



ST. ANDREW'S
AN INDEPENDENT SCHOOL

Middle School Student Handbook

2016-2017

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DAILY PROCEDURES

The philosophy of the Middle School division is to provide a safe environment where students are challenged by an academic program that is both developmentally appropriate and that provides the proper support during the transitional process into Upper School. We continue to provide a nurturing environment for our students as we build on a student-centered approach with small class sizes, a wide range of course offerings, and numerous electives and extracurricular opportunities to allow students to explore and pursue individual interests. In addressing a wide range of curricular offerings that are developmentally appropriate, we strive to address the social and emotional needs of our students in addition to instilling a motivation to be life-long learners and active members of their community.

START TIMES

Middle School starts at 8:00 am every day of the week. We encourage all our students to arrive 15 minutes before starting time to prepare for the day and arrive to class on time. Parents of students who are absent or will be excessively tardy are encouraged to contact Amanda Groves in the main office at 912-897-4941.

MIDDLE SCHOOL ASSEMBLY

Middle school assembly takes place on Mondays at break time in the gym. Each assembly will consist of faculty announcements, student announcements, and performances that are an important part of the Middle School program.

ACADEMIC DAY

The middle school day begins at 8:00 am and ends at 3:25 pm. The daily schedule rotates through eight academic courses (including enrichment courses) during seven periods each day. There is also a break in the morning and a lunch period that includes a recess or social time.

BEFORE & AFTERSCHOOL CARE

BEFORE SCHOOL CARE Students who are dropped off between 7:00 am and 7:30 am should be dropped off at the Johnson Center building; students will ride the bus to Bell Hall when it arrives at the Johnson Center. If students arrive to school between 7:30 am and 7:45 am, they should be dropped off at Bell Hall and report to the Media Center. There is no fee for students who are dropped off early. Students arriving at 7:45 am or later can go to their lockers and then report to their first period class.

AFTER SCHOOL CARE The After School Program is provided until 6:00 pm for students in grades PK-8. There is a charge for the After School Program. Late pickup from the After School Program results in an additional fee. There are discounted rates for long term enrollment in the After School Program. Details are available in the Business Office. Students in grades PK-8 who

are not picked up within 15 minutes of the end of school, will be taken to the After School Program, and parents will be assessed the regular daily fee.

COMMUNICATIONS

The long tradition of parental support for St. Andrew's is sincerely appreciated and valued by the administration, faculty, and staff. It is important for parents to know that their views concerning the welfare of their own children in particular or of the school in general, are always welcome. When parents have a question, concern, or comment, they are invited to contact the school. The first communication should be with the person most directly concerned and most able to provide a response. Usually, questions and concerns should start with the teacher, coach, advisor, or sponsor involved. If this does not result in a satisfactory conclusion, the parent should then contact the appropriate division administrator. If parents have taken these steps and are not satisfied, they should contact the Head of School.

The school routinely communicates with parents and other groups in the ways outlined below. The school maintains a website which contains current information about school events, schedules, the lunch menu, contact information, etc. The address is www.saintschool.com. Monthly newsletters sent by the Head of the Middle School contain information, reminders, and upcoming dates for all students and families. The school office maintains computer databases to produce these mailings. If parents move or change telephone numbers, they are asked to contact the school with this information. We also appreciate having a primary email address for each family to facilitate communications.

To contact a faculty member by phone, please call the school at 912-897-4941. To contact a faculty member by email, please use the following general address made specific to that person: lastnamefirstinitial@saintschool.com (for example, to contact Jesse Lazzuri, use the following email address: lazzurij@saintschool.com).

COURSE DESCRIPTIONS

5TH & 6TH GRADE MATHEMATICS

The mathematics curriculum used in fifth and sixth grades is a program called Everyday Mathematics. Everyday Mathematics is an elementary school mathematics curriculum developed by the University of Chicago School Mathematics Project (UCSMP). The Everyday Mathematics curriculum emphasizes six different content strands: numeration, operations and computation, data and chance, geometry, measurement and reference frames, and patterns, functions and algebra. Within these content strands, Everyday Mathematics emphasizes:

- A problem-solving approach based on everyday situations that develops critical thinking.
- Mathematical communication, including understanding and evaluating the mathematical thinking and strategies of others.

- Frequent practice of basic skills through ongoing program routines and mathematical games. An instructional approach that revisits topics regularly to ensure full concept development.
- Activities that explore a wide variety of mathematical content and offer opportunities for students to apply their knowledge.

PREALGEBRA

In PreAlgebra students will explore mathematical concepts that provide a foundation for success in algebra including algebraic expressions, integers, equations, graphing, decimals, fractions, ratios, proportions, percents, area, volume, and probability. All students will be actively engaged in developing mathematical understanding in real and relevant contexts. By the end of this course, students will be able to:

- evaluate algebraic expressions
- solve equations using multiplication and division
- solve and graph inequalities
- write rational numbers in equivalent form
- compare and order positive and negative rational numbers
- add and subtract decimals and rational numbers with like denominators
- multiply and divide fractions, mixed numbers, and decimals
- write solutions of equations in two variables as ordered pairs
- graph points on the coordinate plane
- represent functions with tables, graphs, or equations
- evaluate expressions with exponents
- evaluate expressions with negative exponents and evaluate the zero exponent
- apply properties of exponents
- find square roots
- use the Pythagorean Theorem to solve problems
- find equivalent ratios to create proportions
- solve percentage problems using proportion, direct translation into an equation
- change percentages to fractions and decimals
- find percentage increase/decrease
- find perimeter, area, and volume of rectangles, triangles and circles

ALGEBRA

In this course students will become more confident of their ability of work with mathematical concepts and relationships. They will learn how to think systematically and use accurate logic needed for mathematical problem solving. This course builds on the student's understanding of basic mathematics in the study of algebraic skills and problem solving. Students will learn to express real-world problems in algebraic sentences in order to find solutions. All students will be actively engaged in developing mathematical understanding in real and relevant contexts. By the end of this course, students will be able to:

- evaluate algebraic expressions

- solve single and multi-step equations
- write, use, and apply ratios, rates and proportions
- graph and write inequalities
- solve various types inequality problems using addition, subtraction, multiplication and division
- identify and graph basic functions
- create and interpret scatter plots and trend lines
- recognize and extend arithmetic sequences
- identify and graph linear functions and equations
- use slope formula
- use slope-intercept form to write linear equations and graph lines
- use point-slope form to write linear equations and graph lines
- graph and analyze families of functions
- find a solution that satisfies two linear equations
- find solutions that satisfy two linear inequalities
- graph one or more linear inequalities on a coordinate plane
- evaluate and simplify expressions containing exponents
- to add, subtract, multiply polynomials
- factor polynomials, special products
- identify and graph quadratic functions
- transform and solve quadratic equations
- use factoring to graph quadratic functions and solve q.f.

GEOMETRY

Geometry is designed to build confidence with spatial, modeling, and measurement skills to describe, interpret, and solve problems concerning the physical environment around us. The material covered in this class and the detail in which it is covered is intended to prepare students for future math classes and college level math, calculus, and statistics classes. At the same time, math is inescapable in our lives, and a goal of this course is to help prepare students to use math when needed in the future. After completing geometry, students are expected to know and use mathematical concepts and principals. In particular, students must be able to:

- Interrupt and analyze the physical world around them
- Know and use appropriate notation and terminology
- Have a (basic) understanding of mathematical proofs and their importance
- Demonstrate an understanding of how algebra and geometry are interrelated
- Recognize and demonstrate an understanding of the practical applications of geometry
- Use appropriate technological devices as mathematical tools

5TH & 6TH GRADE ENGLISH & LANGUAGE ARTS

Forget the “talk and chalk.” No more “drill till you kill.” It’s all about the craft. Books and authors will be our guides as we explore, study, and experiment with the craft of writing. Mentor texts -- real, published works -- and peer writing are our ‘textbooks.’ Pencils, paper, and iPads

are the only ‘workbooks’ we need. Reading and talking about how the experts write will ignite your creativity and charge your writing with meaning, clarity and beauty. Walk through the door and be ready to write, write, write!

Not to worry. The conventions of grammar, usage, and mechanics take a front seat. Literally. An understanding of writing conventions is not just for ‘fix-it-ups’ at the end of writing. Rather, a thorough knowledge of the craft helps us to write meaningful, imaginative, image-provoking, powerful work.

How do we do it? Start with a sentence -- read it, think about it, analyze it, take it apart and put it back together. What did the author do? Why did she do it? How did she do it? Now, it’s your turn. Craft a sentence. Share it with a friend. Jot down your thoughts. Turn your thoughts into long writes, challenging yourself to use the conventions we are learning. Edit together. Talk about what’s done well, what needs work. Revise, reread, rejoice!

Read, read, read! A deep understanding of writing will help you to be a finely tuned reader. Historical and social events that you will be discussing in history class leap from the pages of our novels in English 5. Ever wondered if ‘one small step’ could change the world? Open a book and find out how it saved one simple life.

Interactive choice charts on your iPad give you an opportunity to highlight your understanding, analysis and evaluation of the books we read. You’ll make movies, write poetry, draw story maps, comment on literature wikis and learn how to be effective listeners and speakers through class discussions.

Feel inspired? Do I see a wordsmith in the making? Maybe you can become a contributing author or avid reader on Inkspot, our literary wiki. The possibilities are only a page away....

7TH GRADE ENGLISH & LANGUAGE ARTS

English is a world where writing and reading is deep and meaningful. As a group, we are all writers and practice often and with great care to share our knowledge and express ourselves well. Through mini-lessons, blogging, reading, harvesting, and writing, our entire year is an adventure through many different genres. We learn to read with meaning and write about that experience, using authentic vocabulary and literary elements that organically accompany our curriculum.

In seventh grade, students are introduced to various elements of reading and writing, including narratives and short stories. Students then focus on producing multi-media adaptations of their exploration of literature. During this process and using the literature circle format, students learn how to conduct a discussion among their peers which then translates into a more autonomous class discussion that is mostly facilitated by the students. During this class, students will read a variety of literature and poetry pieces, participate in literature circles and student driven discussions, and write various forms of essays based on their interpretations.

8TH GRADE ENGLISH & LANGUAGE ARTS

English is a world where writing and reading is deep and meaningful. As a group, we are all writers and practice often and with great care to share our knowledge and express ourselves well. Through mini-lessons, blogging, reading, harvesting, and writing, our entire year is an adventure through many different genres. We learn to read with meaning and write about that experience, using authentic vocabulary and literary elements that organically accompany our curriculum.

In eighth grade, students hone their skills to more finally nuanced genres of reading and writing. Analyzing and critiquing short stories and literature become the focus, and various essay building lessons move the students to readiness for high school. During this class, students will read a variety of literature and poetry pieces, participate in literature circles and student driven discussions, and write various forms of essays based on their interpretations.

5TH GRADE EARTH SCIENCE

Earth Science is an in depth study of our earth and earth processes. The class will encompass such things as energy transfer in the atmosphere, weather patterns, evolution of landforms, Earth's place in the solar system, and the exchange of water on Earth and over seas. General units will include geology, meteorology, paleontology, astronomy, and oceanography. The course is designed to be inquiry based and student driven. Students will be expected to incorporate technology into their learning. Additionally, students will actively apply the scientific method and use critical thinking skills to make sense of the world around them.

6TH GRADE LIFE SCIENCE

Life Science introduces students to the basic structures, functions, and characteristics of living things. Students will investigate relationships among organisms, populations, communities, and ecosystems in the environment in which they live. Students will use the scientific method to explore life science in the science laboratory. The hands on application of the scientific method will help strengthen students' critical thinking skills, provide a deeper understanding of scientific experimentation, and give a foundation for communicating new ideas through science writing. Additionally, students will be expected to incorporate technology into their learning.

7TH GRADE PHYSICAL SCIENCE

Physical science introduces seventh grade students to the properties and structures of matter. We will also investigate how different forms of matter interact and how energy affects matter. Students will use the scientific method to explore physical science in the laboratory. This will help strengthen students' critical thinking skills, provide deeper understanding of scientific experimentation, and give the foundation for communicating new ideas through science writing. The laboratory based experience students gain in this course will prepare them for upper school physics and chemistry.

8TH GRADE ENVIRONMENTAL SCIENCE

Environmental science introduces eighth grade students to the relationships between living organisms and the environment; we will investigate how humans have begun to change these delicate structures. Students will use the scientific method to explore environmental science in the science laboratory; this will help strengthen students' critical thinking skills, provide a deeper understanding of scientific experimentation, and give a foundation for communicating new ideas through science writing. The laboratory based experience students gain in this course will prepare them for upper school physics, chemistry, and biology.

5TH & 6TH GRADE HISTORY

If you act right now, you could be part of the journey that is our American Studies class. We start in the 5th grade with the Native American Period. From there to the colonial period, we begin to understand that difficulties our Founding Fathers faced when they decided to create our great nation. Finishing up with the War of 1812, our 5th grade moves into 6th grade and begins with our darkest hour, the Civil War. Moving through the struggle to dispense with slavery, the 6th grade enters into the Industrial Revolution and the dawn of the 20th Century. Major units will include World War I, the Holocaust and Great Depression, and World War II. Our journey ends with the late 20th century. Sojourn through the Civil Rights Movement and Cold War which sets up our final look at the 70's, 80's and 90's. Important skills needed for this trip: a sense of adventure, a burning desire to have fun, talking with friends in small groups, and a thirst for knowledge.

7TH GRADE ANCIENT HISTORY

Investigate the past as you travel through time from the earliest humans through the first great civilizations. In this class you will become an archeologist and approach history much like a detective conducting an investigation. You will ask questions, study the evidence for clues and form hypothesis about the past. Listen to rain water in the caves of Lascaux, France as you analyze the ancient cave paintings, discover early hominids and how they transitioned from hunters to gatherers. Visit Sumer and Mesopotamia, and learn the mysteries of ancient Egypt and their belief in the afterlife. Ancient Greece will be your last stop as you explore the forms of government that developed in the Greek city-states and learn how they defeated the mighty Persian Empire.

This course is project based, allowing the class to be student centered with an emphasis on technology and research, as students develop the ability to understand highly varied cultures, see issues with the clarity provided by historical perspective, discern patterns amid the complexity of past societies, and express ideas clearly and cogently. Above all, the class makes history come alive as students learn to acquire, analyze, critically evaluate, and interpret information through their studies and use of technology during their journey through ancient history.

8TH GRADE MEDIEVAL TIMES

Welcome my Lords and Ladies to medieval times! Your journey will be vast and your

experiences wide. The word “medieval” refers to the period between ancient and modern times. You’ll explore this period in Europe, Asia, and Africa. Your journey will begin in ancient Rome and move to the feudal system in Western Europe. As you move through time, you will discuss the cultures and religions that developed in this part of the world and understand how these religious beliefs affect the world today. Your journey will continue as you travel into the ancient world of Imperial China and discuss the creation of dynasties.

This course is student centered with research and project based learning at its core. Students will work independently and in groups to investigate medieval times and draw conclusions based on research. They will expand their knowledge of religion through a comparative religion unit and learn to be more diverse in their religious understanding of how religion affects our world today.

5TH & 6TH GRADE SPANISH

¡Bienvenidos a la clase de español! This is an introductory Spanish course that gives students hands-on experience with language usage through conversation, games, songs, videos, creativity and fun! Students are immersed in the language and learn the basics of communicating in and comprehending Spanish. They do projects, conversations, video conference with students in other places, and participate in virtual travels to practice their language skills and learn about the Spanish-speaking world. This is a language enrichment class that aims to introduce students to conversational Spanish, to the diverse culture and traditions of the Spanish-speaking world, and to get students excited about language learning through active and creative language immersion. Example student work: student wrote and illustrated storybook based on the book *Oso Pardo*, *¿Qué ves ahí?*

7TH GRADE SPANISH

¡Bienvenidos a la clase de español! This is a beginning level course where students will learn basic conversational skills and basic comprehension of the language. Students are immersed in the language and culture through conversations, songs, videos, and virtual travels around the Spanish speaking world. This is a fun and rigorous Spanish class in which students will be engaged, active, and creative in their approach to learning the language. They will have the opportunity to write and perform skits, listen, understand, and sing songs, watch and create videos, and engage in tactile activities such as eating and playing, all while utilizing the target language. The aim of this course is for students to learn conversation skills, and to be able to talk about themselves, their friends, school and family, and likes, dislikes and interests. They will also gain an understanding of the diverse cultures and traditions of the Spanish speaking world, and they will become comfortable with, interested in and excited about language learning!

8TH GRADE SPANISH

¡Bienvenidos a la clase de español! This course, successfully completed, will provide a Carnegie Unit in Spanish I which counts as a high school credit. This is a more intermediate course that will include the world and the environment, sports and leisure activities, healthy living, and vacations and travel abroad. In this course students will engage in intermediate level conversations, skits, songs, and videos, as participants, interpreters and creators. Students will

continue to experience the language and culture through tactile, creative and fun activities, and they will be engaged in pop culture, current events, and environmental education, all in the target language. Students will practice their skills by video conferencing with students who are native speakers, exploring community resources, and creating media presentations. Students will complete Spanish IB with strong conversational and comprehensive ability in the language.

MIDDLE SCHOOL BAND

The primary goal for the St. Andrew's Band is to foster the development of a life-long relationship with music. Whether or not you go on to become a professional musician, play in community bands, or simply be a supporter of the arts, the ultimate goal for each of you is that you develop a love and appreciation of music and music-making!

The goals of concert band and symphonic band are:

- to learn and practice proper instrumental technique
- to learn and understand the basics of rhythm, melody, harmony, form, style, articulation, and dynamics
- to learn how to be musically expressive - to communicate feelings and ideas through music
- to learn cooperative teamwork skills and practice being a leader and team player
- to create live musical experiences, individually and as an ensemble
- to continually improve as an individual musician and ensemble, and to perform with precision and expression
- to speak and think critically about music

MIDDLE SCHOOL CHORUS

Everyone has a voice! In this class you will develop your singing voice while experiencing both the discipline and joy of making music. You will never have to sing a solo in front of the class unless you choose to do so! Students enter chorus with various musical backgrounds thus assessment is more process based than talent based. The songs change every year, but the choral music principles remain the same!

MIDDLE SCHOOL STRINGS

The St. Andrew's strings program is designed to introduce young students to classical instrumental music, and help them develop the skills needed to participate in symphonic orchestral programs in high school, and at the university levels, as well as in GMEA ensembles.

In the context of repertoire, and as individual subjects, we will study :

- meter and changing meters
- tempo and tempo changes
- subdivisions and multiples (whole, dotted half, half, quarter, eighth and sixteenth notes)
- key signatures and modulations (use of the circle of fifths)
- dynamics, gradual and sudden

- articulations
- two and three-octave scales and arpeggios (including shifting)
- rubato, accelerando and ritenuto

MUSICAL THEATER

St. Andrew's Middle School Dramatics Musical Theatre courses will strive for collaboration, creativity, and the importance of story telling through our imagination. We will be focusing on our body through theatrical expression while identifying our articulators through the range of our vocal instrument. Students will be given the opportunity to study musicals, with hopes of their involvement in The Rising Stars Musical and/or MainStage Musical. Students will also have the opportunity to work on non-musical works, including scenes, monologues and improvisational skits.

VISUAL ARTS

Middle school art is a hands-on class centered on exploring and creating art. The students will use a variety of materials and techniques in order to enhance their skills. The opportunity for students to plan their ideas and complete works of art will help build confidence and increase their creative problem solving skills. Projects include drawing, painting, ceramics, print making, and art history to name a few.

PHYSICAL EDUCATION

The middle school physical education program strives to contribute to the overall development and well-being of our students. It fosters each student's personal health, fitness, and safety. The developmentally appropriate curriculum encourages students to maintain lifelong wellness. It allows each student to experience the joy of movement, and success at their own ability level. The curriculum provides every student the opportunity to participate in a wide variety of sports related skills, games and activities, emphasizing personal fitness. Basic skills and fundamentals are taught for each activity focusing on developing and improving skill proficiency needed for future fitness and athletic success. Students are exposed to rules and terminology as well. The middle school student will develop character traits such as sportsmanship, teamwork, cooperation, encouragement, self-esteem, and respect for others. The physical education program encourages students to understand the importance of daily fitness, and to appreciate the benefits of a healthy life style.

ACADEMIC POLICIES

HOMEWORK

Homework is introduced in the primary grades and is considered an integral part of the academic program. Full participation in academic classes requires daily preparation of materials and assignments to be completed outside of class. Students who routinely fail to do homework cannot expect to pass. In grades 5-8, sixty to ninety minutes of homework is anticipated.

LATE WORK POLICY

On written assignments, school policy dictates that papers one day late should be penalized ten points. "Late" is defined as not ready to hand in at the beginning of the scheduled class period. Teachers have the discretion to modify this policy in their own classes.

MAKE UP WORK DUE TO ABSENCES

Students who have been absent for an entire day are responsible for meeting with their teachers on the day of their return to arrange for completion of make-up work. If tests have been previously assigned, students should take a make-up test on the day they return to school. Regular, advance-scheduled tests should be taken even if the student missed the previous day. A student who is absent for a portion of the day is required to visit all teachers they would have had for class that day. This will allow the student to discuss make-up work or tests. This applies to students who arrive late or dismiss early. Missed tests should be made up on the same day as the absence from class, if possible. Assignments which are due should be provided to the teacher even if the student will not attend class due to early departure.

Make-up work and tests may be scheduled after school and should not conflict with normal class schedules and lesson plans. It is the responsibility of the student to make up assignments missed while absent. This includes involvement in sports or other school-sponsored activities. For extended absences, the general policy regarding make-up work is that students are allowed one make-up day for each day of excused absence. Incomplete work or missed assignments which are not made up according to these standards will result in a failing grade.

Students whose absence is due to disciplinary suspension may not be allowed to make up missed work. There is an academic penalty associated with being suspended from school.

EXAMS & SEMESTER AVERAGES

All students in grades 7 & 8 are required to take exams at the conclusion of each semester. A special exam schedule is published. Exam grades are recorded on the report cards and are averaged with the grade in the course to produce semester averages. Exams are counted 20% of the semester average, with the semester grade constituting the other 80%. Final grades are computed by averaging the two semester grades equally. The only acceptable reasons for missing exams are medical or family emergencies. Proper documentation of such an emergency is required before a student will be allowed to take a make-up exam.

GRADING

Evaluation of students' progress is provided using developmental checklists and terminology appropriate to the age of the learners. Numerical averages are related to letter grades as follows: A = 90-100%, B = 80-89%, C = 73-79%, D = 70-72% F = Below 70%. Students must pass at least three core academic subjects, including both English and math, to be promoted. The school awards high school credits for completion of certain course work during middle school. Students

successfully completing Algebra I, Geometry, or Spanish I in middle school will receive a graduation credit. We recommend that students taking courses for high school credit earn a minimum of 75% before being promoted to the next course of study.

ACADEMIC WATCH, ACADEMIC WARNING, & ACADEMIC PROBATION

If a student is experiencing difficulty in meeting the academic requirements of a course or grade level, he or she may be placed on academic watch, academic warning, or academic probation.

ACADEMIC WATCH

Students are on academic watch when they earn one or more grades below a 75%. This is an alert for teachers, students, parents, and advisors to pay attention to the student's progress in the classes in question as the student is in danger of failing. Advisors will contact the student, teacher, and parents about the class causing concern to make sure the student has a good understanding of what he/she needs to do to improve.

ACADEMIC WARNING

If a student is failing one or more courses at the quarter or has previously been on academic watch and has failed to improve, he/she may be placed on official academic warning. These students will work with advisors and classroom teachers to come up with a plan to address their deficiency. A letter is mailed home alerting parents to this status and they are told that we must see improvement or there will be further consequences. Advisors will contact the student, teacher, and parents about the class(es) causing concern to make sure the student has a good understanding of what he/she needs to do to improve. Advisors will regularly check with students on academic warning and their teachers to keep track of student progress.

ACADEMIC PROBATION

Any student who is failing three or more courses at the quarter or who has previously been on academic warning and not improved may be placed on academic probation. We alert parents via letter to this status. Students on probation may lose the right to participate in athletics, class trips, field trips, or other extracurricular events until they are off of probation. The school may require outside tutoring in order for the student to stay enrolled in our program. A student with this status at the end of the year may be retained at grade level, may be required to take summer school, or may be dismissed from the school. Advisors will contact the student, teacher, and parents about the classes causing concern to make sure the student has a good understanding of what he/she needs to do to improve. Advisors will regularly check with students on academic probation and their teachers to keep track of student progress.

ACHIEVEMENT TESTING

The school provides annual standardized achievement testing for all students in grades 4 through 8, using testing programs developed by the Educational Records Bureau (ERB). Individual student score reports are provided to parents and the administration welcomes parent inquiries regarding student progress and the interpretation of test results.

ACADEMIC HONORS & AWARDS

HONOR ROLL & HEADMASTER'S LIST

The school desires to recognize students in grades 6 and above for superior academic achievement. At the conclusion of each semester, a Headmaster's List recognizes students with an academic average grade of 95% or above, with no grade below 87% in any subject. An Honor Roll also recognizes students whose average grade is 90% or above, with no grade below 83% in any subject. These guidelines were revised for the 2012-2013 school year.

SPECIAL AWARDS

Special awards are presented annually by St. Andrew's School at an honors program in the middle school.

NATIONAL JUNIOR HONOR SOCIETY

The National Junior Honor Society (NJHS) is an organization which provides recognition to students for outstanding accomplishments in the areas of scholarship, character, citizenship, leadership, and service. NJHS is chartered by the National Association of Secondary School Principals and is governed by the rules of that organization. To be eligible for membership in the St. Andrew's Nell B. Buford Chapter of the NJHS, a candidate must be a member of the 7th or 8th grade class. Membership is granted only to those students selected by the NJHS Faculty Council. The criteria for membership described in the national NJHS handbook are:

Scholarship: Defined by a cumulative grade point average (beginning in 6th grade) of 90% or above.

- *Service*: Includes voluntary service to the community or school, done without compensation, with a positive, courteous and enthusiastic spirit. A minimum of 10 community service hours documented on an official St. Andrew's form, returned to Donna Krauss in the Skinner office.
- *Leadership*: Expressed through resourceful problem solving ability, dependability, and positive attitude both in and out of the classroom. Character: Exemplified by moral and ethical behavior, self-discipline, and courtesy, concern, and respect for others. Student disciplinary records at the school must reflect good character, defined by a minimum one-year record free from honor violations or major disciplinary infractions.
- *Citizenship*: Defined by an understanding of civic involvement, high regard for freedom, justice and democracy, and responsible participation in school and extracurricular organizations.

MIDDLE SCHOOL ATHLETICS

ATHLETIC OFFERINGS

The school holds memberships in the Savannah Private/Parochial Athletic League (SPAL) for students in grades 5-8. Athletic participation is encouraged for all students and teams follow an open-access policy; however, the school discourages participation in more than one sport per season. Requests for permission to participate in multiple sports will be reviewed and determined on a case-by-case basis by the Athletic Director. Students in grades 5-8 will participate in SPAL except when a sport is not offered at that level. Exceptions to this rule may be approved by the Athletic Director on a case by case basis. Athletic teams may change from year to year due to student interest and participation levels. The following teams are currently sponsored or planned by the school's athletic department:

- SPAL Volleyball
- SPAL Football
- SPAL Cheerleading
- SPAL Girls Soccer
- SPAL Boys Soccer
- Cross Country
- SPAL Boys Basketball
- SPAL Girls Basketball
- SPAL Girls Softball
- Track and Field
- Swim Team

ATHLETIC ELIGIBILITY

St. Andrew's School takes great pride in emphasizing the academic accomplishments of the students in our school. Our students must meet minimum requirements in order to participate in any extracurricular activities.

To be eligible to participate in extracurricular activities a student must have earned passing grades in a minimum of four core classes during the previous quarter. Students entering the middle school are immediately eligible for their first semester of school.

Eligibility requirements are listed below:

- Eligibility will be checked once every two weeks for all students involved in extracurricular activities.
- Students who are receiving a failing grade for the first time in a given season will receive two weeks of probationary status.
- If after 2 weeks of probationary status a student has failed to improve his/her grades, he/she will be ineligible for the following 2 weeks of that particular activity or season.
- Students participating in athletics are expected to attend mandatory practices and team meetings, but will not be permitted to dress during contests.

ADVISORY & OLWEUS PROGRAMS

ADVISORY

The staff of St. Andrew's school is committed to working with the individual learner and to the development of the whole child. The advisory program speaks to the emotional needs of pre-adolescents and adolescents, which in turn contributes to the overall success of the student in the academic arena. Consistent with the St. Andrew's mission to develop in our students a deepened social consciousness and a commitment to personal integrity, the advisory program also provides a venue for the discussion of important social and character-related issues. During weekly advisory meetings, a faculty member meets with 10-16 advisees, drawing from a flexible agenda of discussion starters, games, and activities. These advisor-facilitated conversations offer students a means to become skilled at communicating feelings and expressing opinions in a respectful manner. The rapport established through these activities provides both peer and adult support for students in a non-threatening, non-academic setting.

Goals of the advisory program include:

- to provide a mission driven, non-academic environment that fosters positive relationships among students.
- to present opportunities for students to explore their understanding of self and others and examine personal values.
- to offer a supervised setting in which students can develop social and communication skills.
- to encourage relationship building between faculty and students
- to prepare students for Student-Led Conferences

OLWEUS

The Olweus Bullying Prevention Program is designed to improve peer relations and make schools safer, more positive places for students to learn and develop. The Olweus Bullying Prevention Program is based on four rules:

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know someone is being bullied, we will tell an adult at school and at home.

Goals of the program include:

- to eliminate existing bullying problems among students
- to prevent the development of new bullying problems
- to achieve better peer relations at school
- to give students strategies to deal with conflict

COMMUNITY EXPECTATIONS

ACADEMIC HONESTY & HONOR PLEDGE

It is a fundamental assumption that any work presented by students will be their own. Cheating on a test, project, homework assignment, or examination includes any case of assistance sought,

received, or offered without the prior approval of the teacher. It also includes possession or viewing of notes or other materials which could give the student an unfair advantage.

Plagiarism is a form of cheating. It is defined as the borrowing of someone else's words, ideas, or facts and passing them off as one's own. Failure to properly credit the source of those words, ideas, or facts constitutes an act of plagiarism. The suggestion of plagiarism can be easily avoided by the correct identification of sources when writing a paper.

ATTENDANCE

Irregular attendance is disruptive to student's academic progress. Children who are ill should not be sent to school, but parents are asked to avoid unnecessary absences. While the school realizes there will be unusual circumstances which arise from time to time, vacation plans and regular medical appointments should not interfere with school if it can be avoided. In the event of an absence, parents are asked to notify the appropriate division office by 8:15 am. The school should be notified in advance of pre-arranged trips.

If a student is kept at home for an extended time but is able to do school work, parents should contact the appropriate teachers or advisor to arrange for assignments. Excessive absenteeism, whether excused or unexcused, is grounds for the school to retain a student at grade level or to refuse granting credit for course work. Excessive is defined as eight or more absences in a semester. Each case of excessive absenteeism will be reviewed by Division Head and the Head of School. Excessive tardy arrivals may result in after-school detentions and the assignment of school service hours. Students returning to school after an absence must present a note from a physician if the absence is to be excused. The written request for an absence to be considered excused should provide 1) the date(s) of the absence, 2) the reason for the absence, and 3) the signature of a parent or physician. Students arriving late to school must report to the appropriate division office before being admitted to class. Parents should not write notes of dismissal for students unless there is a legitimate medical or other reason. All students who are leaving early must sign out immediately prior to their departure. Once a student arrives on campus, he/she is not permitted to leave campus without specific permission. If given permission to leave, students must sign out at the appropriate division office site. A record of student attendance (both absences and tardy arrivals) is included on the student transcript. Since no list of reasons for an excused absence would include every possibility, division administrators will determine whether an absence or tardy is excused or unexcused.

DISCIPLINE SYSTEM

As a foundation for a safe and productive environment, we expect that all students will:

- respect themselves and others
- be honest in all personal and academic matters
- stay mentally and physically healthy

- arrive to class on time and well prepared

To this end, the following behaviors will not be tolerated for any reason:

- verbal or physical harassment of any member of this community
- academic dishonesty in any form
- use or possession of drugs, alcohol, or weapons of any kind
- excessive absence or tardiness

A progressive disciplinary policy is followed which begins with classroom management, which includes warnings and counseling by the teachers. If the inappropriate behavior(s) continue, the discipline system is employed. The accumulation of infractions can result in detentions, suspensions, behavioral probation/plan, or dismissal from school. Both break and after school detentions are served by students for 15 minutes during break, and for one hour after school on Tuesdays. Failure to attend a detention will result in further disciplinary action. The school also reserves the right to exclude students from participation in off-campus trips and activities in cases of excessive inappropriate behavior(s). In-school or out-of-school suspension may result in an academic penalty, as noted in the Make-Up Work section of this handbook. At any grade level, dismissal from school may be the result of major disciplinary infractions, continued refusal to obey the rules of the school, no improvement of behavior, continued pattern of disrespectful behavior, or a student's activities outside of school being potentially detrimental to the school or student body.

MINOR INFRACTIONS

- Excessive talking or disruptive behavior
- Classroom rule violation
- Spreading rumors or gossip
- Inattentiveness or improper behavior
- Running or horseplay in the halls and walkways
- Leaving class without permission
- Being in an off-limits area
- Dress code violation
- Use of cell phones or other inappropriate electronic devices
- Food/drink in improper areas
- Chewing gum
- Public display of affection

MAJOR INFRACTIONS

- Disrespectful behavior
- Direct disobedience
- Profanity, crude or rude language
- Flagrant or repeated dress code violation
- Pushing, tripping, or other inappropriate physical contact
- Vandalism/defacement of school property

- Gambling
- Possession or distribution of pornography or obscene materials
- Hazing or harassment
- Fighting
- Intentionally endangering the safety of others
- Honor violation (lying, cheating, stealing)
- Skipping school
- Any behavior that violates the four Olweus rules

All faculty and staff will take responsibility for enforcing these expectations and holding students accountable for their actions. This enforcement will be supported by a progressive discipline policy.

Special Note: Any student who is found in possession of, selling of, or use of illegal substances may lose the privilege of continuing to attend St. Andrew’s School. Furthermore, any student who has possession of a weapon at school or during a school activity, or who makes threatening statements against another, may lose the privilege of continuing to attend St. Andrew’s School. A student could progress through these consequences more rapidly depending on the severity and context of the infraction. The Division Head and Head of School have the authority to move directly to the most serious consequences if the situation merits such action.

DISCIPLINE RECORDS

The school considers discipline records to be confidential. Reports of minor disciplinary matters are discarded at the conclusion of each year. There are exceptions to this policy: records of honor violations and other major disciplinary offenses may remain a part of a student’s permanent record until he/she graduates or withdraws from St. Andrew’s. A record is kept through graduation or withdrawal of infractions which result in out-of-school suspension.

DRESS CODE

Community is one of the four core values of St. Andrew’s. At the heart of our community is the need for all members to feel safe, cared for, and respected. Our dress code is one way in which we establish standards for all community members so that concerns about modesty, safety, and professionalism do not interfere with the relationships we are building and sustaining. The school expects students to present a neat, clean appearance at all times and in service of our emphasis on community we will strictly enforce these standards of dress. Any student not in compliance with dress code will be asked to change clothes or remain separate from the community until he/she is dressed according to expectations. Classes and/or assignments missed due to improper dress will be considered unexcused absences.

DRESS CODE FOR GIRLS

- Tops: knit shirts, dress sweater tops, and blouses must either be collared with buttons or crewneck style (no t-shirts). Tops which are designed to be un-tucked may be worn that way,

but must extend a few inches below the waist even with the arms raised. Sleeveless shirts must have wide straps.

- Bottoms: Non-denim skirts and shorts which reach to the fingertips of the extended arm are acceptable. Pants other than jeans are also permitted.
- Dresses: Non-denim dresses without open backs which reach to the fingertips of the extended arm are acceptable. Sleeveless dresses must have wide straps. Strapless or tube top dresses are not allowed, even if worn with a cardigan.
- Leggings: Leggings are allowed. The top or dress that is worn with the leggings must reach to the fingertips of the extended arm.
- Footwear: Closed shoes with low heels (no more than 2”), including tennis shoes, are the only acceptable footwear. No sandals or open backs are allowed due to safety concerns.
- Outerwear: Sweaters, sweatshirts, vests, and jackets are permitted.

DRESS CODE FOR BOYS

- Tops: Knit or oxford shirts with collars and sleeves are acceptable and should be worn tucked in. Turtlenecks are considered collars.
- Bottoms: Non-denim slacks and pants which are worn at the waist with a belt are permitted. Non-denim shorts which are worn at the waist with a belt and are knee-length or just above the knee are also permitted. If slacks or shorts do not have belt loops, no belt is required.
- Footwear: Closed shoes, including tennis shoes, are the only acceptable footwear. No sandals or open backs are allowed due to safety concerns.
- Outerwear: Sweaters, vests, and jackets are permitted.

CASUAL DAYS

It is expected that casual days will occur frequently and that nominal fees will be associated with the privilege of wearing casual attire. The fees will be collected for various charities. On casual days, cargo pants, shorts, and jeans worn above the hips are permitted, as are t-shirts which conform to our standards of modesty and decency. Casual footwear, with the exception of flip-flops, beach sandals, etc. will be permitted on casual days.

DRESS ASSEMBLY DAYS

The monthly school assembly will be designated as a dress assembly day. Dress assembly days require a higher standard of dress than regular days. On these days, students are expected to dress similar to traditional expectations for a professional workplace. Young ladies should wear dresses, skirts, slacks, or jumpers with shirts/blouses, as long as they meet the length requirements stipulated above. They can wear dress shoes, although for safety reasons, shoes should have low heels (no more than 2”). Young men should wear dress slacks, dress shirts with ties, and dress shoes. Sweatshirts and sneakers are not permitted with dress assembly attire for both boys and girls.

OTHER STANDARDS

- All clothing must be in good repair, must fit properly, with no undergarments revealed.
- “Rolling under” the hem of a garment is not permitted.

- Brand names, writing, or insignias should be small and unobtrusive. Clothing and accessories must be free of any profanity, vulgarity, or inappropriate messages or symbols.
- Clothing must be of styles made for dress or casual wear (not athletic attire like nylon shorts or sweat suits, or “work” clothing such as camouflage or overalls).
- Hats may not be worn in any building and the hoods of sweatshirts may not be pulled over the head when inside the buildings.
- The only visible pierced jewelry allowed are earrings.
- Young men must be clean-shaven and their hair should not fall below the collar or cover their eyes. Sideburns must be squarely cut and should not exceed the bottom of the earlobe. *This policy is being reviewed for the 2016-2017 school year.*
- Except on special days, no costumes may be worn to school; masks and play weapons are not allowed on days where costumes may be worn.

Written rules cannot anticipate every situation that may arise in enforcing the dress code. The administration reserves final authority in deciding what is acceptable and for determining the consequences of improper appearance. Student appearance will not be tolerated which, in the opinion of the administration, a) is disruptive of the educational process, b) is a poor example for other students, or c) reflects negatively on the school and its mission.

MEDICAL POLICY & INFORMATION

MEDICAL POLICY

Students who are ill must not be brought to school and a child who becomes sick at school must be picked up as soon as possible after a parent has been notified by the school. A student whose emotional or medical condition, in the opinion of the Head of School, could be disruptive of the normal educational process, may be asked to leave school until the condition is no longer deemed to be potentially disruptive.

In the event that a student is believed to have a serious communicable disease, the Head of School must be promptly notified of the diagnosis and kept informed about the progress of treatment. In this event, the school reserves the right to evaluate its response on a case-by-case basis with professional advice. The school will make every effort to protect the identity and the right of privacy of all individuals when it receives information from any source; however, the school must exercise prudence for the health and well-being of the school community.

MEDICAL FORMS

All new and returning students are required to complete a St. Andrew’s Student Information and Permission Form before the beginning of each school year. The State of Georgia requires each student to have on file prior to the beginning of school: Form 3231 Certificate of Immunization and Form 3300 Certificate of Ear, Eye and Dental Examinations (EED). All participants in interscholastic sports must have the required physical exam and parent permission forms on file. Parents must sign a release if students are to be allowed to receive medications.

MEDICATIONS

The following policies apply to both prescription and over-the-counter medications which are brought to school: Medications must be brought to school by a parent and presented to the school nurse. Over-the-counter (OTC) medications must be in the original container. Prescription medications must be in the original container, listing the name of the student, physician's name, dosage, the time interval for administration and the name of the drug. The parent must complete and sign a copy of the "Authorization to Dispense Medication" form. These forms may remain in effect for the school year, but not beyond one school year. All medications must be stored by school staff, except in cases where the parent specifies in writing that the medication must be kept with the student and permission to do so is granted by the school nurse. Students who may need access to self-administered medications during sports or physical education should follow the above procedures; however, during the physical activity the medication must be given to the coach or PE teacher to be secured during the event.