



# St. John's

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## EPISCOPAL SCHOOL

### FAMILY HANDBOOK

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**The Family Handbook is closely aligned with the school's Faculty & Staff Handbook. The Family Handbook contains accurate information as of August, 2011. Any changes that are made during the school year will be made to the on-line version of this handbook. St. John's makes every attempt to update changes as soon as possible.**



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**FOUNDATION OF  
ST. JOHN'S EPISCOPAL  
SCHOOL**



## INTRODUCTION

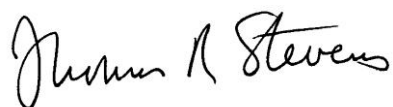
From my earliest memories, I have thought of school as a wonderful place, and while the context for how and why it is wonderful may have changed, these warm feelings have centered on schools being communities of learners where one feels safe, where teachers nurture and challenge, and where there is order and consistency. Our Family Handbook seeks to help us and help you have the benefit of an ordered, consistent environment where your children are cared for, cared about, and taught. This handbook contains information about what is expected of the students and parents, as well as the teachers and the school - from how to dress, to whom to contact - from what to expect on a daily basis, to what to expect in emergencies.

My predecessor, Len Armstrong, stated it well in his introduction to last year's handbook: "At St. John's, community expectations are strong, healthy, and rigorous. These expectations begin in the Church where we learn to care for each other unconditionally. They reach into the classroom where we actively encourage kindness, honesty, respect, and compassion. They extend into the hallways, the offices, the parking lot - and even into family homes - a full community of persons dedicated to making a positive impact on the lives of children and families."

Handbooks are not always interesting, but they are always important. This year's handbook has some changes in structure and content, and it is important that you do take the time to review it. The rules cover the simplest to the most complex situations and are there so that we can work together, so that we can be consistent, so that we are ready to address all kinds of situations - from the day-to-day - to critical emergencies. It is a wonderful resource for the most basic questions, and it contains valuable ideas and reminders that articulate the expectations for the St. John's community – a resource that, we are certain, will assist all community members.

I am looking forward to a great year working with all of you - a year in which we grow closer as a community, we learn from each other, and we have spectacular successes.

Sincerely,



Thomas R. Stevens  
Head of School

## MISSION



The school's Mission Statement can be traced back to the founding of St. John's Episcopal School by the Reverend James Valliant in 1961. Periodically, this statement is reviewed and revised with input from the Faculty, the Board of Trustees, and the Church Vestry. The statement was last revised in the Strategic Plan of 2008.

It is every community member's responsibility to read and understand the school philosophy. The culture and quality of classrooms, offices, and day-to-day routines should fully reflect the positive vision of the school's philosophy statement.

## MISSION STATEMENT

**It is the Mission of St. John's Episcopal School to graduate students of character and faith.**

Through our core values we work to create:

- **A challenging academic experience**
  - Students are encouraged to fulfill their unique potential through intellectual, moral, and spiritual challenge.
  - Students are taught Traits for Success: Organization, Attentiveness, Courage, Faith, Persistence, Flexibility, Positive Attitude, Generosity, and Responsibility.
  - We strive to balance the needs for individual growth and challenge with the needs for shared community experience and expectation.
- **A community of inspired students, teachers, and parents**
  - Students feel deeply connected and valued.
  - There is a meaningful partnership between teachers and parents based on dialogue, responsibility, and mutual respect.
  - We celebrate diverse skills, talents, and backgrounds expecting each individual to play a role in creating a community of warmth, character, and faith.
- **An everyday commitment to Christian values and the development of moral character**
  - We are committed to our Episcopal identity and to our role as an outreach of St. John's Church.
  - We celebrate our Episcopal heritage which encourages us to uniquely reach out to persons of all faiths and backgrounds by affirming the common elements of our personal, spiritual, and communal growth.

We seek to serve as a beacon for families, schools, and communities committed to nurturing students of character and spiritual faith.



## SCHOOL PRAYER

The school prayer is used at assemblies, chapel, faculty meetings, and other special occasions. Students and faculty hold hands as a symbol of togetherness when they share the school prayer.

- Leader:** Lord God, we seek to learn and grow;
- People:** Help us to learn from you.
- Leader:** You were kind to all you met;
- People:** Make us kind to one another.
- Leader:** You called all people to integrity in their lives;
- People:** Keep us honest in all we do.
- Leader:** You respected the dignity of all people, regardless of income, color, or creed;
- People:** Help us to see your face in theirs.
- Leader:** You reached out in love and concern to those in need;
- People:** Make your compassion and hope our own.
- ALL:** We thank you for the values of *kindness, honesty, respect, and compassion* that bind us together at St. John's Episcopal School. May we strive to keep St. John's motto in front of our lives: *Honor, Truth, and Faith* - remembering that the source of all these things is you.

AMEN



## HISTORY/GOVERNANCE OF ST. JOHN'S

St. John's Episcopal School was founded in 1961 by the Reverend James Valliant, Rector of St. John's Episcopal Church. The school was created as an outreach to the greater Olney community "to send forth well-balanced individuals - disciplined, courteous, and self-reliant . . . generously equipped with academic knowledge - all of this to be done within the climate of a warm, Christian experience."

St. John's School was originally housed in the basement of St. John's Church. It was funded with monies from the St. John's Church Vestry, though it was expected to be self-sufficient within the first two years. In September 1961, the school opened with four teachers, 26 students, and a secretary. A Board of Trustees was appointed by the church Vestry to govern the school and to ensure its educational, financial, and spiritual success. Mrs. Miriam Sherwin was appointed the school's first Headmistress. The following is a timeline of subsequent events:

1964	St. John's Episcopal School opens with 122 students in a newly completed \$125,000 two-story classroom wing.
1965	Mrs. Catherine O. Coleman is appointed the school's second Headmistress.
1970	The Reverend Jack Scott is called as Rector of St. John's Church.
1976	Frederick Rhineland is appointed as the school's third headmaster.
1989	A \$475,000 wing, including the Coleman Library, is completed. John Zurn is appointed the school's fourth headmaster.
1995	Benjamin Shambaugh is called as Rector of St. John's Church.
1999	The school completes its expansion to two classes per grade. A \$4,200,000 classroom and gymnasium wing is dedicated.
2009	Len Armstrong is named the Interim Head of School and is appointed as Head of School in May, 2010.
2010	A preschool program is added in September.
2011	Mr. Thomas R. Stevens is appointed Head of School in July.

The School Board of Trustees was closely connected to the Church Vestry from the earliest days of the school. Jim Valliant served as Chair of the Board of Trustees. When Jack Scott succeeded Jim Valliant, he originally served as Chair of the Board of Trustees. As the expectations for the Chair increased, the Reverend Scott assumed the role of Vice-Chair, handing over the Chairmanship to an elected Board member.

In 1988, Rick Constantine, a St. John's School parent and former Junior Warden of the Church, was elected Chair of the Board of Trustees. In 1999, Benjamin Shambaugh became Chair of the Board of Trustees. Hunter Hollar became Chairman of the Board of Trustees in 2001. Lou Caceres served as Chairman of the Board of Trustees in the 2006-2007 school year, Caroline Elmendorf served from 2007 to 2009, Dan Dionisio served from 2009 to 2010, and Debbie White is the current Chairman of the Board.

The St. John's Episcopal School Board of Trustees serves as the governing body of St. John's School, and in that function, acts within the parameters of similar independent school Boards across the country. Policies and procedures are developed along guidelines provided by national (National Associations of Independent Schools-NAIS), regional (Association of Independent Maryland Schools-AIMS) independent school organizations, and the National Association of Episcopal Schools (NAES).

The Board of Trustees is responsible for the general well being of the school, for the financial integrity of the school, for all policy decisions, and for hiring, supervising, and if necessary, firing the Headmaster of the school. The Headmaster is responsible for implementing policies of the Board and for running the day-to-day operations.

The Board of Trustees is appointed by the Vestry of St. John's Church which ultimately holds responsibility for all school decisions and policies. The Church Vestry, as the solely incorporated entity, holds all legal and fiscal responsibility for the school. The Vestry, in turn, is responsible to the Episcopal Diocese of Washington. In effect, the Board of Trustees serves as a subcommittee of the Church Vestry.

In order to supervise the Board and facilitate communication between the Board and Vestry, the Vestry appoints two of its members to serve on the School Board. Additionally, the Rector of the Church serves as Vice-Chair of the Board. The Vestry expects to be kept informed about Board policies and procedures. The Vestry approves the school's yearly budget and approves the addition of all new Trustees. Trustees serve one, three-year term, but may be eligible to serve a second three-year term.

## **BOARD COMMITTEES**

There are several standing committees on the Board:

### **Trustee Committee**

The **Trustee Committee** is composed of a Committee Chair and other appointed Trustees. Trustee Committee members work with the Board Chair to advise and aid in Board management. The Trustee Committee is responsible for reviewing the Board By-Laws and for overseeing the process of Trustee nomination, Trustee selection, Trustee development, and Trustee evaluation. The Trustee Committee conducts an annual

evaluation of the Headmaster. The Trustee Committee oversees the relationship between the Board and Church Vestry.

### **Finance Committee**

The **Finance Committee** is composed of a Committee Chair, the Board Chair, the Headmaster, the School's Business Officer, and appointed Board members. It is responsible for ensuring the sound financial management of the school; developing and recommending the budget for the upcoming fiscal year; studying long-term plant and facility needs with regard to budgeting, and reviewing faculty/staff benefits and school insurance needs. The Finance Committee oversees the school's audit by an independent auditor.

### **Development Committee**

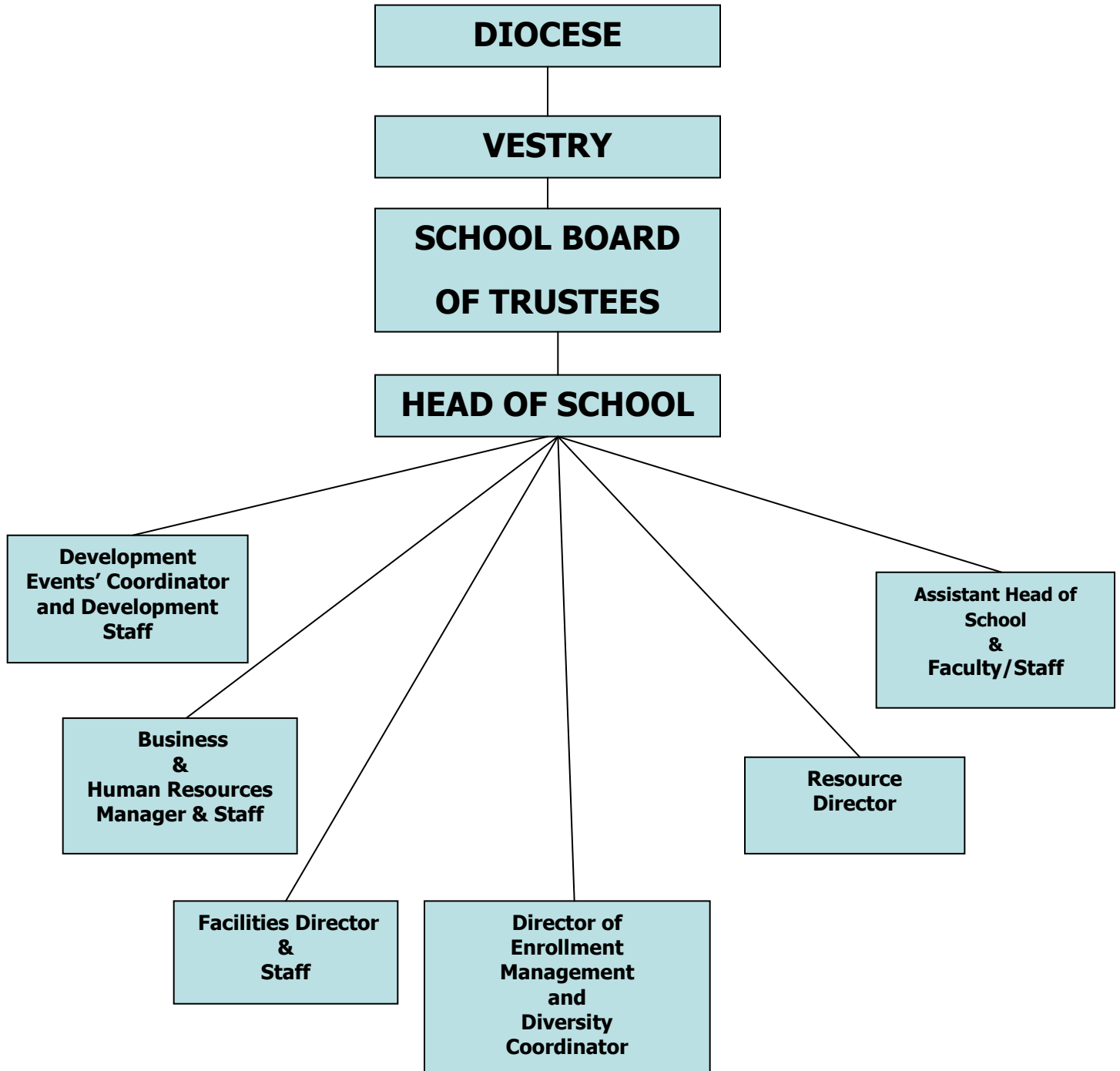
The **Development Committee** is responsible for helping to build community connections, for engaging various constituencies in the community, and for developing fundraising programs. The committee is composed of a Committee Chair, members of the school's Development Office, and other Board and non-Board members.

Additionally, there are various ad hoc committees appointed periodically for specific tasks such as Diversity Committee, Education Committee, and Strategic Planning Committee.



# ORGANIZATIONAL CHART

## ST. JOHN'S EPISCOPAL SCHOOL ORGANIZATIONAL CHART



## SCHOOL ADMINISTRATION AND STAFF

Church Rector	Canon Carol Cole Flanagan
Head of School	Thomas R. Stevens
Executive Assistant to the Headmaster	Mary Mayes
School Secretary	Anita Dove
Assistant Head of School	Sharon Rippen
Director of Enrollment Management	Mark Woodson
Athletic Director	Kim Hutcherson
Business Office:	
Business Manager	Kathy Schneider
Accounts Receivable	
Human Resources	
Payroll	
General Ledger	
Accounts Payable	
Development Associate	Judy Kennedy
Business Associate	
Health Coordinator	Kim Wyre
Learning Resource Director	Kathy Heetderks
Facilities Director	David Houser
Building Engineer	Jorge Manco
Custodial/Maintenance	Oscar Palacio
Custodial/Church Maintenance	Jacinto Zelaya
Extended Day Director	Paula Liscinsky
Technology:	
Technology Coordinator	Alecia Berman-Dry
I.T. Administrator	Tim Lawrence

## RELIGIOUS LIFE

### RELIGIOUS GOALS

St. John's Episcopal School was founded by the Rev. James Valliant in 1961 as an outreach of St. John's Episcopal Church, thus furthering the mission of St. John's Episcopal Church and the Episcopal Diocese of Washington, D.C.

As an outreach of St. John's Episcopal Church, the St. John's Episcopal School Community strives to:

- Understand that we are all God's children and that God loves each one of us
- Understand that the external world is God's creation and we have been created in God's image
- Ground ourselves in the Episcopal tradition and Episcopal services of worship
- Understand and live basic Christian concepts and values
- Look for concrete experiences in living our faith and demonstrating our concern for all of God's people while doing good works in God's name
- Celebrate our faith by observing/presenting special programs throughout the year
- Understand that our teachers, faculty, and Rector love us and are concerned about each of us and our families
- Respect religious diversity within our school community

### MISSION OF ST. JOHN'S EPISCOPAL CHURCH

The Mission of St. John's Episcopal Church is to:

- **PROCLAIM** the Gospel of God's love
- **PROVIDE** for Christian worship and fellowship
- **NURTURE** growth in Christian faith and values
- **SHARE** our resources to meet the needs of others

The Mission of the Episcopal Church (From the Catechism of the Episcopal Church):

#### **Q. What is the mission of the Church?**

**A.** The mission of the Church is to restore all people to unity with God and each other in Christ.

#### **Q. How does the Church pursue its mission?**

- A.** The Church pursues its mission as it prays and worships, proclaims the Gospel, and promotes justice, peace, and love.

## **RELIGIOUS GUIDELINES**

These guidelines were developed by the Rector of St. John's Church, with input from the school faculty and staff. Faculty and staff review these guidelines and seek out opportunities to connect with "an everyday focus on Christian values and moral character." In general,

### **The School:**

- Recognizes and affirms that the external world is God's creation, and that we have been made in God's image
- Recognizes and affirms that students have a spiritual dimension to their identity and that spiritual growth is important
- Recognizes and affirms the beliefs and traditions of the Episcopal Church
- Recognizes that we are in a critical position to influence children as they develop and must have the utmost respect for religious beliefs and traditions already instilled in our students
- Recognizes the importance of studying and teaching religion
- Seeks, as faculty and administration, to live out our faith and to be an expression of God's love, and not a vehicle of indoctrination
- Seeks to live together in a way which follows the example and teaching of Jesus Christ

### **The Class:**

- Has morning exercise/devotion at the start of the school day in the classroom when we do not gather as a school for an assembly or chapel
- Offers thanks before lunch or snack

### **The Teachers:**

- Are present at chapel when possible
- Facilitate the school's observance of and activities related to the church calendar, as discussed in faculty meetings, and work cooperatively and supportively with other members of the school community in relation to the religious life of the school

### **The Rector:**

- Leads the chapel program and oversees the religion teacher and religious programs
- Is always available as a resource and support to faculty, administration, students and their families
- Is to be consulted concerning questions of theology, church history, and issues of faith and doctrine

- Provides a liaison with the church community

## DIVERSITY

In January 2005, the St. John's Board of Trustees approved the following statement on Diversity:

*St. John's Episcopal School was founded in 1961 by St. John's Episcopal Church as an outreach to the greater Olney community. Our educational program seeks to nurture students of character and faith. Our Episcopal heritage compels us to reach out to persons of all faiths and backgrounds, affirming the common elements of our personal, spiritual, and communal growth.*

*We seek to welcome and embrace families from diverse racial, ethnic, socio-economic and spiritual backgrounds. We believe that the inclusion of people from diverse backgrounds and perspectives enriches the educational experience of all of our students and is vital to making them good citizens of the world. We are committed to fostering a climate in which issues of diversity are thoughtfully discussed and infused into the vision and direction of the school community.*

*As a community of faith, we believe in the principles of equity and justice. We celebrate the dignity and worth of all our members. We feel a strong sense of responsibility to each other and to the greater community. As a responsible citizen of the greater Olney community, St. John's Episcopal School strives to reflect this area's increasing diversity.*

The School's Director of Enrollment Management also serves as the Diversity Coordinator for the community. The Diversity Coordinator organizes regular meetings of the school's Diversity Committee that has been established to explore ways to strengthen and enhance issues of community diversity. The Diversity Committee began as a Board Sub Committee and is actively supported by the Trustees. Information about Diversity Committee meetings and diversity topics is shared through the Student Express.

Families with an interest or concern about issues of diversity should work through the appropriate hierarchy of resolving school issues (See Dealing with Problems, Concerns, and Frustrations (p. 21). Community members who wish to seek counsel for unusual circumstances should contact the school's Diversity Coordinator.

St. John's Episcopal School does not practice discrimination based on race, religion, color or national origin in the admission of students or the employment of faculty staff, or other personnel.

# COMMUNITY EXPECTATIONS



## RELATIONSHIPS

At St. John's, we expect all community members to work towards common school-wide goals. Parents in particular must recognize their relationship with faculty and staff is critical to the success of their children.

At St. John's we:

- **Focus on Character**

Students come first at St. John's. When we measure success, we need to keep our focus on student character as well as classroom curriculum, Organization, Attentiveness, Courage, Faith, Persistence, Flexibility, Positive Attitude, Generosity, and Responsibility are critical to student success!

- **Focus on Community**

Students, parents, faculty, and staff have distinctive and purposeful roles within the school. Nonetheless, it is critical that all work towards a larger sense of community that extends beyond classroom and office space. Students, parents, faculty, and staff are always expected to model Success Traits and to reach out to others with kindness, compassion, honesty and respect.

- **Focus on Communication**

A community is only as effective as are its lines of open communication. Problems cannot be resolved unless they are first identified. Parents, faculty, and staff are expected to openly communicate concerns and frustrations with the proper individuals. (See section below: Concerns, Complaints, and Problems)

- **Focus on Positive Attitude**

Every failure is a new opportunity to learn. We need to be teaching this to our children as well as modeling it in our personal and professional lives.

- **Focus on Open Minds:**

While our sense of community grounds us in the tried and true, we must be open to new challenges, new directions, new technologies, and new ways of doing things. As professional educators, it is our responsibility to know what works in our classroom and school, but also what is working in classrooms and schools across the nation. As parents, we need to recognize the changing nature of the world around us and seek ways to encourage our children to explore the challenges that lies ahead.

## TRAITS FOR SUCCESS

At the highest level of curriculum development, we are searching for ways to guide children to take full advantage of the many challenges and opportunities provided to them. At St. John's, we ask that teachers, parents, students and administrators discuss "Traits for Success." Research indicates that these character traits play the most significant role in enabling students to achieve success in school and in later life. Such factors as reading levels, affluence, grades, and I.Q. do not correlate as highly with eventual success as do **Organization, Attentiveness, Courage, Faith, Persistence, Positive Attitude, Flexibility, Generosity and Responsibility.** Each Trait for Success is highlighted for one month of the year.

### **September • Organization**

*I plan ahead. I have places for everything. I am ready to learn.*

### **October • Attentiveness**

*I focus on important things.*

### **November • Courage**

*I am willing to stand up for what is right. I challenge myself.*

### **December • Faith**

*I believe in the goodness of people and the power of God's love.*

### **January • Persistence**

*I keep trying in the face of adversity.*

### **February • Positive Attitude**

*I can do it!*

### **March • Flexibility**

*I try new ideas and different methods.*

### **April • Generosity**

*I give of myself to others.*

### **May • Responsibility**

*I can be counted on. I take charge of my learning.  
I am a kind, honest, compassionate, and respectful person.*

## **KINDNESS, HONESTY, RESPECT, AND COMPASSION**

St. John's is an Episcopal School. A significant measure of our success is how responsibly and effectively we act out the Christian values of Kindness, Honesty, Respect, and Compassion.

- Kindness - the quality of doing good rather than harm
- Honesty - the quality of being honorable and upright in character and action
- Respect - showing care, consideration, and regard for others
- Compassion - the feeling for another's hardships that leads to help and support

It is the responsibility of **ALL** St. John's community members to behave kindly, honestly, respectfully, and compassionately in our Christian community. Learning to act responsibly is a critical component to being successful in school and in life. (See Success Traits). During our school assemblies, we seek opportunities to discuss these themes. Every teacher needs to be thoughtful about how to intertwine them into their lessons and classroom routines. At the beginning of the school year, homeroom teachers should discuss with their students what these traits "look like":

### **Kindness:**

- Students encourage each other
- Students stand up for others when unkind things are said
- Students thoughtfully participate in community service
- Students reach out to those who are different

### **Honesty:**

- Students hand in homework on time
- Students put their best quality into all of their work
- When a student is not able to live up to an expectation (homework, behavior, thoughtfulness, etc), he or she discusses the problem with a teacher, a parent, or friend in a thoughtful way
- Students participate thoughtfully in advisor, homeroom, and other community discussions to try and address recurring issues
- Students accept that mistakes can be made and choose to learn from mistakes by discussing them in an honest and open way

### **Respect:**

- Students look out for all members of their class and school community

### **Compassion:**

- Students discuss literature, history, and current events in thoughtful and considerate ways
- Students seek out opportunities to learn from others who are less fortunate
- Students try to understand how others may feel or how others may react differently to their own actions

## ST. JOHN'S POLICY ON BULLYING

This policy is based on the belief that every member of the school community is equal in dignity and worth. Everyone must be allowed to learn and work in an environment that is free from bullying and harassment. Each person at St. John's Episcopal School not only has the right to feel safe and to be treated with respect, but also bears the responsibility to ensure the respectful treatment of others. Bystanders must not allow bullying to persist, and students who witness or experience bullying are expected to report the incident by completing a confidential Anti-Bullying Report.

### BULLYING DEFINED

Bullying is a form of repeated, persistent and aggressive behavior directed at an individual or individuals that is intended to cause distress and/or harm to another person's body, feelings, self-esteem or reputation. Bullying and harassment have many similarities. There are many ways to bully, but in all cases, students who bully other students want to hurt or upset them, usually repeatedly. It's not an accident. Bullying can happen between two people or in groups while bystanders watch. Bullying behavior will not be tolerated at St. John's Episcopal School.

### TYPES AND EXAMPLES OF BULLYING

#### Physical Bullying:

- Hitting, pushing, shoving, slapping, kicking, spitting at, or beating others up
- Damaging or stealing someone's property

#### Electronic Bullying:

- Posting on public electronic forums, web sites, blogs, social networks, or St. John's network
- Sending an e-mail, text message, or pictures that threaten or hurt others' feelings, single out or embarrass them, or spread rumors or reveal secrets about them

#### Verbal Bullying:

- Name-calling, hurtful teasing
- Insulting, humiliating, or threatening someone

#### Social Bullying:

- Excluding others from "the group" or from an activity
- Setting others up to look foolish
- Gossiping or spreading rumors about others
- Making sure others don't associate with someone

#### Racial/Ethnic Bullying:

- Treating others differently or badly because of their culture, racial or ethnic background, or the color of their skin.

- Saying negative things about someone's race, culture, ethnic background or skin color
- Calling someone by a racially or ethnically derogatory term
- Telling racist jokes

**Sexual Bullying:**

- Touching, pinching, or grabbing someone in a sexual way
- Making crude comments or spreading rumors about someone's sexual behavior
- Calling someone "gay" or "fag" or a "lesbian" or something similar to upset them
- Making sexual gestures at someone

**Religion-based Bullying:**

- Treating others differently or badly because of their religion
- Saying negative things about someone's religion

**Procedures for Safe Reporting of Bullying:**

1. Students are expected to report bullying to a trusted adult or student. Confidential Anti-Bullying Report forms are available at the Front Office or the offices of the Assistant Head of School and the Head of School.
2. Remember the facts:
  - ❖ Date
  - ❖ Place
  - ❖ Time
3. Follow the reporting protocol.
4. The school's goal is to listen, investigate, and act so that all students feel safe and supported.

**Incremental Consequences for Bullying Behavior:**

1. Meeting with the Assistant Head of School.
2. Empathy awareness
3. Restorative justice
4. Loss of privilege
5. Suspension
6. Expulsion

The school reserves the right to move to more severe consequences depending on the nature and severity of the bullying behavior.

## BEHAVIOR STANDARDS

St. John's is a community, and we all play a significant role in its success. Being part of a community requires a shared responsibility among all constituents. While the information outlined in this section is designed to help guide us in promoting responsibility, the health of our community is founded upon the following overarching tenet: We model the Christian values of **kindness, honesty, respect and compassion**.

The behavior standards at St. John's are based on three principles – **Respect for Self, Respect for Others, and Respect for Property**. These apply to **ALL** members of the school community during school and at any related school activity or program - *on or off campus*. Within each principle, specific behavior expectations have been defined. Through these expectations, children learn to behave responsibly and cooperatively, in a manner that ensures the safety and well-being of all.

We recognize that children learn through mistakes and that errors in judgment provide opportunities for growth and change. Discipline facilitates that growth and change and is viewed as an opportunity to teach children to do the right thing because it's the right thing to do, explore ethical questions, and help them learn more successful ways of working with others. This happens in an environment where standards and expectations are clearly articulated and where the consequences for transgressing such standards are defined, interpreted, and applied in a fair and consistent manner. Close communication with parents is essential in order to maintain the standards.

Through the discipline process, teachers use many proactive strategies to communicate the expectations. Logical consequences are used when the expectations are not met. Under no circumstances is corporal punishment permitted. The behavior expectations, prevention strategies, and logical consequences listed below, are applied in an age-appropriate manner. The proactive strategies and logical consequences outline a wide array of methods and choices which are utilized appropriately to the situation, dependent on the age of the child and on a case-by-case basis.

### RESPECT FOR SELF

#### Integrity:

- Be truthful (no lying or forging signatures)
- Do your own work (no copying someone's homework, quizzes, tests, plagiarism)

#### Self Regulation:

- Wait your turn to speak (no calling out)
- Use appropriate oral language (no cursing or demeaning words)
- Follow directions the first time they are given
- Use appropriate body language (no smirking, eye-rolling, desk drumming, burping, humming)
- Stay on task
- Walk quietly in the hallways and stay to the right

- Remain within your own personal space (no rough-housing, tackling or wrestling)
- Leave money at home unless required for a school activity
- Refrain from bringing candy and/or gum to school
- Refrain from bringing distracting items to school (i.e. toys, iPods, radios, headsets, electronic games/devices, dangling jewelry, intricate hair clips, buzzing watches)
- Keep cell phones in lockers, as they may only be used off campus

**Class Preparation:**

- Have books and materials for class
- Keep binders organized
- Complete homework

**Time Management:**

- Be on time to school
- Be on time to class
- Finish work in allotted time

**Dress Code:**

- Tuck shirt in
- Wear clean clothes
- Have all the proper uniform pieces and wear shoes at all times
- Wear skirts at the appropriate length (no more than 2 inches above the knee)
- Dress appropriately on Out-of-Uniform days
- Dress appropriately for the weather
- Check uniform for buttons, hems, tears, stains

**Personal Health:**

- Wash hands
- Wipe mouth/face after eating
- Use tissues to blow nose
- Cover mouth when coughing or sneezing
- Use personal hygiene products
- Flush the toilet
- Get enough sleep
- Choose healthy foods and snacks

**Personal Safety:**

- Remain on campus after being dropped off until released to parent or guardian.
- Remain in class or under supervision of a teacher unless given permission to do otherwise.
- Follow safety rules in all areas – indoors and outdoors
- Report unsafe situations to an adult

**RESPECT FOR OTHERS****Caring:**

- Be kind to others (no verbal, physical, or indirect/emotional teasing, intimidating,

threatening, bullying)

**Citizenship:**

- Keep hands, feet, and mouth to self
- Have respectful conversations with students and adults (no talking back or making derogatory comments)
- Use respectful body language (no demeaning gestures)
- Make direct eye contact when speaking with others
- Listen while others are speaking (no interrupting or talking while others are talking)
- Show good sportsmanship

**Assemblies**

- Enter oldest to youngest
- As a privilege, eighth graders will be permitted to exit first. After their exiting, dismissal of students will resume with youngest to oldest.

**Chapel**

- Remain silent entering, during, and exiting Chapel

**Hallways**

- Defer to younger students, allowing them to pass first
- Walk to the right
- Remain silent when classes are in session

**Lunchroom**

- Be silent during prayer and when the lights go out
- Use indoor voices
- Use good table manners
- Refrain from bringing glass bottles or restaurant food
- Remain seated unless obtaining more food and drink. Do not get up to throw trash away until dismissed.
- Get permission before leaving the lunchroom
- Clean up after yourself and help others to clean up tables and floors (leave the area better than you found it)
- Exit in an orderly fashion (grades K-4 by grade level)

**Technology:**

- Maintain your own folders (no accessing or deleting the folders of others)
- Send appropriate e-mails
- Remain in approved websites (no accessing inappropriate websites or tampering with the school's website/equipment)
- Keep your cell phone in your locker (At no time may students text message nor may they take photographs, video, or audio without teacher permission.)

**RESPECT FOR PROPERTY****School Property:**

- Treat school property respectfully (no drawing, defacing, or tampering with walls, ceilings, lockers, desks, laptops, computers)
- Maintain neat and clean campus facilities – leave an area better than you found it
- Report malfunctioning equipment to an adult

**Classroom and Personal Materials:**

- Care for library books and return them promptly
- Use materials in the right way
- Use materials wisely (don't be wasteful)
- Clean up after yourself and help others clean up
- Put materials away properly in classroom, desks, cubbies, and lockers

**Other's Personal Property:**

- Treat the property of others respectfully (no drawing or defacing belongings of others, posters, artwork)
- Ask permission before touching other people's things

**PROACTIVE STRATEGIES****Teach the Concept:**

- Define the desired behavior
- Explain rationale for rules and expectations
- Discuss the impact of inappropriate behavior on self and others
- Discuss possible consequences for inappropriate choices

**Teach Alternatives:**

- Teach coping strategies, i.e., Debug, Handle-It, Steps to Respect
- Redirect behavior
- Arrange environment to meet student needs
- Teach self-checking strategies
- Emphasize: Do the right thing, because it's the right thing to do
- Treat others as you would like to be treated
- Leave an area better than you found it
- Vary approaches to meet desired outcomes
- Ask students to explain their point of view
- Teach how to recognize and avoid situations that could lead to inappropriate behavior with positive and negative outcomes

**Reinforce Appropriate Behaviors:**

- Serve as a role model
- Use stories, songs, and role play
- Praise students for self-initiated actions
- Recognize desirable behaviors often
- Use reminders to trigger appropriate behavior
- Give clear examples of appropriate and inappropriate behaviors
- Monitor transitions
- Post the behavior expectations

- Use visual aids to illustrate rules and desired outcomes, i.e., posters, photos, banners, displays
- Honor the established expectations school wide
- Integrate character education, i.e., Traits for Success, class meetings, Leadership Club, instructional curriculum, Student Council, community service
- Provide opportunities to assist student individually, i.e., Upper School Advisor Program

## **LOGICAL CONSEQUENCES**

### **Restitution:**

- Apology/make things right
- Repair or replace the item
- Repayment of time
- Compensation
- School services, i.e., clean up mess

### **Instructional:**

- Practice appropriate behavior, i.e., rehearsal, role play
- Research topic
- Written assignment, i.e., paragraph, report, letters of apology
- Complete a problem/solution worksheet

### **Required interaction with:**

- Student to student, i.e., peer mediation, peace table
- Student to teacher
- Parents
  - ❖ Parent contact, i.e., phone, e-mail, letter
  - ❖ Parent conference
  - ❖ Parent to accompany student during school
- School personnel, i.e., Extended Day Supervisor, Assistant Head of School, Head of School
- Assistant Head of School, Head of School Office Referral when:
  - ❖ Behavior is a major disruption to the teaching/learning process, i.e., cheating on homework, quizzes, and tests
  - ❖ Behavior threatens safety of the students or staff
  - ❖ Behavior is illegal
- Police, i.e., discussion meeting with parent, student, and staff

### **Loss or Delay of Privileges:**

- Interaction with other students, i.e., time out
- Use of objects or equipment (i.e., Any use of a cell phone on campus during the school day will result in the immediate confiscation of the cell phone. The student's parent must retrieve the cell phone from the Head of School or the Assistant Head of School.)
- Activity, i.e., recess, field trip, assembly, guest speaker

The school's behavior expectations are fundamental principles of acceptable conduct. The expectations are required in the behavior of students at school and during any school-related activity, on or off campus (field trips, school bus, Extended Day Program, sports activities, dances, parties, etc.). The school has the right to take whatever action it deems necessary, regardless of prior communication and will address any serious infraction of school expectations on a case-by-case basis.

Parents and students should understand that violations of any of the following prohibitions could result in an in-school or out-of-school suspension, denial of re-enrollment, or expulsion:

- repeated infractions of school rules
- any action which seriously endangers the safety of others
- possession of weapons or look-alike weapons on school grounds or at school activities
- the use or possession of illegal controlled substances, intoxicants (including alcohol) or tobacco at school or school-sponsored functions
- racial, religious, or sexual slurs or harassment
- theft
- use of vulgar, obscene language, or cursing
- Technology User Agreement violations
- leaving school grounds
- actions which bring discredit to the school

St. John's Episcopal School seeks to foster a climate that emphasizes traditional values of citizenship, personal responsibility, self discipline, and respect for others. A student, who continually fails to complete work in a timely manner, has excessive absences, tardiness, or exhibits inappropriate behavior, may be denied further enrollment. During the year, all students are evaluated on their academic and social adjustment. Those not meeting the school's standards may be placed on academic or social probation and may not be issued a re-enrollment contract.

The Assistant Head of School has the authority to suspend, but expulsion or denial of re-enrollment to students is vested by the Board in the Head of School.

The School Community includes all students and their families, faculty and staff, volunteers, and members of the Board. The School has the right to take action to prevent the reputation of the school community from being injured by the unlawful behavior of a community member. Such action may include suspensions, dismissals, or termination of employment.

## **PARENT EXPECTATIONS IN AIMS SCHOOLS**

*In the spring of 2000, the Association of Independent Maryland Schools (AIMS) published the following guidelines for independent school parents:*

### **AIMS**

#### **PARENTS AND INDEPENDENT SCHOOLS**

To be successful, every independent school needs and expects the cooperation of its parents, who must understand and embrace the school's mission, share its core values, and fully support its curriculum, faculty and staff. When joined by a common set of beliefs and purposes, the independent school and its parents form a powerful team with far-reaching positive effects on children and the entire school community.

Working together, parents and school professionals exert a strong influence on children to become better educated; they also help them to mature by modeling adult working relationships based upon civility, honesty, and respect.

In practice, the greatest impediment to effective teamwork between independent schools and parents grows out of misunderstandings about school decision-making processes: Who makes decisions in independent schools? How are those decisions made? Independent schools must communicate their procedures to parents, who, in turn, share the important responsibility to become informed members of the school community.

#### **PARENTS AND THE BOARD OF TRUSTEES**

In most independent schools, decision-making authority at the highest level resides in a volunteer Board of Trustees whose membership often includes current parents. The Board of Trustees does not intervene in the daily affairs of the school, such as curriculum development and hiring, evaluating, or firing of faculty and staff. Instead, the Board focuses on three areas critical to the success of any independent school: it selects, evaluates, and supports the Head of the School, to whom it delegates authority to manage the school; it develops broad institutional policies that guide the Head in running the school; and it is accountable for the financial well-being of the school. In the conduct of its official business, the Board acts only as a whole; individual Trustees, including the Board Chair, have no authority to act unless specifically authorized to do so by the Board acting as a whole (1).

AIMS encourages parents who are interested in high-level decision making to stay informed about the work of the Board of Trustees by reading school publications, talking to the Head of the School, and attending appropriate meetings.

Parents with concerns about the school or with decisions made by the administration or faculty are encouraged to inquire about and follow the school's review process, but they should not expect the Board of Trustees to act as an appeals board. In a day school, trustees often interact with others within the school community and hear concerns

about the daily operation of the school. As a matter of good practice, the trustee reports those concerns to the Head of School.

## **PARENTS AND THE FACULTY AND ADMINISTRATION**

Parents play an essential and positive role in the life of an independent school. Not only are parents advocates for their children, they also support the faculty and administration through extensive volunteer activities and events.

The relationship between parents and the faculty and administration is formally governed by the school's written enrollment contract and handbook, in which its procedures are spelled out. When parents choose to enroll their child in an independent school, they agree to subscribe to its mission, follow its rules, and abide by its decisions. However, most teachers and administrators would agree that trust and mutual respect are the most essential underpinnings of effective working relationships with parents.

AIMS encourages parents to work productively with teachers and administrators by staying informed about their child and important events in the life of the school. Thoughtful questions and suggestions should be welcomed by the school. It is incumbent upon the school to provide parents with timely and pertinent information.

Parents best support a school climate of trust and respect by communicating concerns openly and constructively to the teacher or administrator closest to the problem. Efforts by parents to lobby other parents will be viewed by the school as counterproductive.

While parents may not agree with every decision by the school, in most cases, the parent and school will find enough common ground to continue a mutually respectful relationship. In the extreme case, however, an impasse may be so severe that the parent cannot remain a constructive member of the community. In such cases, both the parent and the school should consider whether another school would be a better match for the family.

- (1) See the excellent *Trustee Handbook* by Mary Hundley DeKuyper, published by the National Association of Independent Schools.

### *AIMS*

*The Association of Independent Maryland Schools (AIMS) is an association of more than 100 independent, college preparatory schools in Maryland and the District of Columbia, representing more than 40,000 students and more than 5,000 teachers, administrators, and staff. It was organized in 1967. AIMS works in cooperation with the Maryland State Department of Education and is a member of the Maryland chapter of the Council for American Private Education and the National Association of Independent Schools. St. John's Episcopal School is an accredited member of AIMS.*

## MANAGING CONCERNS, PROBLEMS, AND FRUSTRATIONS

Concerns, problems and frustrations will naturally arise as we strive to live together in a community. Conflict is not something to be avoided, but it is something which, when dealt with in a positive fashion, can lead to a stronger school and better environment for the children. Positive parent, faculty, and student morale are vital components of a successful school. Concerns are best dealt with by going directly to the source. Communicating early and often can help handle a situation before it becomes more difficult.

If there is a classroom concern, parents should always go directly to the classroom teacher first. Teachers are anxious to meet the needs of all their students. Even if an issue is uncomfortable for a parent to address, it is important to find a way of going directly to a classroom teacher first.

In the Upper School (grades 5-8), each student has an advisor with whom he or she meets weekly. Upper School parents are encouraged to approach their child's advisor with general academic questions.

If resolution is not possible at this level, the next step is to bring the item in question to a school administrator (Learning Center Director, Admissions Director, Assistant Head of School or Head of School). If resolution is not possible at this level, then the problem should be brought directly to the attention of the Head of School. At each level, every effort will be made to promote a positive resolution to the concern consistent with the school's Mission Statement.

Finally, it is important in a community to be supportive of one another. Compliment teachers, students, and parent volunteers when you know they are doing a good job. Let people know when good things are being said about them. Go out of your way to talk with teachers in higher and lower grades to find out what is being done at that level. Become an advocate for St. John's – this is a wonderful school with caring and dedicated faculty and students. Let's celebrate our successes with each other!

Throughout the year, questions or concerns may arise regarding specific procedures, policies of the whole school or specific to your class that may not be covered in this handbook. The following is a list of general topics that may be used as a reference for directing your questions.

Absences /Early Dismissal	Anita Dove
Health Issues	
Enrollment Management	Mark Woodson
Athletics	Kim Hutcherson
Billing	Kathy Schneider
Discipline	Tom Stevens/Sharon Rippen
Extended Day Program	Paula Liscinsky
Facilities Maintenance	David Houser
Finances	Kathy Schneider
Fundraising	Tom Stevens

International Travel	Alecia Berman-Dry
Library	Leslie Bragg
Parent Volunteering	Mary Mayes
Parking	David Houser
Preschool Program	Melanie Koller
School Calendar	Mary Mayes
School Uniform	Sharon Rippen
Special Events	Mary Mayes
St. John's Episcopal Church	Canon Carol Flanagan (Church Office) 301-774-6999 ext 216
I.T. Administrator	Tim Lawrence

Parents with specific questions about a subject area (English, Math, etc.) should go directly to the teacher of that subject.



# COMMUNITY EVENTS



## **COMMUNITY EVENTS**

### **COMMUNITY EVENTS (GENERAL)**

Being a St. John's parent involves more than just dropping their children off each morning. Each parent is expected to contribute to the St. John's community through volunteer opportunities. These opportunities are varied, and there is something here for everyone. Whether it is chairing an event, helping in the classroom, participating in a fundraising opportunity, going on a field trip, or baking a batch of cookies, we encourage parents to get involved.

### **PARENT VOLUNTEERS**

Special and community events are facilitated by the Special Events' Coordinator. Parents have the opportunity to sign up for these events in September during Volunteer Sign-Up nights, organized by each grade's room parents. Listed below are some of the special events that occur at St. John's during the year:

### **GRADE-LEVEL VOLUNTEER SIGN-UP NIGHT**

St. John's expects every parent to volunteer in some capacity during the year. Volunteering is an integral part of what makes St. John's so special, and our volunteers make the many activities and events at St. John's possible. There are grade-level Volunteer Sign-Up Nights during the first weeks of school, which are scheduled by your room parents. This is an extremely important meeting for parents to learn where they can volunteer in the St. John's community and to decide in which activities they would like to participate. To volunteer is to enrich their life, as well as the life of their child.

### **BACK-TO-SCHOOL NIGHT**

Back-to-School Nights are scheduled during the first month of school and posted on the school calendar. Both the Lower-School Back-to-School Night and the Upper-School Back-to-School Night provide an opportunity for parents to meet with classroom and subject teachers and review curricular goals and expectations for the year.

Back-to-School Night is an important opportunity for teachers to establish roles and relationships for the parents of their students. Our goal is to warmly welcome parents, celebrate our community and get down to the business of constructing a successful year. The evening begins with a brief community meeting. Parents are then excused to classrooms where teachers present their curriculum summary, give an overview of the school year, and share their expectations for students and their expectations for parents. Back-to-School Night is a critical opportunity for teachers to establish guidelines for effective communication between home and school. Time in faculty meetings will be devoted to discussing preparations for Back-to-School Night.

## **BLESSING OF THE ANIMALS**

STJES gathers for The Blessing of the Animals in honor of The Feast of St. Francis. St. Francis of Assisi devoted his energies to caring for all of creation. The community gathers as a reminder that we, too, are called to care for each other and our environment, in thanks to God for His good gifts to us.

## **COMMUNITY BUILDING WEEK**

Community Building Week is a school-wide event for Upper-School and Lower-School buddies. Students participate in events that are partner oriented and non-competitive during a scheduled Physical Education time in the fall. The purpose of Community Building Week is to help create a relationship between the younger and older students to help build a strong community.

## **DECLAMATION DAY**

Students in grades 3-8 participate in Declamation Day assemblies. Second-graders participate on a voluntary basis. Once a month, each student in the class memorizes a poem and presents it to the entire class. Poems often reflect our core values and success traits. Two or three students are then chosen from each class to present at the monthly Declamation Day Assembly. Attempts are made to have every student in the class present a poem in assembly at some time in the school year. Students actively search, throughout the school year, for interesting poems, learning a great deal about public speaking and presentation in the process. This is a tremendous confidence-building activity.

## **EPISCOPAL SCHOOLS' SUNDAY**

The School community is invited to attend, at St. John's Episcopal Church, the Episcopal Schools' Sunday service traditionally held in October. Students from the school participate in the service with a parent hosted reception immediately following the service. Our gathering together celebrates the joint mission and ministry of the church and school to educate children in faith and character, that we might be a force for good in the community around us.

## **HALLOWEEN PARADE**

Our annual Halloween Parade is a fun buddy activity that gives all students the opportunity to display their costumes while participating in a community-service activity. Students walk, in costume, around the school athletic field. As they walk, they are helping to support Interfaith Works. [Interfaith Works](#) is a nonprofit agency and a non-sectarian interfaith coalition of more than 165 affiliated congregations of diverse faiths, working together to meet the needs of the poor and homeless in Montgomery County, Maryland. Its programs shelter, clothe, and feed our

neighbors in need and provide supportive services with the goal of helping them achieve self-sufficiency.

The week before the parade, all students are asked to sign a Walk-for-the-Homeless registration form, and if willing, to also secure pledges for distance walked. The Inter-Faith Center will receive a \$100,000 donation from Fannie Mae if they collect a total of 6,000 signed forms. Students who return the signed form, with or without pledges, can receive a commemorative shirt or they can choose to donate the shirt.

The Halloween parade is held on the athletic field. Costumes may not have accompanying weapons, and hand-held props are discouraged. Provocative, gory, or violent costumes are not permitted. Masks are discouraged because of safety concerns. Family and friends are invited to watch the parade and are welcome to attend in costume.

## **DANCES**

### **Lower School**

The Lower School dance, (grades K-4) is held in the spring, in the gymnasium, with a different theme each year.

### **Upper School**

Dances occur three times per year in the Parish Hall for students in grades 5-8. These dances are exclusively for the students of St. John's Episcopal School. Upper School faculty members chaperone the dances. Students must remain in the building until they are picked up by a parent or a responsible parent/designated driver. No offensive (inappropriate slogans or messages) or revealing clothing may be worn. Students are expected to model the same values and conduct expected during regular school hours.

## **CHRISTMAS CONCERT**

The Christmas Concert involves all students and is held at night prior to Christmas break. The program is intended as a traditional celebration of the Spirit of Christmas. Each choir sings a selection of songs, and the School Band plays a variety of Christmas music. There is a matinee and an evening performance, and all students are required to attend both performances.

## **FACULTY/EIGHTH-GRADE CHRISTMAS LUNCHEON**

On the last day of school prior to the Christmas break, the seventh-grade parents and students prepare and serve lunch to the faculty, staff, administration, and eighth-grade students. "Secret Santa" gifts are exchanged between paired eighth-graders and STJES faculty, administration, and staff, and poems, written by and for partnered pairs, are read at this luncheon. This St. John's tradition is a highlight of the school year.

## **MULTI-CULTURAL FAIR**

The multi-cultural fair is a celebration of the diversity in our community and in the world. Lower-school students and their families may take this opportunity to share their

own culture or heritage or research another culture. Students then present hands on, interactive experiences at our Multi-Cultural Fair. This is held during the school day, and the whole school community is invited to attend.

## **INTERNATIONAL FESTIVAL**

The International Festival, presented in the winter, is designed to honor and promote multicultural awareness, to better incorporate dance into the curriculum, and to help foster a sense of family in the St. John's community. The goal of the program and its presentation is to help students respect and understand cultural differences and to become more aware of their world; to help improve their balance, grace, poise, coordination and conditioning; to learn the value of teamwork and of being responsible, reliable, and accountable to a group and to the full school production; to experience the joy of dancing; and to bring families together after the dancing. All students are required to attend **both** performances of the International Festival.

## **EIGHTH-GRADE PLAY**

Every May, the eighth-grade class performs in play. All St. John's families are encouraged to come to the performances which showcase our terrific students.

## **GRANDPARENTS' AND SPECIAL FRIENDS' DAY**

Held every spring, Grandparents' and Special Friends' Day is an opportunity to honor and celebrate important people in our students' lives. Our guests join us for morning refreshments, a special chapel service and classroom visits. Each child is welcome to invite his grandparent(s), or someone who is special in his life.

## **FESTIVAL OF THE ARTS**

The Festival of the Arts is St. John's spring concert and art show, and the entire St. John's community is invited to attend this celebration. There is a matinee and an evening performance, and all students are required to attend both performances.

## **FIELD DAY**

Field Days is a late spring event that is designed to be a fun day for the entire St. John's community. Activities are designed so that all students can enjoy and participate in events, not only the highly skilled. There is a relaxed, festival-type atmosphere, and the emphasis is on good sportsmanship, personal improvement, team spirit, and healthy competition.

## **BACCALAUREATE**

Baccalaureate is held on the school day prior to graduation. The service includes the entire student body in a ceremony to say "goodbye" to the eighth-grade class. Leadership awards are presented, and some eighth-graders give speeches. All parents are invited to attend this service.

## **GRADUATION**

The graduation ceremony is held the last day of school in June in the chapel. This ceremony is attended by the graduating eighth-grade class, their families, and the faculty. A reception follows the ceremony, which is sponsored by the seventh-grade parents.

## **AWARDS**

The following awards are presented at Baccalaureate and Graduation:

### **Hotchkiss Young Award**

The Hotchkiss Young Honorary Alumnus Award is named in honor of A. Hotchkiss Young, a longtime area resident and Church member who was instrumental in the founding and the growth of St. John's School. This award is presented each year to a member of the St. John's community who, through many years, has been actively involved in the school's growth and development. Along with the diploma comes recognition as an official member of the Class of 1961, the first year of the school's existence.

### **Valliant Award**

This is an eighth-grade leadership award named after the founder of St. John's School, The Reverend James Valliant, and is the school's most prestigious award presented to an eighth-grade student at graduation. The criteria for this award include:

- General excellence
- Class leadership
- Academic integrity
- Citizenship
- Participation
- Christian love

Eighth-grade teachers nominate 3-4 students who they believe meet these criteria. The recipient is chosen by a vote of the entire faculty with the award being presented at graduation.

### **Top Scholar Award**

This award is presented to the eighth-grade student with the highest grade point average during their eighth-grade year. The award is presented at graduation.

### **School Spirit Award**

This is an eighth-grade award for school spirit that is presented at graduation. The recipient is nominated by the current eighth-grade class and is chosen by a vote of all eighth-graders. The recipient is the eighth-grader who, through class leadership, has

set standards in thoughtfulness, integrity, and community that are admired and respected by his or her peers and has worked to bring the class together for the years ahead. This student becomes the Class Agent and is responsible for maintaining contacts between the school and classmates through the following four years. This student becomes the link between his class and the St. John's Alumni Office.

### **Katharine R. Meyer/NAES Award**

The Katharine R. Meyer/NAES Award is named after a long-time fourth-grade teacher and is a leadership award presented to a fourth-grader who has exhibited the following qualities during their tenure in Lower-School:

- Demonstrated leadership in the classroom
- Encouraged a community of kindness, honest, respect, and compassion

Fourth-grade teachers nominate 3-4 students who they feel meet these criteria. The recipient is chosen by a vote of the Lower-School faculty. The award is presented at the Baccalaureate service.

# COMMUNICATIONS



## SCHOOL TO PARENT

Communication between school and home is an essential ingredient to student success. There are several structures within the school to facilitate this communication.

### School Website

- The school uses both its web site ([www.stjes.org](http://www.stjes.org)) and the password-protected Parent Portal (“Community Log-In” button on the front page of the school’s website) to communicate with parents over the internet. The web site is filled with a wealth of information about the school. Parents are encouraged to check the site regularly for the latest information on school activities and events. The athletics’ section has information about our teams and the scores from our competitions.

### School Calendar

- The official school calendar is accessible on line to parents at the beginning of each school year, and includes vacations, holidays, and special events. Adjustments will be made when necessary throughout the school year. Vacation days generally conform to those set by schools similar to St. John's. Parents are invited to join their children for special activity days. All school events and any unforeseen changes to the school calendar will be announced via the STJES FYI and updated on the school’s electronic calendar.

### STJES FYI

- These updates will be sent twice a month to e-mail addresses which parents have designated to the front office. The FYI is designed to inform the community of past events and apprise them of upcoming activities.

### Gold Packet

- The Gold Packet will be sent home four times during the school year to every St. John’s family and will be distributed to the youngest (or only) child in a family. The information in the Gold Packet will include a monthly calendar, flyers, announcements and other school news.

### Annual Report

- The St. John’s Annual Report is published in the fall of each year. It contains a complete list of all donors who contributed to St. John’s during the previous fiscal year, a school financial summary as well as key volunteer positions. The Annual Report recognizes and celebrates the generosity of our school community.

## Phones

- St. John's has phone lines set up in the front office to handle several incoming calls at the same time. The voice-mail system is set up so that each faculty member has a mailbox. Saved messages are indicated by a blinking red light located at the top of the phone and may be retrieved by dialing 300 and then following the prompts. Students are able to use the classroom phone to call home in the case of an emergency only. (Note: Forgotten homework is **not** an emergency situation.)

Students' use of cell phones is not permitted during the school day. For the complete Cell Phone Use policy, please see the Technology section in this handbook.

## E-mail

- E-mailing has become the most accepted means of communication. Please review the Technology section in this handbook for our recommended e-mailing protocols.

## TEACHER TO PARENT

Parents should understand that teachers, in addition to working directly with their students, need to spend a substantial portion of their day developing and maintaining a challenging curriculum for their students. We need to be certain that teachers have adequate time to plan and prepare their lessons. Parents can help by limiting impromptu conferences in the hallways and classrooms before, during, and after school. Lengthy discussions should be set up by appointment. Please do not phone teachers at home. These rules are by no means an attempt to curtail communication, but instead, a recognition that the more time a teacher has to plan strategic instruction, the more effective the teacher will be with **all** the children.

### Assignment Books

- Students in grades 4 through 8 are issued an assignment book at the beginning of the school year. Teachers instruct students on how to record daily assignments, weekly, monthly and yearly commitments in the book. These books are to be used by the student regularly throughout the school year and may be collected periodically by teachers or the administration to check the effectiveness of their use. If a student is having difficulty keeping up with assignments, parents may be asked to sign the assignment book on a daily basis in order to monitor the student's homework. Notes or other communications by teachers or parents in this book are the **student's responsibility** to deliver to the appropriate person.
- Students in grades K-3 use a similar format for assignment keeping and daily school/home contact. Specific instructions are sent home by the classroom teacher.

### Report Cards

- With regular communication among the teachers, students and parents, all parties remain informed during the course of a marking period. All progress reports and report cards are issued electronically. Grades 4-8 receive mid-term progress reports. Report cards for grades K-8 are released at the end of each trimester. These dates are on the school calendar.

### Parent Conferences

Parent conferences are scheduled for all students in K-8 in November and then for grades K-4 at the midpoint of the second trimester. Parents of Upper School students are encouraged to meet with their child's advisor to discuss the student's progress. While the advisor will be able to handle most questions and concerns, if there are specific questions for a teacher, parents should make appropriate arrangements in advance. Other parent conferences may be scheduled as needed at the request of a parent, teacher, or administrator at any time during the school year.

## TEACHER TO TEACHER

Although numerous informal discussions about students' needs occur at various times throughout any given day, there are additional, more formal, opportunities for teachers to share student concerns:

### Chambers Meetings

- Chambers Meetings are weekly meetings designed to keep faculty informed about students, programs, and school related issues. All faculty attends appropriate Chambers Meetings and are responsible for the information shared at each meeting.

Chambers Meetings are held during designated lunch periods by grade-level groupings:

- ❖ Grades K-2 (Wednesdays)
- ❖ Grades 3-4 (Thursdays)
- ❖ Grades 5-6 (Tuesdays)
- ❖ Grades 7-8 (Mondays).

## **PARENT TO SCHOOL**

### **Parent Portal**

- Every family will have access to the school's password-protected electronic communication system. This system is accessible by clicking on the "Community Log-In" button on the front page of the school's website. Every St. John's family is assigned a password which enables parents to access information about their child's classes, their assignments, communications from teachers, calendar updates and links to various school-related resources.

### **Parent Coffees**

- Parent Coffees are opportunities for parents and school directors to meet in a relaxed atmosphere. These get-togethers provide an opportunity for the administration to present information and ideas to parents and receive feedback on those topics; it is intended to be a rich exchange of ideas. While there will be some time for an open forum, it is not to be used to offer criticisms or complaints of specific faculty, staff, or programs. If an administrator sees that a parent's concern is inappropriate for that situation, the parent will be invited to discuss the issue with the administrator at another time. Coffees are posted on the school calendar

### **Parent Orientations**

- Parent Orientations are structured meetings where administrators and grade-level faculty inform parents of the expectations they have for incoming students and highlight strategies that help parents support their children. Parent Orientations are scheduled for our incoming kindergarten, fourth-grade and sixth-grade classes. These evening meetings are posted on the school calendar and take place in the spring, with the exception of kindergarten, which is scheduled in August. Attendance is strongly encouraged.

### **Classroom Visitation Guidelines**

- In order to minimize disruption to the classroom, the following guidelines for visitation are advised.
  1. Prospective parents may observe in the classrooms while accompanied by the Admissions Director or appropriate staff marketing the school.
  2. Current parents may observe in their child's classroom if prearranged with the Assistant Head of School. Parents may also be invited to participate in a classroom event by a teacher. Observations will be school managed (see #9 below).
  3. While visiting in the classroom, observers are encouraged to place their cell phones or beepers on vibrate and avoid engaging in personal discussions with

the staff or other parents. Computers are strictly for school use and may not be utilized by visitors for the purpose of retrieving e-mail or accessing the Internet.

4. As part of their course requirements, current STJES staff may arrange with the Assistant Head of School to observe or student -teach.
5. As part of their course requirements, students from colleges and universities may observe or student-teach as prearranged between the college or university and the Assistant Head of School.
6. A current faculty member's mentor may observe in a classroom to assist in the professional development of a mentee, provided such observation is pre-approved by the Assistant Head of School. The observation will be school managed (see #9 below).
7. As deemed appropriate by the Assistant Head of School and with the approval of the child's parents, a professional may observe a specific child in the classroom to evaluate specific needs that will assist in the child's education. The observation will be \*school managed. An exit interview will be held so that the professional may share his observations and recommendations with both the school and the child's parents.
8. Current parents are welcome as volunteers in the libraries and classrooms, chaperones for field trips, speakers, and hosts for special celebrations.
9. \*School managed" is defined as:
  - Appropriateness of observation is determined by the school
  - Date, time, and length of observation are determined by the school
  - Classroom teacher is pre-advised of observation
  - Assistant Head of School is in the classroom during the observation

# ADMINISTRATIVE SERVICES

## ADMISSIONS

All admissions inquiries should be directed to the Office of Enrollment Management. Candidates will be invited to spend a day or part of a day at St. John's. Academic readiness, behavior, character, and a candidate's ability to work within a group setting will be evaluated. Applicants are also asked to submit current school transcripts, teacher recommendations, and a family survey. All decisions are made by the Admissions Committee, with priority given to siblings and active church families who meet the above criteria.

### ADMISSIONS EVENTS

Admissions Events offer an opportunity for prospective families to visit St. John's. During the events, current students offer tours of the school, parent volunteers serve light refreshments, and the faculty, staff, and St. John's graduates may also be available to answer questions about curriculum and programs for prospective families.

### TUITION

The Board of Trustees sets and the Vestry approves tuition in January of each year. Student Enrollment Contracts are sent out to families by the end of February.

### FINANCIAL AID

St. John's offers financial aid. Financial aid is a budgeted amount in the school's annual General Operating Fund. It is also supported by interest and/or dividend income from several school endowment funds.

Families may apply for financial aid for the following school year beginning on November 1. The Financial Aid Committee (a subcommittee of the Board of Trustees) meets in February to review applications for financial aid. All requests are reviewed on a case-by-case basis. First consideration in all cases is given to the level of financial need using data provided by School and Student Services (SSS) for Financial Aid, tax forms, and other information provided by applying families. The Committee gives extra consideration in its decisions to families who have received financial aid in the prior years, families who are active members of the St. John's Church community, families of current faculty and staff, families who participate actively in the St. John's School community, and families who add diversity to the school community. Financial Aid Award letters are sent to each applying family in March (or as aid is determined).

### RE-ENROLLMENT

Re-enrollment contracts are typically sent out in February and must be returned by early March with a non-refundable deposit. Parents with any outstanding balances will not receive their child's report card or contract. **All accounts must be current.**

## **ADMISSION POLICY REGARDING CHURCH MEMBERS**

While admission is open to all regardless of ethnic or religious background, priority is given to siblings of students and active members of St. John's Episcopal Church.

## **ADMISSIONS POLICY REGARDING INTERNATIONAL STUDENTS**

St. John's Episcopal School is located in the diverse Washington/Baltimore metro area where the acceptance of international students will enhance our diversity and inspire students to think more globally. Our rigorous, research-based academic program, coupled with our small class size, will enable international students to have the personal attention necessary for an effective transition. STJES follows all federally mandated regulations for international students.

## **NON-DISCRIMINATION POLICY**

St. John's Episcopal School does not practice discrimination based on race, religion, color or national origin in the admission of students or the employment of faculty staff, or other personnel. STJES follows all federally mandated regulations for international students.

## BUSINESS OFFICE

### MISSION STATEMENT

- *To serve the St. John's Community by overseeing the smooth, efficient, timely, and accurate processing of all elements of the financial process*
- *To maintain St. John's good financial position by following accepted general accounting principles and the recommendations and requirements set forth by the auditors during the annual audit*
- *To uphold our standards of financial operation and assist in providing the optimal educational program for the utmost value*
- *To disseminate information and respond to questions in a timely and considerate manner*

### STANDARDS OF FINANCIAL OPERATION

The Business Manager, reporting to the Head of School, is responsible for administration of all aspects of the school's financial process.

The Business Office will maintain the school's good financial position by following the recommendations and requirements set forth by the school's auditors and by adhering to generally accepted accounting principles.

The Business Office, in conjunction with the Finance Committee and the school's auditors, has established and follows procedures regarding personnel, purchasing and cash management.

All financial records will be reconciled on a monthly basis, reviewed by the necessary parties and reported to the appropriate individuals.

The Business Office will communicate all necessary information regarding contracts, budget processes, and other essential financial information at various monthly faculty meetings and through written communications.

### FISCAL YEAR TIMELINE

#### July

One-payment tuition plan payment due  
Two-payment tuition plan payment begins

#### September

Annual audit performed by accounting firm

Finance Committee meets to review previous year-end financials and July, August current year financials

	Final fiscal year budget approved Extended Day payments begin.
<b>October</b>	Finance Committee meets to review September financials, and Audit presentation by accounting firm
<b>November</b>	Finance Committee meets to review October financials and recommend tuition and salary changes for next budget year
<b>December</b>	Re-enrollment contract/packet reviewed by Head
<b>January</b>	Parents informed of Re-enrollment Finance Committee Meeting – next fiscal year proposed faculty/staff salary increases and tuition changes reviewed and recommendations sent to Board of Trustees Board of Trustees Meeting- next fiscal year faculty/salary increases and tuition reviewed and approved Final tuition payments due
<b>January 31</b>	Deadline for financial aid applications to The School and Student Service (SSS) for Financial Aid
<b>February</b>	St. John's receives financial aid applicant analysis from SSS. Financial Aid applicants submit IRS 1040 forms, W-2 forms, etc. directly to the school. Re-enrollment contracts mailed to families without any outstanding balances.
<b>March</b>	Financial Aid Committee meets to award aid. Notification sent to applicants as aid is determined.
<b>Mid-March</b>	Re-enrollment contracts due to Business Office with non-refundable deposit.
<b>May</b>	Monthly FACTS' payment plan begins.
<b>June</b>	Final Extended Day payments due Fiscal Year closes; Final bills due to Business Office for year-end posting

## **SCHOOL FUND-RAISING**

### **FUNDRAISING (GENERAL)**

All fundraising activities are under the direction of the Head of School. Thanks to the generosity of the St. John's community, the school is able to raise substantial funds each year to enhance and enrich the educational program for our students.

### **ANNUAL FUND**

The Annual Fund serves as the foundation of all fundraising for each independent school, including St. John's. Each fall the school kicks off the Annual Fund campaign soliciting alumni, faculty/staff, grandparents, parents of alumni and current parents for their participation.

All gifts to the Annual Fund are voluntary, tax deductible, and a strong indicator of community support and enthusiasm for the school. Donations to the Annual Fund go directly to supporting the school's current year operating budget. The campaign strives for 100% current parent and faculty participation as potential Corporate and Foundation grant makers look to this as an important measure of any school's success and sustainability. Donors may make contributions to the Annual Fund through the United Way/Combined Federal Campaign as well. Please let the Development Office know when designating your gift through the United Way/Combined Federal Campaign so the School can accurately record your gift. Many employers will match charitable gifts to independent schools. Please contact your human resources department for the required forms or ask the Development Office for assistance.

### **AUCTION**

The Development Office works with a committee of dedicated parent volunteers to orchestrate the school's annual auction. This fun-filled evening is our main fundraising event of the year and includes a silent auction and dinner followed by a live auction. Many of the most sought after items are services or items donated by St. John's faculty members. Proceeds from the auction go to support a number of areas in the school including financial aid and faculty enrichment/summer grant programs.

### **CAPITAL CAMPAIGN**

When any independent school decides to raise funds for a building, endowment or other major initiative, a Capital Campaign begins. A typical Capital Campaign is conducted over a 3 to 5 year period and is separate from the Annual Fund support needed each and every year for the operating budget. St. John's is not involved in a Capital Campaign at this time.

### **ENDOWMENT**

The Board of Trustees at St. John's has established seven endowment funds for the School. An endowment is critical to the long term health and stability of an independent school – first, because the principal serves as a financial cushion for the

school in case of difficult times, and second, because the interest from an endowment helps to ease the pressure for increasing tuition to meet the expanding needs of a growing institution.

### **The current endowment funds at St. John's are:**

- **The Ameridream Endowment for Financial Aid**  
Established in 2002 with a gift from the Ameridream Corporation, this endowment supports families with incomes below Montgomery County poverty levels who might otherwise not be able to afford a St. John's education. The interest from this endowment goes directly into the School's financial aid, then to families who qualify for assistance based on criteria collected from Montgomery County.
- **The Endowment for the School Band**  
Established in 2005 with a generous gift from a past St. John's family the interest from this endowment is used each year at the discretion of the band instructor to benefit the school's band or instrumental programs.
- **The Cultural Arts Endowment**  
Established in 2004 with gifts from St. John's families devoted to the cause of cultural arts education in the community, the interest from this endowment funds arts programs chosen by the Cultural Arts Committee.
- **The Candace Leigh Downing Endowment**  
This endowment was established in 2004 in the loving memory of Candace Leigh Downing, Class of 2005. The interest from this endowment supports faculty development grants, distributed each summer for workshops and educational experiences that develop the quality of St. John's faculty.
- **The Katharine Meyer Endowment Fund**  
Named in honor of Katharine Meyer, St. John's first fourth grade teacher, this endowment was established in 1999 to support and enhance faculty benefits. Katharine Meyer served the St. John's community for two decades and her family is still involved with St. John's today.
- **The Reverend James Valliant Endowment for Financial Aid**  
Named in honor of the Reverend James Valliant, Founder of St. John's School and former Rector of St. John's Episcopal Church, the Valliant Endowment was established in 1988 to benefit families who might otherwise not be able to afford a St. John's education. The interest from this endowment supports the School's financial aid program.
- **The John H. Zurn Endowment**  
Established in 2009 in honor of John H. Zurn, former Head of School for twenty years, this endowment will fund an annual award for an outstanding teacher. The award will recognize both service to St. John's and outstanding teaching.

Individuals interested in supporting one of St. John's endowment funds should contact the Development Office.

## **MAJOR GIFTS**

At the beginning of each school year, the Development Office and Head of School share a list of unbudgeted special projects, or "wish list" items, the school would like the fund. In recent years, major gifts have made a significant impact on a number of areas in the school including athletics, landscaping, library needs, music, playground equipment and technology.

## **PLANNED GIVING**

St. John's Legacy Society recognizes those individuals who have made a planned gift to the School. A planned gift is a vehicle for members of the St. John's community to make a gift to the School while securing the financial needs of your family and loved ones. Interested individuals are encouraged to consult your tax planners or attorneys, as well as the Development Office, so that proper vesting language is used. Planned gifts include establishing a trust or annuity, giving stock, real estate or life insurance, naming the School as a beneficiary of your pension plans or remembering St. John's in your will.

## **SECONDARY FUNDRAISERS**

St. John's conducts a number of smaller, or secondary, fundraisers throughout the school year to fund the various needs of the School. All secondary fundraisers are voluntary contributions and families should not feel obligated to participate. The current secondary fundraisers include:

1. Book Fair – Held in the library each fall, proceeds from the sale of books benefit the School library.
2. Sally Foster or other like programs – Gift Wrap, Entertainment Guide and Cookies – In September of each school year St. John's families are given the opportunity to buy and sell Sally Foster products. St. John's receives 50 percent of the proceeds from these fundraisers.
3. Grocery Bucks – St. John's participates in three local grocery bucks programs, Giant's A+ Bonus Bucks, Harris Teeter VIC, and Safeway's eScripps. We ask that parents sign up for these programs each fall.
4. Box Tops 4 Education – St. John's participates in this fundraiser which helps earn money for the school when parents clip Box Tops coupons which appear on products made by Pillsbury, Betty Crocker, Hefty, Kleenex, Cottonelle, and many more. St. John's receives 10 cents for every Box Top redeemed.
5. SHOP – A fundraising program of no additional cost to St. John's families, SHOP is a program whereby the school purchases gift cards and certificates from a variety of local businesses, restaurants and stores at a discounted rate, and then

St. John's families may purchase the gift cards at face value – the result is that St. John's earns the difference between the purchase price and the face value that is sold to families. An example of some of the vendors we purchase gift cards from are: Fletcher's, Good Earth, Giant, Harris Teeter, Mamma Lucia, Olney Grille, Safeway, Shopper's Food, Starbucks and TJ Maxx/Marshall's/Home Goods. Proceeds from this program are typically used to support the school's major gifts program or other special fundraising project.

6. Uniform Committee (Used Uniform Sale & Spiritwear) – The Used Uniform program was created to help parents purchase uniforms at a discounted price. Current parents donate gently-used uniforms to the school, and then the uniforms are sold at a Used Uniform Sale several times a year. The school also has a line of "Spiritwear" that is sold at Gorman's Gear.

## EXTENDED CARE

### ENROLLMENT

Extended Day is open to all students of St. John's. Extended Day contracts will be sent out to each family in May. Parents who wish to use Extended Day must sign the contract and return it to the school. Students registered after this time will be admitted on a space-available basis. The School reserves the right to deny access to the Extended Day Program if an account is not current.

### LATE POLICY

St. John's Extended Day late policy is as follows: Parents will be charged \$10 for every five minutes that they are late, per child, with a minimum charge of \$10. If they are late three times in one month, they will not be permitted to use the after-care services for one week.

### DROP-INS

A "Drop-in" is a student who is not enrolled on a regular basis in the Extended Day Program, but whose parents or guardians are unable to pick them up after dismissal or, occasionally, need Morning Care. Since there are only a limited number of spaces available on a "drop-in" basis, parents need to call the Front Office in advance to register for drop-ins. They must bring their child into the building, sign them in with staff in the morning and sign them out with staff in the afternoon. Since no child is permitted to be left unsupervised, all children who are not picked up from school by 3:40 will be automatically sent to Extended Day. Parents must then sign their child/children out and pay the drop-in fee of \$15 per hour per child when picked up. There will be no "drop-ins" on half-days or Fridays for students not enrolled in Extended Day. Drop-ins are only permitted three times per month. The drop-in fee is \$15 per hour per child.

### HALF DAYS

Only students who are registered for Extended Day will be accepted on regularly scheduled half-days and Fridays as a drop-in. Parents must call the Front Office to make arrangements. There will be a fee of \$15 per hour per child.

### SCHEDULE

Morning Care:

Monday-Friday	7:00-8:00 AM
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After Care:

Monday-Thursday	3:00-6:00 PM
Friday	1:30-5:00 PM
Half-Day	11:45 AM -5:00 PM

Extended Day will use the school's lunchroom, gym, front and back play areas, and the upper field. Space used by the Extended Day Program is subject to change. Parents dropping off their child for Morning Care must sign them in with the morning staff. Parents picking up their child from After-Care must sign them out in the afternoon.

## SCHOOL HOURS

### Normal office hours are:

Monday – Thursday	7:30 a.m. - 4:00 p.m.
Friday	7:30 a.m. - 3:00 p.m.

### Summer Hours:

Monday – Thursday	8:00 a.m. – 3:00 p.m.
Friday	8:00 a.m. – noon

On occasion, summer hours may vary.

# ACADEMICS

## GRADING

Students at St. John's receive both academic grades, and in grades K – 4, grades based upon their modeling of success traits. Report cards are posted electronically on PCR Educator following the end of each marking period.

In grades 4-8, written comments analyzing student progress in each academic subject are posted electronically on PCR at the midpoint / interim of each marking period. The progress reports outline student strengths and specify goals for improvement, and they allow ample time for the student to work toward elevated performance on report cards. At the end of each trimester, students in grades K-3 receive a general course comment, outlining the trimester's academic topics, as well as written comments - both academic and social - specific to their performance.

**Students in grades 4-8 who receive a grade of C- or lower in a core subject (averaged over the school year) are expected to complete summer work in either a St. John's summer academic camp or with a tutor approved by St. John's. A plan will be worked out with the division director and/or resource department by mid May. Students in grades K-3 whose reading or math skills are below grade level are expected to attend St. John's summer academic camp and/or to receive outside tutoring.**

The School reserves the right to withhold report cards if an account is not current.

### GRADES - ACADEMIC

In grades K-2, there is a system of narrative reports; no letter grades are used. In grades 3-8, percentages are used to more accurately reflect student achievement. Although letter grades will not appear on the reports, as a point of reference, see the scale below:

100-97	A+	89-87	B+	79-77	C+	69-67	D+
96-93	A	86-83	B	76-73	C	66-63	D
92-90	A-	82-80	B-	72-70	C-	62-60	D-
						Below 60	F

## GRADES – SUCCESS TRAITS

Students in grades K-4 will receive, from their homeroom teachers, effort marks that correlate to their exhibition of the following St. John's Traits for Success. In grades 5-8, students will be evaluated within the teacher narrative.

<b>Success Traits</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Organization: Manages class time, necessary materials, and assignment deadlines					
Attentiveness: Focuses on what is important; follows directions; listens to learn from others; self-monitors					
Courage: Is willing to risk error to expand knowledge and skills; does the right thing; self-advocates					
Faith: Treats others with their goodness in mind; demonstrates a faith in self; respects Chapel services; respects people of different faiths					
Persistence: Works through difficult and demanding challenges; brings a task to closure; pursues academic achievement					
Positive Attitude: Is willing to work to learn; cheers on others; demonstrates an "I can" attitude					
Flexibility: Accepts corrective feedback; tries new ways to solve problems; seeks to understand another's point of view					
Generosity: Includes others; cooperates; serves others					
Responsibility: Can be counted on to follow through with commitments; respects self, teachers, students, and property; demonstrates kindness, honest and compassion					
Overall Effort					

- 5 – Outstanding
- 4 – Very Good
- 3 – Satisfactory
- 2 – Needs Improvement
- 1 – Unsatisfactory

Teachers of special subjects, (Foreign Languages, Music, P.E., Religion, Technology,) evaluate each student on characteristics that are unique to their discipline.

## EXAMS

In the Upper-School, exams or other forms of assessment will be administered by each core subject teacher (English, Math, Science, Social Studies, and Foreign Language) and given during the class period at the end of **each trimester** in grades 5-8. These cumulative assessments are designed to give students the practice they need in order to succeed in a rigorous high school academic program. These exams will be graded and factored into the student's end-of-trimester grade. The exams are administered within 45 minutes. Grades **7 and 8 ONLY** will participate in a 90 minute final exam in June.

## HONOR ROLL

Honor Rolls are prepared at the end of each marking period for students in grades 5-8. In order to be on the Academic Honor Roll, a student may have no grades lower than 80. "**Honors**" is an 85 average or better. "**High Honors**" is a 92 average or better.

## STANDARDIZED TESTING

In the spring, the ERB achievement tests are administered. Parents and students are notified of the testing in advance. Test results are reviewed by the Faculty, Directors, Assistant Head of School, and Head of School to assess strengths and weaknesses in individual and group achievement. Group results are further analyzed by the Associate Head of School, and Head of School to plan for annual academic improvement initiatives. Parents receive a copy of their child's individual results, and a copy of the results is placed in the student's permanent record.

Grades 3-8 participate in ERB's Writing Assessment Program (WrAP) which assesses written language skills across six dimensions:

**Overall Development:** how well the writer communicates with the reader, shows awareness of the audience, task and purpose for writing.

**Organization:** the writer's ability to develop a logical plan of organization, maintain coherence throughout the paper, and create paragraphs.

**Support:** the use of appropriate reasons, details, and examples to enhance the effect and/or support the generalizations and conclusions of the piece.

**Sentence Structure:** correct usage, completeness, and variety or sophistication of sentences.

**Word Choice:** specific vocabulary, freshness, and vividness of language.

**Mechanics:** the correct and effective use of spelling, punctuation and capitalization.

In addition to the WrAP, students in grades 1-8 participate in ERB's CTP-4 assessment. The CTP 4 is a test of student achievement and reasoning skills in reading, written language, and math.

## HOMework

### EXPECTATIONS

Homework is a critical tool for teaching students organization, responsibility, and persistence. Students are asked to leave school each afternoon and commit themselves to preparing, as best as they can, for the next day's work. It is your role, as parents, to ensure that students value the importance of this commitment. At the beginning of the school year, teachers at each grade level will share with parents and students their expectations regarding homework.

Homework should be used to reinforce the skills taught in class and to extend and enrich learning. Assignments should be both meaningful and interesting. Expectations for homework include:

- assignments are complete and submitted on time
- neatness and accuracy count
- homework is checked and returned to students in a timely manner
- parents are informed if a problem seems to be developing

#### Homework Time Expectations By Grade Level

(These times do not include independent reading time.)

<b>K</b>	10-15 mins	<b>1<sup>st</sup></b>	15-25 mins
<b>2<sup>nd</sup></b>	25-35 mins	<b>3<sup>rd</sup></b>	35-45 mins
<b>4<sup>th</sup></b>	45 mins -1 hour	<b>5<sup>th</sup></b>	1-1 ¼ hours
<b>6<sup>th</sup></b>	1-1½ hours	<b>7<sup>th</sup></b>	1½ hours
<b>8<sup>th</sup></b>	1 ½ - 2 hours		

### GUIDELINES

There are some homework guidelines that apply for the entire school:

1. Teachers are to post homework assignments on-line by 5:00 p.m. daily.
2. All students need to have a time and a place to complete homework. Some students benefit from fixed "homework hours" – more independent workers can be left to their own scheduling. All students should have a comfortable working place that is separated from potential distractions (sibling, toys, games, TV, radio, company, etc.).
3. All homework should represent a student's best work. Teachers, not parents, need to be the judge. Students should feel comfortable asking parents for assistance when necessary. However, it is imperative that submitted work is student-generated. We would like for the homework process to be a healthy component of your child's educational experience, and we welcome any questions or concerns you may have as the school year unfolds.

4. Some students need to spend more time on homework than others. The time expectations for each grade serve only as a general framework. If your child consistently completes homework well under or over the limits, we encourage you to contact your child's teacher.
5. Parents who believe that homework helps children learn independence and organization are more likely to have independent and organized children. When parents show an active interest in their child's homework routine and obligations, their child is more likely to take the task seriously.

Homework is not assigned over Winter Break or Spring Break. Students may choose to use this time to work on previously assigned long-term projects. On days when there are important school-sponsored activities (i.e., major school athletic or community events, dress rehearsal and performance nights for the International Festival and musical production) efforts will be made to keep homework to a minimum. Tests and the due-date for projects are not to be the first day back after Winter Break, Spring Break, or a long weekend.

To maintain a balance in a student's workload, teachers coordinate homework, projects, and tests. Teachers list all tests, exams, and major projects on the online test calendar.

## **MAKE-UP WORK**

When a student is absent from school, make-up work may be obtained by e-mailing (preferably) the homeroom teacher as early in the day as possible to make arrangements for obtaining the day's assignments and materials needed. Parents are responsible for collecting books from the student's locker.

## ATHLETICS

Athletics play an integral part and serve as an extension of the Physical Education program at St. John's. A variety of sports activities offer students the opportunity to develop physically and mentally and to grow in skill development. Our athletic program is also designed to encourage sportsmanship and socialization.

The athletic program at St. John's focuses on building enthusiasm for fitness and teamwork. We encourage students to have a healthy view of competition, and the teamwork it takes to enjoy competition through successes and failures. All students, regardless of their ability, are encouraged to participate in our program.

When providing teams for the Middle School, coaches are aware of the wide range of skills at this age. There will be students playing a sport for the first time, and there will be students who have been exposed to a particular sport in previous seasons or from being a member of a club team. All athletes, from the novice to the experienced, are challenged to give their maximum effort to the team. Gifted athletes are encouraged to participate in community select leagues. However, the challenge for gifted athletes to assert team leadership, as a member of a St. John's team, can be very beneficial for our students.

Students who participate in athletics at St. John's are expected to make a sincere commitment to the team. We encourage students to be involved and to develop and understand the responsibility of commitment to a team, including displaying a positive attitude and attending all practices and games. Emphasis is placed on skill building and application of those skills in game situations.

Practices will be held at the end of the school day two-times per week. Practice days, and the tentative game schedules, are included with the registration materials prior to the season. Registration materials are available on the school website or in the front hallway. Students are expected to be at all required practices except on the rare occasion that they have a conflict. The athlete should notify his coach in advance if he is going to be late or absent from practice.

The scheduling of games, cancellation of games, transportation arrangements, and dismissal/pickup times are arranged through the Athletic Director. In the event of inclement weather or other changes to the schedule, a message will be left on the Sports Hotline (301-774-6804 Ext. 185).

Each student is issued a uniform at the beginning of the season. It is the athlete's responsibility to take care of the uniform and bring it to all games/meets. Uniforms must be returned in good condition and in a timely manner at the end of the season. Students will be billed for any unreturned items.

The current sport offerings for our Middle-School students at St. John's are as follows:

### **Fall**

- Boys' Soccer (6<sup>th</sup>-8<sup>th</sup>)
- Girls' Soccer (6<sup>th</sup>-8<sup>th</sup>)
- Cross Country (co-ed 6<sup>th</sup>-8<sup>th</sup>)

### **Winter**

- Boy's Select Basketball (7<sup>th</sup>-8<sup>th</sup>)
- Girl's Select Basketball (7<sup>th</sup>-8<sup>th</sup>)

### **Spring**

- Boy's Lacrosse (6<sup>th</sup>-8<sup>th</sup>)
- Girl's Lacrosse (6<sup>th</sup>-8<sup>th</sup>)
- Road Runners (coed 5<sup>th</sup>-8<sup>th</sup>)

The emphasis at the Middle School level is to encourage participation in the interscholastic sports program and to improve skills as rapidly as possible; therefore, as many participants as can reasonably be accommodated are selected for these teams.

The school will follow the following procedures for sport try-outs in select basketball:

1. If numbers permit, it is our intention to take everyone in basketball. If this is impossible due to facilities and player interest, cuts will be made. This will be based on the number of participants that each team can reasonably accommodate and each player's ability.
2. Team selection and individual talent will be evaluated each season.
3. Prior participation on a team still requires that individual to try-out.
4. A student's year in school does not determine playing status or position.

## **CODES OF CONDUCT**

At St. John's, we use athletics not only as a vehicle for teaching athletes how to play their best both as an individual and a team, but also as a means for internalizing in our students a true sense of sportsmanship. All athletes and spectators should keep in mind that they represent St. John's Episcopal School. Therefore, they are expected to abide by the following code of conduct:

*Inappropriate behavior of any kind, whether during practices or games, will not be tolerated.*

## **Participants' Code of Conduct**

### **As a player I will:**

- Play the game for the game's sake
- Be generous when I win
- Be gracious when I lose
- Be fair always no matter what the cost
- Obey the laws of the game
- Work for the good of my team
- Accept the decisions of the officials with good grace
- Believe in the honesty of my opponents
- Conduct myself with honor and dignity

## **Parents' Code of Conduct**

### **As a parent I will:**

- Encourage good sportsmanship by demonstrating positive support for all players, coaches and officials
- Place the emotional and physical well being of my child ahead of any personal desire to win
- Provide support for coaches and officials working with my child to provide a positive experience for all
- Remember that the game is for children and not adults
- Choose an appropriate time to speak to the coach.

# HEALTH PROGRAM

## HEALTH ROOM

The Health Room at St. John's Episcopal school is managed by the Health Technician. The Health Technician is trained in First Aid and Certified in CPR and Medication Administration. St. John's Episcopal School employs a licensed professional, on a limited basis, that serves as a resource for medical/health issues.

The Duties and Responsibilities of the Health Technician:

1. Oversees the direct operations of the health room:
  - Provides first aid and emergency care to students, staff and visitors
  - Contacts Emergency 911 when necessary
  - Reviews and administers prescribed medications
  - Maintains accurate and confidential health records
  - Orders and maintains health room supplies and equipment
2. Identifies and reports safety and environmental problems
3. Orients and supervises the parents that volunteer in the Health Room  
(Note, parent volunteers do not dispense medications, do not contact parents with student health issues, and do not have access to students' confidential health folders.)

## HEALTH FORMS

All **rising 5<sup>th</sup> grade** students and students **“new”** to St. John's are required to submit a completed Health Inventory Form (HIF) and Immunization Form by June 15. These students will be excluded from school and not be permitted to start the new school year until the HIF and Immunization Form are obtained.

### EMERGENCY DATA FORM

It is a requirement for **all** students that an Emergency Data Form is completed each year by June 1. It is important for St. John's to have current and accurate information for emergency notification in the event of a student's illness or an emergency. It is each parent's responsibility to notify St. John's immediately, and in writing, of any changes to this form. Students will be excluded from school and not be permitted to start the new school year until the Emergency Data Form is submitted.

### HEALTH RECORDS - CONFIDENTIALITY

The following guidelines address confidentiality for students and staff personal health records.

- Disclosure of personal health information of a child, parent, or employee will be held to the minimum necessary to obtain the health and safety of the individual.
- Personal health information may be disclosed in the course of the application process and may include the Director of, Lower and Upper School Directors, Head of School, reviewing teachers, school nurse, business office, and/or human resource office.
- Personal health information may be shared with coaches of sports teams, scout leaders, emergency personnel, and camp personnel, only on a limited basis and only in a possible emergency situation or to avoid an emergency situation.
- Privacy practices are communicated to all staff and reviewed annually.
- Personal health information may be collected from a parent, physician, nurse practitioner, or school nurse and stored as a paper copy in the school office, human resource office, or electronically in the school's database. Each of these situations for storage has protected access.
- Access to health information is restricted to selected staff to the benefit of the minor or employee and will be recorded in a log in the health office.
- Any of the collected data may be shared with the staff directly involved in the education, recreation, or care of the individual for the benefit of that individual.
- When requested in writing by the parent/guardian, the health form for a minor may be shared with another school or camp by the school nurse.

- Employee health information is held in confidence and shared only as necessary to benefit the health and safety of the individual during an emergency.
- Information may be released without personal identity when there is an issue of the public health as required by the Maryland State Public Health laws and officials or Federal Health Officers.
- Personal medical information may not be shared by email unless there is a specific parent/guardian request to do so.
- Any information, permission to give medication, or emergency authorizations received by fax communication, will be regarded as confidential.
- Permission to share personal information may be rescinded by notifying the school registrar in writing with original signature of the parent/guardian.

In the case of an employee wishing to withdraw permission to share information, the supervisor must be notified in writing and the letter of limitation will be kept in the human resource office.

## MEDICATION POLICIES

The State of Maryland provides very specific guidelines to St. John's concerning the storage and dispensing of medication.

### PRESCRIPTION MEDICATIONS

St. John's does not dispense any prescription medications without written authorization from a physician. If your child requires medication dispensed from the health room during the school day, the following guidelines must be followed:

Responsibilities of the parent are to:

1. Deliver the medication to school. St. John's personnel will not administer medication brought to school by the student. Medication must arrive in the original pharmacy container. The label on the bottle must include the following items: Student name, medication name and strength, directions for use, physician's name, and date of prescription.
2. Assure the first full day's dosage of any new medication has been given at home.
3. Submit to St. John's a Physician's Order on the Authorization to *Administer Prescribed Medication Form* (525-13). Orders must include the following: Student name, medication, dosage, time to be given, effective dates, diagnosis, side effects, physician's signature, and date. An incomplete order will be returned to the physician via the parent.
4. Submit to St. John's a written order from the physician of any change in dosage or time of administration or discontinuation of medication.
5. Resubmit, at the beginning of each school year, a new *Authorization to Administer Prescribed Medication Form* (525-13).
6. Collect any unused portion of medication at the end of the school year. Medications that are not personally collected by parents are destroyed.

### OVER THE COUNTER MEDICATIONS (OTC)

Non-prescription medications should be administered during school only when necessary. The school is aware that the occasion may arise when your student may need a non-prescription medication during the school day. Examples: Tylenol, Tums, Pepto-Bismol, Dimetapp Elixir, Robitussin, Neosporin Ointment, etc. The school will administer non-prescription medications brought into school by the parent along with *Non-Prescription Medication Form* (NPMF). Please note that St. John's does not routinely notify parents when OTC medication is dispensed from the health room.

If your child requires OTC medication dispensed from the health room during the school day, the following guidelines must be followed by the parent:

1. Complete and sign the NPMF
2. Deliver the medication to school. St. John's personnel will not administer medication brought to school by a student.
3. Write student's name in permanent black ink on the original medicine container
4. Collect any unused portion of medication at end of the school year. Medications that are not personally collected by parent are destroyed.

Note: Upon request, St. John's will be happy to supply parents with the necessary medical forms indicated above.

## EXCLUSION FROM SCHOOL POLICY

Parents will be notified and asked to remove their child from school if their child has an oral temperature of greater than 100 degrees.

**NOTE:** If your student has been absent from school because of a febrile illness, the child may return to St. John's **only** when his oral temperature has been less than 100 degrees for at least 24 hours without the use of Tylenol or a similar temperature-reducing medication.

# SAFETY AND SECURITY



## CAMPUS SAFETY AND SECURITY

### ASBESTOS MANAGEMENT PLAN

In October 1986, the U.S. Congress enacted the Asbestos Hazard Emergency Response Act (AHERA). Under this law, comprehensive regulations were developed to address asbestos problems in public and private elementary and secondary schools. These regulations require most schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings and implement response actions in a timely manner.

These regulations assign schools many new responsibilities. St. John's program for fulfilling these responsibilities is outlined in our Asbestos Management Plan. This plan contains information on our inspections, re-inspections, response actions and post-response action activities, including periodic surveillance activities that are planned or are in progress.

This plan can be reviewed during normal business hours without cost or restriction. If you have any questions about reviewing our Asbestos Management Plan, please contact the Facilities Director.

### DROP OFF OF STUDENTS

During school hours, all perimeter doors are locked. All visitors must use the front door and check into the front office. There is a buzzer and lock release mechanism that is operated in the school office.

Perimeter doors should not be propped open unless directly supervised by a faculty/staff member. When exiting the building, make sure doors close securely behind you. Please do not open classroom windows. Report any security concerns to the Plant Manager. Plant staff carries two-way radios to expedite response.

### PICK UP OF STUDENTS

School dismissal must be safe and orderly. We ask that parents be patient during dismissal, drive slowly, and pay close attention to the faculty and staff who are directing traffic. We are working to ensure the safety of our children and to keep cars from having to queue up on Route 108. Parents can help make room for cars on Route 108 by pulling up close to the car ahead.

On arrival, cars will be directed from the parking lot entrance, up the driveway around the church circle. When directed, parents drive past the church lot and down the driveway to the curb. Parents are requested to please pull forward. Due to the excessive traffic on Route 108, all St. John's carpools must exit using the **right turn exit** only.

Students will be dismissed according to the following schedule:

	<b><u>Mon.-Thurs.</u></b>	<b><u>Fri.</u></b>	<b><u>Noon Dismissal</u></b>
Grades K – 2	3:00 PM	1:30 PM	11:45 PM
Grades 3 – 4	3:05 PM	1:35 PM	11:45 PM
Grades 5 – 8	3:15 PM	1:45 PM	12:00 PM

At 3:35 PM (Mon-Thurs) and 2:10 PM (Friday), all students remaining in the school will be walked to the Extended Day Program. Faculty is responsible for students until they are safely in Extended Day or are under the care of a responsible adult.

**Changes in Usual Transportation:** If a child's usual method of transportation home is changed, for any reason (including birthday parties, afternoon activities or play with a friend), a written note to the school office or email to the Facilities Director must be written. Telephone messages are acceptable only in cases of an emergency.

## **EVENT SECURITY**

There must always be adequate supervision of students both during school and during after-hours events. Event coordinators and administrators must carry radios and a first aid kit must always be available. The adult to student ratio needed is dependent on the age of the student. The ratios recommended by our After Care licensing agency are good guidelines to follow (1 adult/15 children).

## **EVENTS IN THE GYM**

Minimally, the chaperoning adults need to position themselves in the following areas to monitor the students appropriately, and a first aid kit should always be available. Willkie Talkie radios will be used as instructed by the Facilities Director.

- 1 adult supervising the back stage area – Students are not permitted on the stage unless the event has specifically requested that area.
- 2 adults at the main entrance to the gym – Students are not permitted to leave the gym once they have arrived for an event.
- 2 adults (one at each fire door) - Students are not permitted to leave the gym once they have arrived for an event.
- 1 adult outside the locker room area to regulate the number of students in the bathroom areas at any given time – The adult should not enter these areas unless there is a compelling reason to do so. The adult must be accompanied by another adult before entering and both adults should be of the gender of the locker/bathroom area being entered unless there is an overriding concern for the safety of the students.

## **EVENTS IN PARISH HALL**

Minimally, the chaperoning adults need to position themselves in the following areas to monitor the students appropriately, and a first aid kit should always be available:

- 1 adult supervising the hallway – Students are not permitted to leave Parish Hall once they have arrived for the event. This adult must also regulate the number of students in the bathroom areas at any given time.
- 1 adult supervising the entrance to Parish Hall from the school building – Students are not permitted into the school building.
- 1 adult supervising the entrance to Parish Hall from the church – Students are not permitted into the church.
- 2 adults (one at each fire door) - Students are not permitted to leave the Parish Hall once they have arrived for an event.

## **PARKING**

When parking at St. John's during school hours, parents are requested to use the lower parking lot (in front of the main school entrance) or the gravel lot by the playground. The upper parking lot is reserved during the day for church functions.

Handicapped Parking: There are several parking spaces located near the major entrances of the church, school and gym that are designated Handicapped Parking.

The parking spaces nearest the church are reserved for church guests who visit briefly during the day, and they must be kept open for emergencies. School or church events occasionally require that faculty park in other areas. The plant manager will notify all faculty and staff, by email, regarding any parking changes.

The yellow curbs directly in front of the church and school are emergency fire lanes. Unattended parking is not permitted.

## **TRAFFIC SAFETY – ON CAMPUS:**

1. Parents should please drive all the way around the circle unless directed otherwise by one of the plant staff. In an effort to minimize back-up onto Rte 108, cars will occasionally be directed to the drop-off point while other cars continue to circle the loop by the church. This allows us to keep the line moving and to eliminate overflow onto Rte 108 as quickly as possible.
2. If parents are on Rte 108 preparing to turn right into the school parking lot, they are asked to allow left turners from the Post Office to enter the driveway without obstructing traffic. Drivers from the Post Office side of 108 should avoid making left-hand turns into the school.
3. Parents should always pull all the way to the front of the line (where there is a newly painted **orange** pavement line) so that students may be loaded and unloaded as quickly and safely as possible. Students are not to get out of the car before reaching the school flag pole **double orange** lines. Letting them out earlier is dangerous and holds up the line.
4. Parents are requested to have students ready at drop off with coats on, back packs ready, and breakfast completed.

5. Cell phone use should be limited – hands-free only
6. Parents should secure all passengers in seat belts.
7. Parents should not make left turns out of the parking lot during arrival and dismissal.
8. Parents are asked to please not park in handicapped or reserved spots (including auction reserved spots).
9. Upper school parents (grades 5-8) should arrive between 3:15 and 3:30 p.m. The final bell does not ring until 3:15 p.m.
10. Parents are requested to pay attention and move forward as the line moves.

## **CHILD AND ADULT SAFETY AND SECURITY**

### **Harassment and Bullying Policy, Sexual Harassment Policy, and Child Protection Policy**

The Episcopal Diocese of Washington (within whose authority St. John's Church and School reside) has written a detailed account of policies and procedures concerning allegations and incidents of sexual misconduct. Copies of the policies and procedures handbook are filed in the school office and must be reviewed by every faculty member.

Sexual exploitation, harassment, and abuse are not permitted by any employee of the St. John's community and may be grounds for dismissal.

#### **Harassment Policies**

##### **Harassment and Bullying Policy**

St John's Episcopal School values each individual, his/her person, feelings, and property. It is essential; therefore, that the school maintains an environment and atmosphere in which individuals can work and learn without concern for their well being. Therefore, we do not endorse or condone, and will not accept or tolerate, any form of intimidation, bullying or harassment. We will not accept or tolerate any physical, psychological, or sexual, based harassment or any harassment associated with anyone's age, race, gender, disability, ethnic origin, sexual orientation, or religion.

Harassment or intimidation shall include, but not be limited to, verbal, physical or electronic gestures or threats, offensive or threatening communications of any kind including, gossip, jokes, unwanted or offensive contact, obscene or threatening gestures, or other form of willful conduct that puts someone in fear or in physical danger.

Therefore, any type of harassment by any employee of the school, Board, Church, parent, volunteer, student or guest, is strictly prohibited, and immediate sanctions may be levied against those that violate this policy.

##### **Sexual Harassment Policy**

St John's Episcopal School is committed to maintaining at all times a learning and working environment that is free of sexual harassment and intimidation.

Sexual harassment is defined as any unwelcome sexual advance, request for sexual favors, and other verbal or physical contact(s) of a sexual nature. Sexual harassment can include, but is not limited to, the following:

- Any unwanted physical advance or verbal approach of a sexual nature
- Subtle or overt pressure for sexual involvement
- Inappropriate reference of a sexual nature regarding one's physical appearance, or inappropriate references to sexuality or to sexual activities

- Inappropriate and unwanted physical contact
- The demand for sexual favors accompanied by implicit or explicit threats against one's employment or academic security or success
- Derogatory and/or offensive jokes, gossip, and comments
- Inappropriate sexual gestures, language or comments, or the display of offensive, sexually graphic materials

Any person (complainant) who believes he or she has been the victim of harassment or sexual harassment by any employee of the school, a Board member, a Church member, a parent, a volunteer, a student, or a guest of St John's is encouraged to report and discuss the alleged acts immediately.

Primary referral representatives are:

- Student Body – Assistant Head of School or Head of School
- Faculty - Assistant Head of School, Head of School, or Board Chair
- Staff and Administrators – Assistant Head of School, Head of School, Board Chair
- Board - Board Chair or Rector of Church

However, a complainant should feel free to contact any of the following school leaders: Assistant Head of School, Head of School, Board Chair or Church Rector -all of whom have been designated by the Board of Trustees.

Every designee by the Board of Trustees shall report the matter immediately to the Head of School or his representative before any further investigation occurs. Any reported information should be kept confidential to ensure against any potential defamation suits, until the Head of the School, in consultation with the school's legal advisors, deem it appropriate to discuss. The investigation will proceed under the direction of the Head of School or his representative.

If any employee of the school, student, or board member is determined to have violated this policy, appropriate disciplinary action, up to and including discharge, suspension or expulsion, will be taken by St John's.

All employees are required to attend the Diocese-sponsored training in their first year of employment and at least every three years after.

## **Child Protection Policy**

### **Suspicion of Child Abuse:**

St. John's policy regarding reporting suspicion of child abuse policy is designed to protect both teacher and child.

1. All teachers follow the State of Maryland regulations on reporting child abuse.

2. Any teacher who suspects that a child has been subjected to abuse or neglect will report that to Child Protective Services. Teachers are thoughtful about the gray area of what constitutes suspicion.
3. If a teacher reports abuse or neglect to Child Protective Services, or if a teacher is uncertain whether a situation warrants suspicion of abuse or neglect, the following rules apply:
  - The teacher will contact a school administrator who, in turn, will inform the Head of School.
  - The administrator will coordinate a team evaluation (including the Head) of information that might lead to a conclusion that there is a suspicion of child abuse.
  - If the team concludes there is a suspicion of child abuse, the administrator will call Child Protective Services to share the information collected and ask for counsel.
  - The administrator will return to the team and develop a plan for action based on the feedback from Child Protective Services.
  - The administrator will call Child Protective Services and communicate the plan for action for feedback and revision if necessary.
  - The administrator will implement and oversee the plan for action.

**It is the policy of St. John's to assist in prosecuting sexual abuse cases.**

## EMERGENCY PREPAREDNESS

A roster of responsibilities during emergency situations is reviewed and revised annually by the Facilities Director.

### Emergency Codes

#### Code Blue:

This means that an emergency exists at or near St. John's.

1. An all-page announcement is made.
2. Students are to be accounted for in their classroom.
3. Regular classroom instruction continues.
4. All outside activities are to cease and students/staff are to come inside the building.
5. On-Site Emergency Team (OSET) members are posted at the front door and the gym door facing the trailer to monitor access to the facilities.
6. Windows may be opened in the event of a power outage.

#### Code Red:

This means that there is imminent danger.

1. An all-page announcement is made.
2. Lock all doors, close all blinds, and close the windows.
3. Staff and students must remain in the classroom in the safest place possible.
4. Remain quiet, stay away from windows and doors, and follow staff instructions.

### Weather

An impending storm can foster high winds or even a tornado. These powerful winds pose a specific danger to classrooms with outside glass windows and large structures with long roof spans such as gymnasiums. With an approaching storm, minutes can make the difference.

In the event of potential high winds, the school will be assigned a **Code Blue** alert. Outside and band classroom (modular) activities will be cancelled. Plant Services, equipped with walkie talkies, will post watches to alert the school to pending danger.

*Storm warnings* will be broadcast over the school paging system. Teachers, students and staff will immediately take shelter in the hallways or other locations where outside window/doors are nonexistent. When evacuating the classrooms, doors will be closed to avoid potential debris from entering the safe hallway area.

When students are assembled in school basements or interior hallways during a *Tornado Drill or Warning*, they will be instructed, when the danger is imminent, to respond to a specific command, i.e. "Everybody down!" to assume protective postures, facing interior walls. Runners will be used to sound the all clear.

## Emergency Evacuation Plan

St. John's is continuously refining formal policies and procedures to address various emergencies that could arise within the school or community. These cover situations ranging from weather related emergencies and utility failures to national crises and threats to harm individuals or property at St. John's. Faculty and staff have been familiarized with the various plans and detailed versions of these have been placed on file in the business office. Anyone desiring to examine them should contact the business office.

In a situation where evacuation is deemed necessary, students will be evacuated to either B'nai Shalom or Olney Elementary School where students will remain until they can either be safely returned to the school building or picked up by a parent. Information about the evacuation and where to pick up their child will be placed on a message on the school answering machine and circulated using the room parent phone trees and local radio stations. Once the emergency is under control, staff will begin trying to reach parents directly. Faculty and staff will remain with students until all have been picked up by their families.

To make the process of reaching parents/guardians in an efficient and timely manner, parents should ensure that the school and their child's room parent have the most up-to-date and accurate contact information for their family.

### In the Event of an Evacuation

1. An all-page announcement will be made.
2. Teachers will exit with their emergency binder, stressing to their students that there is NO TALKING.
3. Designated staff will check the restrooms.
4. Students and faculty will gather in the soccer field/playground area as quickly as possible.
5. Teachers will take attendance and hold up their binders (Red = problem; Green = OK).
6. All faculty/staff/student body will await instructions for possible off-campus evacuation.

### Reunification Plan

1. Children will be united with their parents after contact has been made by phone or e-mail.
2. Parents will be told where to pick up their child.
3. Only authorized (personnel may pick up students based on the information submitted on the Emergency Record Card. A picture ID is required.)

In a school emergency, the office will notify parents as quickly as possible electronically and/or by telephone. Parents must make certain that the office knows **current** home and work phone numbers as well as email addresses.

## Fire Safety

In the case of a fire, the process will be as follows:

1. The nearest fire alarm located in the hallway is pulled
2. 911 is called
3. The fire alarm will sound. (There are three distinct fire alarm audibles, each differing depending on their location on campus. The Church/Parish Hall has a classic fire bell. Upper School utilizes a buzzer. The Library Wing has a buzzer with a visual strobe. The Lower School and gym have a vocal/siren combination along with a visual strobe light.)
4. The teacher, using the evacuation route posted in the classroom as a guide, will exit with the emergency binder, stressing to the students that there is **NO TALKING**. The teacher will be last person out of the classroom and will turn out the lights and close the door.
5. Designated staff will check the restrooms.
6. All faculty/staff/ student body will gather in the soccer field/playground area as quickly as possible.
7. Teachers will take attendance and hold up their emergency binder (Red = problem; Green = OK)
8. Facilities Director or designated staff will confirm "All clear" and then announce it
9. Teachers and students will return to classrooms in an orderly fashion.
10. The alarm will be silenced
11. Any injuries/sickness/fears or comments will be reported to the Facilities Director
12. The Plant Staff will ensure that fire doors are in the open position

At the beginning of the school year, faculty members will be given advance warning of fire drills; later in the year, the drills will be unannounced.

## INCLEMENT WEATHER POLICY – SCHOOL CLOSINGS AND DELAYS

In most cases, St. John's follows Montgomery County School (MCPS) announcements regarding late openings, early closing, or no school due to snow.

If the County is not in session, we will use a recorded message on the school phone number and post the information on our website.

### School Hours

<b>If MCPS is...</b>	<b>then STJES K-8 will...</b>	<b>then Preschool will...</b>
Delayed 1 hour	Open at 9:00 am	Open at 10:00
Delayed 2 hours	Open at 10:00 am	Open at 11:00
Closed	Be closed	Be closed
Closed early	Close early *	Close early *
Not closed early, but accumulation occurs after 12 noon	Follow regular dismissal	Follow regular dismissal

\* During early closings, the room parents at each grade level will be contacted who will then, in turn, activate a phone tree to contact all the parents at that grade level. Additionally, there will be a recorded message on the school phone number as well as a posting on the school's website.

### Extended Day

<b>If MCPS is...</b>	<b>then K-8 Extended Day will...</b>	<b>then Preschool Extended Day will...</b>
Delayed 1 hour	Open at 8:00 am	Open at 9:00
Delayed 2 hours	Open at 9:00 am	Open at 10:00
Closed	Be closed	Be closed
Closed early	Open for 1 hour beyond the announced early dismissal time	Open for 1 hour beyond the announced early dismissal time
Not closed early, but accumulation occurs after 12 noon	Close at 5:00 pm	Close at 5:00 pm

## **SCHOOL ROUTINES AND PROCEDURES**

### **ADVISORY PERIOD**

In the Upper-School, there is a weekly meeting between a faculty advisor and his/her advisees. The advisor's role is to serve as a point of contact for the students and parents should questions or concerns arise during the year. The advisor will monitor student progress through the year.

Some of the most important duties of an advisor include:

- Reviewing academic and social goals with each advisee
- Creating and implementing meaningful activities during homeroom/advisory periods
- Informing other faculty members about any advisee issues
- Assisting new students in assimilating into St. John's
- Serving as the liaison between school and home

### **ANIMALS IN THE CLASSROOM**

Animals in the classroom enable students to develop skills of observation and comparison, a sense of stewardship, and an appreciation for the interrelationships and complexity of life. There should be clear learning objectives for animal use in the classroom.

No dead (unless purchased through an approved laboratory), poisonous, or wild animals are to be used for demonstration purposes.

For student safety and safety of the animal, the animal must be confined in an appropriate manner. Touching the animal, if applicable, must be part of a supervised presentation. Proper directions and demonstrations will be given before any student handles an animal. Faculty will inquire, beforehand, to determine any student allergies. Students will not be required to touch the animal if they are frightened or uncomfortable. Faculty will have students wash their hands thoroughly afterwards.

With the approval of the Assistant Head of School, certain animals (i.e., fish) may be kept in the classroom. The Fire Marshall does not permit us to have animals requiring heat lamps. Animal habitats will be of the appropriate size and be kept clean. Adequate food, water, lighting, and bedding will be provided for the animal. A plan will be in place to ensure this care is given on weekends and holidays. Arrangements for care during weekends and days that the school is closed cannot be made with non-exempt staff.

### **ASSEMBLIES**

School assemblies are held either in the Parish Hall or the gym on Tuesdays at 2:30. At a typical assembly, students sing a hymn or patriotic song, recite the Pledge of Allegiance, the school prayer and the Lord's Prayer, and listen to announcements of upcoming events. Monthly programs are scheduled to enhance our assembly program. Presentations on Success Traits, poetry recitals on Declamation Day, student band

performances, and short dramatic productions by students are all incorporated throughout the year. Parents are welcome to attend.

## **ATTENDANCE (STUDENTS)**

### **ABSENCES**

Parents should contact the homeroom teacher by e-mail or voice mail before 8:00 a.m. to report an absence due to illness or family crisis. If a student misses several days due to illness, faculty will accommodate the student, assisting him/her in making up any required assignments and missed instruction.

If your child is ill or injured and needs to be excused from Physical Education for one to three days, a note from the parent is required. If a student needs to be excused from P.E. class for more than three (3) days, a doctor's note, stating the extent of the injury/illness and the time period the student is to be excused, must be provided. A follow up physician's note, indicating that physical activity may be safely resumed, is required after a prolonged period of non-participation. A student's grade is not adversely affected when excused from Physical Education classes.

### **ARRIVAL AND DISMISSAL**

#### **Arrival**

The K-8 school day begins at 8:20 a.m. **Students who arrive at school between 7:00 and 8:00 a.m. must check into the Morning Care Program and will be billed for this service.** Beginning at 8:00 a.m., students can go directly to the classroom. Starting the day in a calm, organized fashion is very important to St. John's students, faculty, and staff. Parents are expected to make every effort to have students arrive on time.

Homeroom teachers will take daily attendance at 8:20 a.m., recording any absences on the PCR attendance page. Students who arrive after 8:20 must check into the office. The office staff will be responsible for changing a student's record from **absent** to **tardy** once the student checks into the office. If a student does not check into the office, the student will be listed as absent.

Non-homeroom teachers and subject teachers will keep accurate class attendance to ensure there is not a pattern of missed classes. All attendance concerns will be directed as appropriate to the Team Leader, Advisor, or Assistant Head of School.

If there are more than five days of **absences** in marking period, parents will be contacted to ensure appropriate student progress. An absence of more than ten days in a trimester may be grounds for retention or dismissal.

## Dismissal

Safety is an ongoing concern at dismissal and will never be assumed to be completely under control. Routines for safety will be followed for students (exiting building/entering cars), faculty (directing traffic) and parents (entering/exiting parking lot and picking up children). It is critical that students view dismissal as a time to be alert, orderly, and aware of expectations and responsibilities.

In order to ensure this, faculty will be prepared to oversee a regular and consistent routine. This means that Lower-School radios will be on no later than dismissal time, while Upper-School radios will be on by 3:15 p.m. Dismissal from the classroom will not be chaotic; students will leave the building alert. The outside, in particular, will be calm and orderly. There will be periodic discussions/reviews of dismissal procedures at faculty meetings throughout the year.

Family names are radioed into the school from the front of the parking lot. Students are dismissed as their names are called. Faculty and staff are assigned to wait outside and help students into the cars.

Adhering to the following guidelines will ensure a safe and smooth dismissal process:

- All students must be behind the red brick line that divides the sidewalk from the carpool loading lane unless they are entering a parked car.
- Students will wait in the following zones:
  - Grades K-2 - by the benches
  - Grades 3-4 - along the red brick planter
  - Grades 5-8 - remain standing in the center area where the school crest is located

Students will not be allowed in the grassy areas, the hallways, lobby area or the sidewalk behind the benches.

- All students should be attentive to the arrival of their car and to the dismissal duty staff.
- Teachers will encourage children to come out **PROMPTLY** when they are called.
- When classroom teachers notice that a student is not ready when called repeatedly, they will notify those on walkie-talkies that the student is late.
- Teachers will be mindful of dismissal times and conduct end-of-day classes accordingly.

***In the case of inclement weather, students will go the lobby when called and follow the directions of the dismissal staff.***

## St. John's Dismissal Times:

	<u>Mon.-Thurs.</u>	<u>Fri.</u>	<u>Noon Dismissal</u>
<b>Grades K - 2</b>	3:00 PM	1:30 PM	11:45 PM
<b>Grades 3 - 4</b>	3:05 PM	1:35 PM	11:45 PM
<b>Grades 5 - 8</b>	3:15 PM	1:45 PM	12:00 PM

Parents picking up a student for a dismissal earlier than 3:00 must sign a log in the office. The office staff will be responsible for recording early dismissals.

**Late Arrival/Early Dismissal**

A child arriving at school after 8:20 a.m. must go to the office to sign in before going to the classroom. For the safety of our children, if a parent is picking a child up early, a note must be sent notifying the school of this change. The parent must sign the child out and accompany the child to the car.

If there are more than five days in a marking period when a student is tardy, parents will be contacted. Having more than ten days of tardiness in a trimester may be grounds for dismissal.

**VACATIONS**

Regularly scheduled vacations are listed on the school calendar. Parents are strongly discouraged from taking students out of school at any other time. It is not reasonable to expect teachers to have lessons prepared to cover extended absences (five consecutive school days or longer). In addition, it is the responsibility of the parents, not the teacher, to help the child catch up on missed work due to a family vacation.

**BIRTHDAYS**

Many children enjoy sharing a *simple* birthday treat at lunch or snack time with their classmates, and at the discretion of their parents, may include both classes at each grade level. The treats must be kept simple (cookies or cupcakes) and **peanut free**. Parents are asked to **not** bring in food that needs to be refrigerated. Parents should notify their child's teacher several days prior to the event. Balloon bouquets, flowers, gifts, and other material ways of recognizing a child's birthday should be delivered at home – not in the classroom.

We ask parents to use discretion when creating invitation lists for birthday parties. The public discussion of who is invited and who is not invited to a party can be very destructive to the morale of a class. For this reason, invitations are not to be distributed inside the school. Please use the public mail system.

## **BUDDY PROGRAM**

Each student in the school receives a younger or older student "Buddy" at the start of the school year. A variety of school events throughout the year are designed to encourage these relationships in the school community.

## **CHAPEL**

Each Friday, there are two formal Chapel services led by the Rector of St. John's Church - one for grades K-4 and one for grades 5-8. Periodically, there are full Chapel services in the gym and special Buddy Chapels.

## **CLASSROOM HELPERS**

We are grateful for the offer of support to our classrooms, and parent volunteers can accomplish a variety of tasks for both the students and teacher. Under the direct supervision of the classroom teacher, the classroom helper can serve in the following ways:

1. Instructional Support
  - a. Monitor and observe students while the teacher introduces the lesson
  - b. Provide assistance when students are practicing skills either individually or within a group
  - c. Alert the teacher to problems the students may be having
  - d. Listen to reading groups and/or read to students
  - e. Help review for tests
  - f. Record attendance
  
  - g. Supervise a class when the teacher is temporarily unavailable
  
2. Clerical Support
  - a. Xeroxing
  - b. Filing
  - c. Organizing classroom supplies
  - d. Supporting class projects
  - e. Preparing items for class lessons
  - f. Data inputting
  
3. Safety Support
  - a. Escort students to various parts of the building
  - b. Accompany classes on field trips
  - c. Assist with events
  - d. Provide lunch and recess duty coverage

The assistance of a classroom helper gives the teacher more teaching opportunities, instructional time, and individual moments with the students. The additional pair of hands is most welcome.

## **COMMUNITY SERVICE – THE POWER OF CHANGE**

St. John's cultivates an atmosphere of social responsibility in a thought provoking manner through the Power of Change program. The school provides students with numerous age and grade specific opportunities to serve others. Through the traits of kindness, honesty, respect, and compassion, SJTES students participate in local and global community service projects that are designed to inspire an ongoing personal commitment to improving the world around them.

Community service initiatives are intended to be developmentally appropriate and range from individual service projects to those that are school wide.

The following guidelines have been created to help each student develop their maximum potential as a global citizen. Service projects should contain as much face to face contact with the recipient as possible.

### **Kindergarten - Grade 4**

Teachers will select and coordinate one Power of Change project for their class per year from a list provided by the Community Service Coordinator. Teachers are encouraged to use the room parents for assistance and support.

### **Grades 5-8**

Advisors will work with the Community Service Coordinator to provide the opportunity to complete the required hours of community service. A student may choose to do additional or alternative projects, but they must be approved by the Community Service Coordinator prior to the beginning of their service project. The outside community service can be performed throughout the summer and school year.

	<b>Hours Required</b>	<b>Guidelines</b>
Grade 5	6	All hours may be earned at STJES, but it is not mandatory that they are
Grade 6	8	4 hours may be earned at STJES and 4 hours outside the school/church community
Grade 7	10	5 hours may be earned at STJES and 5 hours outside the school/church community
Grade 8	12	5 hours may be earned at STJES and 7 hours outside the school/church community

### **School-wide Initiatives**

Additionally, each year, school-wide Power of Change initiatives will be identified. The Community Service Coordinator will serve as the conduit for reviewing proposed projects as they arise.

### **Outside STJES Service Projects**

Recommended sources for independent, off-campus community service projects are listed on the STJES website. Students wishing to engage in a service project that does not appear on the list must seek prior approval from the Community Service Coordinator.

## **FACILITY USE**

All requests for use of school facilities and/or equipment are directed to the Facilities Director by e-mail (david.houser@stjes.org). Requests should include the name of the function, date, time, approximate number of attendees, and any special needs such as furniture, audio equipment, etc.

It is the requestor's responsibility to ensure that the facilities/equipment are preserved and not damaged and that all children are adequately supervised at all times.

### **Use of Athletic Field**

All requests for use of the playing field should be sent to the Facilities Director. Generally, all regularly scheduled time slots until 4:30 PM have been filled. No motor vehicles are allowed on the athletic field, except for landscaping equipment.

### **Use of the Conference Room**

Use of the conference room should be scheduled through the Facilities Director.

### **Use of the Gymnasium**

All requests for use of the gymnasium should be sent to the Facilities Director. Generally, all weekday time slots are scheduled until 4:30 PM. There may be opportunities for special activities on a one-time basis. Please be aware that food and drink, other than water, are not allowed in the gym. To preserve the life of the gym floor, please only wear soft-soled shoes while participating in activities in the gymnasium.

### **Use of the Library**

After-school use of the library should be scheduled through the Facilities Director. Food is not permitted in the library. After the meeting has concluded, all library furniture should be returned to its original location.

### **Use of Parish Hall**

Use of Parish Hall should be scheduled through the Facilities Director.

## FIELD TRIPS

The purpose of a field trip is to extend the learning process through the use of resources outside of the classroom. Prior to the trip, the teacher will secure chaperones and send home student dress codes, as well as food requirements, the cost of the trip, times of departure and return, and the field trip permission form. The trip will be placed on the school calendar. Unless otherwise noted, students must dress in school uniform.

Faculty will arrange for sufficient adult chaperones to meet the following adult/student ratios:

Kindergarten	3:1
Grades 1-2	4:1
Grades 3-6	5:1
Grades 7-8	7:1

At certain times, these ratios may be modified. In order to maintain the required ratios, all chaperones must ride the bus and may not bring student siblings with them. Parents accompanying their child on a field trip, who are not serving as chaperones, may drive to and/or from the site.

Overnight field trips are generally taken once a year by all classes from fifth to eighth grade. In addition to the information sent home for regular field trips, the sponsor will also include information about what essentials to pack and any special instructions.

## GREETERS

Each morning, every student at St. John's is welcomed to the school with a friendly handshake and a personal greeting. The Head of School, the Assistant Head of School, members of the administration team, and eighth graders usually shake hands, but occasionally other staff members are asked to cover.

## HOLIDAY PARTIES

In grades K-4, holiday parties are celebrated at the discretion of the teacher, traditionally at Halloween, Christmas, and Valentine's Day. Parties will be planned by the room parent in cooperation with the teacher. An end-of-year party may be held off-campus and is planned entirely by parents.

1. **Halloween** - Children are encouraged to wear costumes to their class party. A school parade will be held the last half hour of the school day. Costumes should be appropriate and simple so that students are able to dress themselves. The wearing of masks is discouraged for safety reasons.

2. **Christmas** -Teachers schedule parties and special events with room parents. Students may come to school dressed in "Christmas Clothes" the last day of school before Christmas break.
3. **Valentine's Day** - Any child handing out Valentine's cards at school should bring one for every child in his classroom. Exchange of Valentine cards between little and big buddies is encouraged.

In grades 5-8, Halloween and Valentine's Day are usually celebrated with special snacks supplied by the room parents and eaten during morning snack. Other parties are held at the teacher's discretion.

## **INTERNATIONAL TRAVEL**

International travel programs at St. John's support the overall strategic plan to instill a global perspective. We offer service-based international travel experiences to sixth-through-eighth graders during Spring Break of each school year. Students complete an application process as well as pre-trip coursework. Classroom teachers in related subject areas lead these experiences, with an eye towards connecting the classroom curriculum to real-world problem-solving. All participating students complete service projects that both enrich the host community's resources and empower our young students to view themselves as leaders—leaders with the potential to impact the world in which they live. Although we are working to expand our program to earlier grades, the current offerings are as follows:

### **Sixth grade - Costa Rica, Central America**

This Spanish-language immersion trip allows students to perfect their authentic language speaking abilities, while serving a disadvantaged school in Costa Rica, Central America. Students also study biodiversity in this country's rainforest as well as global issues related to education.

### **Seventh grade - Belize, Central America**

Students continue their classroom study of barrier island ecology in the Chesapeake Bay region by visiting the widely varied ecosystems present in Belize, Central America. They apply their background knowledge to field experiments and lessons that further their understanding of climate change, while simultaneously completing community service work. Previous projects have included renovating a cafeteria and providing laptops, as well as computer training, to students and teachers in the school community.

### **Eighth grade – Egypt or other Middle-Eastern locations**

The goal of the Egypt program is to expand our students' understanding of Middle East policy and culture. Their social studies lessons about the region come to life as they experience, first-hand, the culture of a Middle-Eastern nation.

## **Summer Opportunity - Italy**

Every other year, St. John's also offers a summer family travel opportunity to Italy. Parents and students alike are invited to explore this ancient nation's cultural riches. Latin students are able to make classroom connections from their studies of the birthplace of democracy.

## **LIBRARY**

The school library is open daily during school hours for use by students, parents, faculty and staff. The school librarian is available Tuesday, Wednesday and Thursday. Students in grades K-4 have regularly scheduled library time each week.

### **Library Procedures**

The library is available to students and parents for checking out materials Tuesday, Wednesday and Thursday. Students may check out materials during their library period or at any other time when the librarian is present. Books are circulated to students for three weeks and a book can be renewed for another week unless another student is waiting for that book. Reference materials circulate overnight only. There are no fines for overdue books. Replacement costs for lost or damaged books (along with a processing fee) are assessed at the end of the year. Students are not to check out materials if an adult is not present. Faculty and staff may check out materials in the library through Destiny Library Manager. Material being returned to the library should be placed in the drop box at the circulation desk.

### **Birthday Books**

Parents may choose to donate a book to the library in recognition of their child's birthday or other special event. The librarian acquires a special selection of current and favorite books for this purpose. Parents are asked to complete the birthday book form prior to the child's birthday, and send it in with a check to cover the cost of the book. On the child's birthday, the child chooses a book from the birthday book cart in the library. A bookplate honoring the child and his/her birthday is placed inside the front cover of the book, and the child is able to check out the book before it is available for general circulation.

## **LOCKERS**

Each student in the school is assigned a locker or cubby. Homeroom teachers will record locker numbers. A duplicate list is given to the front office.

Lockers or cubbies will be used for outdoor clothing, lunches, and P.E. bags, as well as books for Upper-School students. Items may not be stored on top of lockers. Homeroom teachers will schedule monthly locker clean-outs.

At any time, student lockers or cubbies may be opened by a teacher, the Assistant Head of School, or the Head of School. In the event of this necessity, staff will be certain that another adult is present.

## **LOST AND FOUND**

Students are responsible for their own personal belongings. Lost-and-Found boxes for clothing, books, and other possessions which have lost their owners are located in the locker room area. Please see that items left in your classroom, hallways, etc. are placed in the boxes so their owners may find them. Parents should write their child's name on their items so that if they are "found," they can be returned. Lost and found items are periodically displayed for students and parents to claim items. Unclaimed items are taken to a local charity during winter break, spring break, and at the end of the school year. "Lost" announcements will not be placed in the school newsletter.

## **LUNCH**

A catered lunch is offered students on Monday through Thursday throughout the school year, unless otherwise indicated. A menu is posted on the school web site. Lunch enrollment selections are made and paid for at this time. Students are expected to bring a packed lunch on Fridays or participate in scheduled fund-raising days.

The following lunchroom routines will assure a clean and pleasant lunchroom environment:

- Students should show up on time in order to keep the lunch lines moving.
- Students must use wipes, antibacterial hand gel, or wash hands before eating.
- Before lunch/recess, students will say a prayer of thanks for their food.
- Grades 3 & 4 will take their sack lunches to recess and deposit them in the PE vestibule in the designated areas.
- Students will have assigned sections by grade level.
- Faculty will encourage students to recycle their plastic bottles.
- Students will throw trash away only at the end of the lunch, not one piece at a time.
- Faculty will require students to follow the traffic pattern.
- Students are expected to display good manners at all times.
- Faculty will question any students who arrive to lunch significantly late.
- Students will not leave the cafeteria without permission. Faculty will use their judgment about the use of water fountains, restrooms, phone, etc.
- When three to four minutes of lunch remain, faculty on duty will remind students to clean their tables and the floor around their tables. Lunch duty staff will check the area before the class leaves the cafeteria.
- No food or drink will leave the cafeteria except for students dining with an administrator or their advisor, or on occasion when the entire class is eating in their classroom.

## **MAINTENANCE, REPAIRS, AND CARE OF SCHOOL PROPERTY**

The appearance of the building, grounds, classrooms, and common areas are the responsibility of all faculty and staff. Classrooms are expected to be kept neat and orderly. Students are educated to help take care of the campus and take pride in the appearance of the school. Under no circumstances are students allowed to litter, write on desks, or deface other campus surfaces. Students will be schooled in proper trash recycling procedures. Teachers are also encouraged to demonstrate good recycling habits. Classroom chairs that are separate from desks will be placed on top of the desk or stacked at the end of each school day to facilitate room cleaning. If there is something in need of repair, please contact the Facilities Director.

Emergencies will be brought to the Facility Director's attention immediately by calling the front office at ext. 100. The front office, in turn, will radio plant staff for immediate response.

## **MEDIA**

The use of multi-media aids to enhance and enrich instruction (i.e., movies, CDs, DVDs, United Streaming) is encouraged, especially when the medium serves as a primary source. However, careful consideration is given to the appropriateness of the content relative to the age of the student. Only movies rated G will be shown without parental consent. The use of unrated media rests with the professional judgment of the teacher.

## **NEW STUDENTS**

New students are made to feel welcome in their new surroundings by the assignment of a "Buddy" to help them adjust during the first few days. Parents should feel free to contact teachers within the first two weeks of school to discuss adjustment and to exchange information regarding expectations and other school experiences.

## **OPENING DAYS**

All teachers will address the following in their opening lessons with students:

- Success Traits – particularly Organization in September
- Christian Values: Kindness, Honesty, Respect, and Compassion
- Expectations for classroom discipline

Expectations for school-wide discipline

## **RECESS GUIDELINES**

Lower and Upper School recess duties are assigned to various staff members. All students are accounted for by duty personnel, and visual supervision of all areas is maintained. Staff are evenly distributed throughout the supervised area.

A **proactive** role in the supervision of recess is taken, and potential problems are **identified** and **prevented** from occurring. "Safety first" is our number one concern!

- If a teacher is absent, arrangements are made for coverage of the duty.
- In the event of inclement weather, students remain indoors. Staff assigned to the recess duty will still assist with the supervision of students during indoor recess days.
- Recess duty teachers will always take a radio and first-aid kit to the playground.
- Roles will be coordinated and zones established with the other faculty members who are on duty.
- If any serious injuries occur during recess, the duty personnel will:
  1. Use the radio to contact a staff member stating that there is a recess emergency and its location.
  2. Keep the injured individual still, never forcing him to move unless his position places him in danger.
  3. Remain with the injured person at all times while another recess attendant assumes responsibility for the other students. Additional first-aid supplies will be brought to the injured student.
  4. Report the injury to the front office and complete an *Accident Report* if requested.

### **Lower-School Recess Guidelines**

Recess duty personnel will:

- Familiarize themselves with students who have health issues, i.e. those who have Epi-pens for bee stings or food allergies.
- Position themselves in zones, especially in higher-risk areas, i.e. near the field and the dirt/playground.
- Stand while on duty, and continuously circulate, refraining from sitting on the playground benches or swings.
- Forgo the use of cell phones for calling or for texting.
- Think proactively rather than reactively – practice safety first:
  1. Two grade levels may play on the **playground** at the same time. Students should not jump off of the railroad ties nor chase each other. They should also go **down** the slide only and should stay off of the top of the monkey bars.
  2. Students may use the field for playing. Grades 1 and 2 may use  $\frac{1}{2}$  of the field. Grades 3 and 4 may use  $\frac{3}{4}$  of it.
  3. Students may use the field to play soccer, using balls from the blue bin. Slide tackling is not allowed nor is kickball or football for grades 1 and 2.
  4. Students may use the blacktop for playing Four Square, avoiding the glass doors.
  5. Students may not be near the bleachers, nor should they play ball on the grassy area, the rocky area, or on the sidewalk because of play space size, proximity to the building and parking lot, and uneven surface.
  6. Students should not be allowed to build pyramids.

7. Students should not play tag on the hill area by the steps and may only tag with a **2-finger tap**.
8. When games are played in teams, students must approach a recess duty teacher who will help in forming them. Suggested team formation strategies include having students:

Count off by 1-2, 1-2  
Use favorite color groupings  
Divide into consonants and vowels  
Sort by birthdays, adding the month and day  
Count the number of letters in their names

### **Upper-School Recess Guidelines**

- A recess duty teacher will lead the students from Parish Hall to the field area.
- Recess duty teachers will position themselves in three zones, covering the entire playing area while watching student activities vigilantly.
- Recess duty teachers will stand while on duty, circulating continuously.

### **Student Behavior Guidelines**

Students must:

- Keep shoes on – no bare feet
- Refrain from tackling of any kind
- Use 2-finger tag only
- Go **DOWN** the slide only
- Stay off of the top of the monkey bars
- Refrain from dunking or hanging on the basketball rim
- **NOT** spit
- Avoid games including Table Topping (getting a student to trip over another student), and Mulch (running on the playground with closed eyes until falling into the mulch)

**Indoor Recess:** All Upper-School students will return to their homerooms for indoor recess. Students **MAY NOT** be in the hallway.

## **RECYCLING**

Per Montgomery County, February, 2005, ER 15-04AM regulation, St. John's recycles eligible materials and reduces waste destined for the landfill. Eligible trash is sorted into one of two blue recycling containers: either "Mixed Paper" or "Commingled Materials."

### **Mixed Paper**

- Clean and dry white or colored paper

- Cardboard
- Newspapers, magazines, catalogs
- Phonebooks

### **Commingled Materials**

- Glass bottles, jars
  - Plastic narrow neck bottles (without caps)
  - Steel/tin cans
  - Aluminum cans/foil products
- 
- Aluminum cans/foil products

## **RESOURCE PROGRAM**

The Resource Program provides additional support for individuals and small groups of students. The resource teacher works with classroom teachers and students to identify and implement support strategies that are flexible and effective. The ultimate goal of resource support is to develop students who are well-equipped to become “take charge” learners.

### **Process for Addressing Individual Student Needs**

1. The classroom teacher identifies the problem
  - Situation is discussed and solutions brainstormed in Chambers
  - If the problem extends beyond the reach of a classroom teacher to manage then Step #2 below
2. Problem is researched and information is collected (Resource opens a folder)
  - Report cards
  - Testing
  - Teacher Feedback
  - Parent Feedback
  - Student Feedback
  - Classroom Observations (Resource Director and/or Assistant Head)
3. A plan is prepared (Resource teacher, classroom teacher)
  - May include **in-school** aid such as individual tutoring, daily monitoring of notebook, Homework Club, testing, working with school counselor, OR
  - **Out-of-school** resources such as testing, counseling, medical services (Division Director must be present to request any of these)
  - All actions in the plan are handed off to a teacher, administrator, or resource teacher to monitor and to ensure completion
4. Plan is presented to parents (Resource teacher, classroom teacher, administrator)
  - Led by resource teacher
  - Includes parents, administrator, key teachers
  - Shared with student afterwards

- Every action has a staff member responsible for completion
  - The resource teacher manages the actions, collates results, prepares follow-up plan, and coordinates follow-up meeting.
5. Plan is reviewed (Resource teacher)
    - Resource teacher schedules follow-up meeting with parents and key players
    - Meets day before with key players to finalize follow-up plan
    - Coordinates as necessary for next meeting
  6. Folder is Closed (team)
    - When the student is able to function independently in the classroom, the objectives of the learning plan have been met. The student's folder is considered closed. If later intervention is necessary, the folder is reactivated.

### Typical Timetable

Identify the problem and open a folder	Day 1
Research/collect information	Day 1-7 (one week)
Prepare a Plan	Day 8-10
Present Plan	Day 9-11 (one and one-half weeks)
Follow-up	Determined in the student plan

Note: During the November parent conference, it is appropriate for the teacher to share concerns about the student's ability to participate successfully in St. John's academic program, but discussions of re-enrollment cannot occur without the Assistant Head of School or Head of School present.

The teacher schedules a meeting in January with the parents, Resource Director and the Assistant Head of School or Head of School to discuss issues of re-enrollment. Final authority for re-enrollment issues rests with the Head of School.

## **SNACKS**

Food and drink are to be consumed at specified snack times and at lunch. Eating is not permitted at other times unless permitted by the classroom teacher. All children should be cautioned never to share food with a friend, as food allergies are common and may be serious. Use of food in the classroom as instructional aides or enrichment must be carefully monitored to avoid food allergy contact.

Snack time varies in the Lower-School classrooms, but it is generally a mid-morning break in grades K-8. Lower and Upper-School students are to bring their own healthy snacks to consume at the designated snack time for their classroom. Suggestions include: fresh fruit, dried fruit, trail mix, fresh vegetables (small baby carrots), granola bars, rice cakes, yogurt covered raisins, or crackers and cheese. Possible drinks include fruit drinks or bottled water in unbreakable containers – no glass containers. Soda is not an appropriate beverage. This list certainly is not all inclusive, but is merely a guide. Students must clean up after their snack break and place trash in the appropriate recycling bin.

Chewing gum is not permitted. Candy is only allowed in school for special occasions.

Under no circumstances are students to eat in the hallways or in front of the school during parent pick-up.

## **STUDENT COUNCIL**

The Student Council works to give students a constructive voice in school affairs and opportunities to develop leadership skills. Student council representatives are elected from each homeroom in grades 5-8 within the first month of school. Student Council representatives meet regularly. The faculty advisor will guide the council in planning and implementation. The Assistant Headmaster must approve all Student Council activities.

### **Objectives:**

There are several objectives to the Student Council program at St. John's. Serving on the Student Council gives the students a means by which to demonstrate responsibility and have a voice in their school community through leadership opportunities. The hope is to instill in our representatives a sense of self-confidence that stems from assuming a leadership role, problem-solving issues, and helping others.

Representatives bring new energy and ideas to our school by organizing activities, planning student events, giving input about program policies, and finding means for community service.

### **Responsibilities:**

Student Council representatives will be responsible for assisting in the resolution of any issues that arise from their class. After being elected, representatives will conduct a needs assessment in order to identify and prioritize the concerns, needs, interests, and/or ideas of their class. Throughout their one-year term, they will be asked to present a status a of the class report at every bi-weekly Student Council meeting. Additionally, representatives will be listening for any school-wide issues that could be addressed in this forum. The representatives will be required to follow through – to find answers and solutions and report back to the class.

## **STUDENT RECORDS AND TRANSCRIPTS FOR MATRICULATING OR TRANSFERRING STUDENTS**

Student records for grade K-8 are filed alphabetically in the school office. The files contain the application, transcripts from other schools, test results, report cards, and any other pertinent information. Requests for student transcripts, recommendations, or other records should be made in writing to the Head of School's Executive Assistant. The school reserves the right to withhold report cards and transcripts if an account is not current.

The school name (preferably letterhead) appears on all transcripts and recommendations. School records and recommendations are sent directly from St.

John's to other schools and are not given to parents to be hand-carried. Teachers cannot give any written recommendations to the school secretary.

## **SUMMER READING PROGRAM**

St. John's requires independent reading over the summer. Recommended reading lists are sent home in June.

## **TOBACCO PRODUCTS**

The use of any tobacco products is not allowed on church/school property at any time.

## **TOYS AND PERSONAL PROPERTY**

St. John's Episcopal School is not responsible for valuables/cash that are brought to school. We ask that expensive items be left at home. Electronic equipment such as beepers, cell phones, CD players, iPods, Game-Boy-type equipment, and toys are not permitted to be used during the school day.

Items brought to school and deemed inappropriate will be kept in the office of the Assistant Head of School and returned at the end of the day. Parents may be contacted.

## **TUTORING**

The academic day extends from 7:55 a.m. to 4:00 p.m. (3:00 pm on Fridays). Full time faculty are expected to be available to their students throughout this time period at no additional charge to families. Part-time teachers are expected to arrive at least 15 minutes before their first class and remain at school for at least 15 minutes following their last class.

Faculty may tutor current St. John's students before and after the work day at a rate of \$50 per hour for one student and \$30 per hour for two students. Parents will pay the faculty tutor directly. All on site tutoring is arranged through the Resource Department. Faculty members may not charge for tutoring students who are currently enrolled in one of their own classes.

If a faculty member offers other services to an existing school family (house sitting, day care, etc.), the faculty member is encouraged to inform their supervisor to ensure that there are no perceived conflicts of interest.

Faculty are expected to remain later in the afternoon when there are scheduled responsibilities (faculty meetings, school events, etc.). Faculty must receive approval from their supervisor (who works with plant, business office and extended day staff) for any programs that are run before and after school. Please remember that the ongoing St. John's after school programs such as Extended Day, sports, and clubs have priority use of classrooms and other facilities before and after school.

## **WISH LIST**

For items outside the realm of the classroom/operating budget, STJES manages a Wish List. Faculty submits requests by completing the school Wish List Request Form.

## TECHNOLOGY

Technology classes are presented at least once a week for grades K-5; K-2 has thirty minute classes, and grades 3-5 have forty-five minute classes. Technology is a fully integrated subject in grades 6-8, and students are expected to be able to complete classroom assignments and projects utilizing technology skills learned in lower grades. All classroom teachers may sign up for extra technology time for specific projects on which they are working throughout the year.

Lower-School students work on a variety of units involving keyboarding, programming, spreadsheets, multimedia presentations, and word-processing skills. These units are nearly always tied to existing classroom projects or units of study. St. John's has a large collection of subject-specific software used to reinforce and extend classroom learning.

Students extensively study the Internet, learning how to navigate it to locate, evaluate, and synthesize information in today's digital world. Upper-School students work on web pages, digital movies, computer programming, and robotics. These students integrate technology into their major academic classes by utilizing laptop computers on the school's wireless network.

### ACCEPTABLE USE POLICY FOR STUDENTS USING TECHNOLOGY

Every student is held responsible for his or her own actions and decisions. Computer use at school is a privilege that may be suspended or revoked if users do not follow the school expectations and the special rules listed below. Faculty oversees technology use and reminds student users to be kind, honest, respectful and compassionate when using the computers and when communicating on the Internet.

- Technology is only to be used for education, research, and communication. This means students are not to check their personal email while at school or "surf" without teacher permission. While on the computers, students should always use appropriate language.
- Eating or drinking while using any computer equipment is not allowed.
- When students are finished using laptops, they should be turned off and placed back in the laptop storage cart correctly.
- Students should leave the computers exactly the way that they found them. They should not make any changes to the computer's settings unless instructed to do so by a teacher, i.e. changing desktop setting and screen savers. Students are not to install any files or software without permission of the teacher. Taking software off school grounds, whether physically or electronically is prohibited.
- Students are not to access streaming or "live" music from the Internet. This includes Windows Media Player and Real Player. When students do this, so much bandwidth from our school Internet network is required, that on occasion, other school users are unable to gain access to the Internet.

- Current copyright laws must be respected by all users. This means that if writing is not original or student created, proper credit must be given to the work's creator. Simply juxtaposing text is not sufficient. The work remains the property of its creator, and if borrowed, must be properly cited.
- Internet safety is of utmost importance. STJES works diligently to block out controversial materials; however, on a global network, it is impossible to control everything, and on occasion, inappropriate material surfaces. Students should be instructed to inform a teacher if this happens. The supervising teacher will then record the information and report it to the technology coordinator. Steps will then be taken to block the offending site.
- Faculty instructs its students to refrain sharing personal information with anyone over the Internet. This includes their address, phone number, or birthday. Students are instructed to never enter chat rooms, instant message programs, or newsgroups unless directed to do so by a teacher.
- Users are never to access someone else's account, including his/her school e-mail account, network account, or computer files. Faculty instructs students to keep passwords private. This includes e-mail and school network passwords.

## CELL PHONE USE

### General Policy:

Cell phone use is not permitted in the school building before or during the academic day. Cell phones must be turned off and kept in a locker during this time. After school, beginning at 3:30 p.m., students should not use cell phones until they have left the building, and then only with permission from a teacher or administrator if the student is still on school property.

**Any use** of a cell phone between the hours of 8:00 a.m to 3:30 p.m will result in the immediate confiscation of the cell phone. The student's parent must retrieve the cell phone from the Assistant Head of School or the Head of School.

Extended Day is considered a part of the academic day, and cell phone use is restricted, except with permission of a teacher or the Director. At no time are any of the following acceptable without teacher permission:

- Photographs
- Video or audio taken anywhere on campus
- Text messaging during school hours

## E-MAIL

### Parent E-mail System Protocols

The age of the internet has revolutionized communication. What previously required a trip to town or a phone call can now be accomplished without leaving your desk at work. This ease of communication has many time-saving benefits, but we sometimes forget that it's not the right medium for every type of message.

If parents wish to discuss their child's academic progress or a social issue, email is an effective method for setting up an appointment to talk to his/her teacher in detail. Complex problems are not to be raised or addressed in email format since miscommunications can, too often, occur when the nuances of voice and expression are omitted from the process.

Logistical discussions about such issues as schedule changes or homework questions are appropriate for email use; however, questions regarding the purpose/philosophy of a homework assignment, project, or event should be reserved for phone or face-to-face conversations so that a dialogue may occur.

When emailing faculty, parents should be considerate and concise with their messages. Email messages from parents should be limited to no more than one per day since it requires time for faculty to thoughtfully respond to each. Faculty should make every effort to respond within 24-hours to parent emails received during the work week.

### Archiving of Emails

St. John's Episcopal School reserves the right to intercept, store, archive, delete, or view emails for security/audit purposes and, where necessary, instigate appropriate proceedings against the parties involved. We scan all inbound and outbound emails, plus any attachments, for viruses but do NOT guarantee such messages to be virus-free. The onus is on the recipient to ensure they are virus-free. St. John's accepts no responsibility for any damage caused by receiving emails from our email system. **This also serves as notice that emails sent to and from St. John's Episcopal School email system will not be archived upon deletion by the sender/recipient, and are released by the bounds established by the Federal Rules of Civil Procedure by the posting of this notice.**

## ONLINE GRADEBOOKS AND ASSIGNMENTS

Teachers use the online grade books for keeping track of current grades unless they have significant reasons for using another version and have requested permission from the Assistant Head of School. Teachers update their assignments online, daily or weekly, and communicate their policy to students and families. Teachers also list all tests, exams, and major projects on the online test calendar.

## **SOCIAL NETWORKING SITES AND INSTANT MESSENGER**

St. John's Episcopal School blocks on-campus access to most social networking sites including Facebook, MySpace, Club Penguin, and Webkinz. The reasons that we choose to block are many, but the predominant reason is because of bandwidth issues. Intelligent discussions about using these sites safely at home occur in technology classes in the Lower School, and a curriculum for reinforcing these lessons in middle school is currently being developed.

On occasion, parent education classes are offered, both in the morning and evening, to help parents understand the dangers and benefits offered by these types of sites. Parents are strongly encouraged to have frequent, open discussions with their children about their online activities. Although Facebook and similar sites are all public, students sometimes believe that adults cannot see what they post. Inappropriate postings may lead to damaged reputations and possible disciplinary action at school if the content is libelous. Teens should not post photos or information that they would not want adults to see.

Teachers are mindful of “friending” parents and students, since faculty has been dismissed from schools around the nation for activities unbecoming a teacher on social networking sites. It is for this reason that St. John’s teachers are not allowed to initiate or accept social network friend requests from current or former students under the age of 18. In addition, no STJES faculty member can initiate or accept social network friend requests from current STJES parents. Teachers and staff use professional discretion when “friending” alumni eighteen years old and over.

## **WIKI GUIDELINES**

### **The following guidelines apply to the use of wikis:**

1. All users of our public and private web sites must always use appropriate language. The multimedia content that is posted (pictures, movies) must also relate to the class goals for this program.
2. Words can be used to make someone feel good or feel bad. Using technology to make another person feel badly is the action of a bully. Bullying will not be tolerated.
3. Since people cannot always see you and understand when you are making a joke or being funny, it is easy for feelings to be hurt. It is important to take care to say exactly what is meant, being kind and understanding of communication differences.
4. This is a new program and the St. John’s community is still learning the best ways to use it to communicate with our teachers, students and parents. Faculty is asked to instruct students to use this tool only for school project activities that are assigned by their teacher(s).
5. Because we are all sharing the tools we use to communicate, it is possible to accidentally delete work that doesn’t belong to you on wikis and other interactive bulletin boards. It is important to be respectful of others’ work.

6. The internet is a public place. Some of our Wikis and bulletin boards can be seen by people who do not go to our school, such as our parents or grandparents. Some are private, and faculty should help students to learn the differences. Everyone needs to be careful about what we post about ourselves. No one should ever list his real name, your age, your home address, your photo or birthday on the public sites.

7. The use of technology at St. John's is a privilege, not a right. If a student is unable to follow these rules, he or she may lose the privileges granted to him.

## UNIFORM

Wearing the St. John's uniform helps your child develop a sense of belonging. School is your child's "business," and dressing neatly and appropriately helps your child feel ready to perform at his/her highest level. A child's school uniform is the single most visible test of whether a child is adhering to the rules, regulations and expectations of the school. Students who test the limits of the uniform code are testing whether teachers, administrators and parents are willing to compromise on their expectations for the child.

Parents can help by demanding compliance to the uniform code even under the duress of "So-and-so dresses that way." Parents are asked to check the uniforms of their children before they leave home and to encourage their children to dress for success. Teachers will help by letting students know that their high expectations are consistent for each member of the class. With the assistance of the parents and teachers, students accept compliance to the spirit of the uniform code. Attempts to unduly distinguish oneself in dress or looks (hairstyle/color, jewelry, makeup, etc.) will be considered infractions of the disciplinary code. This includes writing or drawing on skin and/or clothing.

### UNIFORM VENDOR

The school's uniform vendor is:

Gorman's Garments and Gear  
3333 Olney-Sandy Spring Road, Suite 001  
Olney, MD 20832  
301-774-4322  
[gormansgg@gmail.com](mailto:gormansgg@gmail.com)

All uniform clothing and P.E. clothing may be purchased at Gorman's Garments and Gear. Parents who purchase clothing elsewhere take the risk that style and color variations may make clothing stand out. St. John's reserves the right to make judgments about pants or other clothing that conflict with the spirit of the uniform.

Clothing style should not become an issue in our classrooms, and we ask that parents help us in being firm with the children by not purchasing questionable clothing.

Please label each piece of your child's clothing with his/her name as an aid to identification, should any clothing be lost or misplaced.

### UNIFORM GUIDELINES

#### Official "Dress" Uniform

The Friday dress uniform is described in the charts that follow. This uniform is required on Fridays (Chapel days), on any field trip or school outing that is not athletic or

outdoors in nature and at special school occasions, such as Baccalaureate. It may also be worn the entire week.

## **Shirts**

Any white shirt should not contain a logo or brand marking. The white and navy polo shirts are available in both regular bottom and banded bottom for both boys and girls. The banded bottom shirt may be worn without a belt. All navy polo shirts must be purchased from Gorman's Garments and Gear and be embroidered with the school logo. All shirts may either be long or short-sleeved.

## **Pants**

Students may wear any brand of khaki pants as long as they are clean, neat, presentable, conservative in style, and void of logos. There should not be any additional pockets, zippers, bell/flared bottoms, including cargo or carpenter pants, or dropped waists.

## **Skirts and Jumpers**

Skirts and jumpers may be no more than two inches above the knee. Shorts that do not extend below the hem line should be worn underneath.

## **Shoes**

For grades 3-8, shoes must be solid dark brown, in any of the following styles: tie, loafer, topsiders, etc. No boots, work boots (i.e., tan construction boots), clogs or open-backed shoes are permitted. Shoes must not extend above the ankle. Heels should be no more than one inch, and the back of the shoe must cover the heel.

Tied shoes should have brown shoelaces. No colored laces are permitted on tennis shoes.

## **Hats**

No hats, headscarves, or bandanas are permitted.

## **Sweatshirts and Outwear**

Students are prohibited from wearing non-St. John's sweatshirts or other outerwear during class. During the winter months, students may wear the St. John's polar fleece, St. John's navy hooded sweatshirt, St. John's navy or gray crewneck sweatshirt, navy cardigan, or navy crewneck, if they would be more comfortable. All non-St. John's outerwear, including flannel pants or sweatpants, must be removed before the start of the school day and after recess.

Eighth-grade students may wear the sweatshirt of the high school they will be attending in the fall, once they have been formally accepted.

## Scout Uniforms

The wearing of scout uniforms is permissible on troop meeting days.

## Jewelry

Minimal jewelry is permitted and must be subtle and tasteful. Earrings must be no larger than a dime. Earrings that dangle below the earlobe are not permitted. No large necklaces, bracelets, or rings are permitted. Leather “studded” bracelets are not permitted.

## BOY'S UNIFORM

<b>Boys K-2</b>	<b>Monday - Thursday</b>	<b>Friday/Dress Uniform</b>
<b>Pants</b>	Khaki	Khaki
<b>Shirt</b>	White Oxford shirt or White Polo-style shirt or Navy Embroidered Polo-style shirt or White Turtleneck	White Oxford shirt <b>and</b> Embroidered Navy Sweater Vest
<b>Shoes</b>	White Tennis Shoes*	White Tennis Shoes*
<b>Socks</b>	White	White
<b>Belt</b>	Dark Brown or Black	Dark Brown
<b>Additional Options (Mon.-Thurs. only)</b>	Navy Polar-Fleece Jacket STJES Hooded Sweatshirt Embroidered Navy Sweater Vest Navy Athletic Cardigan Navy Crewneck Sweater Khaki Shorts (Sept, May, June)	NONE

<b>Boys 3-4</b>	<b>Monday - Thursday</b>	<b>Friday/ Dress Uniform</b>
<b>Pants</b>	Khaki	Khaki
<b>Shirt</b>	White Oxford shirt or White Polo-style shirt or Navy Embroidered Polo-style shirt or White Turtleneck	White Oxford shirt <b>and</b> Embroidered Navy Sweater Vest
<b>Shoes</b>	Dark Brown	Dark Brown
<b>Socks</b>	White	White
<b>Belt</b>	Dark Brown or Black	Dark Brown
<b>Additional Options (Mon.-Thurs. only)</b>	Navy Polar-Fleece Jacket STJES Hooded Sweatshirt Embroidered Navy Sweater Vest Navy Athletic Cardigan Navy Crewneck Sweater Khaki Shorts (Sept, May, June)	NONE

<b>Boys 5-8</b>	<b>Monday - Thursday</b>	<b>Friday/ Dress Uniform</b>
<b>Pants</b>	Khaki	Khaki
<b>Shirt</b>	White Oxford shirt or White Polo-style shirt or Navy Embroidered Polo-style shirt or White Turtleneck	White Oxford shirt <b>with</b> School Tie <b>and</b> Navy Blazer
<b>Shoes</b>	Dark Brown	Dark Brown
<b>Socks</b>	White	White
<b>Belt</b>	Dark Brown or Black	Dark Brown
<b>Additional Options (Mon.-Thurs. only)</b>	Navy Polar-Fleece Jacket STJES Hooded Sweatshirt Navy Athletic Cardigan Navy Crewneck Sweater Khaki Shorts (Sept, May, June)	NONE

*\* White Tennis Shoes must be predominantly white*

## GIRL'S UNIFORM

<b>Girls K-2</b>	<b>Monday - Thursday</b>	<b>Friday/ Dress Uniform</b>
<b>Jumper</b>	Plaid Drop-Waist Jumper or Bib-Front Jumper	Plaid Drop-Waist Jumper or Bib-Front Jumper
<b>Shirt</b>	White Peter Pan Collar blouse or White Polo-style shirt or Navy Embroidered Polo-style shirt or or White Turtleneck	White Peter Pan Collar blouse
<b>Socks/Tights</b>	White or Navy Crew Socks or Navy Knee Socks or Navy Tights (no white)	Navy Crew Socks or Navy Knee Socks or Navy Tights (no white)
<b>Shoes</b>	White Tennis Shoes*	White Tennis Shoes*
<b>Additional Options (Mon.-Thurs. only)</b>	Navy Cardigan or Athletic Cardigan Navy Polar-Fleece Jacket STJES Hooded Sweatshirt Khaki Shorts (Sept, May, June) Khaki Pants	NONE

<b>Girls 3-4</b>	<b>Monday - Thursday</b>	<b>Friday/ Dress Uniform</b>
<b>Jumper</b>	Plaid Drop-Waist Jumper or Bib-Front Jumper	Plaid Drop-Waist Jumper or Bib-Front Jumper
<b>Shirt</b>	White Peter Pan Collar blouse or White Polo-style shirt or Navy Embroidered Polo-style shirt or or White Turtleneck	White Peter Pan Collar blouse
<b>Socks/Tights</b>	White or Navy Crew Socks or Navy Knee Socks or Navy Tights (no white)	Navy Crew Socks or Navy Knee Socks or Navy Tights (no white)
<b>Shoes</b>	Dark Brown, Black or Navy	Dark Brown, Black or Navy
<b>Additional Options (Mon.-Thurs. only)</b>	Navy Cardigan or Athletic Cardigan Navy Polar-Fleece Jacket STJES Hooded Sweatshirt Khaki Shorts (Sept, May, June)	NONE

	Khaki Pants	
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Girls 5-8	Monday - Thursday	Friday/ Dress Uniform
<b>Skirt</b>	Plaid Kilt or Plaid Box Pleat Skirt	Plaid Kilt or Plaid Box Pleat Skirt
<b>Shirt &amp; Blazer</b>	White Oxford shirt or White Polo-style shirt or Navy Embroidered Polo-style shirt or White Turtleneck	White Oxford shirt <b>and</b> Navy Blazer
<b>Socks/Tights</b>	White or Navy Crew Socks or Navy Knee Socks or Navy Tights (no white)	Navy Crew Socks or Navy Knee Socks or Navy Tights (no white)
<b>Shoes</b>	Dark Brown, Black or Navy	Dark Brown, Black or Navy
<b>Additional Options (Mon.-Thurs. only)</b>	Navy Cardigan or Athletic Cardigan Navy Polar-Fleece Jacket STJES Hooded Sweatshirt Khaki Shorts (Sept, May, June) Khaki Pants	NONE

*\* White Tennis Shoes must be predominantly white*

## PHYSICAL EDUCATION UNIFORM

P.E. uniforms are required for students in Grades 5 through 8. These students are assigned a gym locker. The following is a list of items required for P.E.:

- ♦ Navy shorts with St. John's Crest or St. John's Athletics and student's name (first or last) below crest.
- ♦ Navy or Gold team T-shirt with St. John's Crest and student's name (first or last) below crest.
- ♦ Navy sweatpants and sweatshirt with St. John's Crest and student's name (first or last) below crest (for outdoors only).
- ♦ White socks (NOT the same pair that was worn to school).
- ♦ Athletic shoes. Shoes must have laces. No vans or skateboarding shoes are permitted.
- ♦ Lock – The combination or spare key will kept in the Physical Education Office.
- ♦ Bag for above items – must fit completely inside the locker.

Students in grades K-2 may wear their athletic shoes all day long on P.E. days. Students in grade 3 are to bring their athletic shoes to school and change shoes for PE. Students in grades 5-8 are expected to change into P.E. uniforms on out-of-uniform days.

P.E. uniforms will be sent home at the end of each week for laundering, and should be returned CLEAN to school on the first day of P.E. the following week.

P.E. uniforms may NOT be worn for after-school activities or practices, unless practice is on the last day of P.E. for that week.

**If students need to wear something other than their P.E. uniform (lost clothes, etc.), they need to bring in a change of clothes and a note from home. The note should explain the problem and give a time frame for a remedy.**

## **OUT-OF-UNIFORM DAYS**

There are a number of out-of-uniform days scheduled throughout the school year. They often coincide with a special theme day (i.e. wearing red on Valentine's Day). On these days, students may come to school in casual attire. They may wear either skirts or pants. However, the clothing should be worn in a manner befitting a student at St. John's. K-2 students are not required to wear sneakers on these days, unless they are scheduled to have P.E. on that day.

Due to potential safety hazards, students K-8 may not wear "flip-flops" to school.

Always prohibited are logos/designs of questionable taste, torn, abused or revealing items (i.e., no crop tops or tube tops). P.E. uniforms must be worn during P.E. class on out-of-uniform days (grades 5-8).

## **WINTER CLOTHING**

During the winter, children will have outdoor recess. Please send your child to school dressed in appropriate cold weather clothing, including coats, hats, gloves, etc. Winter outerwear must be removed before the start of the school day, and after recess.

# APPENDIX



Date: \_\_\_\_\_

Submitted by (name optional): \_\_\_\_\_

### Confidential Anti-Bullying Report Form

“Bullying Happens...Whenever someone uses his or her power unfairly and repeatedly to hurt someone.”

This form is for anyone in the St. John’s community who has witnessed or been involved in an incident of bullying. If you would like to be involved in the follow-up, please submit your name. Anonymous forms are also considered.

Students Involved	Student Bullying	Target (Student being Bullied)	Onlookers

Where incident occurred:

- hallway    lunch    locker room    bathroom    dismissal    in class    other \_\_\_\_\_

Period \_\_\_\_ Room no. \_\_\_\_

Time of day:

- before school    after school    during class    between classes

Type of Bullying: Describe in your own words or check off boxes below:

<p><input type="checkbox"/> <b>Physical Bullying:</b></p> <ul style="list-style-type: none"> <li>- Hitting, pushing, shoving, slapping, kicking, spitting at, or beating others up</li> <li>- Damaging or stealing someone’s property</li> </ul> <p><input type="checkbox"/> <b>Verbal Bullying:</b></p> <ul style="list-style-type: none"> <li>- Name- calling, hurtful teasing</li> <li>- Insulting, humiliating, or threatening someone</li> </ul> <p><input type="checkbox"/> <b>Social Bullying:</b></p> <ul style="list-style-type: none"> <li>- Excluding others from “the group” or from an activity</li> <li>- Gossiping or spreading rumors about others</li> <li>- Setting others up to look foolish</li> <li>- Making sure others don’t associate with someone</li> </ul> <p><input type="checkbox"/> <b>Cyberbullying:</b></p> <ul style="list-style-type: none"> <li>- Sending an email or phone text messages or pictures to threaten or hurt their feelings; single out, embarrass, or make them look bad; or spread rumors or reveal secrets about them</li> </ul>	<p><input type="checkbox"/> <b>Racial/Ethnic bullying:</b></p> <ul style="list-style-type: none"> <li>- Treating others differently or badly because of their culture, racial or ethnic background, or the color of their skin</li> <li>- Saying negative things about someone’s race, culture, ethnic background or skin color</li> <li>- Calling someone by a racially or ethnically derogatory term</li> <li>- Telling racist jokes</li> </ul> <p><input type="checkbox"/> <b>Sexual Bullying:</b></p> <ul style="list-style-type: none"> <li>- Touching, pinching, or grabbing someone in a sexual way</li> <li>- Making crude comments or spreading rumors about someone’s sexual behavior</li> <li>- Calling someone “gay” or “fag” or a “lesbian” or something similar to upset them</li> <li>- Making sexual gestures at someone</li> </ul> <p><input type="checkbox"/> <b>Religion-based bullying:</b></p> <ul style="list-style-type: none"> <li>- Treating others differently or badly because of their religion</li> <li>- Saying negative things about someone’s religion</li> </ul>
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Please provide your reflection on this incident. Can you suggest actions or steps that you think would be helpful?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please submit completed form to Mrs. Rippen, Assistant Head of School**

.....  
*To be completed by Administrator*

Administrator notes:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Follow-up and Recommendations:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- parent notified (student with bullying behavior)
- parent notified (target)
- guidance counselor follow-up required
- professional counseling recommended

Input from Parent of targeted student

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Input from Parent of student demonstrating bullying behavior

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Technology Use Guidelines for the Wiki

1. Please always use appropriate language on all of our public and private Web sites. The multimedia content you post (pictures, movies) must also relate to our class goals for this program.
2. Words can be used to make someone feel good or feel bad. When you use technology to make someone feel bad, you are acting as a bully. Bullying will not be tolerated.
3. People cannot always see you and understand you are making a joke, or being funny. That's when feelings can get hurt. Take care to say exactly what you mean. Please be kind and understanding of communication differences.
4. This is a new program and the St. John's community is still learning the best ways to use these tools to communicate with our teachers, students and parents. Please use these tools only for our project activities, as they are assigned by your teacher(s)..
5. We are all sharing the tools we use to communicate. On our Wikis and other interactive bulletin boards, it is possible to accidentally delete work that doesn't belong to you. Be respectful of others' work.
6. The internet is a public place. Some of our Wikis and bulletin boards can be seen by people who do not go to our school, such as our parents or grandparents. Some are private and your teachers will help you to learn the differences. We all need to be careful about what we post about ourselves. Never list your real name, your age, your home address, your photo or birthday on the public sites.
7. The use of technology at St. John's is a privilege, not a right. If the student is unable to follow these rules, he or she may lose the privileges granted to them.

Student Name \_\_\_\_\_

Parent Name \_\_\_\_\_

Date \_\_\_\_\_



**St. John's**  
EPISCOPAL SCHOOL

# *The Power of Change through Community Service*

**Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Date of Project:** \_\_\_\_\_ **STJES Advisor** \_\_\_\_\_

**Individual Project or Class Project (circle one)**

**Description of Project/Activity:**

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**Hour(s) completed on this project:** \_\_\_\_\_

**Sponsor or Adult Supervisor's Signature:** \_\_\_\_\_

**Comments:**

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**Date submitted:** \_\_\_\_\_

***Completed forms are to be turned into Mrs. Becker.***

***If your service project does not appear on the STJES website list, you must obtain prior approval from Mrs. Becker.***