goes to the Honor Council himself, the second student may make a *retraction* by reporting his own situation to a member or

advisor of the Honor Council.

3. *Admission*: In the midst of an honor process, a student may also make an *admission* of the violation.

4. Conscientious retraction, retraction, or admission may mitigate or even erase a violation but will never increase the burden of consequences.

The following are the steps for council meetings:

1. Reports go to any member or advisor of the Honor Council, which subsequently passes reports to the Honor Council's faculty advisor, who speaks to the reporting student or teacher and the Upper School Head. The suspected student is advised to speak to his parents about the situation, and the HC advisor contacts the parents to let them know a meeting will be held. The HC advisor notifies the relevant students and faculty of the meeting place and time. Honor Council meetings are held as soon as is practicable.

2. The Honor Council meeting includes the following individuals:

a. Students (voting): the nine serving members of the Honor Council, three members of the suspected student's class, and the student brought before the council in the previous council meeting.

b. Faculty Advisors (non-voting): the two advisors of the Honor Council and the advisor of the suspected student—or other faculty member if the student chooses.

c. Any other students or faculty members who are reporting the possible honor violation (non-voting.)

d. A first-year St. Paul's faculty member may be present as a non-voting observer.

3. The Honor Council meeting is led by the President of the Honor Council (or, in his absence, by one of the other two most senior members.)

4. The leader of the meeting asks the person bringing the report to explain his or her concerns, to present the situation as he or she sees it, and if applicable to present any substantive proof of the report. He then asks the student in question to give an explanation of the situation. The student may choose to act via three avenues: he may confirm the report, he may clarify the incident to the best of his understanding, or he may choose to contrast his views with those of others. Students who choose to confirm or clarify may also participate in a discussion of suitable consequences. If he chooses contrast, the students

sitting in council ask questions or seek clarification as they choose. The advisor to the Honor Council does not take an active part in discussion, but he or she is available to answer questions, and if matters appear to be at an impasse, to suggest a different direction or line of questioning. When reports and questions have finished, the student and his faculty advisor leave the room while the council discusses the situation and their choices.

The council may choose three approaches to any student's actions:

- a. *Education* means the student does not understand the expectations or definitions of the honor system, and his consequences will reflect the need to learn more about the honor system and the community's desire for him to be an honorable St. Paul's gentleman.
- b. *Probation* means the student has made an error that appears to be dishonorable, but the voting members of the meeting believe there are mitigating circumstances. Probation carries with it an increased burden if the student should come before the council again.
- c. *Violation* means the student has chosen to commit an honor violation. Consequences are significantly increased in scope or depth, and the students meeting in council may recommend suspension or withdrawal for significant violations.

Every consequence to a violation of the honor system will be considered within the context of the experience and maturity of the student involved. Consequences are varied, personalized, contextualized, and growth-oriented. Although suspension and withdrawal are possible outcomes for significant violations, even consequences such as these are not primarily means of punishment, but of education, reflection, and community growth.

5. The council's decision is reached by super majority. Upon reaching a decision, the student leader of the meeting informs the student and his advisor.
6. The advisors to the Honor Council present the council's recommendations to the Upper School Head for approval, disapproval, or modification. They communicate with the student's parents to inform them of the final decision, and to discuss the entire situation. They follow up with the student as he meets his consequences and fulfills his obligations as a member of the community.
7. If the meeting results in a recommendation of withdrawal or dismissal, the faculty advisor takes the recommended penalty to the Upper School Head and to the Head of School for approval, disapproval, or modifications, and they in turn communicate with the student's

parents.

## THE CODE OF A ST. PAUL'S GENTLEMAN

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.

### HUMILITY

❖ 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.

1. Just as we do not use resources to puff ourselves up, neither do we use them to push others down. The use of social power, social media, social background, or any other strength to create a toxic social environment for another person is a violation of our values.

2. The attributes of a true gentleman are not dependent on class, religion, gender, race, disability, sexual orientation or gender expression. Thus, any attempt to demean or oppress others or raise oneself above others based on these factors is unworthy of us.

### COMPASSION

❖ We believe that compassion is key to our values. Compassion means knowing and appreciating the importance of people other than ourselves and perspectives other than our own.

1. We expect compassion and understanding for all who are part of our school. Not only do we step up to support those who are hurting, but we step up to defend those who are different. We practice *social awareness*: we know those around us, sense injustice when it exists, and act expressly and swiftly against it. Kindness, positivity, and social awareness mark how we welcome others.

2. Because compassion recognizes the efforts of others, there is no room for *disrespect* in the classroom—for peers or teachers. Classroom disrespect, including profanity, when aimed at teachers will result in a meeting with the Discipline Committee.

3. As a member of this community, we do not tolerate mistreatment or abuse in

*relationships*. Disrespect in dating, friendships, or acquaintances—including verbal, physical, or online abuse—lies far outside acceptable behavior. We expect all members of the community to act boldly with us on behalf of all those caught in such relationships.

4. Part of compassion is being fully present for others; *technology usage* should never be a barrier between members of our community.

a. For that reason, students and teachers will not use electronic devices (including phones, electronic notebooks, laptops) to engage in conversations or communications that interfere with real interactions with others. To do so is considered disrespectful. For academic reasons only, some teachers may require students to have access to their phones or other devices in class from time to time. At all other times, we prioritize those who are fully present over those who are not. During the school day, a student may only use his phone during his lunch period while he is in the outdoor area between the St. Paul's chapel, Ward Center, and St. Paul's School for Girls. Teachers will collect hand-held devices during in-class assessments and at any time may ask students to place cell phones on the top of their desks in clear view.

b. Since all students are required to have laptops, it is expected that a student's laptop will support all of his educationally appropriate media and digital communication needs. For the purposes of this policy, electronic notebooks and tablets are considered laptops and therefore must be registered with the Technology Office. Headphones may only be worn in conjunction with laptop usage. Please refer to the technology appropriate use policy in the school handbook for other guidelines.

c. When a math or science teacher requires the use of a calculator for class, students must use a calculator from the TI-83 or TI-84 series. Teachers set the rules in their classrooms regarding how and when these calculators may be used. Calculators with non-mathematical functions (including but not limited to internet access or photo capture ability) are regarded as personal electronics rather than classroom aids and are therefore forbidden under the Personal Electronics Devices Policy. A student with questions or concerns about this policy and the appropriateness of his calculator should consult the math department.

5. Families *communicate* with the Upper School office via phone and/or email. In order to respect student learning time and prioritize face-to-face, fully present communication during school hours, families refrain from contacting students via text message or cell phone call during the school day. A phone for student use is provided in the office during normal school hours.

a. In order to prioritize our presence for each other, every Upper School student has a *faculty advisor* to guide him through his academic program and to discuss personal issues. The advisor is the key point of contact and a vital resource for parents, students, and teachers. Parents should always include their son's advisor in emails when they voice questions or concerns.

b. Parents and students who wish to communicate with Upper School *faculty members* in addition to the advisor are encouraged to use school e-mail. In many instances e-mail is the most efficient means of communication because most faculty members have limited access to phones during the day. Similarly, students are obligated to check their school e-mail accounts at least once per day for important information sent by their teachers.

c. Parents and students who wish to communicate with Upper School *administrators* are encouraged to phone the Upper School Office (410-821-3031) or to contact the appropriate individual by e-mail. Students are not permitted to use cellular phones during the school day (other than in specified places and times; see 4A above) per our handheld devices policy.

6. We believe that *service with others* is the best way to come to truth about different perspectives and come to knowledge about our own strengths—the roots of compassion.

a. Each student must complete at least 60 hours of approved service over the four years he is in the Upper School. He must finish at least one approved project per year. All hours are approved by the Service Learning Council.

b. All hours will be entered in the Service Learning online database system (training for which is given at orientation for new students). If a student does service in the summer, he should keep track of the following:

- name of organization
- supervisor
- contact information
- type of work
- hours and dates of work

c. The Service Learning Council oversees the Service Learning Requirement. The Council consists of 12-16 students elected by their classmates. It is their responsibility to oversee the approval of hours and proposed Service Learning Projects.

## RESPECT

- ❖ 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 appearance: cleanliness, neatness and dress. Thus, everyone at St. Paul's School will meet certain appearance requirements. Each student's acceptance of these requirements is an indication of his understanding of the importance of respect for others and for himself.

1. Hairstyles and hygiene should not cause a distraction from learning and teaching. Students' hair must be neat, clean, and out of a student's face and eyes. The administration and faculty will determine what hairstyles are inappropriate on an individual basis. Students must be clean-shaven.

2. Specific policies with regard to dress are outlined below. Since the primary purpose of St. Paul's School is education, the dress code exists so that students may concentrate on their academic growth rather than distinctions of fashion. Final decisions about the appropriateness of a student's dress rest with the faculty.

a. The dress code consists of the following clothing items:

- Dress slacks, khakis or corduroys, cuffed or hemmed and worn with a belt.
- Dress shirt (tucked in) and tie (pulled up).
- Sweater or sweater vest when appropriate.
- Blazer with the owner's name in it (in his locker at all times. See special dress below).
- Leather hard-sole dress shoes (with tied dress laces if applicable). Visible socks must be worn. Shoes must be in good repair.

b. The dress code does **not** consist of the following items:

- Jeans of any color, cargo pants, sweat pants or shorts
- Flannel or Hawaiian shirts
- Footwear not listed in the dress code—including slippers, moccasins, canvas shoes, or sneakers.
- Military or camouflage attire, chains on a belt, or on a sleeve or shoulder of a jacket
- Earrings and similar jewelry
- Headbands, hats or visors
- Hooded apparel

c. Outerwear (jackets, sweatshirts, fleeces) may not be worn inside buildings.

3. Special Dress--For all Wednesday chapel services and for certain days of the year, students are required to wear their blazers, in addition to their shirts and ties. Days for which blazers are required include, but are not limited to, Lessons and Carols, Headmaster's List Lunches, Cum Laude Chapel, and Upper School Awards Assembly. Students will be informed in advance about their need to wear a blazer.

## LOYALTY

❖ Loyalty means that we uphold our obligations to each other in participation, privileges, behavior, and stewardship for our surroundings.

1. As we support each other, every Upper School student participates in athletics and extracurricular activities. In his four years, each student must participate in a minimum of eight (8) school-sponsored activities, of which five (5) must be made up of full athletic participation on a school-sponsored team or full participation in the troupe or crew of the fall musical. Students are encouraged to surpass the minimum requirements. Because the possible combinations of activities and athletics are as varied as our students, each boy's level of participation is subject to review by the Upper School Dean of Students and the Head of the Upper School.

2. We act so that our behavior in public does not bring disrespect to our peers, our school, or the values that we hold. This loyalty extends to our behavior at other schools and in the larger community when we act or appear as representatives of St. Paul's.

3. In addition to the obvious expectation to respect property such as furnishings, buildings, and grounds, we expect each other to maintain our common spaces out of loyalty not only to those who will use them in the future but also those who clean them in the present. To misuse or abuse our facilities demonstrates a lack of understanding of our desire to make everyone's life better at St. Paul's.

4. Loyalty also encompasses our environment and our willingness to clean after ourselves in small ways and large, from lunch refuse to recycling, waste reduction, and energy reduction.

a. It is acceptable for students to bring food or drink into the Upper School building, but it is expected that students will dispose of their trash in an appropriate manner.

b. We do not eat in the common areas (lobby, halls) of the main floor of Ratcliffe Hall.

c. We refrain from chewing gum on campus at any time.

d. We do not waste resources such as food, energy, or materials.

5. We are also loyal to each other when we respect the privileges and reservations of others.

a. We respect when one of us has something that he or she does not want to share, such as personal experiences, or discard, such as personal beliefs or practices. This is the highest form of loyalty we can offer each other.

b. We also offer more simple forms of loyalty to each other as we respect lesser privileges such as *senior privileges*. In keeping with our educational philosophy of exposing our students to increased responsibilities each year, St. Paul's has traditionally granted eligible members of the senior class the privilege of "open campus." When the administration is satisfied that the senior class has shown they can assume such responsibility, seniors in good academic standing and with written permission from home may be absent from School grounds after 9:15 am during their free time. This privilege is subject to the following regulations and requirements:

- Seniors must continue to meet all on-campus obligations.
- Seniors must attend all classes, chapels, assemblies, class meetings, and other school functions in a timely manner.
- All seniors still must arrive on campus by the start of the school day and be present for attendance.
- Seniors leaving and returning to campus must sign in and out at the Upper School Office.
- Seniors must maintain a grade point average of 2.0 or greater, a passing grade in all classes, and must not be under academic monitoring or on disciplinary probation. Academic performance will be reviewed regularly.
- Any senior failing to meet these responsibilities will lose his off-campus privilege and may be subject to additional administrative action, if appropriate. The School may revoke off-campus privileges at any time. Each parent or guardian may revoke his or her son's off-campus privilege at any time. In order to initiate the open campus privilege, each senior and his parent(s) must sign a permission slip.

c. Student driving on campus is another privilege that demands our loyalty to each other in order to benefit everyone.

- Because students are expected to operate their vehicles in a safe manner at all times—in compliance with the posted speed limits and other directives—all 10th grade students and students who are new to St. Paul's in 11th and 12th grades are required to attend a *safe driving training* meeting, which is held during orientation, before being granted driving privileges on campus. If a student does not attend this meeting, he must attend a meeting with comparable subject

matter as approved by the Dean of Students before he will be granted on-campus driving privileges.

- Campus parking is in extremely short supply. All students must respect *space assignments* and park only in those areas designated for student use. All underclassmen park on the lower lots adjacent to the athletic fields. Some seniors may be assigned spaces, based on availability, on the upper campus. Students may not drive their cars on the main body of campus at any time during the regular school day, and all cars must be registered with the Upper School Office. If a student's car is not registered and his vehicle is on campus, he will receive a detention.
- Failure to respect driving and parking rules will result in revocation of the on-campus driving privilege for one month for a first offense and for the remainder of the academic year for the second offense.

6. Lastly, loyalty again comes into play as it relates to respect and compassion; we must speak up and speak out to defend those who are in harmful relationships or toxic social situations.

## RESPONSIBILITY

- ❖ Being part of the community means being responsible for oneself, being fully present for others, and being accountable for one's choices.
- I. From time to time, students will be absent from school. Having accurate information is a responsibility that students, families, and the school share.
    - a. When a student knows in advance that he will be absent, he must complete and submit the appropriate form (Student Absence Form or College Visit Form, available in the Upper School Main Office) and plan with his teachers for any work he will miss. Students who do not complete and submit the form are subject to detention.
    - b. It is the domain of the school, not the student or parent, to determine whether absences are to be considered "*excused*" or "*unexcused*." Clearly, absences resulting from illness, religious holidays, medical appointments, and family emergencies will be considered excused. Absences which are a function of sleeping in, catching up on homework, skipping a scheduled non-academic day, getting an early start on vacation (see below), or extending a vacation will be considered unexcused. If an absence is designated as unexcused, the faculty is under no obligation to allow a student to make up a missed assessment, to accept late work, or to help a student make up work missed during the absence.

Students who miss scheduled non-academic days are subject to detention or alternative projects.

- c. Students who are absent from school are considered ineligible to participate in any *extracurricular activities* that day. In unusual circumstances, an absent student may seek permission from the Dean of Students to take part in that afternoon's activities. Absence due to illness will not be considered a circumstance which permits a student to participate in that day's extracurricular activities.
  - d. When absent, a student is nonetheless responsible for obtaining his *assignments*. This can be done through the online learning management system or by emailing the teacher directly on the morning of the absence. If it is anticipated that a student will be absent for an extended period of time, he should contact his advisor to make the necessary arrangements.
  - e. The *vacation periods* on the school calendar are generous, and students are expected to be in regular attendance before and after school holidays. A student's absence from class not only affects his own performance, but often has an impact on the performance and learning opportunities of others. If a situation arises in which it is impossible to avoid missing time either before or after a vacation, a student's parents must submit a written notice to the Upper School Head prior to the absence. This type of absence will almost always be considered unexcused.
2. If a student is going to be absent from school, a parent must call the attendance line (410-821-3031) no later than 8:30 am. When calling the attendance line, please be prepared to provide the following information:
- Student's Name
  - Student's Grade
  - Date
  - Reason for absence

If a student is marked absent and there is no communication from home, Mrs. Webster will begin to call the homes of all students on the absence list at 8:45 a.m.

3. Students who arrive *late to school* must sign-in on the late pad in the Upper School Office indicating time of arrival and reason for lateness. If a student is late more than once in a calendar month, he will receive a demerit for each subsequent lateness that month. Student drivers, in particular, have at times had difficulty getting to school on time. Students need to anticipate potential problems such as traffic congestion, the need for gas, or the extra time needed to pick up or drop off friends. An unexcused lateness after 9:15 am will prevent a student from participating in extracurricular events for that day.

4. All students are expected to *remain on the school grounds* during the school day. Any student who leaves campus without permission will automatically go before the Discipline Committee and may face suspension. Underclassmen may leave the School grounds only with specific permission from the Upper School Head or Dean of Students. Any student leaving campus early must sign out in the Upper School Office.
5. All *appointments* (dentists, doctors, driving tests, etc.) should be scheduled so as not to conflict with academic classes. In the event that a student needs to be dismissed early for an appointment or other obligation, he must present a note, written by a parent or guardian, to the office prior to leaving school. The note should contain specific information about the time and nature of the appointment, and should indicate whether or not the student will return to finish the school day. In an emergency, a phone call or visit by a parent to the office can substitute for the note.
6. If a student is ill, he must go to the Nurse's Office before signing out.
7. Should medical, psychological or other personal reasons affect a student's consistent attendance at school for a prolonged period of time, the school's first priority is for the health and welfare of the student. Should such a situation arise, the student will be notified that he/she is on a *Leave of Absence* from school. During the leave, all academic and athletic obligations may be suspended while other concerns are addressed. When both family and school are satisfied that the concerns have been addressed, a meeting will be arranged with the Upper School Head to assess the student's educational options going forward. Each case will be handled individually with the best interests of the student in mind. Depending on the duration of the absence, students may be asked to make up incomplete work, repeat a year of schooling, or pursue their studies in a school environment more suitable to their needs. If it is determined that resumption of study at St. Paul's is not in a student's interests, the school will support the family in making the transition to an appropriate environment when the student is ready.

### DISCIPLINE SYSTEM PROCEDURES

Students who are involved in major infractions of school rules or who repeatedly demonstrate an unwillingness to accept the obligations that come with being part of this community will be called before the Discipline Committee.

- I. In the event that a student should be brought before the Discipline Committee, the Dean of Students informs the student and the Upper School Head. The student is advised to speak to his parents about the situation, and the Dean of Students contacts the parents to let them know a meeting will be held. The Dean of Students,

in concert with the Student Body Vice President, notifies the relevant students and faculty of the meeting place and time. Discipline Committee meetings are held as soon as is practicable.

2. The Discipline Committee is comprised of the class deans, the student vice-presidents as elected by the student body, and the Dean of Students.
3. The Dean of Students (or one of the grade deans) presides over the meeting. The leader of the meeting asks the person bringing the matter to the committee to explain his or her concerns, to present the situation as he or she sees it, and if applicable to present any substantive proof. He then asks the student in question to give an explanation of the situation. When reports and questions have finished, the student and his faculty advisor leave the room while the committee discusses the situation and their choices. The committee recommends positive and constructive action, consistent with the growth of the student and the welfare of the school community. The council's decision is unanimous. (In the rare case that there is not a unanimous vote on consequences, the matter will be taken directly to the Upper School Head.) After a decision is reached, the Dean of Students informs the student and his advisor.
4. After a meeting of the committee, a recommendation is taken to the Upper School Head, at whose discretion disciplinary decisions are made. The Dean of Students then communicates the decision to the student's parents as soon as is practicable. If the recommendation is for withdrawal or expulsion, the decision may be referred from the Upper School Head to the Headmaster. In some cases, it may be appropriate at any point in the process that a student be sent home immediately by the Head and Dean of Students with a fuller discipline process to follow.
5. The following list includes, but is not limited to, examples of major infractions that would be handled by the Discipline Committee:
  - Rude, disrespectful, or disruptive behavior
  - Unexcused absences from class or school
  - Verbal or physical intimidation such as hazing, abusive language, or bullying
  - Destruction or abuse of property
  - Alcohol and other drug-related issues
  - Leaving campus without permission
  - Any type of physical contact (either with the intention of harm, intimidation, or of an intimate nature)
  - A pattern of difficulty with the overall standards and expectations of the school

6. Lesser infractions of school rules likely will result in the issuance of one or more *demerits*. Each class dean will track demerits for each student. Although certain guidelines exist, disciplinary issues may be handled differently at the discretion of the class dean. If a teacher gives a student a demerit, the teacher will notify the student of the demerit and inform the student's class dean, who will then notify the student's advisor.
7. When a student accumulates three demerits, he will serve a *detention* on Saturday (9:00 am-12:00). Unless directed otherwise, students must come to Saturday detention in regular school dress code. If a student arrives late, he may be denied permission to serve his detention, and he may be given an additional detention. An unexcused absence from detention is viewed as a serious offense and will result in further consequences. Each week, the class dean will tabulate demerits and compile a list of students who need to serve detention the following Saturday. Should a student have a valid reason for not being able to attend a Saturday detention, this reason must be submitted to the appropriate class dean for approval before the end of the school day on Friday. If approved, a new detention date will be determined. Detention supersedes practices and rehearsals, but not school-sponsored contests or performances.
8. If a student cannot live within the School's guidelines and rules, then he will be placed on *disciplinary probation*. Disciplinary probation indicates that there is a serious question about whether a student should continue at St. Paul's. If a student is placed on probation; any serious infractions committed while on probation could result in a recommendation for expulsion. Parents will be notified in writing should their child be placed on a probationary status, and the parents may request a meeting to clarify their son's status.