Dear Parents and Guardians,

At MICDS we strive to provide a great learning environment for each and every child in our care. To that end, we recognize that a strong partnership with parents and clarity about expectations for how we will work together in this effort are critical. Please do take time to read through this *MICDS Parent and Student Handbook* and to familiarize yourself with its content. It provides important information and helpful guidance that will ordinarily govern academic and student life at the School; and, as indicated in the enrollment contract, students and parents should know and follow the procedures and rules contained in this Handbook. We hope it will become your go-to source for information.

As you read through this document you will find it provides common language and approaches where possible, and division-specific information where necessary. We recognize that many families have students in multiple divisions and that a single child starting in Beasley or Middle School will eventually find her or his way to Upper School. We strongly encourage parents or guardians of students in grades 7 through 12 to review relevant sections with their child(ren).

Warmly,

Lisa Lyle
HOS
MISSION STATEMENT

More than ever our nation needs responsible men and women who can meet the challenges of this world with confidence and embrace all its people with compassion. The next generation must include those who think critically and resolve to stand for what is good and right.

Our School cherishes academic rigor, encourages and praises meaningful individual achievement, and fosters virtue. Our independent education prepares young people for higher learning and for lives of purpose and service.

HONOR STATEMENTS

Lower School
As a member of this community, our Lower School students are expected to honor the following two principles:
Respect: Treat other people (and things) as I would like to be treated
Responsibility: Always do my best

Middle School
As a student at MICDS, I will live by the principles of trust, respect, responsibility, and honor.

Upper School
As a member of the MICDS community I will stand for what is good and right. Therefore, I resolve to act with respect, responsibility, honesty, and compassion.

2018-19 MICDS PARENT SCHOOL PARTNERSHIP

When joined by a common set of beliefs and purposes, a school and its parents form a powerful team with far-reaching positive effects on children and the entire school community. As a result, MICDS relies on its parents to understand and embrace the School’s mission, share its core philosophy and values, and fully support its curriculum, faculty/staff, and administration. Working together, parents and school professionals exert a strong influence on children to become fully educated, and help them to mature by modeling healthy adult working relationships based on honesty, trust, civility, and mutual respect.

The faculty, staff, and administration of MICDS share our parents’ commitment to their children and join them in partnership dedicated to the personal and intellectual growth of each child. This partnership begins with timely, honest and open communication between
home and school, and is premised on an assumption of goodwill and a shared interest in what is best for each individual child.

Parents can best support this climate of trust and respect by communicating concerns openly and constructively to the teacher or administrator closest to the problem. In most cases, parental questions and concerns should be directed first to the classroom teacher, followed by the relevant Department Chair for subject-specific academic or curricular concerns. Questions and concerns of a general and/or personal nature should be directed to the student's advisor or grade level dean (in the Middle and Upper School). If a satisfactory conclusion is not reached within this group, the parent should then contact the Division Head and, finally, the Head of School. For athletic concerns, parents should first contact the coach and then the Athletic Director. Should this not resolve issues, the Head of School may be contacted. Out of respect for the individual needs and privacy of each family, the School places a high value on confidentiality and expects individual families to honor the same. Efforts to lobby other parents are contrary to the spirit of the Parent School Partnership.

The relationship between parents and the School is formally governed by the School's written enrollment contracts. By enrolling their child(ren) in MICDS, parents agree to support the School's mission, follow its rules and policies, and abide by its decisions. Just as parents can expect the School to share timely information and concerns with families concerning their individual student(s)' progress, so too the School expects parents to approach issues and concerns in a spirit of mutual goodwill, using proper channels, and in a manner that gives everyone the benefit of the doubt and leads to collaborative and constructive solutions.

While parents may not agree with every decision by the School, in most cases, the parents and School will find enough common ground to continue a mutually respectful and productive relationship. However, when it is clear that a constructive, positive relationship cannot be maintained, the School reserves the right to deny continued attendance or re-enrollment in its sole discretion.

This expression of the School’s approach to our Parent Partnership embraces the MICDS Parents Association's stated mission and purpose to “foster closer relationships among the parents, students, faculty and administration of the School” and to “maximize positive parental involvement in the School.”

**MICDS ALMA MATER**
(All Students Should Stand When Sung)

With confidence we sing the praises
Of our beloved MICDS;
A legacy both ancient and new,
Our alma mater MICDS;
Changing lives through service and virtue,
Looking to our future, changing the world;
Red and green, we pledge devotion
To our beloved MICDS.

*Words and music by Susan LaBarr*

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Use of this Handbook

By presenting MICDS policies and procedures, this Handbook becomes a guide to behavior. Students and parents should know and follow the policies, procedures, and rules contained in the Handbook, and by executing the enrollment contract have acknowledged receipt and understanding of the same. Because a school is organic by nature, and because the aim is to keep the students at the center of our concern, these policies may be changed with or without notice and are subject to amendment and/or revision at any time. The most-up-to-date version of the Handbook replaces previous versions. The rules and procedures in the Handbook may also be superseded, suspended, or complemented by the Administration as they may deem it necessary and proper. Nothing in this Handbook is intended to create, nor shall anything be understood to create, contractual or legally enforceable rights. For those policies that are division specific, please see the appropriate section.

The School makes the MICDS Parent and Student Handbook available to all parents and students on the MICDS Portal (http://portal.micds.org). Navigate to Resources, then School Resources, and then Parent Handbooks. We expect parents and students to be familiar with the Handbook.

Section I: ALL SCHOOL LIFE

Communication with School

MICDS Contacts:
Website Address: http://www.micds.org
LS Fax: 314-995-7409  MS Fax: 314-995-7420  US Fax: 314-993-4498

Faculty and Staff Email Addresses: All faculty and staff have access to email. If you wish to contact a faculty or staff member, the address will usually be the first initial last name@micds.org (for example: swhite@micds.org).

Important Phone Numbers:
Head of School Office_________________________________________________________ 995-7402
Assistant Head of School Office_________________________________________________ 995-7388
Lower School Office___________________________________________________________ 995-7434
Middle School Office / Attendance_____________________________________________ 995-7397
Upper School Office___________________________________________________________ 995-7329
Upper School Attendance________________________________________________________ 995-7324
Business Office______________________________________________________________ 995-7410
<table>
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<tr>
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<tr>
<td>Athletic Office</td>
<td>995-7477</td>
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<tr>
<td>Admission Office</td>
<td>995-7367</td>
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<tr>
<td>Alumni/Development Office</td>
<td>995-7380</td>
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<tr>
<td>Marketing/Communications Office</td>
<td>995-7392</td>
</tr>
<tr>
<td>College Counseling Office</td>
<td>995-7320</td>
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<td>Student Support Services</td>
<td>995-7452</td>
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<td>Technology Help Desk</td>
<td>995-7308</td>
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<tr>
<td>Bookstore</td>
<td>995-7349</td>
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<td>Campus Safety &amp; Security</td>
<td>995-7340</td>
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<td>Extended Day Office</td>
<td>995-7321</td>
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<tr>
<td>LS/MS Nurse</td>
<td>995-7437</td>
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<tr>
<td>US Nurse</td>
<td>995-7472</td>
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<tr>
<td>Director of Food Service</td>
<td>995-7352</td>
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<tr>
<td>Director of Global Programs &amp; US Community Service</td>
<td>995-7352</td>
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**Where to Go and Whom to Contact with Questions:**
*Faculty/Administration/Staff contact information can be found on the MICDS Portal [http://portal.micds.org]*

- **Teacher/Advisor:** When you have a question about your child’s classroom experience/performance, curriculum, homework, class project, or concerns about your child
- **Assistants by Division:** When you have a question about times and dates, events, due dates of parent forms/paperwork, and other divisional logistics
- **Student Support Services:** When you have questions or concerns about your child’s: social/emotional development, mental health, or specific difficult situations that may have arisen (counselor); your child’s academic progress, learning profile, or organizational/time management skills over a period of time (learning specialist); short or long term medical needs due to an injury or illness (nurse). If you are unsure who to go to or need additional support, please contact the Director of Student Support Services.
- **LS Division Head:** When you have questions about the Lower School philosophy or purpose of program, discipline, principles of sound teaching or appropriate practice, thoughts on/insights into life at MICDS, or other questions
- **Deans (MS/US):** When you have questions about what is developmentally appropriate, grade level issues, discipline, academic concerns, or thoughts on/insights into life at MICDS
- **Department Chair (MS/US):** When you have questions about the philosophy or purpose of program, principles of sound teaching or appropriate practice, or other questions
- **Division Head:** The Division Head can be a partner for these conversations should their insights and perspectives be needed or requested.
Regular School/Home Communication: The MICDS Portal (http://portal.micds.org) serves as the most useful resource for updated information, calendar, and news. You will also receive emails, push pages, and division-specific communications:

- LS - Weekly news, Friday folder, Parent Memo
- MS - Weekly news, Weekly Update

Changes in School Routine/Notification System: MICDS subscribes to an automated notification system that sends each registered phone number recorded information/emails/text messages regarding school emergencies including weather-related events. Parents need to ensure that their correct phone and email contact information are updated on the MICDS Portal (http://portal.micds.org).

School Hours

The school day begins at 8:00 a.m. for all students and ends at 3:00 p.m. for Lower School and 3:15 p.m. for Middle and Upper School. We strongly encourage all students to arrive no later than 7:45 a.m. to allow for a smooth start and preparation of materials for their day. ATTENDANCE IS RECORDED IN ALL CLASSROOMS AT 8:00 a.m. SHARP.

All school buildings are open to students from 7:00 a.m. to 6:00 p.m., Monday through Friday. Key Pad entrances allow students limited access through pre-selected doors. Students should not be unsupervised in any of the school buildings before or after these hours or on weekends or holidays. The MICDS campus closes every day at 11:00 p.m. to all students and faculty/staff. If students need emergency entry for a specific reason at a late hour or over the weekend when buildings are locked, they should call a Campus Safety and Security officer at 314-995-7340 and, if possible, the officer will provide an escort.

LS Early Morning Student Supervision: If you have a work-related need to drop off your child before 7:30 a.m., please call the Director of Extended Day at 314-995-7321 to make these arrangements. In that case, we ask that parents walk their children into the building and make a connection with an adult. Any students that arrive before 7:45 a.m. should go directly to the LS cafeteria. After 7:45 a.m., students will be on the playground weather permitting.

LS/MS After-School Student Supervision: If students in grades JK – 6 remain on campus after the completion of carpool and not in a supervised activity, they will join the Extended Day service until a parent is able to pick them up. Carpool ends at 3:30 p.m. for Lower School and 3:45 p.m. for Middle School. Students in grades 7 – 8 will join the Academic Support After-School Program (ASAP) from 3:35 p.m. – 5:00 p.m. Students who remain on campus at 5:00 p.m. will be transferred to Extended Day and a drop-in fee will be charged.
Changes in Routine

Late Start Wednesdays: Every Wednesday will be a late start for students. Faculty meetings take place from 7:30 - 8:45 a.m. Classes begin promptly at 9:00 a.m.
- LS students who arrive before 8:45 a.m. should go directly to the Beasley cafeteria.
- MS students who arrive before 8:45 a.m. should go directly to the MAC.

Delays or Cancellation of School: If inclement weather or other circumstances necessitate cancellation of school or a late start to school, news of the cancellation or change is conveyed to each family by an automated notification system and through the MICDS website (www.micds.org). Local TV and radio stations will also carry the announcement.

Early Dismissal: In the event of an early dismissal, families will be notified by an automatic notification system. All students are released according to their Early Dismissal Pickup Authorizations. Please refer to page 22 for Lower School, page 36 for Middle School, or page 56 for Upper School division specific dismissal details and routines.

Attendance Procedures and Policies

Students are expected to be present in class at 8:00/9:00 a.m. when attendance is taken. MICDS feels strongly that regular attendance is essential for a student’s intellectual growth and development in our school community. Students are expected to attend all classes, assemblies, and other scheduled events and activities promptly. Failure to attend these required commitments is considered an absence which must be accounted for by the student and parents.

While the occasional absence can be accommodated through the submission of make-up work and quizzes/tests, the real heart of our academic program is found in the daily interactions between teachers and students, and the daily conversations and discoveries that happen among peers within the intimacy of the classroom setting. These moments are precious and unpredictable, and cannot be replicated by make-up assignments, distance learning, or home tutoring. Absences also negatively affect other students as the activity of other members of a student’s class, team, or project group often depends upon collaboration with the student. In short, there is no substitute for being in the classroom on a daily basis, and participating as an active member of our learning community.

Vacations: Since the School offers generous vacations, we strongly discourage planned absences of any kind during the school year, including the days before or after MICDS breaks. A request for vacation other than these dates needs to be discussed in advance with the head of each division.
Absence for Religious Holidays: MICDS is an inclusive community comprised of people of many faith traditions. As such, we seek to support students in their observance of important family and religious customs and holidays. If the observation of a religious holiday or celebration results in your child missing regularly scheduled school, please follow these procedures:

Lower & Middle School: Please communicate in advance with your child’s teacher and the Lower or Middle School office. Your child's teacher will discuss with you appropriate accommodations, if necessary, regarding completion of assignments or school work missed. The School makes every effort not to schedule events such as field trips or standardized testing during times that conflict with religious holidays.

Upper School: Please communicate in advance with the appropriate Dean and teachers to complete a Planned Absence Notification Form. Assignments and assessments are given so that these students are able to make up the work efficiently and expeditiously.

No penalties are imposed for work submitted within the agreed-upon time allotment.

Please refer to page 13 for Lower School, page 33 for Middle School, or page 53 for Upper School division specific attendance/absence policy details.

Before School Carpool Policies

Lower School (see page 98 for the Lower School Carpool Map): For reasons of safety, arrival and dismissal of Beasley School students takes place ONLY in the drive in front of Lower School. Please approach the carpool line only from Entrance #5 north of Olson Hall, turn left and follow the drive to the Beasley dining hall drop off area.

● There is an orange cone area down by the cafeteria doors reserved as a safe place for cars to stop and drop off children who walk themselves into the building.
● If you need to come into the school, please park in a designated visitor space.
● When walking your child into the school, please do not leave your car blocking a parked car.
● When students arrive before 7:45 a.m., they are expected to meet in the cafeteria for supervision. Students arriving between 7:45 a.m. and 8:00 a.m. head directly to the playground. In case of inclement weather, students gather in the cafeteria.
● For the first several weeks of school, Junior and Senior Kindergarten students should be walked to the homeroom by parent/driver.

Middle School: Middle School students should not arrive to school earlier than 7:15 a.m. We do encourage students to be here no later than 7:45 a.m., so that they have enough time to get to their locker and to class. Middle School students should be dropped off in C-Lot at
the MAC (Entrance #1 off Ladue Road). Entrance #3 (front of Middle School) can be used as a secondary drop-off location. If a student is in a Beasley carpool, he or she should be dropped off at the Beasley Cafeteria.

**Upper School:** All Upper School students should be dropped off in A-lot (Entrance #6 off Warson Road) at the flagpole between McDonnell and Brauer Hall and the Alumni Dining Hall, not on Carpe Diem Drive. If a student is in a Middle School carpool, please use Entrance #1 (the driveway off Ladue Road) to drop off. Middle School students are not allowed to be dropped off at Olson Hall. If a student is in a Beasley carpool, please use the Beasley carpool line to drop off and follow the procedures above.

**After School Carpool Policies**

**Lower School 3:00 – 3:30 p.m.:**
- Enter the parking lot from Entrance #5 (off Warson Road, one drive north of Olson Hall). Form 2 lanes moving south. Both lanes are one-way moving south during pick-up. At the Beasley curb, merge right into one line.
- Display carpool signs with bold dark print in the front window until children are in car. If someone other than the regular carpool driver is picking up, please be sure that a large carpool sign is displayed in the window.
- Those with Middle School siblings: Please try to time your arrival for 3:15 p.m. or later. Middle School students are not dismissed until 3:15 p.m. and take a while to get up to the Beasley carpool area. To keep the line moving, we may ask you to pull into a parking space to wait.
- The safest place for Middle School students to wait is the Beasley lunchroom and not on the sidewalk or grass. Middle School students are not to be picked up in front of Olson Hall. Please also instruct your Middle School students not to walk into traffic to get into your car, but to wait on the sidewalk until you drive up.
- All carpool drivers, including Upper School drivers, should be instructed to follow these procedures.

**Middle School 3:15 – 3:45 p.m.:**
- Use Entrance #1 (the drive off Ladue Road that accesses the MAC) for all afternoon pick-up.
- Students will be dismissed and gather along the MAC sidewalk to await their rides.
- You can use the regular pick up lanes to pick up your child curbside or you may park in an open parking space in C-Lot and walk over to the carpool area to connect with your child. **For safety reasons, students will not be released from the curb unless a parent/guardian is present in the waiting area along the island.**
- Please note that Middle School students are not allowed to be picked up in front of Olson Hall as we cannot provide adequate supervision in this area.
- If your child has a younger sibling or is a member of a Beasley carpool, he or she
must wait in the Beasley cafeteria and listen for his or her name or carpool to be called.

- Written permission from a parent/guardian is required for students who walk home. This should be communicated to mwebster@micds.org in advance.

**Upper School 3:15 p.m.:**

- Pick-up occurs in A-Lot (Entrance #6 off Warson Road) at the flagpole between McDonnell and Brauer Hall and the Alumni Dining Hall, not on Carpe Diem Drive. When picking up Upper School students, do not double-park in front of Olson Hall or the Bryant Arts Center, rather, avoid these areas since they are congested with Lower School carpool.
- If, in addition to an Upper School student, you are picking up a Middle School student, please use Entrance #1 (the driveway off Ladue Road behind the MAC). Please note that Middle School students are not allowed to be picked up in front of Olson Hall as we cannot provide adequate supervision in this area.
- If you are picking up a Lower School student, please use the Beasley carpool line and follow all the guidelines outlined above. Please pass this information onto your Upper School student drivers.
- Student drivers must exit directly from C-Lot (Exit #1) or A-Lot (Exit #6). Do not drive on Carpe Diem Drive unless picking up a sibling from the Lower School. In that event, please use the Beasley carpool line.

**Visitors**

The School requires all parents and visitors to MICDS to sign in at the appropriate divisional office or the Business Office on their arrival and to wear a “Visitor” name tag.

**JK-12 Food Allergy Awareness Policy**

**Rationale:** Our aim is to provide a safe learning environment for all people in our school community. To support this, MICDS is an “Allergy Aware School”. This policy aims to increase our community awareness to minimize the risk to children with documented food allergies, with specific attention paid to common allergens and nut products. Our School has developed and will maintain a whole-school action and implementation plan when dealing with students who have critically life threatening allergies. All three divisional dining halls avoid products and recipes that may include peanuts and tree nuts and are allergy aware, offering allergen boards for daily food ingredients.

**WHY?:** Anaphylaxis is a severe form of allergic reaction which is potentially life threatening. Anaphylaxis is preventable. Avoidance of specific triggers is by far the best option. Management is via immediate injection of adrenaline and emergency transfer to
hospital. Food allergies affect approximately 1 in 50 children and it is likely that while at school children will encounter and may accidentally ingest one of the many products which causes an allergic reaction. Students with a food allergy may react to tactile (touch) exposure or inhalation exposure. Not every ingestion exposure will result in anaphylaxis but the potential always exists. This means we request parents, children, and faculty/staff avoid bringing foods that contain nuts to school.

This policy is designed to support community members who are affected by a food allergy. Additionally, our goal is to help our community be more aware and sensitive to students who do have a food allergy.

**Lower or Middle School Outside Food Policy:** For the health and safety of our younger students who are still developing a complete awareness and responsibility with food and the potential impact of it on others with potential allergies, we ask that all food brought in by parents be store bought and packaged with clear ingredient labels attached. We also ask that the food not contain nuts of any kind - including being processed in a facility that may lead to cross contamination with nuts. Parent Chairs who coordinate volunteers for parent organized school parties and athletics should ask those in charge to check with other parents and/or teachers concerning any food allergies to ensure there is something for everyone to enjoy.

**Upper School Outside Food Policy:** As students mature, their awareness about food allergies increases. To allow Upper School students to make thoughtful and appropriate food choices, any food brought on the Upper School campus for sharing with others (including advisory food, athletic team snacks, snacks posted to the message board in May Hall, and bake sales) should include an ingredient list. If the food is packaged for an individual student, it should also include an ingredient list. For example, if you make cookies for advisory and bring them in one bag, only one ingredient list will be needed. In addition, please include specific brands of ingredients, as this may also be critical to the student with food allergies (example: specific brand of chocolate chips you use). If the food is purchased, please include the original wrapper so the ingredient list is shown.

This policy is designed to eliminate the “guesswork” surrounding food brought in from home.

**No Smoking Policy**

We have a NO SMOKING policy in accordance with County law. Visitors are asked to refrain from smoking while on campus.
May Day Celebration Opportunities and Responsibilities

The MICDS May Day celebration is a long-standing tradition and honor for MICDS students. Participation in the MICDS May Day event is open to 4th, 8th, 11th, and 12th grade MICDS girls (Ribbon Presenters must be in 7th grade or older). Due to the intricacy of the event and limited number of practices, a student must attend all scheduled practices to participate in May Day. This is an important commitment to ensure the integrity and success of the event as a whole.

Those seniors, juniors, and 8th graders who plan to participate in May Day must attend five practices: four individual grade level practices and the Saturday/Sunday afternoon dress rehearsal (which includes all grade levels).

- An unexcused absence will result in dismissal of the student from participation in the event.
  - Any absence that is not communicated in writing in advance to the director will be considered unexcused.
- Students are allowed one excused absence, if communicated in advance. A second absence (regardless of cause) would result in dismissal of the student from participation in the event.
  - Excused absences would be granted in case of illness, family emergency, or religious observance.
- Senior participants will be required to provide a substitute (8th grade or older) in their absence; should the substitute not attend the scheduled practice, the absence is then considered unexcused.

Participating 4th graders must attend thirteen practices: twelve grade level practices which occur during P.E. as well as the Saturday/Sunday afternoon dress rehearsal (which includes all grade levels).

- 4 excused absences will result in dismissal of the student from participation in the event.

Ribbon Presenters must attend two rehearsals: one individual rehearsal as well as the Saturday/Sunday afternoon dress rehearsal (which includes all grade levels).

- Ribbon presenters are MICDS students (7th grade or older) who are sisters of senior May Day participants.
- Ribbon Presenters must be present for both rehearsals or they will not be allowed to participate in the event.

Pets on Campus

It is the policy of the School to comply with all applicable federal, state, and local health and safety regulations and to provide a learning environment as free as possible from
recognized hazards. In that context, we ask that parents and students not bring uncaged pets, including cats and dogs, into classroom buildings or playgrounds. Experience has shown us that family pets that are typically friendly, even sedate, can behave unpredictably in the School environment. In addition, please recognize that many children and adults are allergic to pets, and the mere presence of a pet such as a cat or dog can cause an allergic reaction. Caged pets may, with the permission of the classroom teacher and Division Head, be brought on campus, provided the animal is being used for curriculum-related / educational purposes — and provided there are no potential medical conflicts within the classroom or other exposed areas. Any pet brought on campus must meet all applicable health laws and immunization requirements of the State of Missouri and the County of St. Louis. Lower School children who wish simply to share their joy in having a wonderful pet are invited to bring photographs or digital movies.

**MICDS School Dog:** MICDS has a "school dog," a yellow Labrador Retriever named Ellie, in the care of the Head of School. This dog is brought on campus frequently and may interact, under supervision, with students and faculty. She has been trained for a school setting and is always accompanied by an adult and on a leash when at the Lower and Middle Schools. At the Upper School, she may be in the care of a student or off leash at times. If you have any concerns about your child having contact with the school dog, please contact your Division Head.

### Section II: MICDS LIBRARIES

#### Mission Statement

The mission of the MICDS Libraries is to ensure that students and faculty are information fluent citizens, empowered with the knowledge, the skills, and the compassion necessary for success in a rapidly changing world. To fulfill this mission, we:
- Teach students to use, synthesize, evaluate, and communicate information ethically and effectively;
- Collaborate with the faculty to promote learning across the curriculum;
- Lead in the implementation of curricular standards for research and information literacy;
- Provide access to an exciting and diverse collection of information resources and programs reflective of the needs of our community;
- Foster a love of reading, lifelong learning, and libraries.
Lower School Butler Spencer Library

Librarian: Sandra Lee (slee@micds.org)
Library Assistant: Thomas Buffington (tbuffington@micds.org)
Hours: Monday 7:30 a.m. - 3:45 p.m.
       Tuesday 7:30 a.m. - 4:00 p.m.
       Wednesday 9:00 a.m. - 4:00 p.m.
       Thursday 7:30 a.m. - 4:00 p.m.
       Friday 7:30 a.m. - 4:00 p.m.

Middle School Messing Library

Librarian: Laura Matheny (lmatheny@micds.org)
Library Assistant: Andrea Ostlund (aostlund@micds.org)
Hours: Monday 7:30 a.m. – 3:45 p.m.
       Tuesday 7:30 a.m. – 3:45 p.m.
       Wednesday 8:30 a.m. – 3:45 p.m.
       Thursday 7:30 a.m. – 3:45 p.m.
       Friday 7:30 a.m. - 3:45 p.m.

Upper School McCulloch Library

Head Librarian: Katie Voss (kvoss@micds.org)
Librarian: Colleen Williamson (cwilliamson@micds.org)
Library Assistant: Aaron Elliott (aelliott@micds.org)
Hours: Monday 7:30 a.m. - 5:00 p.m.
       Tuesday 7:30 a.m. - 5:00 p.m.
       Wednesday 8:30 a.m. - 5:00 p.m.
       Thursday 7:30 a.m. - 5:00 p.m.
       Friday 7:30 a.m. - 4:00 p.m.

The MICDS Libraries consist of Butler Spencer Library in the Lower School, Messing Library in the Middle School, and McCulloch Library in the Upper School. Our libraries are always open virtually 24/7 by visiting www.micdslibrary.com. Students and faculty are encouraged to make full use of the libraries’ resources and services. Hundreds of students visit the libraries each day to receive research instruction in our classroom spaces, use our spectacular resources, collaborate on projects in small groups, or study or read quietly. The librarians have Master's Degrees in Library and Information Sciences, and they collaborate with faculty to teach information literacy and research skills and to support all areas of the curriculum. All library staff members assist students with answering reference questions, solving technology issues, revising academic work, choosing recreational reading, and a
plethora of other student needs. The libraries provide a wealth of resources, including books, databases, ebooks, magazines, DVDs, CDs, cameras, e-readers, interactive whiteboards, and copiers. For more information about school libraries, please see ALA | What Parents Should Know, a document created by the American Association of School Librarians.

**Circulation Policies**

Students who borrow materials are responsible for these items while in their possession, and are expected to return and/or renew items by the appropriate due date. The Library staff will issue weekly overdue notices to students and parents to facilitate this process.

**Lower School Butler Spencer Library:** JK and SK students may checkout one book at a time. First through fourth grade students may checkout two books. Books are borrowed for three weeks and renewed if there are no holds on the items. Parents are welcome to bring their children before and after school to browse and checkout books.

**Middle School Messing Library:** There is no limit on the number of library materials that may be borrowed from Messing Library. Library materials may be borrowed for three weeks and renewed as long as no one is waiting for the item. Equipment may be borrowed for one week. Headphones and chargers may be borrowed for one period only. Books that are on reserve may be borrowed for overnight use only. They may be borrowed after school and must be returned before first period the next school day. A student’s account must be free of overdue materials to check out new materials.

**Upper School McCulloch Library:** There is no limit on the number of library materials that may be borrowed from McCulloch Library. Library materials may be borrowed for three weeks and renewed as long as no one else is waiting for the item. AV materials and equipment may be borrowed for one week. Books that are on reserve may be borrowed for overnight use only. They may be borrowed after school and must be returned before first period the next school day.

**Lost or Damaged Library Materials:** MICDS Libraries do not charge late fees for overdue materials. However, you are responsible for any items checked out in your name, and the libraries will need to be reimbursed for lost or damaged items. You will receive several overdue notices before being charged for any lost items. If you cannot find an item, please bring a check to the library made out to MICDS for the value of the lost materials. If, at the end of the school year, you still have outstanding materials on your account, your family will be billed for those lost items.
Section III: THE LOWER SCHOOL

Our primary goal in teaching and learning throughout Beasley is to cultivate self-aware, independent, strategic learners. We endeavor to develop in each student high levels of confidence, competence, self-expression, respect for self and others, and a love of learning.

We provide our young learners with experiences and knowledge that will challenge them to discover their passions, foster strong habits of heart and mind, and develop the appetite to excel.

Our curriculum and methods are intentionally designed to ignite the interests and challenge the abilities of children from ages four through ten, through authentic learning experiences where they learn to think critically and creatively, work independently as well as collaboratively, and act responsibly.

Our students are able to:
- feel safe and encouraged to inquire into their world
- take on challenges
- develop persistence and resilience in the face of difficulty
- pose compelling questions
- identify real-world problems
- craft and communicate unexpected and unique solutions
- build knowledge and deepen understandings through a variety of experiences, and
- respect and care for those in their school community and the community of the world.

Teachers, parents, students, and administrators work together to create the best possible learning environment -- one marked by compassion and empathy, inquiry and challenge, and a strong sense of community.

**Daily Schedule and Related Policies**

**Daily Attendance:** The school day begins at 8:00 a.m. and ends at 3:00 p.m. Students are expected to be present in school at 8:00 a.m. when attendance is taken. We encourage students to arrive by 7:45 a.m. to get off to a smooth start each day. Faculty report absences and tardiness to the Lower School Administrative Assistant.

Parents are asked to use the Logistics Request on the School Portal to report any changes in their child’s attendance including illness, tardy, early pick-up, change in carpool pick-up,
Vacations, etc. The school should be notified before the start of the school day. See the following for procedures on how to submit a Logistics Request:
1. Sign in to the Portal
2. Resources
3. Logistics Report
4. Select Child
5. Attendance
6. Reason
7. Complete Status
8. If picking up early, enter time of pickup in the box

Attendance records can be viewed on the MICDS Portal.

**Tardy:** If arriving after 8:00 a.m., please walk your child into the Lower School office, sign in and walk your child(ren) to their classroom and hand-off to the teacher.

**Late Start Wednesdays:** Every Wednesday is a Late Start. Faculty meetings take place from 7:30 a.m. – 8:45 a.m. and classes begin promptly at 9:00 a.m. Families who would like to drop their child(ren) off earlier may do so between 7:30 – 8:50 a.m. at the Beasley dining hall (at no charge).

**Leaving School for Appointments:** The Lower School office must have authorization from a parent or guardian before a student can be released for any reason. Parents will complete the Logistics Request on the School Portal. Students will wait in the Lower School Office until the parent or designated person arrives to pick them up. The driver must come into the office and sign the child out. Additionally, there should be a visual exchange between the person signing the student out and authorized school personnel.

Upon returning to campus during school hours, the parent or designated driver must sign the student back in and connect the student with a school adult.

**Academic Information**

**Progress Reports:** The school year is divided into three trimesters. At the end of each trimester, teachers in all grade levels will prepare full reports on each of their students.

Both the checklist/grid and the narrative comments are intended to help you better understand your child's growth as a person and as a learner. The Lower School uses the following evaluative marks:
**Meets Expectations (M):** Student consistently and independently demonstrates a clear understanding of concepts and skills.

**Working Towards Expectations (W):** Student often demonstrates an understanding of concepts and is beginning to independently apply skills.

**Emerging (E):** Student is beginning to demonstrate an understanding of concepts and skills yet performance is inconsistent even with guidance and support.

**Area of Concern (AC):** Student needs considerable assistance and is performing significantly below expectations.

**Not Assessed (N):** Not assessed at this time

**Parent-Teacher Conferences:** The close relationship between Beasley families and the School is central to each child’s success. Twice a year, in fall and early spring, the School holds formal parent-teacher conferences. In the spring, fourth grade children attend the conference with their parents; otherwise the conferences are solely for parents and teachers. Parents will be notified as to the online conference sign up time and procedure. Please note: there is one conference offered per child/family. Should you have any questions, please contact the Lower School Office. Throughout the year, teachers and administrators welcome parents to request additional conference times as needed, and to communicate questions, needs, or concerns as these arise. Please avoid scheduling family trips which conflict with your parent teacher conference time.

**Assessment:** Each Lower School student is assessed thoroughly and frequently. Assessments range from daily formal and informal observations, screenings, and tests to periodic benchmark assessments. Beginning in 2nd grade, we administer a standardized test to the students each year, the Educational Records Bureau (ERB) Comprehensive Testing Program. Standardized test scores such as these offer one piece of information in the total picture of your child’s academic progress, and the information is used internally to plan for teaching. ERB testing is administered yearly through 8th grade. When students reach 5th grade, parents will receive a personalized results report.

**Homework:** Homework is considered an important part of the curriculum at the Beasley School. We encourage families to plan homework time as part of the daily after-school schedule. Homework typically consists of:

- Daily reading practice
- Ongoing skill practice
- Reinforcement of the day’s lessons
- Development of theme study through additional reading, research, or projects (both independently and with parents)

Unless otherwise specified, homework should be completed by the student independently. Homework may be assigned by some specialist teachers as well as the homeroom teacher.
The importance of completing and returning homework to school cannot be stressed enough. Teachers view homework as a component of formative assessment, and can be used to determine challenge and/or support. In addition, student ownership of the homework process not only helps reinforce learning, but helps to develop confidence and competence at school.

Although your child’s teacher will determine homework assignments, the following guidelines for daily homework may be helpful in structuring your child’s study schedule:

- **All Students, JK - 4th Grade**: Twenty to forty-five minutes of quiet time for reading and being read to; and
- **Grades 1 – 4**: Four nights per week. In addition to reading, there will be math and some sort of language arts on most days, with occasional work on other material. Uncompleted class work may be included in a child’s daily homework. Including reading, time anticipated for homework may be thirty - forty minutes for the younger children, to an hour for the older students. These times are average, may be less at the beginning of the year, and may vary by student and by the day.
- **Homework over the Weekend**: We believe that young children need time to play and experience learning in the world around them with their families. This time feeds imagination, language development, and practical application of learned material. At the same time, we know that critical skills such as reading should be done every day. Your child will have reading homework each weekend. There may be other minimal and/or optional homework (e.g., ten minutes of math fact practice), which will be designed to reinforce and maintain a student’s learning. There may be occasional long-term projects which can, by choice, be done over the weekend.

**Homework Suggestions for Parents:**

- Please notify your child’s homeroom teacher if your child is having difficulty completing homework within the suggested study times. If you find yourself instructing your child, stop and write a note to the teacher explaining your child’s difficulty with the homework.
- Assist your child by establishing a consistent time for homework and a calm place for study which has good lighting and minimal distractions.
- Check with your child daily about homework, and provide assistance as appropriate for organization and completion. Check with your child’s teacher if you have questions on the best approach for this. Children should learn at an early age to carry their own backpacks and homework into school and the classroom.

**Homework Make-up**: So that students who are absent from school due to illness may return in a healthy, rested condition, our policy on homework make-up is as follows: Students absent due to illness make up school work missed within a reasonable length of time upon return to school. These arrangements will be made on an individual basis with the child’s teacher(s). Missed school work will be provided during the course of the day on
which the child returns to school.

**Behavior Guidelines and Disciplinary Practices**

In the Lower School, we believe that the social/emotional lives of children are inextricably linked to their academic success, and an atmosphere of mutual respect among all members of the school community is key to that goal. As adults, we commit to living the "Golden Rule" each day and to intentionally guide our students to do the same.

We view discipline as a process for helping children develop strategies to maintain self-control or engage in self-regulation. A key part of this process involves children following rules that guide (or boundary) their behavior. As members of this community, we expect our students (and all other community members) to act in accordance with our Beasley Honor Code:

- **RESPECT**: Treat other people (and things) as I would like to be treated, and
- **RESPONSIBILITY**: Always do my best

To create an all-school environment consistent from classroom to playground, the principles and practices of the Responsive Classroom® approach have become part of our daily culture, in particular, creating a respectful and safe learning community through morning meeting/community sharing, attention to the purpose and flow of classroom space, student collaboration to create rules and procedures for community learning, and a curriculum that includes academic choice. The goals of this approach are to ensure that children:

- Feel physically and emotionally safe in school so they can learn their best, and
- Learn the skills for working and learning respectfully and compassionately with others

The school rules and disciplinary practices are embraced school wide and implemented by all school personnel, students, and parents in ways that are intended to support the development of self-aware, self-regulated, strategic learners. The school rules and disciplinary practices apply on field trips, during Extended Day and after school activities, as well as during the regular school day.

We introduce these expectations with children at the beginning of the year and guide students in practicing them, and we encourage parents to talk with their children about the purpose of these expectations and the importance of abiding by them.

If as a parent you are supervising the children on the Lower School playground or in the classrooms, we expect that you will honor our school rules.

**Disciplinary Practices**: We believe that students feel most secure and can work most
productively in an atmosphere of mutual respect and safety. Our behavior guidelines and discipline practices are designed to maintain this kind of atmosphere, and to be flexible and applied on a case-by-case, context-specific manner. While we engage in proactive discipline—everything from co-creating and modeling rules to establishing a positive relationship with each child—we recognize that children will not always be successful in following our rules. As educators, we are committed to responding to children with consistency and predictability when they fall short of these rules in ways that disrupt daily life.

- Behavior which is disruptive or harmful to self or others, or which shows disrespect for teachers, peers, or property receives an appropriate response. This usually involves an immediate natural or logical consequence such as being moved from an area, loss of a privilege, or temporary removal from class. Parents will be notified if there is a persistent pattern.
- **Should the behavior persist,** the Head of Lower School may meet with the child, the teacher(s), and the parents to develop an action plan for acceptable behavior. If the problem continues, a student may be suspended from school and a parent conference held to discuss the circumstances and conditions for returning to school.
- At MICDS, we employ a variety of developmentally appropriate responses to student misbehavior, but under no circumstance is corporal punishment ever tolerated.
- Serious breaches of safety and disrespect of rules by a student may result in his/her dismissal from school.

The following are general steps in the disciplinary process (MICDS can implement these steps, in any manner, in its sole discretion):

1. **Minor Infractions:** such as running in the halls, pushing ahead in line, talking out in class, interrupting, or other breaches of general etiquette and expectations are managed by the teacher/supervisor.

   Degrees of discipline range from short "time-away" or isolation from the class to removal of privileges. **When these behaviors persist,** corrective strategies will be discussed and planned between teacher and child; and, if the behaviors persist beyond the teacher-child conversation, further discussion will involve the parent, teacher, Division Head, and the counselor.

2. **Serious Infractions:** such as arguing with or disobeying a teacher, physical or verbal threats, harassment, bullying, or other forms of disrespect or belligerence may require that the student immediately be removed from the group and taken to the office and could result in suspension from class or school.

   For serious infractions, the Division Head then meets with the student(s) involved, discusses the seriousness of the transgression, and works with her/him to find acceptable solutions to conflicts. At this time, the child may be suspended for at least part of the school day. Parents are notified, and the infraction is noted in the Lower
School office.

Bullying is considered a serious infraction that can be manifested verbally, physically, and/or relationally/socially. “Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.” (https://www.stopbullying.gov/what-is-bullying/index.html) Our school believes that both those students who are bullied and those who bully require individual attention and support.

At MICDS all school personnel and volunteers are expected to:
- Report all suspected bullying.
- Inform parents of bullying situations.
- Promptly investigate any reported bullying.
- Protect students who report bullying from retaliation. Retaliation will NOT be tolerated.

Parents: If your child reports or you suspect that he/she or another student is being bullied by another student(s), your first step is to contact your child’s teacher to discuss the situations and/or behaviors that are concerning you or your child. Avoid accusations but bring up specific facts or knowledge you have that leads you to suspect bullying behavior. The teacher then may involve the Lower School Head to document the concerns. The teacher, Division Head, and/or school counselor typically will work together to gather information about the interactions in question, investigate other facts and situations as necessary, and address the situations in a timely manner using the discipline guidelines listed above.

3. More Serious Infractions: (which include physical harm or the threat of physical harm, significant disruption of the classroom, destruction of School property) may result in immediate (in school or at home) suspension or dismissal from school for the remainder of the year.

Parents are notified of the event, and the following steps typically are reviewed:
- Should the same or similar behaviors continue, the student may be placed on disciplinary probation, suspended for a length of time ranging from 1/2 day to a full day or longer (depending upon the infraction).
- Parents may be required to conference with the teacher and Division Head about the behaviors, and to work with the school to provide interventions to change the behaviors, and to determine the conditions for returning to school. Interventions may range from jointly-agreed upon behavior modifications and frequent communication on successes and failures, to outside evaluation and counseling.
- If the behaviors are such that they may cause danger to self or others, the child may, at the discretion of the Division Head, be suspended for a longer
period of time and/or lose the privilege of participating in field trips and other less-structured activities. Very young children may be placed on half-day programs for a period of time until able to sustain a full day of positive interaction.

These steps having failed, a child may be dismissed from school for the remainder of the year. Such disciplinary decisions are in the School's sole discretion, with ultimate decision-making authority vested exclusively with the Head of School.

**Bookstore**

JK - 4 students visiting the Olson Hall Bookstore must be accompanied by a parent. Purchases may be charged to the parent’s school account. Bookstore hours are 7:30 a.m. - 3:30 p.m. on regular start school days and 8:30 a.m. - 3:30 p.m. on late start school days.

**Class Placement Policy**

Planning for class placement for a given school year takes place during the spring of the prior school year and is managed by the faculty with input from the administration and support team. There are many educational factors taken into consideration when developing class groupings, including, but not limited to, learning and personality styles, productive interaction of group members, and gender balance.

Forming class groupings is a complex process. The school has the responsibility to place students based on educational criteria and in a way that serves the best interests of all the children.

Only in the event of an extraordinary circumstance will a class placement request be considered by the Division Head. If a family is aware of any such unusual circumstance, this should be made in writing or discussed with the Division Head before April 15th.

**Dress Code**

Students should always be dressed for school in a manner that reflects the Mission of the School and promotes a school environment that is conducive to learning.

Children should be dressed with an eye to weather as well as to safety, neatness, appropriateness, and comfort.
What to Wear:
- Pants (not jeans), shorts (not athletic shorts), dresses, skirts
  - Shorts and skirt length no shorter than fingertips when arms are at sides
  - If dresses or skirts are worn, shorts or leggings must be worn underneath
  - Leggings are not to be worn without a dress/skirt/tunic/shorts over them
- Collared shirts, dress t-shirts, sweaters, turtlenecks, MICDS sweatshirts
  - Shirts should be buttoned
  - Shirts and dresses must have sleeves
- Athletic shoes, dress shoes, boots, and sandals with backs, non-skid sole preferred
- Socks, except in hot weather when sandals with heel straps may be worn without socks
- Hats may be worn at recess for sun protection as may sunglasses. Headgear is not worn in the building except for religious reasons
- Wristwatch and small stud earrings may be worn
- Medical Alert Bracelets should be worn, if needed
- Jeans allowed on Fridays, daily dress code applies in all other aspects of attire

What Not to Wear:
- Pants, shorts, or skirts with holes, tears, or frays
- Sweat/athletic pants and shorts
- Sport jerseys (except for MICDS gear)
- Sleeveless or "spaghetti" strap tops
- Clothing with advertising
- Writing on clothes larger than a credit card (unless MICDS)
- Camouflage print items
- Jewelry: necklaces, bracelets, rings, hooped earrings
- Fit Bit or Apple Watch (Smart watches)

Note on Winter Wear: Children go out daily in the Lower School; the only time we do not go out is if it is raining or a wind-chill below 0 degrees F. On snowy days, children can play in the snow if they have brought boots and snow pants. Children with only boots may walk in the snow and children without boots and snow pants will play on the hard surface areas.

JK & SK Clothing items to be kept at School (please mark each item clearly with your child’s name):
- An entire change of labeled clothing
- P.E. tennis shoes *

* Physical Education Shoes: A second pair of tennis shoes (with non-marking soles) is required for all P.E. classes. All students must change shoes for P.E. and keep the P.E. shoes at school. Parents may want to consider purchasing simple, inexpensive tennis shoes as these will be stored on open hallway shelves.
**Early Dismissal Procedures**

In the event of any early dismissal, all Lower School students and faculty will proceed to their homerooms. The regular Lower School carpool will begin promptly at the time of dismissal.

Pickup will occur at the normal carpool location in front of the Lower School cafeteria. Parents are to update their pickup authorization on the School Portal.

If there are siblings in more than one division of the school, they will all be picked up at dismissal location of your youngest child.

Extended Day children will stay in their division until the carpool dismissal is as complete as it can be. At this time, Lower and Middle school faculty will escort those children to the designated extended location and make sure they are connected with an adult.

**Field Trips**

Field trips are an essential part of the Beasley curriculum and on those trips where extra hands are needed, we are grateful to parents for serving as chaperones. These trips deepen children’s understanding of topics and provide invaluable experiences that connect to a host of different areas in the curriculum. A permission slip signed by a parent/guardian is required to participate in a field trip.

By serving in the key role of chaperone, parents help optimize the quality and safety of the field trip experience for our children. With the quality and safety of our children’s experience in mind, we ask parent chaperones to follow these guidelines:

- Attend the pre-field trip chaperone information session organized by the homeroom and/or specialist teacher(s). Teachers will contact you with the time, date, and location of the information session. While brief (and, occasionally, just prior to departure), these sessions are essential, allowing the teachers to clearly articulate specific responsibilities for the chaperones and specific expectations for the students. In the interest of child safety, all chaperones must attend the pre-field trip information session.
- Take responsibility for a small group of students—usually 3 to 8. This includes keeping the children close by and talking with them about what they see and experience. If there is a hands-on activity and circumstances allow for adult participation, chaperones are encouraged to participate with the children. Your excitement is contagious! Chaperoning may also include leading the small group in focused activities as suggested by the teacher(s) supervising the trip.
- Only MICDS faculty/staff may accompany children to the restrooms.
- Keep all children from your small group in full view (and within reach) at all times.
● Please resist the temptation to focus on conversations with other adults (e.g., with other parent chaperones, teachers, or cell phone calls). Since the purpose of the field trip is to deepen the children’s curricular experience and understandings, the focus of the chaperone needs to be on the children at all times.

● Sit with the children on the bus, and during plays, concerts, and the like. This direct supervision of the group maximizes children’s safety and comfort. It is also a fabulous opportunity to talk with and learn from the children!

● If you see student behavior that is unsafe, rude, or otherwise inappropriate, please intervene just as the teacher would, reminding children of the field trip guidelines and expectations (as discussed in the pre-field trip information session mentioned in the first bullet above). If a child does not respond, please notify one of the teachers immediately. Children feel much safer when they know an adult is in charge and paying close attention.

● When the trip is over, please accompany your assigned group back to the classroom. The teachers appreciate any specific feedback you have about the experience.

Key Related Points:

● We realize not everyone feels comfortable taking on these responsibilities. However, if you choose to chaperone, you are agreeing to participate as outlined above.

● Teachers will send notice of upcoming field trip(s). Parents interested in chaperoning are asked to call their Class Parent Field Trip Coordinator to sign up. Where limitations exist, parents will be taken on a rotating basis.

● We regret that for a variety of reasons (among which are occasional space limitations and the need for chaperones to attend fully to needs of the group), siblings may not accompany parents on field trips.

● All students and parents participating in a trip are asked to leave from the school with the group on the bus, as there are often group instructions and experiences shared on the bus ride.

● So that the group may leave on time, please remember to call school before 8:00 a.m. if your child is ill and will be unable to participate.

**Fourth Grade Student Lockers**

Fourth grade lockers are not to be decorated in any way. Fourth grade students use these lockers simply as cubbies to store their backpacks, coats, and P.E. shoes, just as we do in the JK - 3rd hallway. They do not spend any time at their locker during the day. Use of lockers changes in Middle School.
**Guidelines on Gifts to Faculty**

The Parents Association joins the School in emphasizing that parents should not feel obliged to purchase individual gifts for teachers -- and that, in fact, as a School, we prefer parents not to do so.

Because there is often the desire on the part of families to thank their teachers for the wonderful role they play in the lives of their children, the JK-4 Class Chairs may invite parents to make a one-time contribution toward collective gifts which can be presented to teachers before winter break (from the grade level students to their homeroom teachers and associates, and from the student body to specialist teachers/staff). The PA suggests $30 per family, but welcomes any amount, more or less.

At the end of the year we encourage families and students who so desire to share their love and appreciation for their teachers’ work and care with personal notes or cards.

**Recognizing Homeroom Teachers' Birthdays:** If they wish, grade level parents (in collaboration with parent class chairs and vice chairs) are welcome to organize in-school celebrations with the children of homeroom teachers’ birthdays. As with children’s birthday celebrations, we ask that these special get-togethers be kept very simple--without balloons or elaborate decorations (though the children may wish to create individual or collective birthday cards). More elaborate celebrations can have the unintended consequence of focusing the children on the "stuff" (including generating an unspoken competition of who will create the "best party") rather than on celebrating everyone's love and appreciation for the teacher. On behalf of children and teachers alike, we ask for your support on this.

**Lost and Found**

Lost and found items will be placed in a bin near the playground doors. Twice a year, items not claimed will be donated to organizations that benefit children and families. Please label all sweaters, coats, shoes, socks, smocks, and outdoor clothing worn to school with permanent ink or sewn name tags.

**Lunch**

All students are provided a healthy snack and a full lunch program daily. If your child has medically documented or religious dietary restrictions, please contact the Lower School office to meet with the Head of Lower School. For any medically documented or religious restrictions, parents must have a meeting with the Head of Lower School, Grade Level team, and the Nurse before the first day of lunch being served. Our lunch menus can be found on
the MICDS Portal. More information on our lunch program is below.

At MICDS, we take the creation of curriculum seriously, and whether the curriculum is academic, social/emotional, or food, the decisions are important. Understanding the developmental journey of the students we work with is an important place to start, and if you look at our three cafeterias you will notice that each is aligned to our understanding of developmental growth.

Below are the characteristics of our Lower School students, the students for whom we plan lunch daily. Beasley children range from 4 years old through 10 years old and

- Have developing palates
- Come with many eating styles/expectations at home, from fast food to gourmet, from family dinners to eating on the go
- Eat a wide variety of foods, or only eat very specific foods, or who for religious or medical diagnoses need restricted food, and every variation in between
- Have differences in how much they eat as well as what they eat. These preferences change from day to day, month to month, year to year
- Need to eat regularly: we know a good breakfast, lunch, after school snack, and dinner, with some small snacks in between is typical; children will be hungry after school whether they have eaten a large or small lunch

We have worked with our professional and experienced food service over time, with parent input, guidance from counselors and health practitioners, and research in nutrition and pediatrics, to arrive at what we feel is the best lunch offering for our students.

Our MICDS Lunch Goals:
- Create freshly made, nutritious, balanced, developmentally appropriate lunches, paying attention to all we know about healthy child development and the development of eating habits
- Include some predictability, some familiarity, and some choice in the food offerings, while providing opportunities to try new foods as students learn more about how to care for their bodies and as their palates develop
- Serve food which is prepared fresh daily, on site with high quality ingredients, obtained locally when possible
- Minimize fried and processed food, avoid hydrogenated oils, use whole grains and provide access to plenty of fresh fruits and vegetables, and avoid the inclusion of peanuts and tree nuts
- Provide a food service staff responsive to special needs, health, safety, nutrition, and friendly to the students they serve; provide facilities that meet all health and safety standards
- Ensure there is a food service staff/manager who will talk with parents and the School, communicate and create interest in food, and support the School’s mission
Our lunch goals take into consideration what pediatricians and child development experts recommend. Below is a sample of such information, the impact of which can be seen in our lunchtime practice. These guidelines are useful for schools, but are created for parents.

From the Mayo Clinic Health Library:

- Over the course of a week, most children get plenty of variety and nutrition in their diets.
- If a child isn’t hungry, don’t force a meal or a snack, don’t bribe or force a child to eat certain foods or clean his or her plate. Avoid creating anxiety or frustration over food. Serve small portions and give him or her the opportunity to independently ask for more.
- Be patient with a child’s changes in eating habits. It is normal for children to move back and forth between eating a lot and eating a little.
- Serve meals and snacks at about the same time every day, serve with milk, offering water between meals and snacks. A child will need to eat throughout the day.
- Be patient with new foods. Many children need repeated exposure to a new food before he or she takes the first bite. Encourage a child by talking about a food’s color, shape, aroma and texture, not whether it tastes good.
- Serve new foods along with a child’s favorite foods
- Make it fun: veggies with dip, brightly colored foods, etc.
- Set a good example by eating a variety of healthy foods.
- Dessert occasionally, not as a reward.
- Preparing a separate meal for a child after s/he rejects the original meal might promote picky eating. Encourage the child to stay at the table for the designated mealtime – even if he or she doesn’t eat.
- Keep serving healthy choices until they become familiar and preferred.

The program we have in place for our students is based on sound practice, prepared by skilled and caring hands, and an enjoyable time of day for our students. We expect that parents will send their children to school each day with a good breakfast and have a good snack and dinner ready after school. As parents you can know that during lunch, whatever your child chooses to eat while he or she is here will be good food.

**Money**

Beasley students should not bring money to school.

**Parents Night**

Parents Night is held early in the school year. This is an opportunity for current parents to
meet with faculty to gain specific information about the curriculum and program goals for the current year and to visit classrooms.

Parents Night is a general information evening. Discussions about an individual child’s progress can be scheduled with the homeroom teacher (or specialist) through the Lower School office or by contacting the individual teacher (via phone or email).

**Parties**

**Birthday Parties at School:** Each child may celebrate his/her birthday at school. Please talk with your teacher about how birthdays are celebrated in their classrooms. Please refrain from bringing balloons, party favors, gift bags, and the like.

**Birthday Parties off campus:** Parents are asked to mail invitations to students. If every child in the entire grade is invited it is acceptable for the parent to place invitations in student backpacks. For a variety of reasons, not every child is able to attend every party. Please be mindful and help your child learn to be sensitive to others’ feelings and not talk about these parties at school.

Since these parties are not school activities, gift bags, presents, special means of transportation or other party components should not be brought to school.

**Grade Level Parties for Students:** Parents sometimes organize periodic gatherings for the children of a particular grade. Please contact the Parents Association or your Class Chair for information.

**School Visits**

We ask that you schedule your classroom visit in advance through your child’s teacher. Parents are always welcome to join children for lunch in the dining hall. Parents are welcome to come to school to share areas of expertise with the students and faculty. Arrangements may be made by contacting the appropriate faculty member.

**Screenings**

**Hearing and Vision Screenings:** will be administered to all students in SK, 2nd, and 4th grades each year. These screenings will be performed by the St. Louis Center for Hearing and Speech in cooperation with the United Way. The school absorbs the cost for these screenings.

A hearing screening is a short test of your child’s ability to hear. The child will wear a set of
headphones and listen to words and tones. Tympanometry, which measures middle ear pressure, will also be performed.

A vision screening is a brief test to show how accurately the eyes perform.

Parents will be contacted only in the event that follow-up attention is recommended. In that case, St. Louis Center for Hearing and Speech will send you a full report and ask that you have your child’s hearing and/or vision checked further.

**Speech and Language Screenings:** Universal speech-language screenings will be conducted for all students in JK, SK, and 1st grade annually. These screenings will be completed by a certified speech-language pathologist working in conjunction with the Lower School Learning Specialist and will typically occur twice per year in these grade levels, with a screening each fall as well as each winter/spring to measure communication growth across time. The screenings are designed to target the key speech and language skills of young children and will help ensure that our learners are on track to meet these important developmental milestones. Parents will be notified if their child is recommended for follow-up based on the results of these informal screenings.

In addition, an in-depth individual speech-language screening, conducted by a certified speech-language pathologist, will occur during the school year for any child (JK through 4th grade) who is referred by a teacher or the Lower School Learning Specialist or for any child who did not pass a previous screening and concerns still exist. These in-depth screenings are designed to assess articulation, voice, fluency, and language functioning, and parents will receive a brief summary of results. The purpose of an in-depth screening is to determine any need for further assessment or other appropriate action.

The Lower School provides the universal screenings and one in-depth individual speech-language screening, if needed, per student during their time in Beasley. If further screening is recommended beyond this point, arrangements can be made at cost to the parents.

**Special Events**

**Art Gallery Night:** One evening each spring the Lower School walls, halls, and even ceilings are transformed into a beautiful art gallery. Students select multiple pieces from their art studio work during the school year to display. Families are invited to wander the gallery guided by their student artists.

**Beasley Musical Events:**

1. **The Beasley Chorus:** All third and fourth graders participate in the Ronald S. Beasley Chorus. Chorus rehearsals take place once a cycle from September through
April during the regular school day. The Beasley Chorus performs several times during the school year.

2. **The Winter/Holiday Program:** Prior to the Winter vacation, there is a Winter/Holiday Program where all Beasley children perform different kinds of music, including traditional and seasonal music.
   
a. **Dress for Winter Performances:** A festive dress, skirt, or nice slacks and a sweater or shirt and tie. No tennis shoes, please.

**Fourth Grade Recognition Assembly:** This celebratory rite of passage is held on campus on the final Thursday of the school year. During this special morning we have an opportunity to celebrate who our fourth graders are and all they have accomplished in their final year in Lower School--and throughout their years in Beasley. As a Lower School community we recognize what a remarkable journey our fourth graders have taken through Beasley--and we look forward to the exciting possibilities that lie ahead for each and every child. Fourth graders lead the assembly.

**Dress Code for Ceremony:**
The dress code for ceremony is typically “dressy” compared to everyday school attire.

**Girls:** dresses or nice pants. Dresses no shorter than fingertips when arms are at sides. Dresses need to be long and full enough to allow the girls to sit up on stage fully covered, especially those in the front row. Shoulders need to be covered. Shoes - no high heels please. Open toes are allowed, with backs, but please remember that risers can be a tripping hazard.

**Boys:** Long pants, long sleeve button down shirt and tie. Coats and sweaters are optional as it can be hot on stage. No tennis shoes.

**Dress Code for Celebration:**
Casual. MICDS shirt of your choosing with comfortable clothes that will allow you to dance, scale the inflatable obstacle course, and have FUN! Please wear comfortable shoes. Socks are recommended for the inflatable.

**Grandparents’ & Special Friends’ Day:** Beasley School children annually host a Grandparents' and Special Friends' Day. The focus of Grandparents' and Special Friends' Day is to bring the Beasley children together with their grandparents and special friends in celebration of the children’s special lives at Beasley. We understand that for a variety of reasons, a child's grandparents may be unable to attend. Please understand that this is truly a Grandparents' and Special Friends' Day. A special friend can be an uncle, a parent, a coach, a tutor, a friend of the family--any adult with whom your child would like to celebrate an afternoon at Beasley. In cases where the absence of a grandparent/special friend is particularly sensitive, parents may elect to take the child off campus during the event. Please notify the Beasley office with this request.
**Halloween:** Halloween is a special day at Beasley. Beasley children wear their costumes to school that morning. We appreciate parents' helping their children make healthy costume choices, avoiding costumes that focus on violence or the macabre. Guidelines for costumes will come home in a parent memo. The events are planned and coordinated by the School, and parents are welcome. MICDS provides the treat for the day. Parents are asked not to bring treats to school on Halloween.

**May Day:** May Day is an event with its roots deep into the historical traditions of Mary Institute and MICDS. Celebrated each spring since 1912, Twelfth, Eleventh, Eighth, and Fourth Grade girls participate with dance and music honoring the link between our students with the many generations who have graduated over the years. Fourth Grade girls prepare during some P.E. classes in the spring and there are a few rehearsals after school. MICDS May Day is typically held on a Saturday in May. See page 9 for more details.

**Reading, Writing and Running, Too!:** Parents are invited to Reading, Writing and Running, Too!, a springtime event that combines reading, writing, and fun & fitness. All Beasley students participate on either the red or green team. Shorts and t-shirts of all colors may be worn, though children usually wish to dress in team colors (MICDS red or green).

**Skate Time in P.E.:** For one week of Physical Education each year the children have an opportunity to roller skate. The Skate-Time Company provides skates and wrist guards for each child. Each child must have a helmet and all children are encouraged to bring elbow pads, kneepads, and wrist guards. This is a very fun week in P.E. that the children look forward to each year. As parents you are welcome to come and watch your child roller skate.

**Valentine’s Day:** This is a special day when the loving hearts and warm friendships of the children are on display from drop-off time to carpool. Teachers will organize this special day--and while all children are warmly invited to bring in Valentines for their classmates, we ask that parents not bring candy, sweets, or other food items on that day. The School will provide a special treat for the kids as part of the celebration. Occasionally some Valentine cards brought in by children have candy attached. Please know that all such Valentines will not be eaten at school, but will be brought home. Parents can then be in charge of which sweets their child might eat.

**Sports Team Guidelines**

Optional recreational team sports in the Lower School are organized and maintained by the parents and is one of the grade level Parent Association volunteer opportunities. These recreational teams are considered affiliated with our school and may use “Rams” in their
team name. The MICDS Parents’ Association has created these guidelines in partnership with the School for use when forming and coaching one of these teams.

**Purpose:** To provide opportunities for Beasley children to have after-school recreational sports activities that are:
- About learning the game in a fun, child-centered setting
- Inclusive of all children who wish to participate
- Community-building for the grade level children and families
- Mission-centered and model the Beasley Honor Code of Respect and Responsibility

**Guidelines/Procedures:** These guidelines are in place to help coaches, parent chairs, and parents so that the children can have healthy, fun, and age-appropriate team sports experiences.

- The Parent Chair should ask parents for student interest and enlist volunteer coaches/coordinators from each grade, each year.
- The Parent Chair will make sure all coaches have a copy of these Team Guidelines.
- All Beasley children will be invited to participate on co-ed teams (or single-sex teams following league requirements)
- The Coach will connect with a local recreational league
- The Coach will maintain an awareness of cost and keep the cost low
- If more students enroll than are needed for one team, teams should be organized in mixed ability groupings (Just as classrooms are mixed, it is good practice to mix teams each year)
- Model the MICDS Mission and Honor Code in all interactions with the students ([see opening pages](#))
- Teams formed under these guidelines may use available MICDS practice spaces. To see if MICDS practice space is available, please call Eric Lay, Director of the MAC, at 314-995-7303.
- If, after an initial offering, there is not enough student or coaching interest, the parent chair does not need to pursue further opportunities for that season. If there are some students interested, but not enough for an entire team and/or no coaches available, interested parents should be encouraged to find a league where they can sign up together as a small group.

**Lower School Athletic Team Goals:**
- To have an enjoyable and positive experience
- To be able to participate and socialize with others
- To develop each individual’s skills to the best of his/her ability
- To participate in every game, to have as much equitable playing time as possible
- To learn some of the responsibilities and expectations needed to participate on a team
- To be a good teammate
- To promote and enhance good sportsmanship

Our players and parents must strive for excellence in sportsmanship. It is a necessary covenant in all areas on and off the field.

MICDS endorses these Lower School Athletic Goals as being consistent with the age and development of the Lower School students, and in keeping with the overall MICDS Athletic Program and Philosophy.

**Telephones**

In case of emergency, and with permission of a faculty or staff member, children may use the telephone. Transportation changes and arrangements for after school playmates, overnights, and the like do not constitute emergencies and must be made the night before, with the School being notified in writing. Beasley students should not bring cell phones to school.

**Toys and Weapons**

Due to their tendency to distract from and disrupt life in Beasley, toys brought from home are not permitted. Weapons of any kind, including toy models of weapons, may not be brought to school.

**Section IV: MIDDLE SCHOOL**

**Honor Code**

The Honor Code is rooted in the belief that all students must assume responsibility for their own actions. As Middle School educators, we seek to develop in each of our students a sense of personal honor and an appreciation of their rights and responsibilities as members of our school community. As part of the Honor Code, the School expects all students to show respect for one another.

**The Honor Code is as follows:** I Will Live by the Principles of: Trust, Respect, Responsibility, and Honor as a Student at MICDS.

(Middle School Student Council 1996-97)
Community of Kindness

“Kindness is not optional. We as a community are committed to being kind to each other. As a part of this community you are choosing to make the same commitment. You don’t have to like everyone—but you do have to be kind. Being mean, making insults, and making fun of another is NOT an option. We will value our own differences and respect each other as the individuals we are. We will be kind. This is the promise we all make to each other.”

As an extension of our Middle School Honor Code, the phrase ‘Community of Kindness’ is used by all to refer to a set of student-generated ideals and expectations that govern how we see ourselves and our interactions with each other at school each day. Recognizing that each of us has a role in shaping our school climate, all students and adults in the Middle School commit to building a strong Middle School culture based on the principles of trust, respect, responsibility, and honor.

Shaping this ‘Community of Kindness’ is a process that begins with our students themselves. Following a full Middle School presentation at the start of the school year, students at each grade level are then asked to explore more deeply in advisory and class meetings what a true ‘Community of Kindness’ might look like, and how we can address the challenges and embrace the opportunities we encounter in our community. Designed to address specific issues of social aggression and inclusivity, this initiative is part of our larger ongoing efforts to establish healthy community norms to ensure that all students feel welcome and included, and that our Middle School is a safe and supportive place for all.

Attendance and Absences

Daily Attendance Procedures: Students are expected to be present in their first period class each morning at 8:00 a.m. when attendance is taken. It is important to arrive no later than 7:45 a.m. (7:40 a.m. for 7th grade for P.E. preparation) in order to get off to a smooth start each day. Students who are not in their first class by 8:00 a.m. MUST sign in at the Middle School Office. Parents of children who are ill or are coming to school late must submit a Logistics Request from the Portal or contact Michelle Webster (mwebster@micds.org or 314-995-7397) before the start of the school day. She will call home if not notified by that time.

Tardy: If a student arrives after 8:00 a.m., he/she must sign in at the Middle School Office before going to class. Students arriving after 8:00 a.m. will be recorded as an unexcused tardy unless conditions that day (unusual traffic, poor weather conditions, etc.) prevent timely arrival in which case they will be excused. Students are allowed 5 unexcused tardies over the course of the school year. Upon the 6th unexcused tardy, families will be contacted by the grade level dean to discuss a possible solutions to ensure regular attendance. If a student reaches 12 unexcused tardies and/or a pattern continues, a family
meeting may be requested in order to address the concern.

If a student arrives after 11:00 a.m., it will be counted as an absence.

**Absences:** While occasional absences due to illness are a normal part of school, students who exhibit a pattern of repeated absences risk undermining their overall academic progress, as well as their community involvement. While it is ultimately the responsibility of the student and parent(s) to keep track of the number of days a student has been absent from school, the grade level dean typically will communicate with parents when 10 absences have occurred. If a concerning pattern of absences continues, we may request a family meeting to discuss a plan for the duration of the year and an outline of consequences for additional absences. In extreme cases, the family may be required to meet with the School to discuss re-enrollment status for the following year.

Please note that if a student is absent for any reason, the student will **not** be allowed to participate in any school-sponsored activities or sports after school that day.

**Excused versus Unexcused Absence:** Because the richness of a school day cannot be replicated and there are limited days in the academic year, the School policy is to excuse students only for illness, family emergencies, doctor’s appointments, religious observance, school-sponsored activities, or other specific family situations that must be discussed and approved by the Head of Middle School in advance of the absence.

If parents choose for their child to be absent for other reasons, the absence will be recorded as unexcused. The family then assumes responsibility for any academic work missed and cannot expect teachers to provide extra instruction to recreate what was missed in class or extra help on assignments or make-up work. The student may forfeit the right to make-up tests/quizzes or assignments upon his/her return. Parents also run the risk of encouraging the student to develop bad habits regarding attendance, which may damage his or her academic record. When no explanation is provided regarding an absence, either in writing or with a phone call, school personnel will inquire about the nature of the absence. **An absence for which no specific explanation is provided will be recorded as an Unexcused Absence.**

In rare instances, opportunities arise for which the educational gain from the proposed absence supersedes what the student would gain in the equivalent time at school. If approved, the absence will be excused (Example of an Excused Absence: a parent is invited to give a presentation to an international conference in China and she requests that her daughter, who is enrolled in Mandarin, accompany her).

**Requesting Excused Absences:** Parents requesting an absence from school must write or email Michelle Webster (mwebster@micds.org) and/or the Head of Middle School (jschuckman@micds.org) one week in advance, describing the nature of the absence and
including the dates of the requested absence. The Head of Middle School will then notify the family to share how the absence will be recorded. For Excused Absences, students are expected to consult with their teachers to arrange assignments in advance and/or make-up privileges upon return. Teachers are expected to make themselves available to students where appropriate to help with advance and/or make-up work.

**Medical Leave:** Most student illnesses can be accommodated during the course of the year. If, however, an existing or emergent medical issue leads to chronic and/or prolonged absences from class, or proves to be so disruptive as to compromise the basic integrity of a student’s academic experience, that student may be required to go on Medical Leave until such time as she/he is capable of resuming sustained attendance at school. Typically, students on Medical Leave are put on an appropriately modified academic plan with adjusted assignments, etc., and may be graded for the trimester on a pass/fail basis, which is recorded as such on the student transcript. If pass/fail grading is determined, the student’s year-end grade will be calculated by the trimesters with letter grades. Students may also re-enter the next trimester on Academic Concern or Academic Warning to provide increased support and monitoring as they reengage in the daily routines and rigors. Although the School will, in all cases, strive to work creatively with the family to accommodate the individual situation within the requirements of our academic program, unusually lengthy absences may necessitate that a student repeat his/her particular grade level in order to meet the basic requirements needed for promotion to the next grade.

For more details, please refer to the “Frequent or Prolonged Absences Caused by Illness” in the Student Support Services section.

**Absences Before and After Vacations:** Since the School offers generous vacations, we strongly discourage planned absences of any kind during the school year. An absence on the day immediately preceding or immediately following a School vacation is considered Unexcused (except in the event of an emergency) and will be subject to the terms of the unexcused policies.

**Homework Assignments When Absent:** Students are responsible for getting their homework assignments when they are away from school. A student should refer to Canvas to find his/her homework online. Although our teachers make every effort to keep online homework information current, changes may occur. Students are also encouraged to contact a classmate after school to find out the next day's assignments.

If the student is absent for more than one day, he/she should consult Canvas and/or email their teacher for clarification. If there is homework to be picked up, arrangements can be made for teachers to leave any needed materials in the MS Office to be picked up at the end of the day. Books can be picked up by someone in the student’s carpool, a classmate, or a member of the family. In general, a student has the number of days that he or she is absent to make up any missed work including daily assignments and assessments.
When returning from an absence, it is the student’s responsibility to speak with each of his/her teachers to be sure that all missed assignments have been turned in and to schedule assessment make-ups in a timely manner.

**Leaving School for Appointments:** The Middle School Office must have authorization from a parent or guardian before a student can be released for any reason. A logistics request from the Portal, email, written note, or phone call from a parent is required **prior to the start of the school day.** Students are required to wait in the Middle School Office until the parent or designated person arrives to pick them up. The driver must come into the office and sign the child out. Additionally, there should be a visual exchange between the person signing the student out and an authorized school agent.

Upon returning to campus during school hours, a student must sign back in.

Any student who leaves campus during the day without authorization from a parent and/or without signing out may be subject to immediate disciplinary action.

**Early Dismissal Procedures**

Early Dismissal information must be completed online via the Portal before the start of the school year. The names on the Portal Pickup Authorization section will be the only drivers to whom we will release your child in the event of an early dismissal. If there is a change regarding who has authorization to pick up your child, you may update the Pickup Authorization section of the Portal at any time.

If you have children in more than one division of the school, you should pick up your children at the early dismissal location of your youngest child. If you have children in the Middle School and the Beasly School or if you have children in the Upper School and the Beasley School, your pickup location will be the Beasley Cafeteria. If you have non-driving children in the Upper School and children in the Middle School, your pickup location is the MAC. If you have an Upper School student who drives Middle School children, please realize he/she must meet the Middle Schoolers in the MAC. We cannot send Middle School students to the Upper School.

In the event of an early dismissal, families will be notified by an automated notification system. All Middle School students and faculty will proceed to the MAC. Pickup will occur at the normal carpool location (enter at Entrance #1 off Ladue Road) at the MAC. Faculty will be in the area and will relay the arrival of drivers and students will be released by the dean and proceed through the MAC Atrium to the carpool area.

Please note: Students may not walk home during an Early Dismissal event.
**Academic Information**

**Grades:** The School uses letter grades defined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>93-100</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
<td>A thorough grasp of content and form. Work is distinguished.</td>
<td>90-92</td>
<td>A-</td>
<td>E</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>87-89</td>
<td>B+</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>A firm grasp of content and form. Work is solid.</td>
<td>83-86</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80-82</td>
<td>B-</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>77-79</td>
<td>C+</td>
<td>Fair</td>
</tr>
<tr>
<td></td>
<td>A basic grasp of content and form. Work is adequate but undistinguished.</td>
<td>73-76</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70-72</td>
<td>C-</td>
<td>Fair</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>67-69</td>
<td>D+</td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td>A minimal grasp of content and form. Work is marginal.</td>
<td>63-66</td>
<td>D</td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60-62</td>
<td>D-</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>Below 60</td>
<td>F</td>
<td>Failing</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory grasp of content and form. Work and effort are unacceptable.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Competencies/dispositions:** The School uses a 4-point scale defined as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Course competency</th>
<th>Course disposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student is extending beyond the criteria of competency</td>
<td>Student consistently meets expectations of disposition</td>
</tr>
<tr>
<td>3</td>
<td>Student is proficient with criteria of competency</td>
<td>Student usually meets expectations of disposition</td>
</tr>
<tr>
<td>2</td>
<td>Student is developing to meet the criteria of competency</td>
<td>Student sometimes meets expectations of disposition</td>
</tr>
<tr>
<td>1</td>
<td>Student demonstrates area of concern with criteria of competency</td>
<td>Student rarely meets expectations of disposition</td>
</tr>
</tbody>
</table>

**Grading Periods, Reports to Parents, and Conferences:** The School year is divided into three trimesters. At the end of each trimester, teachers in all grade levels will prepare reports on each of their students, which include a set of competencies and grade for each subject. These reports will be available on the Portal. Full narrative comments will be provided for each subject via the MS Student Progress Form twice per year for year-long classes. Fine Arts and Physical Education will follow a modified schedule due to their unique teaching periods.

In addition to formal reports, families typically will have an opportunity to meet with each
of their student’s teachers at Parent/Student/Teacher Conferences held in early October. Students and parents also meet with their advisor at Advisor Conferences in March. Students are required to attend both conferences.

**Canvas:** For the convenience of students and parents, teachers post homework assignments for each day on an online academic management system called Canvas. Canvas is the primary source of homework information for students and should be used daily. Students’ grades are also available on Canvas.

**Quick Comments:** In addition to the above reporting schedules, teachers may write Quick Comments at any time during the year on an “as needed” basis. They are sent by email and can also be found on the student’s Portal page.

**Homework Expectations at Each Grade Level:** Homework expectations for fifth and sixth grades are anywhere from 1 to 1 ½ hours each night on average. Seventh and eighth graders are expected to do homework anywhere from 2 to 2 ½ hours a night.

**Family Weekends:** Our faculty recognizes that students give their best at MICDS and deserve weekends during the year when the faculty will not assign regular, short-term homework due the next class period. The class period of each subject following the long weekend will not have homework due or assessments given. Students may, however, be expected to work on long-term, carryover, or make up homework.

The following are designated as family weekends: Thanksgiving, Winter Break, Martin Luther King Jr. Day, Presidents’ Day, Spring Break, and Margaret Dawes Eliot Day.

**Flex Time:** Students in grades five through eight have FLEX time built into their daily schedule. Grade level programming, study halls, and extra help sessions take place during FLEX.

**Testing:** The complete battery of ERB CTP III tests is administered to students in grades fifth - eighth in April/May. Results from these tests are mailed to parents in the summer.

**Academic Concern, Academic Warning, Academic Probation, and Dismissal:**

**Grades 5 – 7:**

- **Academic Concern** typically is expressed in the form of a Dean Comment from the teacher and/or Dean when a student is struggling in a particular class, or when that student exhibits a pattern of academic performance or behavior that warrants attention. The purpose of placing a student on Academic Concern is to bring early attention to the issue so that the family and School can partner effectively to address the issue before it develops into a bigger problem. Students may be placed on Academic Concern if the student earns a trimester grade of C- in a given class or if there is an overall concern by the teaching team.
• **Academic Warning** is a signal that the student is not meeting the academic expectations of the School or is continuing to demonstrate behaviors that warrants attention. A student who earns two grades of C- or one or more grades of D+ or below in any course typically is placed on Academic Warning and receives notification from his/her dean, inviting the student and his/her parents to meet to discuss ways to improve his/her performance in that class. A follow up letter will be sent to summarize concerns and outline a plan moving forward. A student whose performance meets the criteria for Academic Warning for a second consecutive trimester may be placed on Academic Probation.

• **Academic Probation** is an indication that the student is in serious academic trouble, and that unless significant and measurable improvement is demonstrated, he or she may be asked to leave the School. A student whose performance meets the criteria for Academic Warning for a second consecutive trimester typically will be placed on Academic Probation. If a student is placed on Academic Probation, the Head of Middle School, the grade level dean, and the student’s support team in most cases will meet with the student and his or her family to explain the terms of the probation and the basis on which the School will proceed to determine whether the student’s enrollment should be continued.

Pursuant to the terms of the School’s enrollment contract, a student who is on Academic Probation cannot be re-enrolled without the School’s end-of-year review to determine whether the student may continue to the next grade.

Please note: Additionally, a student with a Trimester 3 or year-end grade of D+ or below may be required to complete summer work and/or retake an examination as determined by Department Chair and the Head of Middle School.

**Grade 8:**

• The eighth grade year is a qualifying year for continuation to Upper School at MICDS. As such, there is no Academic Concern or Warning in grade 8. Any student qualifying for an academic status at the end of 7th grade may move directly to Academic Probation for the 8th grade year.

• If a student earns two grades of C- or one or more grades of D+ or below in any of his or her courses in the first or second trimester of 8th grade (or at the end of 7th grade), he or she typically will be placed on Academic Probation for the remainder of the year, and his or her academic record will be reviewed for continuance to Upper School.

• Should a student not already on Academic Probation receive a Trimester 3 or year-end grade of a D+ or below in any of his or her courses, his/her academic record typically will also be reviewed for continuance to Upper School. MICDS reserves the right to require summer work for continued enrollment to the next grade level and students may enter Upper School on Academic Warning or Probation.
**Teacher/Advisory Request Policy:** Planning for class sections and advisory placement for a given school year takes place over the summer prior to the new school year and is managed by the Deans, Registrar, and Learning Specialist in consultation with the Counselor and the Head of Middle School. All students receive their individual schedules and teacher/advisor assignments at the start of the school year.

There are many educational factors taken into consideration when developing class and advisory groupings, including, but not limited to, enrollment and placement demands for specific sections, learning and personality styles, productive interaction of group members, and gender balance. Forming class and advisory groupings is a complex process, and the School has the responsibility to place students based on educational criteria and in a way that serves the best interests of all the children. Only in the event of an extraordinary circumstance will a request be considered by the Division Head. If a family is aware of any such unusual circumstance, this should be made in writing or discussed with the Division Head before May 1st.

**Talent Identification Program – Grade Seven:** In the Fall, the School sends out information electronically to all 7th grade families advising them of opportunities to participate in programs that seek to identify and recognize gifted and talented students across the country. Two programs in particular with whom we have an existing relationship are the Duke TIPS program and the Johns Hopkins Center for Talented Youth (CTY) program. These programs have criteria for qualification based on the student’s performance on the ERBs and SSAT (admission)/or MAP test at MICDS. Eligible students are invited to take the ACT or SAT test to determine if they qualify for state or national recognition and/or eligibility for distance or summer programs. Families wishing to learn more about these programs should go to the following websites— www.tip.duke.edu and www.cty.jhu.edu, or type in “Gifted Summer Program” in the Google search box.

**Academic Honors for Grades Seven and Eight:** Academic Honors are awarded at the end of the year and are based on year-end grades. The criteria for First and Second Honors are as follows:

- **First Honors:** Four A’s in core academic subjects with no grade below a B in any subject.
- **Second Honors:** Three A’s in core academic subjects with no grade below a B- in any subject.

**Middle School Recognition:** At the end of the school year, an assembly is held to recognize the achievements of Middle School students. Awards are given to celebrate outstanding student achievement and contributions to the school and to the community.
**Dress Code**

Students should always be dressed for school in a manner that reflects the Mission of the School and promotes a school environment that is conducive to learning. Students should exercise good judgment and arrive to school dressed in clothes that are neat, clean, modest, and sensible and conform to the dress code as outlined below. The School will not tolerate clothing or grooming that is distracting or offensive to others. Students should be attired according to the dress code during the school day from the time they arrive for school, until 3:15 p.m., and whenever they are representing the School at off campus events.

Although the details of the school’s dress code below are intended to be specific, they cannot possibly address every possible existing or future fashion trend. The School places as much value on the spirit as it does the letter of the dress code, and expects students to comply accordingly if cautioned by a faculty or staff member not to wear a specific article of clothing. If everyone approaches the dress code in a spirit of cooperation and good sense, clothing should not become a big issue for any student.

**Daily Dress Code for All Students:**
- Collared shirts, shirts, blouses, dress shirts, turtlenecks, sweaters, sweatshirts
  - Shirts may not have writing (small logo or MICDS is acceptable)
  - Shirts must have modest neckline
  - If sweater/sweatshirt is removed, the shirt underneath must be in dress code
  - Undershirts must be shorter than the outside shirt or sweater
  - No athletic-type tees
  - Shoulders need to be covered
  - No tight fitting tops
  - No sheer tops with visible camis or undergarments
- Pants: khakis, corduroy, cargo, dress, capri
  - If looped waist, a belt is needed
  - Note: leggings are not considered pants. If you choose to wear leggings, a proper length dress or skirt must be worn.
- Shorts: Bermuda length or longer
  - If looped waist, a belt is needed
- Skirts, dresses to the top of the knee
- Shoes: Athletic shoes, dress shoes, and sandals with backs

**What Not to Wear:** The following are examples of dress or grooming that are not permitted – other examples may be added at a later date at the discretion of the Deans in consultation with Head of Middle School:
- Excessively tight or revealing clothing – tops and bottoms
- Yoga pants/athletic wear
- Bare midriffs
- Clothes which show visible cleavage
• Visible undergarments
• Clothing made of sheer fabrics
• Clothing with frays, holes, rips, or tears (even if it is designed to look that way)
• Attire with inappropriate or offensive writing
• Athletic-type t-shirts (except for Spirit Wear on Fridays)
• Military-themed/camouflage/hunting clothing
• Sweat pants, distressed pants, baggy pants
• Denim (except on Fridays or designated “Special Jeans Days”)
• Pajamas/slippers
• Facial hair, except for religious reasons
• Hats or headgear in the buildings, except for religious reasons

**Friday Spirit Days:** Every Friday (or last day of the school week) is designated as Spirit Day in the Middle School, when the Daily Dress Code for All Students can be modified by:
- MICDS Spirit Shirts or Logo Wear
- Nice blue denim jeans

**Special Dress Days For All Students:** To be determined by the Head of Middle School
- Dress shirts, turtlenecks, sweaters
  - Dress shirts must be tucked in
  - No polos
  - Shoulders need to be covered
  - No tight fitting tops/modest neckline
- Dresses/Skirts to the knee (no denim)
- Dress pants, khakis (no corduroys, cargos)
  - If looped waist, a belt is needed
- Dress or athletic shoes with closed toe and heel, and socks
- Low heeled dress shoes/boots, athletic shoes with closed toe and closed heel

**Additional Information for Students**

**Academic Lockers:** At the beginning of the school year, Middle School students are assigned a locker for storing books, supplies, and personal property. Outerwear and backpacks are kept in this locker as well. Lockers are school property and students will be held accountable for any damage to them. Students may post appropriate pictures/decorations in their lockers with magnets ONLY. Students should not write on door/walls or use adhesive decorations such as decals or bumper stickers. At the end of the year, advisors will check their advisees' lockers to see that their lockers are presentable. If not, a student will be responsible for rectifying the problem.

Students are to keep all their belongings in their academic locker. They are not allowed to leave books or backpacks in the hallways or entryways.
The School strongly recommends that students use a regular combination lock to secure their materials and personal items, particularly at the end of the day. We discourage students from bringing valuables such as expensive jewelry or cash to school. Laser locks are not allowed. The locker combination ensures the privacy and security of the locker. If students allow other students the opportunity to learn their combinations, they are giving up the right to a safe place in which to store their belongings.

Students may not decorate lockers on birthdays.

Note: A storage area in Bryant Arts Center is provided for large musical instruments and another storage area for instruments too large to fit in students’ lockers is provided in the lower level of the Middle School main building near the MAC atrium.

**Policy on Snacks in Lockers:** In general, Middle School students are not allowed to keep food, drinks, and/or candy in lockers. The School provides a snack to all students who participate in an after school activity, club, or sports team. On certain occasions, students may request to bring in a snack from home. In these cases, the following rules apply:
- We are an Allergy Aware campus, please follow the School's JK - 12 Food Awareness Policy (page 7)
- Healthy snack items are strongly encouraged
- Snack items must be SINGLE-SERVING and include an ingredient list and nutritional label
- Snack items may only be consumed at the END OF THE DAY. Snacks may not be kept in lockers overnight.
- Snack items are for INDIVIDUAL USE only and may not be distributed to others
- Individual students who abuse these rules are subject to having their snack privilege revoked and further discipline. Questions: please contact your grade level dean for advice/clarification.

**Activities:** There are a variety of activities offered to students after school. These activities are intended to give students the opportunity to explore something which is of particular interest. The sponsors of these activities will announce them at the beginning of each session. A complete listing of the activity program will be available on the Portal early in September.

**Advisor/Advisory:** Each student in the Middle School is assigned a faculty advisor, who serves as an advocate and liaison between the student, his/her teacher, and between home and School. While families are encouraged to contact teachers directly with any class-specific issues, your advisor is a great “go to” resource for parents needing help or advice on a wide variety of advisee-specific and general school issues. A close relationship is established so that advisors can help advisees manage their academic and personal lives productively. Each grade level schedules age-appropriate activities and programs
The role of the advisory is informed by the following core ideas:

- the advisor develops a personal relationship with each advisee; each advisee feels known and accepted
- advisory is a smaller unit of support within the Middle School—a family
- the advisor fosters the social, emotional, moral, and academic growth of each advisee
- the advisor creates an environment in which teachable moments and “accidental education” can occur
- the advisor designs activities and lessons for the advisory based on the grade level curriculum; these advisories include goal setting, discussion of the Mission Statement and Honor Code, friendship issues, organizational and study skills, and other topics pertaining to the grade level
- the advisor is responsible for communicating with each advisee’s parents about the advisee’s academic, social, and personal progress at school
- the advisory engages in community service at each grade level
- advisory is a place to relax, take a break, and have some fun.

**ASAP (Academic Support After-School Program)**: ASAP provides structured time from 3:35 - 5:00 p.m. to support student academic growth and achievement for MICDS 7th/8th graders. We designate time and create ideal space for ASAP’s faculty to actively assist students in three main areas: homework help, organization and time management, and study skills (general and subject-specific). Because of the opportunity for such support, please note there is not a recess component. In addition, an after-school snack will be provided. This program offers flexible attendance to accommodate varying needs of students’ schedules and outside commitments.

There is not a charge for ASAP. However, all students remaining at 5:00 p.m. will be transferred to Extended Day. There will be $10 drop-in fee for Extended Day service. For questions about Extended Day, please contact Matt Blair at mblair@micds.org.

**ASAP Registration**: Monthly, weekly, or daily registration can be found in the Portal under “Resources”.

**ASAP Location**: Middle School Harris Reading Room

**Staff**:  
Callie Bambenek-Director (8th grade Science)  
Grace Barlow (7th grade History, 7th grade Co-Class Chair)  
Emily Coppersmith (6th/7th grade Spanish)  
Dustin Delfin (7th grade Math)  
Mark Duvall (6th grade Dean/History)  
Lev Guter (8th grade Math)
Michelle Hrastich (8th grade Science)
Rachael Maurer (5-8 PE, 7th grade Co-Class Chair)
Brad Schaefer (5-8 PE, 6th grade Class Chair)
Kelly Walsh (6th grade English)
Krystal White (8th grade Math)

Dismissal Policy: Students are welcome to stay until 5:00 p.m., or they may leave as needed per a family’s schedule. For students leaving before 5:00 p.m., authorized adults can call the Harris Reading Room’s direct line at 314-995-7328 to request the dismissal of their child(ren) or parents may call or text the ASAP cell phone. Student use of cell phones will not be permitted. If a student abuses the dismissal policy, then an adult will have to come to the Harris Reading Room to sign-out their child(ren).

Behavior Expectations Policy: Per our Middle School Code of Conduct, Academic Support After-School Program (ASAP) is an extension of the school and behavioral expectations will be treated as such. Students are expected to follow the guidelines set by the ASAP staff. Should your student choose to not adhere to the guidelines set by the ASAP staff, the following disciplinary actions may be taken: (1) quick comment, (2) lunch detention with quick comment, (3) parent/teacher/student meeting with quick comment, (4) dismissal from ASAP.

For additional questions about ASAP, please contact Callie Bambenek at cbambenek@micds.org.

Backpacks/Computer Bags: Students may use backpacks or computer bags to transport books and materials during the school day. Student bags should have a computer-specific compartment or computer sleeve to safely transport laptops throughout the day and to and from home. Students should not carry a full day’s materials but limit the load to 1-2 classes to ensure safe travel.

*Note on water bottles: students may carry a clear water bottle during the school day; they are only to be used for refilling water, no other drinks allowed.

Bookstore: The Bookstore is open on the 1st floor of Olson Hall from 7:30 a.m. - 3:30 p.m. on Monday, Tuesday, Thursday, and Friday and 8:30 a.m. – 3:30 p.m. on Wednesday. Students may travel to the Bookstore to purchase school supplies with permission from a Middle School teacher or administrator. Students may not stop at the Bookstore to purchase food/beverages on their way to/from the Upper School.

Community Service: As stated in the Mission Statement of the Middle School, “students develop an awareness of their duty to the community.” At each grade level, students actively participate in class community service projects and are encouraged to volunteer both within and outside the school.
Cell Phones and other Electronic Devices: MICDS believes that part of being an active member of our school community is being present and engaged with the people around you. As such, students may not use cell phones, iwatches, and/or other personal electronic devices during the school day (unless directed by a teacher for a specific assignment), specifically in any buildings between the hours of 7:30 a.m. and 3:15 p.m. The half-hour period in the morning before the start of first classes, in particular, is an important time for students to visit with classmates and/or prepare for the school day, and cell phone use, computer games, and other personal electronic devices are not permitted. During school hours these devices must be kept in lockers and be turned off, so as not to distract or interrupt our communal interactions.

Students needing to place or receive a call and/or text from their parent(s) during the school day should get permission from an adult. Students may make calls to parents from school phones with permission.

Lost and Found: The Lost and Found is located in the Middle School Office. Students should have all items marked with their names.

Lunch Program/Special Dietary Needs: All students are provided a full lunch program daily with a variety of healthy options that meet most student dietary needs. If your child has medically documented or religious dietary restrictions, appropriate documentation of these needs must be provided to the Grade Level Dean, School Nurse, and/or School Counselor. For any medically documented or religious restrictions to be accommodated at school, parents typically will participate in a meeting with the Dean of the student’s grade level as well as the School Counselor and/or Lower/Middle School Nurse before the first day of lunch being served or once the dietary needs are initially documented to ensure a clear plan is in place to meet your child’s needs. No outside food is permitted during lunch without medical documentation and a meeting with the School. Our lunch menus can be found on the MICDS Portal.

7th and 8th Grade Athletics: 7th and 8th grade students have the opportunity to participate in the Middle School Athletic Program. A list of athletic offerings as well as the starting dates are available for download on the Portal. Any student who wishes to participate on a sport’s team does not need to sign up in advance. He/she should plan to attend the first day of practice.

Practices and games are scheduled after the regular school day and occasionally on weekends. Following 3:30 p.m. practices, students should be picked up outside the front of the McDonnell Athletic Center (MAC) by 5:15 p.m. If the student has not been picked up by 5:30 p.m., the coach will take him/her to Extended Day. If practice begins at 5:00 p.m. (like some basketball and volleyball practices), the student may attend ASAP or, alternatively, parents may choose to pick him/her up after school and return him/her to practice.
Parents must pick up their child after school or make arrangements to send him/her to ASAP for any practices or games that begin after 5:00 p.m.

**Cancellation of Practices and Games:** If a practice or game is cancelled, a notice is placed on the bulletin boards outside the south gym, outside the MAC doors, and outside the Middle School office by 2:00 p.m., and on the front page of the Portal in the “News and Announcements” section. Parents may also call 314-995-7345, the athletic hotline for updates, or the Middle School Athletic Director, Alison Todd (314-995-7473 or atodd@micds.org).

**Student Government:** The elected representatives for Student Council (STUCO) for the 2018 - 2019 school year are:

8th Grade: Jane Cohen, Happy Phatak, CJ Goot, Henry Yuska
5th - 7th Grade: To be elected after opening of school.

Please note that participation in STUCO requires that students remain in good standing; students who are placed on Academic Warning, Academic Probation, and/or Disciplinary Concern, Disciplinary Warning, or Disciplinary Probation are not eligible, and/or may be removed from STUCO if placed on a status during the course of the year.

**Policy on Middle School Parties and Invitations:** As with our younger students in Beasley, we strive to be thoughtful in how party invitations are handled here in the Middle School. Knowing that Middle School is a time when students' sensitivity to feelings of social inclusion and exclusion are especially heightened, we ask that students/families NOT distribute invitations or pass out post-event pictures or artifacts to events that do not include everyone in their grade and/or gender, including birthdays, bar/bat mitzvahs, and other social functions off campus.

**Discipline**

**Code of Conduct:** The most fundamental duty of any educational institution is to protect its educational environment and the physical and emotional safety of its community. MICDS’ Middle School Code of Conduct reflects these core values and establishes basic rules and expectations that all members of our community are expected to observe. These rules are established to preserve a healthy social and educational climate and to promote the smooth running of day-to-day operations at our school.

MICDS believes strongly that the purpose of discipline is to teach and not merely to punish. One of our goals in Middle School is for our students to learn self-discipline, a process that is not always easy and which varies from one grade level to another and from individual to individual. As such, we invest all discipline with instruction both to address specific
concerns and to help guide students as they continue their journey through our school community. Our students learn that as individuals they have a role to play and an obligation to our larger community, one is accountable for one’s words and actions, and that with privilege and freedom come responsibility. Balancing the needs of the individual with the larger interests of the group is central to all of our conversations around these issues.

Students may be disciplined for conduct on or off campus or at any school-sponsored activity that endangers persons or property, is disruptive of the educational process of the School, or that violates the School’s Mission or a policy or regulation of the School. These actions can lead to disciplinary action up to and including suspension and/or dismissal. Such conduct includes, but is not limited to, the following:

**Major School Rules:** The following rules are extremely important for the safety and well-being of the school and all its students:

- Lying, cheating, bullying, and stealing violate the core principles of our Honor Code and school community and will not be tolerated. Students are expected to be forthright and honest in their words and actions at all times.
- Students are expected to treat all members of the school community with respect. Acts of physical aggression, threatening, hazing, or intimidation of any kind will not be tolerated, nor will the use of obscene, profane, disrespectful or harassing language or actions, including the use of racial, ethnic, homophobic, or sexual slurs that target an individual’s gender or gender identity, sexual orientation, race, color, religion, physical or mental disability, national origin or ancestry. (See page 87 for the Anti-Harassment Policy).
- Unauthorized possession, sale, purchase, distribution, use or consumption of tobacco, drugs, narcotics, or alcoholic beverages, or any substance purported to be tobacco/vaping products, drugs, narcotics, or alcoholic beverages is prohibited. For the purposes of this paragraph, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law. This includes possession of paraphernalia used or designed to be used in the consumption, sale, or distribution of drugs, alcohol, or tobacco.
- Possession of knives, weapons (whether functional or not), weapon facsimile, fireworks or other explosive devices, any other dangerous object, or any threat or act that threatens the safety of students, other community members, and/or other persons is prohibited. Note: A student who knows that knives, weapons, or dangerous objects of any kind are either in a student’s possession or located on campus is obligated to report this information to an adult immediately.
- The defacing, damaging, or destruction of school property or the property of others is prohibited.
- Leaving school grounds, school transportation, or a school-sponsored activity
without authorization is prohibited.

- Any action prohibited by any federal, state, or local law that would indicate that the student presents a danger to any person in the school community or school property is prohibited.

**Other School Rules:** Other school rules include, but are not limited to, the following items. Please note that this list is intended to be illustrative, not exhaustive, and is not intended to create fixed or rigid rules for dealing with all issues and problems that may arise, nor to serve as a contract or to create enforceable rights on the part of either students or parents.

- A student may not “cut” or be chronically late or absent from school, class, study hall, or other required meetings without proper authorization.
- All students must follow sign-in and sign-out procedures.
- A student may not disrupt any class, Flex time, study hall, assembly, or other group meeting or activity.
- A student may not use obscene, profane, disrespectful, demeaning, or pejorative language or gestures. Joking and teasing are not acceptable excuses for hurtful comments or behavior.
- A student should identify himself/herself to an adult when asked and obey the authority of teachers, supervisors, administrators, other staff members, and/or law enforcement authorities.
- A student must observe the school dress code.
- Unauthorized or inappropriate use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for unauthorized or non-school related purposes is prohibited. See page 92 for a complete list of the MICDS Technology Acceptable Use Policy.
- A student may not use school equipment (i.e. phones, copiers, or other office equipment, etc.) without the specific permission of a member of school staff.
- Throwing snowballs, acorns, rocks, sticks, and/or similar objects is prohibited.
- Possession and/or use of a laser pointer is prohibited.
- Chewing gum or eating food/candy without expressed permission from a faculty/staff member is prohibited.
- Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention is prohibited.

**Consequences:** Students are expected to understand and adhere to the Code of Conduct at all times, and may be disciplined for conduct on or off campus or at any school-sponsored activity that endangers persons or property, is disruptive of the educational process of the School, or that violates the School’s Mission or a policy or regulation of the School.

The administration shall, in its sole discretion, determine the nature and severity of offenses against the Code of Conduct and shall discipline students accordingly. The Division
Head, working in conjunction with teachers, other staff members, and the Head of School, as needed, shall determine the level of punishment that is appropriate. At MICDS, we employ a variety of developmentally appropriate responses to student misbehavior, but under no circumstances is corporal punishment ever tolerated.

Responses to infractions are measured according to the seriousness of the issue, and include, but are not limited to: counseling by a member of the staff; issuance of a formal warning; imposition of restrictions on freedom of movement during the school day and/or restrictions on participation in activities; the removal of privileges; the calling of a parent for a conference; detention; probation; suspension; any combination of the above; and such other actions as may be deemed appropriate by school authorities.

In general, there are three basic levels for failing to meet Middle School standards of behavior, each of which carries separate consequences. These levels, however, are only guidelines and will be determined and implemented in the School’s sole discretion.

1. **Minor Infraction**: Minor infractions are, by definition, relatively small in nature, and represent an opportunity for faculty and staff to point out a concern so that the student can make necessary changes in his/her behavior before it develops into a larger issue or pattern. Grade level teams determine developmentally appropriate consequences, which can range from a simple conversation and notification of parents to a Lunch/Recess Detention. Repeated failure to correct a behavior may result in more serious consequences.
   a. Examples of minor infractions include, but are not limited to:
      i. Excessive noise or rowdiness
      ii. Being late to a school appointment
      iii. Chewing gum or eating candy
      iv. Classroom disruptions

2. **Detention**: Behaviors that are considered dishonest, disruptive, disrespectful, or dangerous to oneself or anyone in the school community may be addressed by a teacher and/or dean. In addition to sending home a Quick Comment to parents, a student typically will receive an after-school detention with the Dean to discuss and carry out a consequence that is consistent with the infraction.
   a. Examples of detention behaviors include, but are not limited to:
      i. Repeated violation of the school dress code
      ii. Unacceptable language or rudeness to any community member
      iii. Throwing of snow or ice
      iv. Disrupting a class, study hall, MS Meeting, or assembly
      v. Failing to follow sign-in and sign-out procedures

3. **Red Slip Violation**: Behavior that breaks a major school rule and/or the Middle School Honor Code. This behavior is a serious violation of the School’s philosophy and mission, and likely will result in the Dean, in consultation with the Head of Middle School, giving a Red Slip to the student, followed by a conversation with
parents. A Red Slip is considered the equivalent of two detentions, and is most often accompanied by a two hour after school detention, and/or probation (see below). Should a student receive two (2) detentions or a Red Slip, a letter is sent home by the Dean and/or Head of Middle School.

a. Examples of Red Slip violations include, but are not limited to:
   i. Lying, cheating, or stealing
   ii. Being disrespectful or uncooperative
   iii. Fighting
   iv. Plagiarizing*
   v. Harassing: personal, sexual, racial, ethnic, or physical
   vi. Cyberbullying
   vii. Violating the AUP – degree of violation
   viii. Destroying or vandalizing school property or the property of another member of the school community
   ix. Violation of the School’s policy prohibiting the use, possession, sale, purchase, or distribution of drugs or alcohol

We are hopeful the student will improve his/her behavior, but should the student receive two (2) additional detentions or another Red Slip (total of 4 detentions), a meeting may be held with the parents, Dean, advisor, and Head of Middle School to determine the appropriateness and terms of the student’s continued enrollment at school.

* Plagiarism: Plagiarism is knowingly using someone else’s words or ideas without giving the author appropriate credit, and it is a serious violation of the MICDS Honor Code. Students will receive guidance from teachers during the course of the school year on how to meet general expectations for honest scholarship and research. If a student plagiarizes others’ material or ideas, he/she may receive an F on the assignment AND a Red Slip.

Students who violate the School’s Code of Conduct, and/or who demonstrate a history of serious or repeated disciplinary difficulties, are also subject to the following sanctions:

1. **Disciplinary Concern** is a status that is warranted when a student establishes a pattern of behaviors that negatively affect the learning environment or violate community norms despite normal classroom interventions. The grade level Dean typically will reach out to the student and family to address the ongoing concern and make a plan to monitor and remedy the repeated behavior.

2. **Disciplinary Warning** is a status that indicates the interventions of Disciplinary Concern have not been successful and the student requires an increased level of monitoring and consequences. This status may be reached due to elevated concerns of the teaching team and grade level Dean or after a student has served 3 detentions and requires more significant support.

3. **Disciplinary Probation** is a specific period of time following Disciplinary Warning during which a student is given a final opportunity to prove that he or she has
learned from past mistakes and that he or she can comply with school regulations in the future. Failure to do so usually leads to suspension or dismissal. Students may also be placed on Disciplinary Probation as a direct result of a violation of a major school rule should the School decide probation is warranted. Probation also may involve the removal of privileges and/or the imposition of restrictions on participation in activities. Students who have been placed on Disciplinary Probation may have their re-enrollment contract withheld or revoked, pending satisfactory determination that his/her behavior has improved. The length and precise terms of the probation are determined by the Division Director and/or Head of School.

4. **Suspension** is the temporary separation of a student from the school community and from all school-related activities for a specific number of days. The purpose of suspension is to provide the individual the opportunity to reflect on the seriousness of his or her actions and the degree to which he or she values continued membership in our school community. Suspensions may be imposed by the Division Director and/or Head of School for multiple, repeated, or very serious infractions; for violation of probation; or (in combination with probation) for major violations as defined above.

Suspensions in the Middle School may take one of two forms:

a. **In-School Suspensions** may be imposed when a student’s infraction is serious enough to warrant his or her separation from classes. He or she will spend the day on campus, in an office or room, supervised by the grade level Dean. He or she will be given work to do related to the offense. In addition, he or she may:
   i. Turn in homework that was completed the night before the suspension with no penalty;
   ii. Take a quiz or test that was scheduled for that day;
   iii. Go online for assignments and complete homework – teachers are not expected to give extra help or extend deadlines.

b. **Out-of-School Suspensions** may be imposed when a student’s infraction is serious enough to warrant his or her complete separation from the school campus and community. The student will be required to meet with his or her parents, his or her grade level Dean, and the Head of Middle School to review the event and the conditions for his or her return to school. The student will be required to write a paper, the topic and length to be determined by the Head of Middle School, that addresses the nature of the event and the reason(s) the student wishes to remain a member of the MICDS community. Upon satisfactory completion of this assignment, the student may rejoin the community. All missed tests, quizzes, classwork, and homework should be made up in a timely manner.

Students who are suspended typically will be subject to the terms of Disciplinary Probation and may have their re-enrollment contract withheld or revoked, pending satisfactory determination of his or her suitability for continued advancement.
5. **Dismissal** is the permanent expulsion of a student from the school and it may be effected only by the Head of School. Although extremely difficult for all concerned, such action sometimes is a necessary means of helping a student learn that standards for acceptable behavior are real and meaningful. The School is committed to the cause that every case must be evaluated on an individual basis, and extenuating circumstances receive consideration. Nonetheless, the School may expel a student at any point during the year when the Head of School, upon the recommendation of the Head of Middle School and in consultation with the child’s Dean and advisor, concludes that the best interests of a student, and/or the School as a whole, require such action. When a student is expelled, he or she may not return to campus or attend school functions for at least the remainder of the academic year.

**Role of the Head of School:** Occasionally situations arise which transcend established procedures and must be dealt with individually by the Head of School. The Head of School will exercise this authority when it is determined that the best interests of the student and the School will be served.

Any conduct, either on or off campus, considered to be harmful or which brings discredit to the student, and, therefore to the School, may cause the Head of School to ask the student to withdraw from MICDS or face expulsion.

**Section V: UPPER SCHOOL**

**Attendance Procedures and Policies**

Students in the Upper School are required to remain on the Upper School campus from the beginning of class until the end of the academic day, except for stipulated circumstances. The School is not responsible for students if they choose to leave campus between the end of the academic day and the beginning of their athletic obligation or any subsequent school activities. Any question regarding absences or attendance procedures should be addressed to the Head of Upper School. Students are required to attend every scheduled class meeting, advisory, or assembly. Accurate attendance records are mandatory.

**Trimester Attendance Policy to Receive Course Credit:** The intellectual growth of students is greatly enhanced by their presence and participation in the daily discussions and course work that defines our academic offerings. Class attendance is a mandatory component of course credit, and it is critical that students attend class on a consistent basis. The accumulation of more than eight 45 minute absences (whether excused or unexcused) within any single trimester typically will result in academic consequences that may include a loss of credit for that class/classes (please note: missing a 90-minute class counts as two
absences). While it is ultimately the responsibility of the student and parent to keep track of the number of days a student has been absent in each class, Deans also may send a Dean Comment and communicate with parents when a student approaches the threshold. Eight absences may result in a family meeting to discuss a plan for the duration of the trimester and an outline of consequences for additional absences, which could include loss of course credit.

Absence Caused by Illness or Appointment: Parents are expected to inform the Attendance Recorder (via Logistics Request through the Portal, calling 314-995-7324, or emailing bcalise@micds.org) before 8:00 a.m. each day if a student will be absent for reason of illness or scheduled appointment, or if a student is to leave at any time during the day for an appointment. When arriving late to school students report to the Upper School Office and sign in before going to class. If leaving during the day, the student must sign out in the Upper School Office and sign in upon return. Subsequent participation in co-curricular events requires a doctor’s note.

A student who becomes ill during the school day must report to the Upper School Nurse in May Hall, Room 21. If the situation warrants, the parent is informed and, if permission is given, the student is allowed to go home. No student is sent home without parental consent or the consent of the individual listed on the student’s Emergency Information Form.

Absence Other Than Illness or Appointment: Planned Absence Notification Forms are available from the Attendance Recorder in the Upper School Office for students planning to be absent from school. This courtesy form is to be signed by the student’s college counselor, advisor, teachers, coaches, dean, and a parent and should be returned to the Attendance Recorder. Out of courtesy, this should be done at least two days prior to the student’s planned absence. Any absence the day before or after a School holiday should be avoided.

Absence and Co-Curricular Participation: In order to participate in co-curricular activities (athletic practices and contests, drama rehearsals and performances, etc.), a student must be present for all school obligations (school obligations include but are not limited to activity periods, advisory, classes, collaborative work, enrichment, and free periods) on the day during which those activities occur. If a student is absent for a partial day or all day due to illness, that absence will be considered unexcused for the purpose of determining eligibility for co-curricular activities unless otherwise determined by both the Dean and the Head of Upper School. Any other absence from a class period, multiple classes, or school obligations, whether for scheduled appointments or other circumstances, must be excused by MICDS prior to their occurrence, for a student to maintain the opportunity to participate in co-curricular activities. A doctor’s note is required to excuse those students with a scheduled appointment. Any absence from a class period or school obligation (regardless of its appointed time in the daily schedule) that is not excused by the Dean and the Head of Upper School renders a student ineligible for participation in co-
curricular activities by both MICDS and MSHSAA (the Missouri organization that oversees co-curricular school activities) guidelines. In accordance with MSHSAA rules, a student with an unexcused absence as determined by the Dean and the Head of Upper School must then reestablish a full day of class attendance before eligibility is restored.

**Areas Considered Off Campus:** The MAC, Middle School, and Lower School are considered off campus for Upper School students unless permission is given by the class Dean. Students must sign in and out with the Attendance Recorder in the Upper School Office.

**Class Opportunities:**

1. **Student Parking:** Student parking is allowed only in A-lot and C-lot. A-Lot is reserved for students in Grades 11 & 12. C-Lot is reserved for students in Grades 9 & 10. On days of special events, student parking may be restricted further.

2. **Grade 9:**
   a. T1: A student with 1st period free must arrive at school by 8:00 a.m. on Regular start days and 9:00 a.m. on Late Start days.
   b. T2 - T3: Regular Days 1 & 4 - A student with 1st period free may arrive at school by 8:45 a.m.
   c. T2 - T3: Late Start Days 1 & 4 - A student with 1st period free may arrive at school by 9:30 a.m.
   d. T2 - T3: Regular and Late Start Days 2, 3, 5, & 6 - A student with 1st period free may arrive at school by 9:30 a.m.

3. **Grades 10, 11, & 12:**
   a. T1 - T3: Regular Days 1 & 4 - A student with 1st period free may arrive at school by 8:45 a.m.
   b. T1 - T3: Late Start Days 1 & 4 - A student with 1st period free may arrive at school by 9:30 a.m.
   c. T1 - T3: Regular and Late Start Days 2, 3, 5, & 6 - A student with 1st period free may arrive at school by 9:30 a.m.

4. **Grade 11:**
   a. T3: Additional opportunities will be negotiated by the student leadership. *

5. **Grade 12:**
   a. T1 - T2: Lunch off campus two days in a cycle during the lunch period (days of choice) *
   b. T3: Open sign out for lunch during the lunch period *
   c. T1 - T3: Students may sign out if they have last period free *

* A parental permission slip is required on file in the Upper School Office and the student has to properly sign in or out with the Attendance Recorder.

**Class Opportunity Conditions:**

1. Should a student be late signing in by 8:45 or 9:30 a.m. (depending on the Day) more than twice over the course of a trimester, the student will forfeit late sign in
opportunities for the rest of the trimester and will be required to arrive by the regular start time.

2. If a student leaves campus and fails to sign out or sign in on return, that is regarded as a breach of policy and treated appropriately with disciplinary consequences.

3. Opportunities may be revoked or suspended by the Head of Upper School in consultation with the appropriate Dean or by the request of the parents.

4. The Head of Upper School reserves the right to cancel off campus opportunities in the event of inclement weather or other emergency.

5. In the event of special programming, school may start at 8:00 a.m. on Late Start days.

**Early Dismissal Procedures**

Early Dismissal information **must** be completed online via the Portal before the start of the school year. **We need** to know the names and contact information for any authorized drivers – parents, grandparents, siblings, aunts/uncles, neighbors, etc. The names on the Portal Pickup Authorization section will be the **only** drivers to whom we will release your child in the event of an early dismissal. If there is a change regarding who has authorization to pick up your child, you may update the Pickup Authorization section of the Portal at any time.

In addition to the Portal Pickup Authorization section, an US Early Dismissal Policy Form needs to be completed. This form allows parents/guardians to approve or deny their students ability to drive, call for a ride, and/or walk in the event of an early dismissal.

If you have children in more than one division of the school, you should pick up your children at the early dismissal location of your youngest child. If you have children in the Middle School and the Beasley School or if you have children in the Upper School and the Beasley School, your pickup location will be the Beasley Cafeteria. If you have non-driving children in the Upper School and children in the Middle School, your pickup location is the MAC. If you have an Upper School student who drives Lower or Middle School children, please realize that your Upper School student must meet the student at the Beasley Cafeteria or the MAC. Lower and Middle School students are not allowed to walk to the Upper School.

In the event of an early dismissal, families will be notified by an automated notification system. Students and advisors in Grades 11 & 12 report to their assigned seating area in Brauer Hall. Students and advisors in Grade 9 report to the south side of the US Gym and students and advisors in Grade 10 report to north side of the US Gym. Advisors will take attendance and verify how each of their advisees will be dismissed according to the Early Dismissal Forms submitted.
**Cell Phone Policy**

Cell phones are not permitted to be out in classrooms, unless at the discretion of a teacher for educational purposes. Teachers may collect cell phones from students who violate this expectation and give them to the appropriate Dean for students to pick up at the end of the school day.

**Dress Code**

Students should be modest, clean, and neat. Facial hair should be well-groomed and trimmed. Other than MICDS, no writing or logos larger than a credit card on any item(s). All clothing should be free of tie-dye print, camouflage print, sports teams, product, or political advertising, tears, holes, frays, fading, or distress.

**Daily Dress Code for All Students**

**Tops:**
- Collared shirt with sleeves
- Nice dress blouse with sleeves
- Button down shirt with sleeves
- Dresses with sleeves (max 3 inches above the knee)
- Sweaters (v-neck, crew neck, quarter zip, cardigan)
- Fleece pullovers and quarter zips
- MICDS Sweatshirts
- MICDS Hoodies
- Starting after Winter Break, seniors may wear their college sweatshirts & college hoodies
- No athletic-wear, loungewear, visible undergarments, or t-shirts

**Bottoms:**
- Dress pants
- Dress shorts (max 3 inches above the knee)
- Skirts (max 3 inches above the knee)
- Khakis/chinos (any color)
- Solid denim pants, skirts, shorts (any solid color, not blue jeans)
- Capri pants
- Pants, shorts, skirts should be free of tears, holes, frays, fading, or distress
- No athletic wear, loungewear, blue jeans, leggings, riding pants, or cargo pants
  - Non-athletic leggings may be worn as tights under a dress or skirt only

**Shoes:**
- Athletic shoes, dress shoes, sandals, boots
• No flip flops

**Formal Dress Code for All Students**

**Tops:**
• Sports jacket, traditional blazer (no denim), or dress sweater
• Dress shirt (young men must also wear ties) or turtlenecks
• Dresses with sleeves (no denim, max 3 inches above the knee)

**Bottoms:**
• Long pants with belt (dress pants or khakis)
• Dressy skirts (no denim)
• No athletic wear, loungewear, blue jeans, leggings, riding pants, or cargo pants, tie-dye print, camouflage print.
  ○ Leggings may be worn as tights under a dress or skirt only

**Shoes:**
• Dress shoes or boots
• No flip flops, no athletic shoes

**Last Day of the Week Spirit and Jeans Day and Special Dress Down days**
• MICDS t-shirts
• Blue jeans which are free of holes, frays, distress, excessive fading, tears
• Or Daily Dress Code (see above)

**Dress Code Infraction Response:** The following is the progressive discipline policy the School typically will implement in response to student dress code violations. The School, however, reserves the right to implement, in its sole discretion, any discipline necessary to redress student misconduct, including dress code violations, even if such discipline varies from the below.

• First Offense:
  ○ Dean talks to student.
  ○ Student will be given a dress code approved item to wear for the day.
    ■ That item must be washed and returned to the US office the following school day.

• Second Offense:
  ○ Dean talks to student.
  ○ Student will be given a dress code approved item to wear for the day.
    ■ That item must be washed and returned to the US office the following school day.
  ○ 30 minute detention after school that day
  ○ Dean Comment sent to parents.
Third Offense:
- Phone call to parents and student is sent home (unexcused absence).
- If a parent is unable to pick up the student, the child will sit in a Dean’s office or the US Office Conference Room for the rest of the day (unexcused absence).
- Any unexcused absence from class will result in eligibility issues for co-curricular activities (sports/clubs/arts).

Academic Policies and Procedures

Graduation Requirements: All students must earn a minimum of five credits per year. All students must take a minimum of five courses every trimester. 9th grade students must take BOOM during Trimester 1 of their grade 9 year. Refer to the departmental graduation requirements in the US Curriculum Guide for grade level specifics.

Grades and Grade Reporting: Final grades are reported at the end of every trimester. The Upper School grading scale is listed below and includes no expectations of rounding. Please note that percentages represent a general estimation of a student's progress towards mastery and do not supersede the teacher's professional judgment in evaluating academic growth. Final grades are fundamentally the purview of the teacher in collaboration and consultation with the Department Chair and departmental standards and represent a culmination of an entire trimester's work that percentages may not fully capture.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59</td>
</tr>
</tbody>
</table>

The transcript reports each trimester grade; therefore, a year of work is represented by three distinct grades. The transcript reports term and cumulative Grade Point Average (GPA) at the end of each trimester. Report cards only show term GPA. A student's GPA, computed for transcript purposes, is based on a four-point system as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>.67</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>
An F earns no credit towards graduation though the failing grade is factored into the GPA and remains on the transcript. In the event of a failing grade, the Head of Upper School, Dean, and the Department Chair of the department in which the F was earned will work with the Academic Committee to determine whether the student is still making adequate progress towards graduation. In the event that a student is not making adequate progress towards graduation, a determination will be made whether graduation from MICDS will be possible and, if so, what conditions must be met to put the student back on the path towards meeting graduation requirements.

**Assessments and Assignments:** All assessments and assignments are expected to be taken on schedule unless a student has an excused school-related absence or has arranged for a postponement.

1. Students with current and complete documentation of learning style differences on file with the Learning Specialist receive appropriate accommodations.
2. The Planned Absence Notification Form does not include an automatic extension.
3. If a student has an excused absence on the day of a test or when a major assignment is due, the student should expect to fulfill that obligation as soon as possible after returning to school. This arrangement is made with the teacher.
4. When more than two tests or major academic assignments are scheduled for an individual student on the same day, that student may negotiate in advance with the grade-level Dean to create an alternative schedule. See the Two Assessment Per Day Policy section for specifics.
5. When a student has several assessments/assignments to make up, the student may use the Dean as a resource in scheduling the make-up work.
6. Any extensions that could result in work extending beyond the last day for graded work during a trimester must be approved by the appropriate Dean.

**Two Assessment Per Day Policy:** If a student has more than two tests, in-class essays, or assessments that are based on the performance of the student during the class period scheduled for the same day, the student may work with his/her teachers to create an alternative schedule to ensure that the student has no more than two such assessments on one day. This must be done five school days in advance of the date of the assessments (teachers are expected to have assessments posted seven calendar days in advance) and does not include long-term projects or essay due dates (unless teacher and Dean are in agreement) or reassessments/retakes.

During the final cycle of each trimester and leading into Winter and Spring break, the Wednesday late start periods will allow for proctored makeup of rescheduled assignments.

**Late Work Policies for Assessments and Assignments:** Students are expected to submit work on the day that it is due because timely submission allows for feedback and assessment that advance learning. When that fails to happen, a late penalty will not be
imposed on the student’s grade, but there will be other consequences to ensure that the work is completed. Please note that late penalties do occur over Winter and Spring breaks. See the Late Work over Winter and Spring breaks section for specifics.

For larger, graded assessments and assignments: If the student fails to submit work by the deadline, and they have not been approved for an extension in advance from the teacher, the teacher will communicate that day confirming that the assignment is now late. The teacher then may work with the student and the Dean to ensure that the work is completed in one of the following ways:

1. Mandatory before or after school work that is prioritized over athletic practices, performance rehearsals, and club meetings.
2. Assignment to study hall.
3. Mandatory attendance during a collaborative period.
4. Mandatory work under the teacher’s supervision during a mutually available time (within 48 hours), such as a free period.

At the end of the arranged make-up time, whatever work has been completed will be collected and graded. If a student fails to attend the arranged make-up time, additional consequences may apply, including, but not limited to, detention and/or loss of privileges. A student must always meet with the teacher when work is submitted late.

For homework and other routine assignments: Similar consequences may be imposed if a student chronically fails to submit homework and other routine or ungraded assignments. For example, a teacher might initiate the process described above when a student has not submitted 3 of the 5 most recent homework assignments, or when a student has not submitted one or more “checkpoint” assignments leading up to a larger project.

Late Work over Winter and Spring breaks: Assessments and assignments not submitted prior to Winter or Spring Break will receive a 1/3 letter grade reduction per day. Saturday and Sunday combined count as one day.

Incomplete Grades at the End of the Trimester: If, in the opinion of the teacher, the Dean, and the Head of Upper School, a student has a legitimate reason for missing academic work, an Incomplete may be given and a new set of due dates established for assignments. All Incompletes must be replaced by a letter grade by the end of the academic year unless written permission is granted by the Head of Upper School, accompanied by a plan.

Academic Warning: When a student is struggling to meet the academic expectations of the School, the student typically will be placed on Academic Warning. This is an early notification of academic concerns that must be addressed by the student if probation and more significant consequences are to be avoided. There are a combination of factors that contribute to this status being invoked, including (but not limited to) academic effort or general attitude that is inconsistent with the expectations of the School or negative change
in performance and/or cumulative grades. The academic team (including dean, college counselor, Head of Upper School, and others) responsible for the student has the right to place a student on Academic Warning at any point during the school year. The Head of Upper School and appropriate grade level Dean typically declare the terms of the Academic Warning for each student, stipulating what must be achieved and demonstrated. If these stipulations are not met and/or there is not significant and measurable improvement over a prescribed amount of time, the student is likely to be placed on Academic Probation.

**Academic Probation:** When a student is failing to meet the academic expectations of the School or has been on Academic Warning and has not fulfilled the qualifications set forth, the student typically will be placed on Academic Probation. Academic Probation is designated by the Academic Team (including dean, college counselor, Head of Upper School, and others) responsible for the student when a student’s academic output and/or effort threatens the integrity and continuance of the student’s academic experience at MICDS. The Head of Upper School, in consultation with the aforementioned academic team, typically declares the terms of the Probation for each student, stipulating what must be achieved and demonstrated. If the academic expectations and conditions that are detailed in the Academic Probation process and documentation are not met by the student, the student typically will not be able to return to MICDS, effective the following trimester. Academic Probation meetings with family are conducted to both frame the conditions moving forward and ensure all appropriate and meaningful support is in place.

**Upper School Academic Center:** Additional academic support is offered after school three days a week from 3:30 - 5:00 p.m. in the Academic Center in Lower May Hall. Peer tutoring will also be available in this space during those times. Students who would benefit from academic support to reinforce understanding of material covered in class, improve time management skills, and/or develop improved study skills can access this support as needed. Teachers may refer students for this support, however, students may also self-refer by contacting their teacher or a Student Support Services team member.

**Eliot Summer Academy:** The Eliot Summer Academy, a summer academic program launched in 2009, aims to provide opportunities for young people to enrich themselves and excel academically, while challenging and invigorating them with courses of study during the summer months. Eliot Summer Academy runs through June and July. In some departments, replacement courses are offered throughout the summer. One trimester of credit can be earned by completing one 45-hour course. Classes are also offered for review, enrichment, and as travel opportunities. More information on the Academy and its courses is available on the MICDS website.

**Off Campus Programs:** Students sometimes become interested in programs that require them to spend time away from MICDS. While we encourage students to undertake worthwhile experiences that broaden their perspective, and even sponsor such experiences, the School has established guidelines that must be followed to ensure each
student is making appropriate progress toward graduation.

1. These programs are open to students in the 10th and 11th grades and have a maximum of one year’s duration.
2. We encourage 9th and 12th graders to spend the entire year on campus; however, in exceptional circumstances, the School is willing to discuss options.
3. Students and their parents should speak with their Dean as early as possible to talk about the program under consideration.
4. The family consults with the Head of Upper School (graduation requirements), the Director of College Counseling (impact on application process and choices), and the Director of Athletics (eligibility in the state of Missouri and with NCAA).
5. In order to hold a place at MICDS, the family is responsible for discussing the plan with the Director of Admission.
6. Families must coordinate tuition adjustments for attendance at any off campus program directly with the Chief Financial Officer.
7. Assuming all conditions are met and agreed upon, an Upper School Administrator writes a letter outlining the plans; parents sign a copy and return it for the student’s file.

**First and Second Honors:** The Upper School has established two levels of Academic Recognition. The qualifications for the First Honors List and the Second Honors List are determined by GPA. For First Honors the GPA must be 3.67 or above and no grade below a B-. for Second Honors 3.33-3.66 with no grade below a C. These academic honors are an internal designation awarded at the end of each trimester.

**Cum Laude (Academic Honor Society):** The Cum Laude Society honors 12th grade students who have distinguished themselves academically during their 9th, 10th, 11th, and first trimester of 12th grade years. To be eligible for membership, students’ cumulative Grade Point Averages must be at least an A- (3.67) and place them in the top 20% of the class.

In addition, they must demonstrate that they have pursued academic rigor by enrolling in at least three Advanced Placement® courses during their high school years, have no grade lower than a C, and have never been on Disciplinary Warning, Disciplinary Probation, or Honor Warning. Cum Laude membership is rescinded if these standards are not maintained through the end of the 12th grade year.

**Advanced Placement® Policies:** Advanced Placement® (AP®) courses follow a syllabus developed by The College Board. Each May Advanced Placement® tests are administered to students taking specially designed Advanced Placement® courses at MICDS. The College Board sets the fees and policies associated with these examinations and MICDS families are billed prior to testing.

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1 AP® and Advanced Placement® are registered trademarks of the College Board. Used with permission.
• Enrollment in Advanced Placement® courses may require approval by the Department Chair. Students not recommended may petition for permission to take the course; if they meet the criteria set forth, they may enroll in the course if there is room.
• It is unusual to allow a student to drop an AP® class.
• Students enrolled in an AP® course are required to take the AP® examination and have the resulting scores recorded on the official transcript. Failure to sit for the AP® exam would lead to the removal of AP® distinction for that course on a student’s transcript and a notification to the appropriate colleges of the change.
• Students not enrolled in Advanced Placement® classes may be permitted to take AP® examinations provided they have properly registered. If they wish to take the AP® exam, they must notify the Department Chair and complete a form, including parent signature, by the Tuesday before Spring Break or they cannot take the exam. Students not enrolled in an AP® course who choose to study on their own and take the AP® Examination have the score reported on the transcript, unless the student requests the removal of the score after consultation with a College Counselor.
• All students planning to take AP® examinations attend a mandatory pre-registration session at 8:00 a.m. during one of the late start mornings in April.

Advanced Placement® Exam Absence Policies:
• If students have a morning AP® exam, there is no excused absence the day before the exam. Students are expected in class one-half hour following the end of a morning exam, but they are not responsible for any homework or graded exercises that afternoon.
• If students have a morning AP® exam on two consecutive calendar days, they are excused from afternoon classes after the first morning exam but are expected in class one-half hour following the end of the second morning exam. Students are not responsible for any homework or graded exercises during afternoon classes of the second test day.
• If students have an afternoon AP® exam, they are excused from morning classes.
• If students have two AP® exams on the same day, they are excused the day before beginning at 1:25 p.m. on Regular start days and 1:50 p.m. for Late Start days.
• Students may not leave an AP® exam for any reason before the exam is officially complete, including attendance at an athletic practice or game.
• Students involved in a qualifying official competition (national/state/district) may request a different test date if there is a conflict. In that case, a different test is ordered and The College Board sets the alternate test date.

Course Registration: Registration procedures begin in January for the following year. Students are expected to work with their advisors, college counselors, deans, and parents to develop an appropriately challenging program. Additional course registration information is available to students and parents in the US Curriculum Guide available in the
Resources section of the MICDS Portal.

**Dropping and Adding Courses:** The Drop/Add period occurs during the first ten school days of a course. This process must be complete by the end of the tenth day. Students who wish to make a change in the schedule must meet with their Dean, who will lead them through the process. A change is not final nor in effect until the Registrar issues a copy of the new schedule to the student. **Dropping a course after the end of the Drop/Add period is allowed only under extenuating circumstances and will result in a Withdrawal recorded on the transcript. Students must complete the withdrawal process by two weeks before the end of the trimester.** Approval for such a change must come from the Academic Committee.

**Pass/No Pass Courses:**
- Independent Study and The BOOM Project are taken on a Pass/No Pass basis.
- Courses taken as Pass/No Pass cannot fulfill a department specific graduation requirement.
- Pass/No Pass does not contribute to a student’s GPA but does appear on the transcript.

**Independent Study Guidelines:** In order to successfully petition for an Independent Study Course, the following steps must be completed according to the timetable published by the Registrar.

1. An Application for Independent Study and a detailed project prospectus must be submitted to the Registrar by the registration deadline.
2. The student and sponsoring teacher must make a proposal presentation to the Academic Committee.
3. The student must make a final presentation to the Academic Committee at the conclusion of the Independent Study.

**College Counseling**

The MICDS College Counseling office believes that the college search is a wonderful time of exploration and self-discovery for young adults. Through our unique four-year program, students recognize their strengths, limits, and goals—ultimately choosing paths for themselves which meet their personal criteria and provide a challenging environment for them to flourish in their years after high school.

College counselors are resources for students and parents throughout the entire process, beginning in 9th grade. We value our students as unique individuals and believe in their ability to make informed decisions as they take this critical next step in their educational journey. It is our philosophy that strong communication between students, parents, and
college counselors lays at the heart of a meaningful and successful college admission process.

We appreciate that a difficult decision like this can be cause for apprehension among students. We stand ready, as counselors, to lessen anxiety, assist with details, and make the college admission process a fulfilling one.

**Disciplinary and Honor Policies and Procedures**

The School’s efforts are to create citizens of the MICDS Upper School who make good decisions and benefit the community. It is the goal of the School to encourage and maintain a climate which is conducive to learning and which promotes in students a sense of responsibility, self-discipline, and respect. Our goal is to insure that every person, adult and student, becomes included, involved, and valued. The School recognizes, however, that there are times when adolescents fail to employ proper judgment and behave inappropriately. Students may be disciplined for conduct on or off campus that endangers persons or property, is disruptive of the educational process of the School, violates the School’s Mission or a policy or regulation of the School, or threatens the reputation of a student, the community, or the institution. At MICDS, we employ a variety of developmentally appropriate responses to student misbehavior, but under no circumstance is corporal punishment ever tolerated.

**Disciplinary Issues:** The Upper School maintains two processes for adjudicating disciplinary concerns that arise among Upper School students. The Head of Upper School, working in consultation with the Deans, determines the procedure by which a given disciplinary concern will be investigated and adjudicated.

In cases of academic dishonesty (including, but not limited to, cheating, plagiarism, and lying), the Student Honor Council is empowered to oversee the investigatory and adjudication process and to make a recommendation of consequences to the Upper School Disciplinary Committee. The Upper School Disciplinary Committee, in consultation with the Head of School, reviews the Student Honor Council’s recommendation and renders the disciplinary consequences.

Disciplinary concerns that do not involve academic dishonesty or that are not suited for peer settlement are investigated and adjudicated directly by the Disciplinary Committee. The Disciplinary Committee typically is comprised of the Head of Upper School, the Deans, and additional members of the Upper School faculty and staff who, in the School’s sole discretion, provide expertise and insight relevant to the incident or issue in question. Examples of the types of concerns that would be handled directly by the Disciplinary Committee would include, but are not limited to, vandalism, violations of the Alcohol, Drugs, Tobacco, Legal and Illegal Mood-Altering Substances Policy, certain violations of the
Technology Acceptable Use Policy, and incidents of sexual misconduct, as well as violations of the Mission Statement or other misconduct that threaten the well-being of the community and the School.

If expulsion is under consideration, the Head of School is consulted. The Head of School reviews all pertinent materials, conducts interviews if and as needed, and reaches a decision regarding the recommendation from the Upper School Disciplinary Committee.

The following rules are extremely important for the safety and well-being of the School and all of its students. Please note that this list is intended to be illustrative, not exhaustive, and is not intended to create fixed or rigid rules for dealing with all issues and problems that may arise, nor to serve as a contract or to create enforceable rights on the part of either students or parents.

1. Lying, cheating, and stealing violate the core principles of our Honor Code and school community and will not be tolerated. Students are expected to be forthright and honest in their words and actions at all times. Any form of academic dishonesty is a violation.

2. Students are expected to treat all members of the school community with respect. Acts of physical aggression, threatening, hazing, or intimidation of any kind will not be tolerated, nor will the use of obscene, profane, disrespectful or harassing language or actions, including the use of racial, ethnic, homophobic, or sexual slurs that target an individual's gender or gender identity, sexual orientation, race, color, religion, physical or mental disability, national origin or ancestry. (See page 87 for the Anti-Harassment Policy.)

3. Defacing, damaging, or destruction of school property or the property of others is prohibited.

4. Leaving school grounds, school transportation, or a school-sponsored activity without authorization is prohibited.

5. Any action deemed inappropriate by the School or prohibited by any Federal or State law which would indicate that the student presents a danger to any person in the community or school property is prohibited.

Consequences: The following is a list of disciplinary consequences that may be implemented to redress student conduct issues. This list is illustrative, not exhaustive, and all disciplinary decisions are made in the School's sole discretion, with final decision-making authority vested with the Head of School.

1. **Conferences** with the student, the advisor, the parents. Often an exchange of ideas around expectations can result in reasonable change of behavior.

2. **Study Hall** is an opportunity to remove a student from the situations that prove a challenge and allow that student to concentrate on academics in a quiet setting.

3. **Detention** occurs at the discretion of the Dean.
4. **Loss of opportunities** may include restriction to campus for upper class students, and general restriction from non-academic activities for anyone.

5. **Repairing damage** gives students the opportunity to correct the specific behavior and resulting damages.

6. **Honor Session** gives a student the opportunity to meet with two members of the Honor Council to discuss the implications of the mistake and the significant impact it has on our community.

7. **Separation** removes a student from school and campus for a period of time to reflect on the behavior. Separated students are encouraged to keep up with their academic work through Canvas and through communication with friends and with teachers. Separated students are allowed to make up all academic work, but may endure a grade penalty on specific assignments related to an Honor Council investigation. Separation is not reported to colleges.

8. **Honor Warning, Disciplinary Warning, and Disciplinary Probation** are for students who violate school policy. These statuses mean that additional violations of school rules will most likely result in suspension or expulsion. Students who have been placed on Honor Warning, Disciplinary Warning, or Disciplinary Probation may have their reenrollment withheld or revoked, if their commitment to following school expectations does not improve. The precise terms of the warning or probation are determined by the Head of Upper School and Head of School, in the School’s sole discretion.

9. **Suspension** removes a student from school and campus for a period of time. Suspended students are allowed to make up all academic work, but may endure a grade penalty on specific assignments related to an Honor Council investigation. Suspensions are reported to colleges and other academic institutions.

10. **Permanent Suspension** removes a student from school and campus permanently. Permanent suspension allows a student to work for a diploma based on conditions set by the School.

11. **Expulsion** is the permanent removal as a student at MICDS and is designated on the official MICDS transcript.

Occasionally situations arise which transcend established procedures and must be dealt with individually by the Head of School. The Head of School will exercise this authority when it is determined that the best interests of the student and the School will be served. If a family chooses to withdraw their student prior to adjudication of an investigation of either disciplinary or honor cases, the student’s MICDS transcript typically will note “withdrew pending discipline”. MICDS also shares a summary letter detailing the disciplinary record to schools to which a student is transferring, including those situations when a student withdraws prior to adjudication of the disciplinary or honor code violation being complete.

**Policy Regarding the Reporting of Suspensions or Expulsions:**

- MICDS expects all students to model a high level of citizenship and responsibility in
accordance with the Honor Code. Therefore, when students are asked on college and other academic institution applications about disciplinary actions during their Upper School years, students are expected to answer truthfully and completely. The School reports to colleges and other academic institutions any disciplinary actions against a student resulting in suspension or expulsion.

- In the cases of expulsion or withdrawal pending disciplinary action, MICDS shares disciplinary records with other institutions.
- The School complies with the procedures outlined in the National Association for College Admission Counseling’s (NACAC) Statement of Principles of Good Practice. Those principles include reporting to colleges any serious violations of school rules or standards of conduct that result in disciplinary action. Students are encouraged to work with the college counselor when such actions occur. For infractions during the senior year, students should initiate a letter to the Director of Admissions at each institution to which the student has applied. Letters of explanation must be mailed within seven days of the “change of status.” A general letter from the college counselor will follow.

**Student Honor Council:** The Honor Council is a student-elected, student-run, and student-owned body in charge of promoting honor in all aspects of student life at MICDS. It takes a proactive stance to educate the community about the place of honor at MICDS and conducts hearings about alleged violations of the Honor System. The Council is made up of two heads elected by the entire student body and two representatives elected by each class. The Honor Council handles cases involving academic dishonesty, cheating, plagiarism, lying, and theft.

The process typically unfolds as stated here, however, all disciplinary matters, including honor code violations, are investigated and redressed in the School’s sole discretion with final decision-making authority vested with the Head of School:

**The Report and Investigation:**
1. A possible violation is reported to the appropriate Dean.
2. The Dean, teacher, and Department Chair will work together to determine whether the case should proceed to the Honor Council Co-Heads.
3. In such cases, the Dean works with the Honor Council Co-Heads through an investigative process:
   a. The person reporting the violation is interviewed.
   b. The student is interviewed in the presence of an advocate (often the advocate is the student’s advisor but the student may choose another faculty member).
   c. The advocate is informed along with the student(s) involved; the Dean notifies the parents that an investigation is taking place and specifies the category of the possible infraction.
   d. Any other persons involved are interviewed.
4. Following the investigation, the Honor Council Co-Heads will determine if there is
sufficient information to proceed to an Honor Council Hearing or if an alternative path is appropriate. The parent is informed by the Dean of this action.

5. If conflicting obligations make scheduling a full Honor Council hearing difficult or an investigation yields a clear statement of culpability, a case may be referred to the Disciplinary Committee and/or Honor Council Co-Heads for adjudication.

The Hearing:

1. A meeting of the full Honor Council is called.
2. The Council hears from the following individuals in this order:
   a. The Dean gives an overview of the events.
   b. The reporting person (often a teacher) presents concerns and an account.
   c. The student, accompanied by the advocate, gives an account.
   d. The advocate has the opportunity to comment on the student’s character and the specific issue before the Honor Council.
3. The Council confers to determine culpability based on the information presented during the hearing. If the student is found not culpable, the case is dropped and the family is notified and invited to a conference to review/explain the case. If the student is found culpable, the hearing proceeds; the Head of Upper School and Dean leaves the room while the Council (with its advisor present) discusses possible consequences.
4. The Council recommends possible consequences to the Head of Upper School. The Head of Upper School confers with the Disciplinary Committee to determine the actual consequence. The Council Co-Heads, the Head of Upper School, the Dean, and the advocate meet with the parents and the student to explain the findings. The Council Co-Heads are dismissed prior to the discussion regarding final consequences.

After consequences are determined, in both disciplinary and honor cases, and family notification has occurred, a “no name” announcement to the community may be made in order to communicate to the community that the policy is being enforced and to deter future violations.

Honor Council Definitions:

- Theft is the taking of property without permission.
- Lying is
  - purposeful deception, written or spoken;
  - and/or the holding back of pertinent information;
  - and/or intending to convey a false impression.
- Cheating is the use of or the giving of unauthorized materials in or out of class.
- Plagiarism is the presentation, whether deliberate or accidental, directly or in paraphrase, of another person’s ideas or creations, as one’s own.
  - Self-Plagiarism is the reuse of one’s own work in any class without citation and prior approval from the teacher. MICDS values process as well as product in the academic experience.
Department Specific Definitions:

- **Fine and Performing Arts:** We recognize the span of learning styles, from the essentially collaborative nature of the performing arts to individual and group efforts in the fine arts. Teachers make clear at the outset of an assignment their expectations; students must recognize and adapt to the wide range of approaches in the arts and respond appropriately.

  Collaborative work is based on individual contributions to a group effort; each student must provide the greatest possible contribution to a final collective product. In the fine arts and art history, student work is based on their own investigation, interpretation, experience, or observation.

- **Mathematics:** Unless the teacher has stated that collaboration is prohibited on a homework assignment, discussing problems with other students is not cheating. Students are encouraged to collaborate on the problem solving process as long as the solution is prepared individually and a student’s own work is submitted for a grade.

- **Science:** Science is a collaborative process, but all student work submitted for assessment must be original or contain appropriate citation as stated in the Honor Council Definitions. Data for lab reports may be shared, but all extrapolations, applications, and conclusions must be original.

  Possession of Advanced Placement® Science tests, even the student’s own test(s), outside the classroom where the course meets is a violation.

- **World Languages:** Learning a world language relies heavily on collaboration with others. We encourage this collaboration when it complies with the Honor Code. Here are more specific guidelines for world languages and Honor Code compliance:

  Translators are to be avoided for all assignments as a general rule. A translator can be a person, website program, computer software program, smartphone/tablet, or handheld electronic translator. If a student uses a translator on reading or writing assignments without the expressed permission of the teacher it is considered using work other than one’s own, which is cheating. Any unauthorized translation of complete sentences turned in as one’s own work without citation is considered cheating (e.g. to return = acceptable to look up word; he/she returned = acceptable to look up verb form; He returned the book to the library. = unacceptable to translate and turn in for credit.)

  Dictionaries (both in print form and web-based), textbooks, and glossaries are acceptable resources for looking up verb conjugations and vocabulary words. Students may not use computer translations as their own work.

  It is the teacher’s discretion whether or not students are allowed to use the spell check and grammar check feature on word processing programs. Teachers announce assignments on which students may use these features. If a student uses spell check
or grammar check to assist with editing their writing without the expressed permission of the teacher it may result in a penalty or violate the Honor Code.

**Student Government**

The Upper School Student Government gives students an opportunity to learn the value of leadership and help students lead lives of purpose and service. Student leaders contribute to five distinct phases of school life. The five branches of government are Activities Committee, Athletics Committee, Honor Council, School and Community Service Committee, and Student Council.

**Activities Committee:** The Activities Committee plans Upper School events and is responsible for approving all new student activities. Two Co-Heads chair the Committee. Grade-level representatives are part of the committee.

**Athletics Committee:** The Athletics Committee is responsible for planning events to improve school spirit and increase the quality of the athletic experience at MICDS. One male Co-Head and one female Co-Head chair the committee. Grade-level representatives are part of the committee.

**Honor Council:** The Honor Council is a student-elected, student-run, and student-owned body in charge of promoting honor in all aspects of student life at MICDS. It takes a proactive stance to educate the community about the place of honor at MICDS and adjudicates possible violations of the Honor System. The Council is made up of two Co-Heads elected by the entire student body and two representatives elected by each class. The Honor Council handles cases involving academic dishonesty, cheating, plagiarism, lying, theft, and vandalism.

**School and Community Service Committee:** The School and Community Service Committee is responsible for coordinating school-wide Community Service Projects and increasing student involvement in service activities. Two Co-Heads chair the Committee. Grade-level representatives are part of the committee.

**Student Council:** The purpose of the Upper School Student Council is to serve as a liaison between the student body and the Administration. It actively seeks student opinion to enact or shape policies affecting the quality of student life at MICDS. When appropriate, it uses its leadership role to explain administrative decisions to the student body. The Student Council consists of eighteen voting members. Each grade is represented by three Class Representatives and one Class President for a total of sixteen grade level representatives. In addition, there are two Co-Heads (one male and one female) elected. Class Presidents and Class Representatives also communicate with their respective Dean to address class-specific concerns and plan class-specific events.
Committee on Grants and Scholarships (COGS)

The Committee on Grants & Scholarships (COGS) is comprised of members from each academic department, College Counselors, and Upper School Administrators. The committee nominates and selects students for school-vetted scholarships and prizes awarded both internally and externally.

Section VI: STUDENT SUPPORT SERVICES

The Student Support Services Team works together to support students toward an integrated wholeness; by using a team approach, each child’s well-being is enhanced. All members of Student Support Services Team provide consultation, collaboration, and programming in their areas of expertise to meet student, faculty, and parent needs.

The MICDS Student Support Services Team consists of:
- **Lower School:** Learning Specialist/Counselor and LS/MS Nurse
- **Middle School:** Counselor, Learning Specialist, and LS/MS Nurse
- **Upper School:** Counselor, Learning Specialist, and US Nurse
- **JK-12:** Director of Student Support Services

Counseling

**School Counselor:** In collaboration with parents and MICDS faculty and administration, the school counselor provides a support system for dealing with issues that affect the emotional well-being and academic success of the students in our community. The counselor is committed to the promotion of positive personal growth in ALL students, and is devoted to serving as an effective catalyst for the realization of each student’s potential. Guidance offered through counseling can address strategies of seeking mature, improved understanding of self and others. The school counselor can help students learn coping strategies and methods of conflict resolution. Students can begin to take steps toward enhancing peer relationships, developing effective social skills, and improving interpersonal communication. The school counselor can help students increase problem-solving and decision-making capacity as well as support and challenge students to remain committed to the task of personal growth and self-discovery.

- **Personal Counseling:** The counselor offers short-term, solution-focused counseling sessions to any student with identified needs and concerns, and provides assessment and screening services as warranted.
- **Referrals to the Counselor:** Referrals can be made by anyone, including parents, nurses, deans, teachers, and advisors. Follow-up occurs with the referral source after
an assessment has been made. Parents are welcome to contact the counselor via phone or email for any reason. Students may contact the counselor any time during school hours to schedule a meeting or may drop by the counselor’s office during their free time.

- **Referrals to Outside Clinicians:** When a referral to an outside psychologist, therapist, or psychiatrist is necessary, the counselor contacts the student’s parents to discuss the options and make recommendations. Parents may also contact the counselor for referrals to community resources.
- **Consultation and Collaboration:** Ongoing work with the teachers, advisors, Division Head, deans, learning specialist, school nurse, and parents occurs on a regular basis. The counselor serves as part of team that focuses on the whole student, including his/her strengths as well as areas that may need monitoring or further support.
- **Student Programming and Classroom Lessons:** The counselor provides programs for students focusing on developmentally appropriate topics during community, advisory, and arranged times during the school day.
- **Parent Education:** The counselor also provides parent education opportunities which may include coffees, book groups, brown bag lunches, evening programs, and outside speakers.
- **Open-door Policy:** No appointment is necessary: parents, students, and school personnel are welcome to drop by the counselor’s office at any time. However, appointments are recommended to ensure that the counselor is available when needed.

**Academic Support and Policies**

**Learning Specialist:** The learning specialist at each division supports the MICDS mission to prepare students to think critically, act responsibly, and live virtuously and compassionately by supporting all students in becoming self-aware, self-regulated, strategic learners. As a member of the Student Support Services Team, the learning specialist is a resource for faculty, students, parents, and administration for the development of strategies to support academic success.

- **Referrals to the Learning Specialist:** Referrals can be made by anyone, including parents, deans, teachers, advisors, and students themselves. Follow-up occurs with the referral source after an assessment has been made.
- **Faculty Consultation and Collaboration:** In their work with the faculty, the learning specialists consult and partner with the teachers as they strive to differentiate their curricula to meet the needs of all students.
- **Direct Student Support:** The learning specialist also supports students directly by helping them identify their areas of cognitive and academic strength and weakness. This occurs mainly through classroom lessons and/or small group work but can also include *short-term* individual work with students when the other means of support
have not met the student’s needs. Direct support may also include the development of organizational strategies, problem solving skills, and facilitating communication with teachers as well as more frequent check-ins for organizational/executive function needs.

- **Data Collection and Monitoring of Student Learning Needs:** The learning specialist also plays an important role in determining a student’s learning profile, or helping students, and those who work closely with them, learn about their own unique strengths and challenges. This may be accomplished through student interviews, classroom observations, conversations with teachers and parents, a review of class assignments and performance, completion of rating scales and other data collection, and (when necessary) through more in-depth screening with a student.

- **Parent Consultation and Education:** The learning specialist can be a resource for parents as they explore how to better support their child at home. The learning specialists also provide parent education opportunities during the school year, as appropriate. If, as a parent, you have a concern about your child’s academic progress and/or approach to learning, the learning specialist is a good person to contact.

- **Referrals for Outside Service Providers:** In addition to providing direct support and consultation, the learning specialist may also provide indirect support in the form of referrals for outside service providers and individual evaluators. Please see the following sections for further information in this area.

**Outside Evaluation and Academic Accommodation Policies:** The MICDS learning environment naturally accommodates a variety of learning profiles. We recognize that students capable of being successful in a rigorous college preparation program may also experience learning challenges that require additional support in the area of organization and/or the development of a specific academic skill. Students demonstrating persistent learning challenges may require a comprehensive outside educational evaluation which will help to determine appropriate interventions and which should be shared with the School. It is expected that any records and information that may affect current or future performance, including learning evaluations, will be shared with the learning specialist and teachers so they can support students as strategically as possible.

At MICDS, students *diagnosed* with educational disabilities (including but not limited to learning disabilities, language impairments, ADHD, physical impairments, and/or emotional impairments—hereafter referred to as educational disabilities) may receive accommodations *if the diagnosis has a significant impact on a student’s ability to learn as determined by an assessment of grades, comments, and other indicators of student performance. A diagnosis, in and of itself, does not necessitate accommodations without evidence that the disabling condition leads to functional impairment(s) that would limit the student’s progress without accommodations.*

Determination of need for accommodations typically will be made by a Documentation Review Committee comprised of two or more of the following: the learning specialist, grade
level dean (Middle and Upper School), advisor (Middle and Upper School), teachers, Director of Student Support Services, and/or Division Head. As a private school, we may not be in the position to provide all accommodations recommended by outside evaluators. The goal of providing accommodations is to provide equal access to the curriculum, not give an unfair advantage for specific students.

While faculty at MICDS are committed to differentiating to meet the needs of our various learners and appreciate parents sharing outside evaluation information, we acknowledge that our learning environment is not optimal for every student. In the case of more complex learning needs, conversations regarding school fit may be warranted.

Outside Evaluation and Documentation Guidelines:

1. In order for MICDS to consider an initial evaluation or re-evaluation of a current MICDS student as valid, the evaluation MUST include the following information:
   a. A full developmental history and social/academic background of the student
   b. Evidence that the evaluator gathered and analyzed data and information from the school, including information on student achievement and academic concerns (e.g., report cards, teacher comments, standardized test results, teacher rating scales, previous screening data through MICDS or a previous school)
   c. Test results with standard scores and percentiles from:
      i. A valid, current Cognitive assessment
      ii. A valid, current Achievement Battery
      iii. Information Processing tests (e.g., short and long term memory, working memory, processing speed, executive function)
      iv. For Language Impairments only: Valid and current measures of language processing ability (e.g., expressive, receptive, oral, written)
   d. Description of the functional limitations or impairment (adverse effect on learning and academic achievement) resulting from the disability as supported by the test results AND by information obtained from the school about the student's past and current academic functioning
   e. Description of specific recommended accommodations and provides a rationale explaining how these specific accommodations address the functional limitations
   f. Statement of the diagnosis as well as the number of applicable DSM-V criteria and how they impair the individual
   g. The professional credentials of the evaluator including information about licensure or certification, education, and area of specialization and other qualifications that make it apparent that the evaluator is qualified to offer the opinion rendered.

2. For students new to MICDS with previous educational/psychological assessments: Please submit the student's most recent (within the past three years) evaluation to the divisional learning specialist for review and acceptance. If a student
has an outside evaluation that has not included current or previous school information when the diagnosis was determined, MICDS reserves the right to request additional information and/or gather information internally to determine if academic accommodations are necessary within our academic environment.

3. **Additional requirements for specific diagnoses:**
   a. For an ADHD diagnosis which impacts behavior and/or school functioning, the outside evaluation MUST include:
      i. Background and diagnostic interview to provide evidence of early and current impairment
      ii. Results from valid, standardized behavioral assessments and/or rating scales completed by teachers, parents, and the student (when appropriate)
      iii. A letter from the physician managing the ADHD diagnosis and/or treatment, which should include:
         1. Verification of the ADHD diagnosis that includes any current physician examination or testing
         2. Type of medication the student is taking and the current dose
         3. A statement that, despite the appropriate and monitored medication, the student still has functional limitations that impact his/her academic performance in the classroom and in testing situations (such as difficulty with sustained focus, distractibility, slower processing, impulsivity, attention to details, difficulty initiating or completing work)
         4. A statement requesting extended time on school tests and standardized testing because of the student’s diagnosis
   b. For physical and/or emotional impairments which impact behavior and school functioning:
      i. The diagnosis(es) must be made by a qualified professional (medical physician, licensed counselor, psychiatrist, clinical social worker, etc.) who documents the current condition and the impact on learning and major life function. The School, in its sole discretion, may evaluate whether the evaluation is adequate.
      ii. Documentation must be provided to appropriate school personnel (nurse, counselor, or learning specialist) for the development of an Individual Accommodation or Health Plan, whichever is most appropriate.

**Academic Accommodation Policy:** When an outside diagnosis of an educational, physical, or emotional impairment that requires strategies in the classroom or services outside of the classroom to help the student be as successful as possible has been approved by MICDS, a formalized Accommodation Plan will be developed through collaboration between the learning specialist, teacher(s) and/or dean, and parent(s). The child’s tutor/outside service provider, when appropriate, may also be invited to assist in development since possible outside academic interventions may be addressed within the plan. Accommodations that
have been determined to be appropriate include, but are not limited to:

- up to 50% extended time on quizzes, tests, and exams
- reduced-distraction environment when possible
- eliminate the use of scantrons when possible
- preferential seating
- use of a scientific calculator when a graphing calculator is prohibited
- access to study guides/class notes when requested

At the Lower and Middle Schools, the same accommodations as on the student’s accommodation plan will be provided on school administered standardized tests (e.g., CTP-4). However, families should note that standardized test companies limit the types of accommodations MICDS can provide on their tests.

At the Upper School, College Board and ACT have separate processes to apply for accommodations on their tests (i.e., AP®, ACT, SAT, PSAT). Parents must connect with the learning specialist before choosing test dates to ensure the accommodation approval process has been completed for that particular test.

In order to continue to provide appropriate scaffolding and support for students as they progress through MICDS, current evaluation information is imperative. A current evaluation is defined as one that has taken place within 3-4 years. Current information allows school personnel to best implement and modify the student’s Accommodation Plan and/or meet a student’s needs. If a student’s evaluation is outdated, a student’s Accommodation Plan and academic accommodations may be suspended until re-evaluation is complete.

**World Language Accommodation Statement and Policy (Middle and Upper School Only):** At MICDS we consider the study of world languages to be a critical component of our JK-12 curriculum and an essential element in our graduates’ preparation for life beyond our campus. Language study prepares MICDS students for the opportunities and challenges they will face in an increasingly global 21st-century world. Without deep and meaningful grounding in interpretive, interpersonal, and presentational communication skills and cultural knowledge associated with learning another language, students will struggle to keep pace with their college and university peers who have studied and achieved success in these areas. As is the case with all academic disciplines, we recognize that language study can prove challenging for students with special learning needs, and it is therefore incumbent upon our faculty to provide learning environments that strive to accommodate a broad array of diverse learners on a daily basis. However, when the classroom environment and teacher support are unable to meet a student's particular learning needs, further accommodations may be provided under the proper authorization.

As with other subject areas, this involves the establishment of an individual Accommodation Plan outlining individualized pedagogical strategies for the teacher to
utilize that are congruent with the particular student’s educational diagnosis as identified in a complete outside evaluation as well as through academic progress records. It is important to note that a student’s intense difficulty with the language curriculum may indicate wider concerns across all subject matters and give pause to parents when considering their child’s sustained academic success at MICDS.

**Philosophy of Tutorial/Outside Support Services for Students:** Learning specialists and other support personnel may be able to connect families with outside resources that can provide more specialized academic support to address their learning needs. Only students who are approved by the divisional learning specialist will be provided a setting in which tutorial support can occur before, during, or after the school day, as space allows. Only support providers who have been vetted, been through our MICDS background check process, and are on the learning specialist team referral list can work on campus with students.

MICDS views tutorial and outside support as beneficial when it provides skills and strategies for students to use and to build upon in the future rather than tutoring focusing solely on homework completion. Certainly, homework that is assigned may be used as a vehicle to teach the needed skills and strategies and may, in fact, be completed during a tutorial session. Keep in mind that *a student’s first line of support is always the classroom teacher.* Tutorial support is not a substitute for meeting with a teacher or attending help sessions.

Parents, learning specialists, and teachers need to be kept apprised of a student’s progress when he/she is receiving outside services as academic support to address an identified learning style difference. At each division, brief progress reports should be provided by the outside service provider/tutor and communicated to the parents and the learning specialist on a regular basis. Collaboration between the learning specialist, teacher, parent, and the outside service provider is ongoing throughout the school year. Depending upon the student’s age and academic needs, the support team (i.e., service provider, parent, teacher(s), learning specialist, dean, and/or Division Head) will meet on a regular basis to discuss student progress and goals as well as to modify the Accommodation Plan for a student. The learning specialist will invite the outside service provider to these meetings. Information about a student’s progress may be shared with the advisor, dean, and/or current teachers.

**Health Services and Policies**

**School Nurse:** A school nurse is available to assist students daily between the hours of 7:30 a.m. and 3:30 p.m.

Parents should feel free to contact the school nurse at any time with concerns about their
child’s health or well-being. Phone numbers for our nurses are: LS/MS nurse 314-995-7437 and US nurse 314-995-7472.

The school nurses at MICDS provide a comprehensive, multidisciplinary, and collaborative approach to promoting wellness within the school community, with the primary goal of maintaining optimal student health, attendance, and learning ability.

MICDS school nurses:
- Ensure all students have access to medical care and treatment
- Support students to become independent advocates for their own health care
- Coordinate nursing care for students with family, school staff, and outside agencies and collaborate with appropriate team members on physical and mental health needs
- Provide health counseling and education for individual and group/classroom settings
- Deliver public health nursing services through maintenance of immunizations records, communicable disease prevention, and monitoring.

**Illness/Contagious Disease Policy:** Students who sustain an injury, become ill, or need medication during the school day will be taken to the nurse’s office. Students who are ill should NOT attend school and the school nurse has the discretion to send a child home who exhibits significant symptoms (e.g. productive cough, persistent/frequent cough, stomach pain/cramps, diarrhea, nausea/vomiting, profuse nasal drainage).

We recognize that as parents it is sometimes difficult to assess the level of a child’s wellness in the morning when many children do not feel 100%. However, we ask that parents err on the side of caution and keep children home when they display any significant signs of illness.

Signs to watch for when deciding to keep your child home are:
- Any signs/symptoms of contagious illnesses listed below
- Has symptoms that would prevent him/her from participating in learning and activities, including:
  - Excessive tiredness and/or loss of appetite
  - Productive and/or persistent coughing, sneezing
  - Headache, body aches, earache
  - Sore throat

It is the parent’s responsibility to provide current emergency contact information to the school on the health form and to update it as needed during the school year. It is the expectation that you or someone you list as an emergency contact be able to return a call from the school within one hour and that someone would be available to pick your child up as soon as possible when the decision is made that the student should not be at school that day. When you talk to the nurse, it is expected that you or your emergency contact give the nurse an expected time for picking up the student. We appreciate your cooperation in this
matter to ensure the health of all of our students, faculty, and staff.

**Students with contagious diseases must stay at home until appropriate treatment has begun AND symptoms (e.g., vomiting, fever, diarrhea, significant cough that is distracting to your child and/or other’s learning) are absent for 24 full hours.** A child with the following common school-age conditions and contagious diseases must be fever free without fever-reducing medicine and contagious symptom-free for 24-hours before returning to school:

- **Conjunctivitis (bacterial) (Pinkeye):** 24 HOURS of antibiotic eye drops or until acute symptoms are resolved.
- **Fever:** Any student with a fever of 100 degrees or higher will be sent home. Students must be without a fever of > 100 degrees Fahrenheit for 24 HOURS without medication before returning to school. If your child has a fever, please do not give him/her fever-reducing medication (such as Tylenol or Motrin) and send him/her to school. Students with fevers are ill, potentially contagious and they need to rest and recover at home.
- **Head lice:** All cases of head lice must be reported to the school nurse. Students must have no evidence of live lice or nits to attend school. Once a student has been treated for head lice, parents must check in with the school nurse to have the student checked before returning to school. However, ALL parents should check their children’s heads thoroughly for any signs of head lice and then CONTINUE to check every 3-5 days even if they do not have any evidence of lice on the day of initial notification from the school. The school nurse will not check entire grade levels for every case of lice reported so it is the parents’ responsibility to check upon receiving lice notification from the school.
- **Strep throat:** 24 hours of antibiotics and fever-free for 24 hours.
- **Vomiting and/or Diarrhea:** ONE episode of vomit and/or diarrhea in the last 24 hours - only send back to school after 24 hours symptom free.
- **Influenza:** If your child is diagnosed with a strain of influenza, he/she can return to school once fever-free for 24 hours. However, parents should keep your child home if your child has other significant symptoms that impact their energy levels, stamina, and ability to learn. The teachers and nurse are willing to work with you to accommodate partial day attendance, if needed.
- **Whooping Cough:** If your child is tested for potential Whooping Cough, you must notify the school nurse. Your student cannot attend school for five days following the test if on the prescribed antibiotics OR until a negative test result is received.

**Concussions:** MICDS has specific guidelines our Athletic and Health Services departments follow in regards to accommodations for a student with a concussion:
- The concussion must be diagnosed and the student followed by a physician.
- Academic accommodations can only be provided once the school receives documentation from the diagnosing physician - either using the MICDS form
(available from the school nurse) or a list of appropriate accommodations.

- The documentation must include a time frame for how long the school should provide the accommodations. If the student needs accommodations past the listed timeframe, the student must be re-evaluated by the physician and a new copy of the form/accommodations provided to the school nurse following this re-evaluation.
- If the student returns to athletic play at any point, all academic accommodations will be lifted.

**Medication Policy:** All prescription and over-the-counter medication to be taken while at school must be delivered to the school nurse by the parent or guardian in the original labeled container. Prescriptions will only be accepted in their original pharmacy container with pharmacy label. This applies to asthma inhalers. Sample asthma inhalers or any expired medications will not be accepted. No medication can be accepted in plastic bags or unlabeled containers. Acetaminophen, ibuprofen, and antacids will continue to be administered with parent permission and/or at the discretion of the school nurse. A physician’s order and parent written permission is required for all other medication to be administered at school and must be updated annually. An “Authorization for Administration of Medication” form may be found on the Portal or obtained by contacting the school nurse. All medication will be administered by the school nurse unless the school nurse delegates the administration of medication to a properly trained unlicensed school employee. All medications must be retrieved from the Nurse’s Office by the parents on or before the last day of school. Any medications left at school at the end of the school year will be discarded.

Medication ordered three times a day by your physician generally can be given before school, after school, and at bedtime unless your child participates in Extended Day/After-School co-curricular activities.

*No student should be carrying or administering his/her own medication unless it is approved by the school nurse and we have proper documentation from the physician and parent(s) on file (a completed medication administration form and asthma action plan, allergy action plan, or diabetic care plan).* This only is allowed for pre-approved emergency medication administration such as EpiPens, asthma inhalers, and diabetic care. Diabetic students may self-manage their care independently when we have a note on file from their physician indicating self-management as part of their care plan. However, if they experience hyperglycemia, hypoglycemia, or complications with their equipment, they must see the nurse.

**Physical Examination & Immunization Policy:** All new students and all students entering grades 7-12 require a physical exam after February 1st of every school year as well as an up-to-date immunization record and completed MICDS Health information forms. *We cannot accept physicals completed and signed by a student’s parent as the student’s physician.* All required health forms must be on file with the school before any
student may enter school on the first day of athletic practice and class. It is a Missouri law that every student must have a complete immunization record (which reflects that all immunizations are up to date) on file with the school nurse before entering school on the first day of athletic practice and class.

For current immunization requirements for the State of Missouri, please see: https://health.mo.gov/living/wellness/immunizations/pdf/1819schoolrequirements.pdf. All required physical, health, and immunization forms must be submitted no later than June 1st so all information can be properly processed before the start of school.

Parents and physicians of students who have a medical condition that requires medical attention at school must provide written instructions to the school nurse so that the best care can be given to our students. "Physician Authorizations and Instructions" and "MICDS Authorization for Administration of Medication" forms may be found on the Portal or obtained by contacting the school nurse.

**Frequent or Prolonged Absences Caused by Illness:** MICDS responds to frequent and prolonged absences with consideration for both the needs of the student involved and the integrity of the academic experience at MICDS. It is the School’s intention to partner with the family in a confidential and supportive manner in order to serve the student’s needs appropriately.

When illnesses that involve prolonged absences occur, it is necessary for the family to provide appropriate documentation from the attending physician or mental health professional. Once the clarity of the illness is established, a member(s) of the Student Support Services team (school counselor, school nurse, and/or learning specialist) in consultation with the dean and the Division Head, requests the required paperwork:

- A signed release-of-information form granting permission for the practitioner to exchange confidential information with the divisional counselor or nurse who, with permission from the parents, share necessary information with appropriate members of the faculty. The school counselor or nurse remains in continuing contact with the health care and psychological service providers engaged by the family.
- Written documentation from the student’s therapist, psychiatrist, and/or medical doctor outlining the student’s diagnosis, treatment plan, and recommendations.

The team will then create a plan, which may include, but is not limited to

- A reduction in course load and/or extensions on assessments.
- Exemption from the athletic requirement.
- A recommended leave of absence.
- A mandated leave of absence.

A letter outlining the student’s individual plan and time requirements is sent to the family. It is the School’s expectation that all work be completed within the specified time to receive
credit. If, after a plan has been set forth, the student’s condition deteriorates, a meeting with the Division Head and other appropriate team members (including the dean and/or appropriate Student Support Services team members) - and perhaps the Head of School - is required to reevaluate the student’s status. New guidelines are established, if necessary, or, in rare cases, the student may not continue at MICDS.

**Student Support Services Special Considerations and Supports:**

- **Consent for Release of Confidential Information Form:** At times it becomes necessary for one or more members of the Student Support Services team to consult with outside clinicians, physicians, or other support professionals with whom a student is currently working in order to provide consistent support at school and gain understanding of the student’s current needs. In such cases, the student’s parents are asked to sign a release form giving the school team members and the outside professional permission to consult with one another on behalf of the child.

- **Mandated Outside Counseling or Medical Support:** From time to time we may have concerns about a student’s well-being that extend beyond academic or discipline/behavior concerns. In these cases, the divisional support teams may require outside counseling or medical support to address concerns about the student’s safety, security, emotional health, or physical health.

- **TxtAboutIt:** MICDS is committed to providing a safe and healthy learning environment. Therefore, all Middle and Upper School students have access to the *TxtAboutIt* service, a digital and anonymous means to report problems, incidents, and concerns ranging from bullying, threats of violence, drug and alcohol abuse, depression, thoughts of suicide, and more. Once they sign up for the system, students can make a report at any time during the school year to a member of Student Support Services, their Dean, or to their Division Head. Messages sent after school hours or on a day when school is not in session may not receive a response until the next regular school day. For more information, please see:
  - Middle School:  [https://www.micds.org/page/txtaboutit---middle-school](https://www.micds.org/page/txtaboutit---middle-school)
  - Upper School:  [https://www.micds.org/page/txtaboutit---upper-school](https://www.micds.org/page/txtaboutit---upper-school)

**Section VII: SAFETY AND SECURITY PROTOCOLS AND POLICIES**

At MICDS, we believe that the social/emotional lives of our students, faculty, and staff are inextricably linked to their role in our learning community, and an atmosphere of mutual respect among all members of the school community is key to that goal. As adults, we commit to living our shared mission and our divisionally appropriate framings of our collective Honor Code each day and to intentionally guide our students to do the same.
Please refer to page 17 for Lower School, page 47 for Middle School, or page 66 for Upper School division specific discipline policy details.

**Alcohol, Drugs, Tobacco, Legal and Illegal Mood-Altering Substances Policy**

Providing a safe, secure, and peaceful learning environment is one of the fundamental goals of our School and a primary right of all in our School community. Illegal activity involving alcohol and drugs by our students disrupts their maturation process, alters their physical and emotional well-being, and interferes with their ability to assume responsibility for their own learning. Such activity also presents an obstacle to the Mission Statement of the School and interferes with the rights of other students to receive quality academic instruction. Therefore, we believe that the most desirable goal for our students is to abstain completely from the use of alcohol and drugs. It is our firm commitment to ensure that school-sponsored student events are drug and alcohol free.

The School’s policy is designed to raise awareness, to prevent involvement with alcohol and drugs, to assist and support those who are involved and affected, and to work cooperatively with those who are willing to seek help.

*No student may possess, use, produce, sell, purchase, distribute or aid in the distribution of alcohol, narcotics, drugs, mood-altering or performance-enhancing substances or any illegal substance, or use, possess, produce, sell, purchase, or distribute paraphernalia for the purpose of drug use, at any time, including at School events both on campus and off campus. This also includes tobacco or nicotine in any form, including but not limited to combustible tobacco products, e-cigarette or vapor products, spitless and smokeless tobacco products.*

*The unauthorized, inappropriate, and/or illegal possession, use, purchase, sale or distribution of prescription and over-the-counter medication is likewise prohibited.*

*When reasonable suspicion exists that a student is under the influence of or has recently consumed alcohol or any drug or illegal substance prohibited by MICDS policy, a student may be required to submit to a breathalyzer test or an off-site substance screening. In those situations requiring off-site testing, a student will be released into a parent's custody and required to report to a school approved facility to complete the test immediately. A signed release form will be required to ensure test results are shared with the School. The student will not be allowed back on campus until those results are received and, if tests are positive, appropriate support and disciplinary plans are in place. A refusal to submit to either a breathalyzer test or an off-site substance screening would be viewed as an admission of being under the influence and would carry the same disciplinary consequences.*
The consequences that result from a student’s decision not to abide by the School’s policy may include one or more of the following, in the School’s sole discretion:

1. School mandated substance abuse evaluation (which may be individual or family) and successful completion of all recommended educational and/or rehabilitative activities. The student and, if necessary, the student’s parents must waive confidentiality so that the School has access to the evaluation and the ability to verify completion of treatment.
2. Demotion, suspension or termination of the student’s status and/or participation in team sports and/or School-sponsored co-curricular activities
3. School mandated Community Service
4. Separation
5. Disciplinary Probation
6. Suspension
7. Expulsion

Violations of the policy are investigated by the Disciplinary Committee, which typically is comprised of the Division Head (Lower School) and Division Head and Deans (Middle and Upper School), but may also include other School administrators or faculty. The investigative procedure is established on a case-by-case basis and without regard to any prior investigative process. The Disciplinary Committee shall report its findings to the Head of School. Additional investigative work may be conducted at the discretion of the Head of School. As part of the investigation, relevant psychological, emotional, familial, and environmental factors may be assessed and considered.

Consequences shall be determined by the Head of School on a case-by-case basis, in his or her sole discretion. Factors that may be considered include, but are not limited to, the nature of the violation, specific circumstances of the violation, its location (whether on campus or off), its impact upon others or the School, and the overall history of the student in the School. **On campus use, possession, or being under the influence typically will result in a suspension at minimum, this includes the use of any vaping products.** Students and their family may be required to seek outside support. The student and family must waive confidentiality so that the School has access to the evaluation and the ability to verify completion of treatment. After consequences are determined and family notification has occurred, a “no name” announcement to the community may be made in order to communicate to the community that the policy is being enforced and to deter future violations.

Under-age use and abuse of alcohol and other illegal substances presents a serious challenge for communities everywhere. While MICDS anticipates that consequences for violations of this policy will most likely involve occurrences on or around School property or at off campus School-sponsored events, the School reserves the right to impose consequences for conduct occurring elsewhere. In the spirit of the Parent-School Partnership, the School expects its parents to express our shared commitment to the
welfare of our children by wholeheartedly supporting the School’s policy. The School may, under appropriate circumstances, contact parents directly to solicit and insure their full cooperation.

**Anti-Harassment Policy**

MICDS is committed to creating and maintaining a learning environment where all individuals are treated with respect and dignity. Accordingly, the School will not tolerate any form of discrimination or harassment, whether it be on the basis of race, religion, national origin, gender or gender identity, sexual orientation, disability, or any other protected characteristic. Sexual harassment is explicitly forbidden.

This Policy is intended to be broad in its scope and may well include conduct, whether intentional or unintentional, that is hurtful or offensive or when it excludes rather than includes an individual. It is intended to cover not only harassment of a student by another student, but also harassment of a student by a School employee and harassment of a School employee by a student. The expectation that all individuals within our community treat one another with respect extends to all who come to our campus, whether parents, volunteers, board members, or third party contractors.

All reports of conduct that may violate this Policy will be taken seriously and will be investigated. Any student or School employee who engages in conduct which violates this Policy will be disciplined as appropriate, under the circumstances. The Head of School will determine, in consultation with others as appropriate, the School's disciplinary response. Conduct reported to or investigated by the School under this Policy may also result in a recommendation for counseling or other intervention. Any student who is found to have violated this Policy will be subject to appropriate disciplinary action, up to and including expulsion. School employees who violate this policy will be subject to appropriate disciplinary action, up to and including termination of employment. Parents, volunteers, or third party contractors may not be allowed to return to campus should inappropriate conduct take place.

Under certain circumstances, conduct prohibited by this Policy may initiate the School's duties of mandatory reporting under state or federal statute(s). The School will notify the appropriate authorities in response to the occurrence of any conduct prohibited by this Policy if required by law to do so.

**Prohibited Conduct:** Verbal or physical conduct may constitute harassment, as may the use of social media or other forms of electronic communication. Verbal harassment includes, but is not limited to, threats, obscenities, disclosure of personal information about a student or School employee, insults of a personal nature, or insulting, abusive, or degrading language based on an individual’s race or color, religion, national origin or
ethnicity, gender or gender identity, sexual orientation, disability, or other protected characteristic. Physical harassment includes, but is not limited to, hitting, pinching, kicking, slapping, spitting, hazing, unwanted touching, or other aggressive contact based on or reasonably related to an individual’s race or color, religion, national origin or ethnicity, gender or gender identity, sexual orientation, disability, or other protected characteristic. Verbal or physical conduct or the use of social media constitutes harassment when the harassing conduct is sufficiently severe and pervasive that it affects a student’s ability to participate in or benefit from an educational or co-curricular program or activity, or creates an uncomfortable, intimidating, threatening, or abusive educational environment for the student, or creates an uncomfortable, intimidating, threatening, or abusive work environment for the School employee.

**Discrimination:** MICDS explicitly prohibits the denying of rights, benefits, or access to services or opportunities to an individual based on race or color, religion, national origin, gender or gender identity, sexual orientation, disability, or other protected characteristic, as required by law.

**Bullying:** Bullying behavior is considered a serious infraction that can be manifested verbally, physically, and/or socially. Although bullying may not rise to the level of harassment as defined herein, it is nonetheless prohibited. “In order to be considered bullying, the behavior must be aggressive and include: an imbalance of power and repetition” ([https://www.stopbullying.gov/what-is-bullying/index.html](https://www.stopbullying.gov/what-is-bullying/index.html)). Our school believes that both those students who are bullied and those who bully require individual attention and support.

At MICDS all school personnel and volunteers are expected to:
- Report all suspected bullying.
- Inform parents of bullying situations.
- Promptly investigate any reported bullying.
- Protect students who report bullying from retaliation. Retaliation will NOT be tolerated.

**Sexual Harassment:** Sexual harassment of a student by a student, of a School employee by a student, of a student by a School employee, or of a School employee by another School employee is strictly prohibited. Sexual harassment is defined as unwanted or unwelcomed verbal, written, or physical conduct of a sexual nature, sexual advances, requests for sexual favors, or other verbal, written, or physical conduct of a sexual nature or otherwise based on sex or gender.

**Student Sexual Misconduct:** Students are expected to conduct themselves at all times with dignity and respect. Any conduct of a sexual nature which occurs on School property or off School property in connection with a School-sponsored event or co-curricular activity may constitute Sexual Misconduct. Conduct of a sexual nature which occurs off
School property may constitute Sexual Misconduct if such conduct is deemed by the Head of School, in his/her judgment in consultation with the appointed ad hoc investigation committee to be contrary to the School’s values and mission. Conduct may constitute Sexual Misconduct regardless of whether it is welcome on the part of the students involved, or whether participation in such conduct is voluntary or consensual on the part of the student(s). Sexual Misconduct also includes an inappropriate relationship of a sexual nature between students or between a student(s) and School employee(s), including the development of an inappropriate relationship through intimate conversation (oral or electronic) or the sharing of explicit photos/video.

**School Employee Sexual Misconduct:** Sexual Misconduct also means any conduct of a sexual nature between a School employee and a student which occurs at any time (during regular School hours or otherwise) or at any place (whether on campus or off campus) and regardless of whether it is welcome on the part of the student involved, or whether participation in such conduct is voluntary or consensual on the part of the student. All relationships of a sexual or quasi-sexual nature between a School employee and a student, whether or not consensual, are specifically prohibited and will result in immediate termination. Sexual conduct between School employees may constitute Sexual Misconduct when it undermines the School’s efforts to foster a productive learning environment.

**Reporting Procedures:** Any student (or any parent or guardian on behalf of a student) who believes that he or she has been the victim of, or has witnessed, harassment or discrimination of any sort, including sexual harassment or Sexual Misconduct, should promptly report the incident to any faculty member, advisor, guidance counselor, Dean, Division Head, or the Head of School. A School employee who believes that he or she has been the victim of, or has witnessed, harassment or discrimination of any sort, including sexual harassment or Sexual Misconduct, should promptly report the incident to the Director of Human Resources, the Chief Financial Officer, his/her Division Head, or the Head of School. Prompt reporting of all conduct that may violate this Policy will enhance the School’s goal of eliminating harassment and discrimination in our School community. Should the Head of School be the subject of concern, a report should be made to the Chief Financial Officer or the Chair of the Board of Trustees.

**Investigation Procedures of All Reports of Harassment:** The following procedure will be used with respect to investigation of all reports of harassment or discrimination, whether based on race or color, religion, national origin, gender or gender identity, sexual orientation, disability, or other protected characteristic, or involves a report of sexual harassment or Sexual Misconduct: The School employee receiving the report shall promptly inform his/her division director, senior administrator, or the Head of School. The Head of School may then select an ad hoc committee that, in collaboration with the Head of School, will investigate the report of harassment/discrimination in a prompt and thorough manner. The scope and other details of each investigation will be determined by the Head of School, and will depend on the nature of the report received and the related
circumstances. Should the Head of School be the subject of the report, the Chair of the Board of Trustees will lead the investigation.

**Confidentiality:** Confidentiality will be maintained throughout the investigation of any report of violation of this Policy to the extent practicable and appropriate under the circumstances, to protect the privacy of the persons involved. This means that the people investigating the report will discuss it and/or the underlying behavior only with persons involved in the matter who have a need to know the information.

**Responsive Action:** Any student who is found to have violated this Policy will be subject to appropriate disciplinary action, up to and including expulsion. Any School employee who is found to have violated this Policy will be subject to appropriate responsive action, up to and including termination of employment. In determining the responsive action in either case, the Head of School and any appointed committee may consider a variety of factors, including, but not limited to, the seriousness of the incident, the frequency of occurrence, the disciplinary history of the alleged harasser, the impact of the incident upon the School community, and the best interests of the School and its students in light of the School’s Mission Statement and core beliefs. In all cases, the ultimate decision concerning responsive action rests with the Head of School or his/her appointee.

**Non-Retaliation:** Submission in good faith of a report under this Policy will not affect the student or School employee who files the report or who is reporting the incident. The School prohibits any form of retaliation against any person who reports an incident in good faith, or against any person who assists or participates in an investigation. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment, and will be treated as a separate and independent violation of this Policy.

**Safety Measures**

Learning can only occur within the confines of a safe environment. Any statement/threat made concerning the safety or well-being of fellow students or School personnel is taken seriously and dealt with accordingly. The School reserves the right to search student lockers, cars, and backpacks and/or deploy surveillance, including electronic or video, at any time and in any location (within reasonable limits) to insure the safety of its grounds, facilities, and community.

MICDS has established safety protocols and practices to keep our students and staff safe throughout the day and in the event of an emergency. These protocols and practices are regularly reviewed internally as well as in consultation and partnership with local emergency preparedness officials. Among these procedures are the following:
- The school employs campus security officers 24 hours a day, 7 days a week, overseen by a Director of Campus Safety and Security.
● Building Access: all doors are locked during the school day. All parents and visitors during the school day are asked to use the entrances near the offices of the Lower School, Middle School, Upper School, or Olson Hall. All parents and visitors must sign in and obtain a visitor’s badge which they must wear during their entire visit to the school. All employees wear identification as well. For parents and students, there is keypad access and the code will be communicated at the beginning of each school year. For visitors, the office staff will communicate and buzz them into the building.

● Emergency preparedness drills are regularly conducted throughout the school year (earthquake, fire, tornado or other severe weather, and lockdown). Operations and procedures are developed to support law enforcement and emergency personnel when they respond to an emergency situation.

● All faculty and staff regularly undergo health and safety training, and keep current in their CPR training.

● A comprehensive communications system is in place to support a timely sharing of information within and across campus and to our school families.

Child Abuse or Neglect: It is our sacred charge to sustain the well-being of our students. The MICDS faculty and staff have received training pertaining to the indicators of child abuse and neglect and follow established procedures for notifying the authorities about any issues of suspected child abuse. All MICDS employees have an official professional responsibility and legal obligation to make a report whenever such abuse is suspected in order to protect the safety of all students. If any parent or student has concerns, please see a counselor, Dean, or Division Head.

Home Supervision: As a School, we believe that all students need active, consistent parenting to grow and flourish; therefore we retain the right to play a role in determining if guardian conditions are providing our students with the necessary supervision and support. If and when we find that a student is not receiving the care and oversight we deem necessary, we reserve the right to ask the parent to withdraw the student out of concern for what we believe is best for the student. Also, all MICDS students, regardless of age are subject to these expectations and parents/guardians will remain a full partner in their educational experience through graduation.

Weapons and Firearms: Weapons of any kind (firearms, knives, or any other dangerous object or instrument which could be considered or appear to be a weapon) are not permitted on School grounds or at the site of any School-sponsored activity. Possession of such may result in consequences, up to and including expulsion. Laser pointers, while not intended to be harmful or used as a weapon, have the potential for personal injury. Thus, students are not permitted to possess or use laser pointers. NOTE: A student who knows that weapons or dangerous objects of any kind are either in a student’s possession or located on School grounds is obligated to report this information to an adult immediately.
**Force Majeure**

Although the School expects to operate its facilities during the term of the Enrollment Contract, it is possible that catastrophic future events may necessitate a cessation of all or part of the School’s operations. In the event the School’s operations are disrupted due to a “force majeure” event (as defined below), the School shall be entitled, in its sole discretion, to suspend a portion of the parties' duties, obligations, and performance under the Enrollment Contract immediately and without notice. “Force majeure” means any cause generally comprehended under this term and includes, but is not limited to, any fire, explosion, act of God, war, governmental action, act of terrorism, epidemic, pandemic, and any other event beyond the School’s control. The parties’ duties, obligations, and performance under the Enrollment Contract shall recommence at such time as the School, in its sole discretion, determines.

**Technology Acceptable Use Policy (AUP)**

MICDS has a Policy on Appropriate Use of Computing Technology that describes how the principles of the School’s Mission Statement apply to campus technology use. The information below includes the Lower School and Middle/Upper School versions of the MICDS Appropriate Use Policy. The Lower School AUP emphasizes some specific areas of concern and age-appropriate rules important for young technology users.

Computers and technology are part of our school because they are useful for teaching and learning. Everyone at MICDS agrees to follow rules which make our use of technology safe, enjoyable, and helpful in doing our jobs at school.

**Lower School:**

- **We take care of each other** • We listen to our teachers, parents, and to other students. We are considerate of each other, and helpful to one another. We share computers and classrooms, and we leave computers and work areas ready for the next users.

- **We take care of our computers** • Computers are important and expensive tools, and they need to be treated gently to stay in working order. Magnets, scissors, and other sharp objects should be kept away to avoid damage. Food and drink also should be kept away from computers so they remain clean. Cameras, headphones, and other external devices stay next to computers and off the floor. Printers are used sparingly to conserve paper and ink.

- **We stay safe on the internet** • It is every person’s responsibility to stay safe on the internet. Students should never give away personal information (especially a name, address, and phone number) on the internet. We follow links beginning at the Lower School homepage rbskids.net and do not type other internet sites in the address area of a browser. We do not use open search engines (e.g., Google) to locate new sites and
to search the entire web; instead, we use search tools within online library databases. We avoid advertisements and we do not visit sites which contain inappropriate language, images, or other disrespectful content. When we see something that is inappropriate, we tell an adult.

- **We respect privacy and copyright** • The files and accounts each person makes are his or her personal property and should be accessed by others only with permission. We respect each other’s privacy by logging in only to our own accounts. When using the internet for research we use our own words to describe what we have learned, and we credit our sources for the information we find.

- **We use good manners online** • Online communication tools (i.e., VoiceThread, wikis, blogs, and email) are powerful for writing, publishing media, and communicating with each other. Our messages to others need to stay positive and friendly, and we never send harmful or disrespectful messages. Our photographs and original media also should be shared only when they are acceptable to the people being recorded. We are responsible for our own words and actions online.

**Middle and Upper School:**

**Student Policy:** The Goals and Objectives of Mary Institute and Saint Louis Country Day School (“MICDS” or “School”) emphasize access to the means of learning, global communication, appreciation of diversity, and the development of informed judgment in the use of learning resources: computers, applications, the local network, and internet based resources help us to achieve these goals. In accordance with the principles set out by the School’s Mission Statement and Honor Code, we expect users of the School’s technology (including but not limited to hardware, software, network, and Internet connection) to act with compassion and integrity, holding themselves to the standard of “what is good and right.” This AUP is intended to help protect the safety and well-being of students, faculty, and staff and to help uphold the learning atmosphere of the School.

Students are expected to comply with this policy. Prohibited and inappropriate student use of School technology will result in disciplinary action, up to and including expulsion. All MICDS computers and student-issued tablet PCs are the property of the School. Accordingly, MICDS reserves the right to monitor and/or intercept all computer, email, and Internet activity by students. Students should have no expectation of privacy in their use of School technology resources.

Student access to the School’s technology is provided for educational purposes and research consistent with the School’s educational mission, curriculum, and instructional goals. The same rules that govern student conduct and communication apply to technology as well. Students are further expected to comply with this AUP and all specific instructions from the faculty or other supervising staff members/volunteers while utilizing the School’s technology.
The student and/or the student’s parent/guardian shall be responsible for compensating the School for any losses, costs (including attorneys’ fees), or damages incurred by the School related to violations of this AUP, including investigation of violations.

The School assumes no responsibility for any unauthorized charges made by students including, but not limited to, credit card charges, equipment and line costs, or for any illegal use of its technology, such as copyright violations.

While reasonable precautions will be taken to oversee student use of the School's technology, MICDS cannot reasonably prevent all inappropriate uses, including access to objectionable material and communication with persons outside the School. MICDS is not responsible for the accuracy or quality of information that students obtain through the Internet.

MICDS reserves the right to amend and/or modify this AUP, as it deems necessary and appropriate, to address changing school policies and evolving technology.

Student Rules: The intent of this AUP is to provide students with general requirements for utilizing technology resources at MICDS. The following rules also apply to student use of smart phones, tablets, personally-owned computers, and all other portable digital devices. These rules provide examples of prohibited uses for illustrative purposes, but do not attempt to state all required or prohibited activities by users, either on or off campus. Students who have questions regarding whether a particular use on or off campus is acceptable should seek further guidance from their School advisors. Failure to comply with this AUP will result in disciplinary action, up to and including expulsion. Illegal uses of the School’s technology may also result in referral to law enforcement authorities.

A. Prohibited Use: The student is responsible for his/her actions and activities involving school technology and for his/her computer files, passwords, accounts, and the like. The School will investigate reports or observations of inappropriate use of technology. However, there is no expectation that the School can monitor all online activity. Examples of unacceptable uses that are expressly prohibited include, but are not limited to, the following:

1. Accessing Inappropriate Materials: Accessing, submitting, posting, publishing, forwarding, downloading, scanning, or displaying materials that are insulting, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, and/or illegal;

2. Illegal and Inappropriate Activities: Using the School’s technology resources for any illegal activity or activity that violates other MICDS policies, procedures, mission, and/or School rules;

3. Violating Copyrights: Copying or downloading copyrighted materials without the owner’s permission or any other activity that violates other MICDS policies regarding copyright material;

4. Plagiarism: Representing as one’s own work any materials obtained on the
Internet (such as term papers, articles, etc.). When Internet sources are used in student work, the author, publisher, and Website must be specifically identified;

5. **Non-School-Related Uses:** Using the School’s technology for private financial gain, commercial uses, advertising or solicitation purposes, or to proselytize;

6. **Misuse of Passwords/Unauthorized Access:** Sharing passwords, using other users’ passwords without permission, and/or accessing other users’ accounts;

7. **Malicious Use/Vandalism:** Any malicious use, disruption, or harm to the School’s technology including, but not limited to, hacking activities and creation/uploading of computer viruses;

8. **Harassing or Threatening a Member of the MICDS Community:** Using technology to harass, threaten, intimidate, or impersonate members of the MICDS community has the potential to adversely affect the safety and well-being of students, faculty, and staff. Such behavior may also harm the learning atmosphere of the School. As a result, any harassing, threatening, and/or intimidating use of School technology of any member of the MICDS Community, including students, faculty, and staff, will result in disciplinary action, up to and including expulsion. Furthermore, the School reserves the right, in circumstances it deems appropriately serious, to investigate claims of harassing, threatening, and/or intimidating uses of technology, even though they may take place off campus, after School hours, using non-School equipment. Where the School determines that such conduct has harmed the learning environment and/or adversely affected a member of the MICDS community, the offending student will be subject to discipline, up to and including expulsion;

9. **Tampering with the School’s Technology Resources:** Disabling or attempting to disable the functionality of the School technology, including, but not limited to, software, computers, printers, and networking equipment.

**B. Student Security:** A student shall not reveal his/her full name, address, or telephone number on the Internet without prior permission from a supervising faculty member. Students should never meet people they have contacted through the Internet without parental permission. Students should inform their supervising faculty member if they access information or messages that are dangerous, inappropriate, or make them feel uncomfortable in any way.

**C. System Security:** The security of the School’s technology is a high priority. Any student who identifies a security problem should immediately notify his or her advisor and/or the technology department. The student shall not demonstrate the problem to others. Any user who attempts or causes a breach of system security, such as hacking passwords and/or attempting unauthorized access to MICDS systems, will be subject to disciplinary action, up to and including expulsion, and/or legal action.

**D. Social Media:** MICDS recognizes the value of social media tools (online self-forming communities of people who can consume and create content for the community). Social media tools can provide MICDS employees and students with an opportunity to connect, communicate, and extend learning. While social media tools can be a powerful and positive force, they must be employed with knowledge and care in order
to protect students, employees, and the School. Students should recognize that what is private in the digital world often has the possibility of becoming public, even without one’s knowledge or consent. Students must exercise good judgment and appropriate discretion.

E. **Restriction on Use of School Web Pages:** School Web pages may be used only for School purposes and only authorized individuals may modify or post materials to these pages. No other pages may suggest that they are School Web pages. If confusion is possible, pages should contain a disclaimer and links to School sites.

F. **Responsibilities of Students Posting Web Materials:** By posting materials and using School technology, the user represents that he or she has created the materials or that he or she has the right to post or use the materials. The storage, posting, or transmission of materials must not violate the rights of any third person in the materials, including copyright, trademark, and any rights of publicity or privacy of any person. The materials posted must not be defamatory, libelous, slanderous, or obscene.

G. **MICDS Control of School Internet Domain Names:** The use of all MICDS Internet domain names (i.e., micds.org) is at the sole discretion of the School. Any MICDS student Internet activity, posting, or publishing that references or includes the School Internet domain names must be authorized and must not be defamatory, libelous, slanderous, or obscene.

H. **Use of non-MICDS Internet Sites for Storing School Content:** The School is not responsible for the security or accessibility of content stored on non-School sponsored Internet sites, including but not limited to, Google, Yahoo, YouTube, and iTunes.

**One-to-One Addendum:** This policy applies to all students in grades 5 through 12 and is effective upon acknowledgement of the School AUP by the student.

1. **Responsible Use of Student One-to-One Computers:** The student’s use of his/her computer must at all times be supportive and respectful of educational goals and standards of conduct for students both on and off campus. Students may not conduct any computer activity at MICDS which leads them or others off-task or disrupts the learning process. Students must keep the tablet in a protective case or backpack when traveling. Students must treat the computers gently and never leave them in an unsecured location. Students must be sure the stylus (if equipped) is docked, the computer is off or in standby mode, and the screen is closed before moving between classes or leaving campus.

2. **Expected Availability at School:** The student is responsible for having the computer and required accessories at School. The required accessories are: stylus (if equipped), power adapter, headphones, and carrying case. The computer must be charged and in good working order every school day. In the event of problems or damage, the student should bring the tablet to the help desk as soon as possible.

3. **Warranty & Accidental Protection:** School owned computers are covered by an
extended warranty and an “Accidental Damage Protection” agreement. **The warranty and the protection agreement do not cover theft, loss, or excessive/intentional damage.** It is the family’s responsibility to decide whether additional insurance is necessary to cover theft or loss. Additionally, there are limitations on the “Accidental Damage Protection” where abuse or excessive damage claims may be denied. While a reasonable number of damage claims can be made, should the aggregate cost of damage claims exceed the value of the computer, the claim may be rejected, and the repair cost will be billed to the student’s school account.

4. **Spare Equipment & Lending:** In the event a student’s computer is inoperable, MICDS has a limited number of spare computers available for use while the student’s computer is in repair. This policy and the AUP remains in effect for such a substitute. The student may NOT opt to keep a broken computer or to avoid using the tablet due to loss or damage. Students are responsible for safe-keeping of all required accessories for the tablet. The student will be required to purchase replacements for issued accessories that are lost or stolen.

5. **Responsibility for Electronic Data:** The student is solely responsible for any non-MICDS installed software. MICDS uses Google Drive and Microsoft OneDrive for Business. Google Drive and OneDrive are school controlled, cloud-based file synchronization and backup services. It is the student’s responsibility to establish and maintain his/her own local Google Drive and OneDrive folders. Data stored in these folders will be securely backed up to the ‘cloud’ through automatic agents running in the student’s computer profile. Students should check agent status frequently and alert the help desk to any failed synchronizations. Important school files should always be stored in Google Drive, OneDrive, or on another designated MICDS network file share (Media Server or Anala for example). NO FILES OUTSIDE OF THE GOOGLE DRIVE AND ONEDRIVE FOLDERS ARE BACKED UP. Google Account space (including Mail, Drive, Contacts, etc.) and OneDrive account space are each limited to 25GB. In the event that the student keeps iTunes, photos, or other personal files and data in another location on the tablet, it is the responsibility of the student to backup such files and data.

6. **File-sharing Programs:** The installation and/or use of any internet-based file-sharing programs are explicitly prohibited. File-sharing programs such as BitTorrent, Limewire, Shoreaza, Gnutella, Kazaa, and others generally facilitate the illegal sharing of copyrighted material (e.g. music, video, and images). Such programs are subject to automatic removal without notice. Individuals with legitimate, school-related needs to use such a program may seek prior approval from the Director of Technology. iTunes and other legal music purchase programs are acceptable and permitted.

REVISED: January 2014 Version 1.6, including One-to-One Addendum
Section VIII: ADDENDUM

Lower School Carpool Maps

**MICDS BEASLEY**

**CARPOOL PICKUP**

1. Pick up between 3:00p – 3:30p (Note that Middle school does not dismiss until 3:30p – so those with middle school children please do not arrive early)

2. Make sure you have a carpoo sign with the family last names printed in large dark letters. Blank carpool poster board is available in the Lower School Office. If different cars are used for pickup, make sure all cars have signs.

3. If someone outside the carpool is going home with you, they must have a written note from their parents stating that you are taking them home.

4. Enter at Entrance 5 (one drive north of Osoe Hall)

5. Form 2 lanes moving south

6. Merge to the right just before you arrive at the corner of Lower School to form one lane

7. The carpool line starts along the curb at the cafeteria.

**MICDS BEASLEY**

**CARPOOL DROPOFF**

1. Drop off between 7:45am – 7:55a. On Wednesday 8:45am-9:55am.

2. If you want to park and walk in, please park in the spaces between Oslo Hall and the Lower School. You may also park along the curb in front of lower school.

3. If you want to drop off, pull your car by the cones at the cafeteria entrance.

4. The cafeteria area is a no parking zone. It is for drop off only.

5. JK and SK go directly to classrooms with parent or driver (at least for the 1st months)

6. Grade 1-4, children go to the playground (or cafeteria in the case of bad weather)

7. If you arrive 7:50-7:45a meet in the cafeteria.

8. Wednesdays you may drop off as early as 7:30a at the Beasley cafeteria at no charge, but parents must sign in the children.