



2016-17

STUDENT & FAMILY

HANDBOOK

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2016-2017 ACADEMIC YEAR CALENDAR

Wednesday, August 24	Kindergarten Parent Meeting 7 p.m.
Thursday, August 25	Lower School Meet Your Teacher
Monday, August 29	Lower School First Day of School - Noon Dismissal --Kindergarten at 11a.m. Middle School Orientation
Tuesday, August 30	Middle School First Day of School - Full Day Lower School - Full Day
Monday, September 5	Labor Day - No Classes
Tuesday, September 13	Lower School Picture Day
Wednesday, September 14	Middle School Picture Day
Wednesday, September 28	Lower School Early Dismissal – Noon
Monday, October 10	Columbus Day Holiday
Monday, November 7	Student Holiday/No Classes/Clerical Day
Wednesday, November 23	Thanksgiving Holiday – No Classes
Monday, November 28	Classes Resume
Wednesday, December 7	Lower School Early Dismissal – Noon
Friday, December 16	Christmas Break Begins - Early Dismissals
Monday, January 2	Classes Resume
Monday, January 16	Martin Luther King Holiday - No Classes
Wednesday, January 25	Lower School Early Dismissal - Noon
Saturday, February 11	Auction 6:00 – 11:00 p.m.
Monday, February 20	Presidents’ Day Holiday - No Classes
Friday, March 3	Noon Dismissal - Spring Vacation
Monday, March 13	Classes Resume
Wednesday, April 5	Lower School Early Dismissal – Noon
Friday, April 7	Grandparents’ Day
Friday, April 14	Good Friday - No Classes
Monday, April 17	Easter Monday - No Classes (possible snow day make-up)
Saturday, May 6	Magic Dragon Day/Field Day (designated school day)
Wednesday, May 10	Lower School Early Dismissal – Noon
Monday, May 29	Memorial Day Holiday – No Classes
Monday June 5 and Tuesday June 6	Early Dismissal Days Middle School: 11:45 a.m and Lower School: noon
Wednesday, June 7	8:30 a.m. Grades 6-7 Closing 9:30 a.m. Grades K-2 Closing 10:30 a.m. Grades 3-5 Closing
Friday, June 9	9 a.m. 8 th Grade Graduation

FACULTY & STAFF

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SCHOOL-FAMILY PARTNERSHIP

Everyone is expected to...

1. Live the mission.
2. Lead with empathy.
3. Contribute to a welcoming and inclusive community.

Faculty & staff are expected to...

Parents are expected to...

Students are expected to...

...in their approach to school,...

- | | | |
|---|---|---|
| <ol style="list-style-type: none"> 1. Make meeting the needs of each student their top priority. 2. See, respect, and care deeply about each student as an individual. 3. Build positive relationships with, and serve as role models for, students. | <ol style="list-style-type: none"> 1. Participate actively and appropriately in their student's education. 2. Respect and support all students, faculty, and staff. | <ol style="list-style-type: none"> 1. Maintain a positive attitude about their learning. 2. Respect themselves, the School, and all members of the community. 3. Adhere to the Honor Code, serving as role models for fellow students. |
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...with respect to student learning,...

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| <ol style="list-style-type: none"> 4. Have appropriate training and knowledge. 5. Provide a physically, emotionally, and intellectually safe learning environment. 6. Provide appropriate challenges and support to actively engage students and foster academic, social-emotional, and physical growth. 7. Make effective use of instructional time. 8. Provide meaningful and appropriate opportunities for student work outside of instructional time. 9. Align assessments with curriculum and instruction. | <ol style="list-style-type: none"> 3. Get student to school on time and prepared (physically and academically). 4. Support student in development of individual responsibility for academic work and social-emotional growth. 5. In alignment with the School's approach, support student in developing an authentic sense of citizenship in person and online (e.g., monitoring screen-time, oversight of online behavior) 6. Provide an appropriate place and time(s) for student work outside of School. | <ol style="list-style-type: none"> 4. Come to School on time and prepared (i.e., rested, healthy, with work completed and materials ready). 5. Put forth their best, honest work while encouraging classmates to do the same. 6. Study (beyond assignments), learn, and reflect. 7. Be self-advocates, asking for help or clarification when needed. |
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...in relation to each other,...

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| <ol style="list-style-type: none"> 10. Communicate promptly, directly, professionally, and with discretion. This includes providing regular and meaningful feedback on student growth. | <ol style="list-style-type: none"> 7. Communicate promptly, directly, in a civilized manner with discretion. This includes, when appropriate, information regarding students' health matters (e.g., medication, diagnoses) which may impact students' growth or learning, and outside support (e.g., tutor, counseling). | <ol style="list-style-type: none"> 8. Talk with their families daily about what they are doing and learning at School. This includes describing both positive experiences and challenges. |
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...do their part in maintaining and enriching the community,...

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| <ol style="list-style-type: none"> 11. Continue to grow professionally. 12. Apply School policies equitably. | <ol style="list-style-type: none"> 8. Support the School with their time, talent, and treasure as they are able. 9. Support and adhere to School policies. | <ol style="list-style-type: none"> 9. Serve the communities of which they are a part. 10. Support and adhere to School policies. |
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ADDITIONAL EXPECTATIONS

The School's goal is to provide and preserve an environment that supports teaching and learning.

- Be responsible for yourself, your work, and your actions.
 - Respect others and their property.
 - Recognize and respect the differences of others.
 - Treat others as you wish to be treated.
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- All members of the school community are expected to uphold a safe physical and emotional environment.
 - Students are expected to respect all school property including textbooks, furniture and equipment.
 - Students are expected to respect the property and rights of others. Students are not to open another person's locker or tamper with items on or in another person's desk, book bag or purse.
 - Students are expected to show respect for God and country during assembly programs, chapel services, morning prayer and the Pledge of Allegiance.
 - Use of personal digital devices on school property must have prior teacher approval.
 - Personal networked devices* must remain in lockers during the school day, unless use of such devices has received written approval of the IT Coordinator or Headmaster. Outside the normal school day, verbal permission from a teacher is sufficient.
 - Solicitation in the School is not allowed without permission of the School's administration.
 - Locker areas and classrooms should be kept clean of books and other personal belongings. Locker doors must be kept shut. Items used for decoration may be removed at the teacher's discretion. No stickers are permitted.
 - Chewing gum is not permitted. Food and drinks other than water (which is a privilege) are not permitted outside the Great Hall. Food and drinks are not permitted at carpool.

* *Personal networked devices (e.g., cell phones) are those with the ability to access a non-School network (e.g., Verizon, 4G, etc.)*

ATTENDANCE

Lower School Hours: The school day begins at 8:15 a.m. Doors open at 8:05 a.m. Students arriving before 7:55 a.m. must go to Extended Programs' morning care in the gym, which begins at 7:00 a.m. The school day concludes at 3:00 p.m.

Middle School Hours: The school day begins at 8:00 a.m. Doors open at 7:45 a.m. Students should not arrive at school before 7:45 a.m. The school day concludes at 2:53 p.m. every day.

Tardiness: Students who are habitually late disrupt class and begin their day in a disorganized manner. Any student who is tardy must be signed in at the office by a parent or guardian.

Early Dismissal: Students leaving school early should meet their rides in the office at the appointed time. Students must be signed out by a parent or guardian in the office.

Absences: When a student is going to miss school for any reason please contact the office as soon as possible.

Students who are absent or who leave school early may not participate in or attend co-curricular activities on the same day.

Students who have excessive absences (more than 20 school days in a single school year) must present a written appeal to the Headmaster to be considered for academic credit for the year.

Eighth graders are encouraged to use school holidays, rather than school days, to visit high schools.

We encourage parents to make thoughtful decisions about taking students out of school for optional activities as absences place students at an academic disadvantage. The in-class instruction that they miss is irreplaceable. Assignments will not be provided in advance.

It may not be possible for students to make up missed achievement tests.

Make-up work: A student is given a number of days equal to the number of days absent (up to 5 days maximum) to complete make-up work. It is the responsibility of the student to make sure assignments are completed satisfactorily.

HEALTH / ILLNESS

St. Michael's School strives to prevent the spread of contagious diseases and to keep students healthy and safe. Students who appear to be ill with possible infectious conditions are isolated and parents are notified. If your child is absent with a contagious condition, please notify the School so that we may be aware of symptoms which could appear in other children.

Fever: Students are sent home with temperatures 100°F or greater. Students must be fever free with no medication for 24 hours before returning to school.

Flu: Children suffering from flu-like symptoms should remain at home. One of the best flu prevention strategies is washing one's hands throughout the day, as many germs are spread as a result of hand to mouth contact.

Gastroenteritis: Children who have vomited or have diarrhea are sent home. They must remain at home until their status reaches normal for 24 hours.

Conjunctivitis: Children may return to school after being treated with medication for 24 hours.

Chicken Pox: Children must remain at home until no new eruptions appear, present ones have crusted over and temperature reaches normal.

Strep: Children diagnosed with strep throat may not return to school until they have been on antibiotics for 24 hours and until their temperature reaches normal without analgesic medication for 24 hours.

Lice: Parents should contact St. Michael's as soon as lice are detected. The child must remain at home until treatment with medicated shampoo and appropriate home procedures are completed. Once the child returns to school, they will be checked by the office staff to insure they are lice and nit free.

Injuries: Parents are notified when a child sustains an injury. If the injury is considered severe, EMS personnel and the parents are notified.

Medications: Medications may be taken by students while at school under the following conditions: Medications must be clearly marked, kept in the school office and accompanied by a *Permission to Give Medication Form*. Inhalers and epi-pens are the exceptions. A medication form must be on file in the school office to allow students to keep meds in the classrooms. Teachers may not dispense medications, nor may the school office provide children with over-the-counter remedies such as Advil®, Tylenol® or aspirin. Prescription medication must have the patient's name and prescribed dosage on the container.

FAMILY SUPPORT

As a school, we consistently ask, “Are the needs of the child being met?” When a child’s development (cognitive, physical, social emotional) is challenged by any family situation, we (the School) seek to be informed and supportive whenever possible. When the child’s development is impacted, the Lower School homeroom teacher or Middle School advisor should be informed. Once informed, it’s the teacher’s responsibility to ascertain the impact on the child and consider (with assistance from the administration and room parent as needed) ways to mitigate the impact. In this way the needs of the child remain the centerpiece. If the teacher determines there is minimal impact on the child, the School shouldn’t impede a parent’s or room parent’s efforts to lend support to the family by soliciting help so long as the solicitation adheres to two key guidelines. (1) The help must be desired by the family in question. To determine this simply ask, “What does good help look like?” (2) Information must be handled with care. This information includes personal information of the family/person in question (i.e., only share what (s)he/they want shared) as well as contact information of St. Michael’s families. Recall that use of contact information available to community members for mass solicitations is not welcome.

FIELD TRIPS

Parents/drivers are not to make stops on route to or from the field trip.

SNOW DAYS

Notice of weather cancellations are sent to parents via text message and email. Cancellations are broadcast on television (WWBT12) and posted on the School’s voicemail, and social media outlets. If School is closed on a conference day, please contact the teacher to reschedule.

CO-CURRICULAR OPPORTUNITIES

St. Michael's offers a variety of co-curricular activities based on interest. Sportsmanship, goal setting, and camaraderie are important aspects of our program at St. Michael's. A participation fee may apply. All students wishing to participate in co-curricular sports must have an Athletic Participation/Parental Consent/Physical Examination form completed by a physician. See the webpage for a list and sign up forms.

FUNDRAISING

Any fundraising activity must have prior approval of St. Michael’s Development Office. Please contact Ms. Coleman.

TUTORING

In striving to provide children with superior academic instruction, St. Michael's focuses on meeting the needs of each student. The admission process aims to enroll students whose needs the School can meet. As an independent school small by design, the School provides limited support outside its core program. Thus, specific student needs may arise from time to time which are best served by academic support beyond the School's program, i.e., tutoring.

As with all instruction, tutoring is most effective when it is supported by a strong partnership at school and at home. In this case, the partners include the student and the student's family, teacher(s), and tutors. Individual tutoring may supplement classroom experiences by offering one-on-one instruction, but it is important to recognize that tutoring does not take the place of classroom instruction. Tutoring should be aligned with classroom practices, and therefore communication and cooperation among families, teachers, and tutors is paramount.

St. Michael's recognizes and supports a team approach to supporting student learning, and the agreement below is designed to clarify shared expectations in order to best promote student success. In order to be recommended as a tutor by St. Michael's, tutors are expected to complete a Tutor Profile Sheet and adhere to the following guidelines.

Guidelines for Tutors:

1. Provide contact information to the student's teacher(s).
2. Inform the teacher(s) when/how often you will meet with student.
3. Establish clear and measurable goals for tutoring sessions.
4. Familiarize yourself with the course content, structure, and philosophy. If you have questions about any of these, please contact the teacher directly.
5. Recognize that your role is to support the student. It is in the student's best interest that all members of the support team (teachers, tutors, parents) work collaboratively and constructively.
6. Provide any supplemental resources/practice activities to be used in tutoring.
7. Do not do students' homework for them. Provide support, but be mindful of the School's honor code.
8. Focus on learning and understanding, not merely test preparation. Sometimes shortcuts deny students the opportunity to grasp deeper insights.
9. If you approach a topic using a method/approach that is different from the teacher's, discuss this with the teacher in order to provide clarity and consistency for the student.
10. Communicate regularly with parents and teacher(s) to monitor student's progress or express concerns. All email correspondence should include the parent, the teacher, and the tutor. All communication should be kept confidential.
11. Inform teacher(s) if tutoring relationship is suspended or ended.

Teachers, parents, and students also contribute to the effectiveness of tutoring. In order to promote a team approach and help students get the most out of working with a tutor, parents, teachers, and students are expected to adhere to the following guidelines:

Guidelines for Parents

1. Initiate the tutoring relationship by emailing the tutor and teacher(s) in order to establish contact and provide permission for the school to share academic information with the tutor.
2. Establish a quiet study space with minimal distractions for student and tutor to meet.
3. Communicate regularly with tutor and teacher(s) to monitor student's progress or express concerns. All emails should include parent, teacher and tutor.
4. It is in the student's best interest that all members of the "support team" (teachers, tutors, parents) work collaboratively and constructively. If you have questions or concerns about what is happening in class, communicate directly with the teacher. All relevant email correspondence should include both the teacher and the tutor.
5. When it comes to homework, provide support, but do not do the work for your child. Homework is a low-stakes opportunity for students to make mistakes and learn from them.
6. Inform teacher(s) if tutoring relationship is suspended or ended.

Guidelines for Teachers:

1. Provide appropriate course materials to parents and tutors. Teachers are not responsible for providing additional resources for tutors.
2. Help tutor establish clear and measurable goals by communicating student's learning strengths and weaknesses, as well as specific struggles in the target class(es).
3. Communicate regularly with tutor and parent(s) to report student's progress or express concerns. All relevant email correspondence should include both the parents and the tutor.
4. It is in the student's best interest that all members of the "support team" (teachers, tutors, parents) work collaboratively and constructively. If you have questions or concerns about what is happening during tutoring, please communicate directly with the tutor and parents. If concerns persist, a meeting with parents, tutor, teacher, and administrator will be scheduled.

Guidelines for Students:

1. Be prepared for tutoring sessions. Bring course materials, and mark sections you do not understand or prepare questions for your tutor.
2. Keep a planner/agenda and let tutor know about upcoming assessments or due dates.
3. Remember, tutoring is not a replacement for class instruction. You are expected to participate in class and see your teacher(s) first if you have questions or concerns.
4. Be open to suggestions that your tutor may offer. Try a strategy, and if it doesn't work, be honest with your tutor (and teacher) so that you may work together to find a better one.
5. Keep in mind, the tutor is there to help you, not do the work for you.

AWARDS

The following awards are given to two students in each grade (one in each lower school homeroom).

Citizenship Award: The criteria for the award are: acceptable academic achievement; responsibility; consideration of others; respect for the feelings, rights and property of others; reverence in church; willingness to help and participate in school activities; honesty; good sportsmanship; and good manners.

Literary Award: The criterion for the award is: excellence in writing.

Math Award: The criteria for the award are: exceptional effort, enthusiasm, and achievement in mathematics.

Middle School:

Honor Roll: Students must earn a grade point average of 90 or above in all graded subjects, including conduct, and must show satisfactory progress in all un-graded subjects for the quarter.

Academic Awards: These are given at the closing ceremony to those students who have a grade point average of 90 or above for the year in all subjects, including conduct.

Headmaster's Award: This award is given to the eighth grader(s) with the highest overall grade point average for the school year.

ACCEPTABLE USE OF SCHOOL COMPUTERS & NETWORK

This policy does NOT address use of personal networked devices (with the ability to access a non-School network such as Verizon) not connected to the School network. Refer to the Student & Family Handbook for such policies.

Students are welcome to use digital devices for educational activities. Students may be subject to disciplinary action if they do not follow School rules while using School devices, the School network, and personal digital devices on School grounds or at School events.

1. Use of the Internet at school is for educational purposes only.
2. Students should not alter any School computer configuration without permission.
3. Students should not download any software or content using the School network or School computers without permission.
4. Students must have written permission from a faculty member or be supervised by a faculty member when using digital devices during the school day and/or at school events.
5. Students should exercise good digital citizenship, including but not limited to the following.
 - a. Never give out personal information such as your name, address, phone number or password.
 - b. Do not pretend to be someone you are not.
 - c. Be courteous and treat others online with respect.
 - d. Never use inappropriate or vulgar language.
 - e. Never accept e-mails, files, links, website addresses, etc. from unknown sources or users.
 - f. Adhere to applicable intellectual property guidelines and the Honor Code.

At all times, students and all community members must respect the honor, dignity and privacy of others, as well as the intellectual property of the School and others.

Using School computers or the School network, students may not publish:

- identifiable names or photos of other students or community members;
- any personal information about other students or community members; or
- any proprietary School information, including photos of the School on any public media (including, but not limited to IM, blogs, YouTube, Facebook, Twitter, Instagram, Vine, etc.) without first obtaining the written permission of all those involved.

If you have a question about these rules, ask a teacher for help.

DRESS CODE

The Dress Code helps students develop cultural skills and values consistent with the school's mission. These skills and values guide students to make thoughtful choices in dressing appropriately for school activities, and embody empathy when receiving how others dress. The guiding principles help us pursue these goals.

Guiding Principles

Curricular: How we dress is a form of social communication. By learning this form of communication students develop personal identity and responsibility, as well as awareness of their impact on and interdependence with the larger community. As with any topic, growth requires learning from mistakes. Thus, absent willful disobedience, Dress Code missteps are treated as teachable moments rather than disciplinary offenses. To assist this process, each student should keep at school a weather-appropriate (i.e., not shorts in January) code-compliant change of clothes. Twice a year (Thanksgiving and spring break), these clothes will be sent home to be exchanged for a weather-appropriate set. A student found to be out of Dress Code will be asked to use their change of clothes (which should be replaced the following school day). At St. Michael's parents/guardians are partners in the educational process. Thus, the School will communicate with a student's family when a Dress Code mistake has been made, while families are expected to support the Dress Code.

Developmentally Appropriate: Kindergarteners and eighth graders have different needs and skills. This is true academically, physically, and socially-emotionally. The Dress Code recognizes this by adjusting expectations and privileges as students grow.

Equitable: In keeping with St. Michael's identity as an inclusive, co-ed school, the Dress Code is equitable to students across gender, race-ethnicity, body type, religion, and socioeconomic status. No aspect of the Dress Code should infringe on a student's physical, cultural, or spiritual needs. Anyone feeling an aspect of the Dress Code is not equitable is welcome to share this with the administration.

Manageable & Current: While the Dress Code is curricular, it takes a backseat to the academic curriculum. Thus, it should be as easy as possible for students to execute and faculty to monitor consistently. In order to ensure this as well as reflect what is available and affordable to families (noting some "fashionable" styles will not be appropriate for school), the Dress Code is regularly reviewed by the faculty. In early spring, proposed changes for the following school year are

circulated to the community for comment, allowing ample time for purchase of clothing.

When principles collide: In instances when guiding principles are at odds with each other, the School seeks to balance the principles as best it can. For instance, pursuing the curricular goal of setting an appropriately high standard of dress for students by requiring collared shirts may conflict with the manageability and currentness principle because many (perhaps a majority) of the seemingly school-appropriate shirts found in the girls section of a store might not have a collar. This is generally not the case in stores' boys sections. Thus, the collar requirement is removed for girls to prevent placing an undue burden on families shopping for school-appropriate clothing for girls.

Reasons & Rules

Dress for the occasion.

We gather to do important work. Our dress reflects the importance St. Michael's places on learning and personal conduct by communicating a level of care and respect for ourselves, others, and the work we do together.

1. All clothing worn at school should be neat, clean, without holes/cuts/frays/excessive wear/offensive-inappropriate language-symbols, and worn as designed (e.g., not inside out).
2. All shirts should have sleeves. Beginning in third grade, all shirts with collars should be tucked in at the waist. Boys' shirts should have collars.
3. Shoes should be worn and secured at all times.
4. Athletic clothing may be required for physical education classes, but not permitted otherwise -- with two exceptions.
 - a. St. Michael's athletic outerwear may be worn indoors in cold weather.
 - b. Interscholastic team uniforms may be worn on game days.
5. Hats and sunglasses may only be worn outside, and sleepwear never worn.

Balance is key.

We respect the mind, body, and spirit of all people (including ourselves) and seek to keep in balance these aspects as well as the interests of individual expression and a communal need to focus on learning. Our dress reflects this balance, not overemphasizing one aspect (e.g., body), nor one interest (e.g., individual expression) over the learning environment.

6. Clothes should fit properly, being neither oversized, form-fitting, nor revealing. For instance:
 - a. pants and shorts should be worn at the waist;
 - b. necklines should be no lower than the armpit;
 - c. sleeveless dresses should be at least three-finger widths at the shoulder;

- d. tops should cover the midriff in front and back, including when arms are raised;
 - e. shorts and skirts should be neatly hemmed and at least fingertip length;
 - f. sheer clothing and clothing with cut-outs is not permitted; and
 - g. undergarments should be concealed.
7. Extreme hairstyles and hair colors not occurring in nature are not permitted.
 8. Facial piercings and facial hair are not permitted.

We own ourselves.

We seek to develop each student's independence of thought and clear sense of dignity and self-worth. Our dress reflects this commitment to independence and rebuffs attempts to brand students with anything other than a St. Michael's education.

9. Writing and large (>2 inches) logos/images on clothing are not permissible inside school. See "Dragon Days" for exceptions.

We strongly suggest families put names in clothing worn to school. School administrators are the final arbiters for what is (not) considered appropriate dress.

Special Events

Dress Up Days: For certain events designated by the School, students should wear either (a) a dress shirt, tie, and long pants with a belt; (b) a dress; or (c) a dress blouse with a dress skirt/pants. Field Trip Dress Code may be altered based upon the destination/activities.

Field Trips: When traveling off-campus students may be asked to dress for a formal occasion or in a St. Michael's polo shirt with khaki pants, shorts, or skirt.

Dress Down Days: Dress down days are scheduled during the year (e.g., service fund-raisers, as an eighth grade privilege on the last day of each month.) On dress down days all guidelines and rules remain in place except:

- Athletic clothing is allowed.
- School-appropriate writing and large logos are allowed.
- Other guidelines/rules (e.g., sleepwear, hats) may be relaxed for individual events.

Dragon Days: Any above-the-waist St. Michael's spiritwear (excluding hats and sunglasses) may be worn in school.

- K-2: the last Monday of the quarter
- 3-5: the last Monday of the month
- 6-8: each Monday

DISCIPLINE

St. Michael's is committed to ensure the safety of all students in a healthy learning environment. It is the policy of the school to provide this learning environment by holding each student responsible and accountable for his/her own behavior. The discipline system at St. Michael's has been developed to aid students in recognizing the necessity of controlling their emotions and behaviors, as well as for learning what are and what are not acceptable standards of behavior.

Student behavior beyond the school community may be subject to disciplinary action if the student's behavior reflects negatively on the student body or the School.

Bullying: from the U.S. Department of Health and Human Services

A lot of young people have a good idea of what bullying is because they see it every day! Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a "group"
- Teasing people in a mean way
- Getting certain people to "gang up" on others
- Posting nasty pictures or messages about others online.

Bullying also can happen online or electronically. Cyberbullying is when children or teens bully each other using the Internet, mobile phones or other technology.

This can include:

- Sending mean text, email or instant messages
- Posting nasty pictures or messages about others in blogs or on websites
- Using someone's user name to spread rumors or lies about someone

How should a student deal with bullying?

- Tell your teacher and/or an administrator. Telling is not tattling!
- Don't fight back. Don't try to bully those who are bullying you.
- Try not to show anger or fear. Students who bully like to see that they can upset you.
- Calmly tell the student to stop...or say nothing and walk away.
- Try to avoid situations where bullying is likely to occur.

St. Michael's is a bully-free zone. Bullying will not be tolerated.

EXPULSION

Students may be expelled from St. Michael's for any of the following offenses:

- Possession or use of drugs, intoxicants, or tobacco products
- Malicious bullying, physical aggression, or vandalism
- Patterns of disrespectful or disruptive behavior
- Possession of weapons, explosives, or pornography
- Any six demerit offense or other offense at the discretion of the Headmaster

Expulsion results in the removal of the student from St. Michael's and the denial of re-enrollment for the next school year.

CONTRACT WITHDRAWS

When an enrolled student is withdrawn from the School the status of tuition paid and due is determined by answering the question, "who initiated the withdraw?" If the student's family initiated the withdraw (e.g. due to relocation out of the area), the family is responsible to fulfill its financial obligations under the enrollment contract. If the School initiated the withdraw, the School reserves the right, but is not bound, to release the family from some or all of its financial obligations under the enrollment contract.

Appendix A: Middle School

Welcome to Middle School!

Each year we form a “community of learners” where students and teachers have opportunities to make friends, enjoy learning, and be challenged. As an International Baccalaureate (IB) Middle Years Program (MYP) school we encourage you to be:

1. **Inquirers**—Develop your natural curiosity; acquire skills to conduct research and inquiry and to become independent learners.
2. **Knowledgeable**—Explore concepts, ideas and issues in every subject and develop an appreciation of their local and global significance.
3. **Thinkers**—Apply critical and creative thinking skills to analyze complex problems, take responsible action and make reasoned, ethical decisions.
4. **Communicators**—Express information and ideas confidently and creatively; work effectively in collaboration with others.
5. **Principled**—Act with integrity and honesty, with a strong sense of fairness, justice and respect for others; accept responsibility for your actions and their consequences.
6. **Open-minded**—Develop an understanding of your culture and be open to the perspective, values and traditions of other individuals and communities.
7. **Caring**—Show empathy, compassion and respect towards the needs and feelings of others and the environment; demonstrate a commitment to service.
8. **Risk-takers**—Approach unfamiliar situations with courage and determination to explore new roles, ideas and strategies.
9. **Balanced**—Strive for intellectual, physical and emotional balance, which is necessary to the personal well-being of yourself and others.
10. **Reflective**—Think about your learning experiences; understand your strengths and limitations to support your future learning and personal development.

We offer a variety of academic and co-curricular activities, designed to provide you with the skills and attitudes necessary to be successful in high school and beyond.

While this handbook explains some of the opportunities available and the basic expectations of our Middle School, if you have any questions, please don't hesitate to ask your advisor.

We hope you have an exciting, productive and successful year!

A Community Commitment to Honor

Our honor pledge, developed by the Middle School Student Council, is signed by each student at the Honor Assembly in the fall. The pledge reads as follows:

I pledge to be honest in everything I do; therefore I will not lie, cheat or steal. I will not do things that might injure other people because I believe that I should treat others as I would like for them to treat me. I promise to try to prevent, discourage, and report all bullying while doing my best to treat others with respect. Because I respect myself, I will not do what I know to be wrong, and I will not abuse my privileges. If I do break a rule, I will accept responsibility for my actions without arguing or excuses.

Honor: A keen sense of right and wrong; committing oneself to what is right; refraining from lying, cheating, stealing or harming another person.

Lying: Lying is the act of making a deliberate false statement with the intent to deceive (mislead). Lying also includes misleading another person by giving a false impression. (Note: It is always best to tell the truth. Generally, there will be a lesser consequence for an honor violation if you tell the truth immediately.)

Cheating: Cheating is acting dishonestly for one's own gain. Cheating includes looking at someone else's paper in order to use that person's answer as your own. This applies not only to exams, tests, quizzes, but also to projects and homework. Copying someone else's answers on tests, quizzes, or homework is considered cheating by both persons involved: the person who copied and the person who permitted the copying.

Stealing: Stealing is taking what does not belong to you. (Note: Most obviously, stealing is taking another person's money or possessions to use as your own. Stealing includes taking another person's school supplies, books, or food without permission. "Borrowing" a pen, pencil, or any other item must involve the immediate permission of the owner.)

Handling Another Person's Belongings: This is an honor violation because of the open nature of the desks and lockers. Because locks are not used at St. Michael's, students must be able to trust each other not to touch, "borrow", or move other people's possessions.

Plagiarism: Plagiarism is cheating and stealing. It involves stealing and using the ideas or words of another person without crediting the source. Sources may be print or digital, text and images.

PB Works

Each faculty member keeps an up-to-date PB Works page with assignments and supplemental material. Students are encouraged to check it regularly.

Mrs. Brady	mrsbrady.pbworks.com
Mrs. Eckmann	leslieeckmann.pbworks.com
Mrs. Evans	evans.pbworks.com
Mrs. Flemming	mrsflemming.pbworks.com
Ms. Futrell	samfutrell.pbworks.com
Mr. Hansen	stmvalues.pbworks.com
Mr. Hayward	benhayward.pbworks.com
Mr. Jones	mjonesscience.pbworks.com
Ms. Schmidt	sracorinna.pbworks.com
Mr. Winkler	winklerscience.pbworks.com

Classroom Procedures

Supplies: Students are expected to have pencils, pens, paper, required textbooks, workbooks, notebooks, and a book for free reading.

Homework: Expectations will vary day-to-day and teacher-to-teacher. There is no set policy regarding homework on the weekends. Faculty do their best to coordinate long-term projects so that they are not all due at the same time. Students are encouraged to check the calendar for upcoming tests or long-range projects. Homework is based on instruction requiring practice. Please help your child assume this responsibility. Arrange a time and place to work. Reserve 90-120 minutes each night. **Students may not receive help on work that is pledged or graded.** This is important so teachers will have an accurate assessment of a student's strengths and weaknesses.

Tests and Quizzes: There are no more than two announced tests and quizzes per day. Announced tests and quizzes are posted on the school calendar. Pop quizzes may be given at the teacher's discretion.

Cumulative Exams: Exams in all academic subjects are given to eighth grade students, twice per year. Seventh grade students taking Algebra I also take exams.

Grading

The school year is divided into four grading periods with all academic subjects graded on a numerical scale. Parents are encouraged to review papers, quizzes and tests on a regular basis. Communication between home and school is extremely important in supporting and encouraging student progress. While we believe it is the student's responsibility to monitor their own academic growth, grades are posted regularly and parents should feel free to contact the school or individual teachers whenever there is a question or concern.

Interim Reports: Interim reports are mailed at the middle of each quarter to the parents of students whose grade point average is 79 or below. This keeps parents and students informed of areas that need attention and improvement.

Conferences: 1st and 3rd quarter conferences are held between parent(s) and an advisor. A student may be invited to join some or all of a conference at the discretion of the advisor and the student's family.

Portfolio Conferences are held after the 2nd quarter, and are conducted by the student for their parents in the presence of the advisor. The Portfolio Conference encourages students to reflect on the learning process and set goals for growth and improvement.

Graduation Requirements

To earn a diploma from St. Michael's, eighth graders must earn a passing grade (70 or above) in English and three other academic subjects. Algebra, Geometry, Spanish and Earth Science are high school credits. (We recommend that students repeat those classes if they do not earn a grade above 80 for the year.)

Student Recognition

Students from each grade are selected for this award at the end of each quarter. Students may receive the award once during Middle School. The criteria are as follows:

1. **Academic achievement:** The student must have an 88 or above in all subjects or show a five-point improvement in one or more academic subjects.
2. **Participation:** The student must be involved in one or more co-curricular activities (sports and active clubs) at school for the quarter.
3. **Service:** The student must complete four or more hours of community service during the quarter. The hours must be reported to Mr. Hansen.
4. **Conduct:** The student must have a 96 or higher on his/her conduct grade for the quarter.

Chapel and Assemblies

Chapel is held on a regular basis. A Recognition Assembly will be held three times per year, fall, winter and spring, by the Student Council Association to recognize outstanding achievement. Speakers are invited for other assembly presentations.

Service Learning

To encourage students to make a positive contribution to our community and the world, students are required to participate in hands-on service in the community throughout the year. We ask that the time is spent working directly with those in need. Students should make their own contacts to engage in community service. Mr. Hansen is available to assist students toward fulfilling the community service requirement.

8th Grade—6 hours per year

7th Grade—5 hours per year

6th Grade—4 hours per year

Clubs

Club offerings vary throughout the year. Eighth graders receive preference for the clubs of their choice as much as possible, followed by seventh and sixth grade.

Social Activities

Social activities are for St. Michael's Middle School students only. Exceptions must receive prior approval from the administration. Social activities are typically scheduled on Friday evenings from 7:00 to 9:00 with faculty chaperones. Use of digital devices is prohibited during social activities.

Demerits

Demerits are issued for offenses that violate St. Michael's standards of behavior. School administrators are the final arbiters of what is a one, three or six demerit offense. One demerit offenses are expunged if the student does not commit a second offense within five school days.

One Demerit Offenses

- Inappropriate behavior
- Dress code violation
- Tardiness to class
- Chewing gum
- Cell phone use violations

Three Demerit Offenses

- Willful disobedience

Six Demerit Offenses

- Lying
- Cheating
- Stealing
- Serious and/or repeated bullying
- Physical aggression
- Willful destruction of property

Conduct Grade

Each Middle School student receives a quarterly Conduct Grade based upon his/her discipline record. Conduct Grades are part of each student's permanent record, and appear on report cards and transcripts. Each one demerit offense equals a one-point deduction from a student's Conduct Grade. One demerit offenses will be expunged if the student does not commit a second offense within five school days. Each three demerit offense equals a three-point deduction. Each six demerit offense equals a six-point deduction.

Detention and Accumulation of Demerits

Once a student accumulates three demerits, a detention is served. Detention is served Friday morning from 7:10 – 8:00 a.m. There are no excused absences from a detention without specific prior arrangements with a School administrator. A student who misses a detention without an excused absence or is tardy serves a second detention. A student who accumulates excessive demerits within a quarter may become subject to serious consequences.

Suspensions

An out-of-school suspension may be ordered by the Dean of Students or Headmaster.

Academic Probation

If recommended by the faculty and/or administration, students who are experiencing academic difficulty in any class may be placed on academic probation. Students on academic probation may not be involved in any school sponsored co-curricular activities, including sports.

Probation may also be ordered if a student accumulates numerous demerits. The terms of probation are at the discretion of the Dean of Students or Headmaster.

MISSION

St. Michael's Episcopal School strives to provide children with superior academic instruction in an environment that acknowledges and develops Christian values.

Motto

Scientia et Amor Dei

(Knowledge and the love of God)

Blessing

Bless these Thy gifts, most gracious God,
from whom all goodness springs.
Make clean our hearts and fill our souls
with good and joyful things.

Song

to the tune of "Fairest Lord Jesus"

To thee St. Michael's, Raise we our voices,
Guide and light of our early years.
As life goes onward, Long will we cherish
All you have taught us here.

Love of our Christian church,
Love of our fellow man,
Truth and fair play in all we do.
Through all our coming years,
With help of God and prayers,
St. Michael's, we will honor you.

School Digital Outlets

Bookmark or like our website (stmschool.net) and social media outlets (below)

facebook.com/St-Michaels-Episcopal-School-198198713558830

instagram.com/stmschoolrva

twitter.com/StMikesSchool

youtube.com/channel/UCIKHYckmzy2rJr2L57xOQvA

vimeo.com/user43036708