



**ST. MICHAEL'S EPISCOPAL SCHOOL
DIRECTORY**

2021-2022

Robert ("Bob") E. Gregg, III
Head of School

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Richmond, VA 23235

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<http://www.stmschool.net>

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Divisional Assistant:
Anne Bridgforth

Middle School

Fax (804) 955-4187
Divisional Assistant:
Erbie Godwin/Arena Toro

Social Media

[Facebook.com/StMichaelsSchoolRVA](https://www.facebook.com/StMichaelsSchoolRVA)
[Instagram.com/stmschoolrva](https://www.instagram.com/stmschoolrva)
[Twitter.com/StMikesSchool](https://twitter.com/StMikesSchool)
[Vimeo.com/user43036708](https://www.vimeo.com/user43036708)
<https://www.stmschool.net/media/>

MISSION STATEMENT

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

This directory is printed for the benefit of St. Michael's families and is not intended for commercial use or solicitation.

SCHOOL PHILOSOPHIES

We believe...

...that students should acquire knowledge and understanding by participating in a challenging and carefully planned academic program where learning how to learn and how to evaluate information critically is as important as the content of student disciplines. We remain committed to constantly improving the curriculum through study and evaluation. We understand the importance of selecting faculty and students who can contribute to and benefit from the program.

...that a sense of dignity and self-worth should be encouraged within each student, and we strive to accomplish this by example. Students are encouraged to become aware of their interdependence with the world and to develop responsible and positive attitudes towards their environments. By offering enrichment activities and/or classes in chorus, drama, music, library, physical education, art, computer, religion, foreign language, study skills, we can also work to enhance students' self-esteem. In addition, we feel that extracurricular activities, community service, and school-based activities which support the development of math skills, speaking skills, writing skills, the desire to help others, and the interest in technology and physical fitness all add to the education of the whole child.

...that we can contribute to a strong foundation in Christian values and attitudes by providing religious instruction, church services using the Book of Common Prayer and the Episcopal Hymnal, daily devotions, and opportunities to participate in outreach projects which address societal needs.

...that we can help students realize their roles and responsibilities as members of communities by providing care and mutual respect for all people by offering values instruction, chapel services, and opportunities to aid the poor, the hungry, the sick and the homeless.

...that in order to develop respect for mind and body, students should be provided with opportunities such as organized sports activities stressing teamwork and good sportsmanship. Honor roll, recognition of individual birthdays, conduct grades, citizenship awards, quarterly recognition of achievement, and participation in performances are also part of our school culture.

...that students should develop a sense of responsibility and accountability reinforced through giving assignments and classroom duties that encourage these behaviors.

...that students need encouragement to examine and reflect upon the ingenious ways in which humans think, create, and initiate change. This can be done through art, music, social studies, mathematics, science, religion, language arts, Spanish, technology, and physical education studies. Many of the electives and service opportunities in which these students participate lend themselves to these discussions.

...that considering parents as partners in the educational process is of utmost importance and can be accomplished through some or all of the following: communication vehicles such as two parent-teacher conferences per year, newsletters, School website, required signed papers (in the Lower School), and the availability and the enthusiasm of the faculty to meet with parents.

NOTE: The philosophies of education were developed by the Head of School and the School's administrative team. These philosophies appear in School handbooks and in information provided to prospective parents. Approval of the philosophies is garnered from the Board of Directors.

Diversity Statement

St. Michael's Episcopal School exists not only to educate, but also to demonstrate and nurture the dignity and value of all human beings as creations of a loving, empowering God. We respect and protect all characteristics and differences that contribute to each person's full identity. Within a diverse and inclusive community, we seek to create lifelong learners who address bias, oppose prejudice, and promote justice, and we strive to build and maintain a community that is physically, spiritually, and emotionally supportive for all.

2021-2022 BOARD OF DIRECTORS

Chair	Phil Strunk
Vice-Chair	Beth Murphy Rollins
Secretary	Megan Mann '94
Treasurer	Gray Broughton
Head of School ~ <i>ex officio</i>	Robert (Bob) Gregg

Members:

Henry Burt	Chris Gorman	Courtney Wall
Erin Carver '00	Lynn Greer	Laura Weiler '96
Hank Coleman	Eric Nedell	Richard Wintsch
Ned Flemming	Vicki Latham Solomon	Rev. Jeunée Godsey ~ <i>ex officio</i>
Ward Good '72	John Vetovec	

ADMINISTRATION

Head of School	Robert (Bob) Gregg
Lower School Director	Merrill Geier
Middle School Director	Jessica Stargell
Director of Admissions	Alison Roussy
Senior Development Officer	Mary King Coleman
Director of Communications	Andrea Amore
Director of Finance and Facilities	Mike Jackson
Director of Technology	Dave Grossman
Director of Extended Programs	E. Ashley Buffey
Athletic Director	Wally Kern
Admissions Associate	Nena Meurlin
Advancement Associate	Anne McCoy
Divisional Assistant, Lower School	Anne Bridgforth
Divisional Assistant, Middle School	Erbie Godwin/Arena Toro
School Nurse	Shawnetta Maben, LPN
Consulting Psychologist	Kim Hilton, Ph.D
Bookkeeper	Kim Negaard

ST. MICHAEL'S EPISCOPAL CHURCH

2040 McRae Road, Bon Air, VA 23235 | (804) 272-0992

Rector: The Reverend Dr. Jeunée Godsey
rector@stmichaelsbonair.org

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SCHOOL 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 MOTTO

"Scientia et Amor Dei"



The motto signifies that St. Michael's is dedicated
to knowledge and love of God.

SCHOOL 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.

ST. MICHAEL'S EPISCOPAL SCHOOL

2021-2022 Calendar

Thursday, August 26	Lower School "Meet your teacher"/Extended Day Open House
Monday, August 30	Lower School First Day of School -Noon Dismissal Gr. 1-5 (Kindergarten Dismissal – 11 a.m.) Middle School Orientation (7th & 8th Grade 8:15 - 9:15 a.m.) (6th Grade 10:15 a.m. - 3 p.m.)
Tuesday, August 31	First Full Day of School - All Students (School day: 8 a.m.- 3 p.m.)
Monday, September 6	Labor Day - No Classes <i>Extended Day CLOSED</i>
Friday, September 10	St. Michael's Episcopal School's Birthday Dedication 8:30 a.m.
Wednesday, September 22	All School Noon Dismissal for Faculty Professional Development <i>Extended Day open Noon - 6 p.m.</i>
October 4-8	ERB Testing (3rd - 8th grade)
Monday, October 11	Fall Long Weekend - No classes <i>Extended Day CLOSED</i>
Monday, October 25	All School Noon Dismissal for Faculty Professional Development <i>Extended Day open Noon - 6 p.m.</i>
Friday, October 29	End of first academic quarter
Monday, November 8	Clerical/Conference Day - No classes <i>Extended Day open 8 a.m. - 6 p.m.</i>
Wednesday, November 24	Thanksgiving Holiday begins - No classes <i>Extended Day CLOSED</i>
Monday, November 29	Classes Resume
Friday, December 17	Christmas Break Begins at Noon Dismissal <i>Extended Day open Noon - 6 p.m.</i>
Monday, January 3	Classes Resume
Monday, January 17	Martin Luther King Holiday - No Classes <i>Extended Day CLOSED</i>
Wednesday, January 19	End of second academic quarter
Monday, February 21	Presidents' Day Holiday - No classes <i>Extended Day CLOSED</i>
Tuesday, February 22	Faculty Professional Development - No classes <i>Extended Day CLOSED</i>
Friday, March 4	Spring Break Begins at Noon Dismissal <i>Extended Day open Noon - 6 p.m.</i>
Monday, March 14	Classes Resume

Thursday, March 24	All School Noon Dismissal for Faculty Professional Development <i>Extended Day open Noon - 6 p.m.</i>
Tuesday, March 29	End of third academic quarter
Friday, April 1	Annual Auction, 7 p.m.
Friday, April 8	First Grade Grandparents' Day
Thursday, April 14	Conference Day - No classes <i>Extended Day open 8 a.m. - 6 p.m.</i>
Friday, April 15	Good Friday Holiday - No Classes <i>Extended Day CLOSED</i>
Monday, April 18	Easter Monday Holiday - No Classes <i>Extended Day CLOSED</i>
Saturday, May 7	Magic Dragon Day (designated school day)
Monday, May 9	Faculty Professional Development - No classes <i>Extended Day CLOSED</i>
Monday, May 30	Memorial Day Holiday – No Classes <i>Extended Day CLOSED</i>
May 31- June 3	8th Grade Exams
Thursday, June 2	End of fourth academic quarter
Friday, June 3	Last day for extended day
Monday, June 6	Noon Dismissal Grades K-7
Tuesday, June 7	Noon Dismissal Grades K-7
Wednesday, June 8	Lower School and Middle School Closing Exercises
Thursday, June 9	8th Grade Commencement 9 a.m.

Please go to <http://www.stmschool.net/news-events/calendar/> for updates as they occur.

ST. MICHAEL'S PARENTS' ASSOCIATION (SMPA)

PURPOSE OF THE PARENTS' ASSOCIATION

The purpose of the Association shall be to promote the welfare of our children and of their school and to bring parents and school into closer relationship. The Association shall not seek to direct the administrative activities of the school nor to control its policies.

OFFICERS AND EXECUTIVE COMMITTEE

President	Bernly Bressler
Vice-President	Mary Nedell
Secretary	Caroline Peters
Treasurer	Shannon Harton
Past President	Caroline Peters
Head of School	Robert (Bob) Gregg
Faculty Representative	Mary King Coleman

COMMITTEES

Book Fair	Erin Strunk
Faculty/Staff Appreciation Week	Hazel Germain
Fall Welcome Back Breakfast	Lauren Jones
Grandparents' Day	Keren Adelaar, Mandy Hudson
Grounds Committee	David Turner
Hospitality Committee	Molly Dey
Magic Dragon Day	Katie Bressler
Room Parent Coordinator	Caroline Peters
School Pictures	Megan Shrestha
Spiritwear	Susan Curwood
School Yearbook	Sandy Brooks & Jennifer Jung

SCHOOL-FAMILY PARTNERSHIP

Everyone is expected to...

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

The faculty and staff are expected to...

...in their approach to school...

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.

...with respect to student learning...

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.

...in relation to each other...

10. Communicate promptly, directly, professionally, and with discretion. This includes providing regular and meaningful feedback on student growth.

...do their part in maintaining and enriching the community...

11. Continue to grow professionally.
12. Apply School policies equitably.

Parents and guardians are expected to...

...in their approach to school...

1. Participate actively and appropriately in their student's education.
2. Respect and support all students, faculty, and staff.

...with respect to student learning...

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.

<ol style="list-style-type: none"> 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.
...in relation to each other...
<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)
...do their part in maintaining and enriching the community...
<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.
Students are expected to...
...in their approach to school...
<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.
...with respect to student learning...
<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.
...in relation to each other...
<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.
...do their part in maintaining and enriching the community...
<ol style="list-style-type: none"> 9. Serve the communities of which they are a part. 10. Support and adhere to School policies.

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.
1. All members of the school community are expected to uphold a safe physical and emotional environment.
 2. Students are expected to respect all school property including textbooks, furniture, and equipment.
 3. 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.
 4. Students are expected to show respect for God and country during assembly programs, chapel services, morning prayer and the Pledge of Allegiance.
 5. Use of personal digital devices on school property must have prior teacher approval.
 6. Personal networked devices* must remain in lockers during the school day, unless use of such devices has received written approval of the Director of Technology or Divisional Director. Outside the normal school day, verbal permission from a teacher is sufficient. If students use their phones without authorization, their phones will be held in the office until the parent/guardian pick it up.
 7. Solicitation in the School is not allowed without permission of the School's administration.
 8. 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.
 9. Chewing gum is not permitted. Food and drinks other than water are not permitted outside the Great Hall. Food and drinks are not permitted at carpool.
 10. Alcoholic beverages are not to be present at school events whenever children are present without prior approval from the Head of School and/or the Board of Directors.
 11. The School considers many factors in placing students in homerooms and sections. Thus, specific requests cannot always be accommodated.

** Personal networked devices (e.g., cell phones, smart watches, Fitbits) are those with the ability to access a non-School network (e.g., Verizon, 5G, etc.)*

ATTENDANCE

Hours: The school day begins at 8 a.m. Doors open at 7:45 a.m. Students arriving before 7:45 a.m. must go to Morning Gym, which begins at 7:20 a.m. The school day concludes at 3 p.m.

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. Parents are not to drop children off at school after carpool is concluded. Students arriving after noon will be marked absent for the day.

Early Dismissal: Parents are encouraged to inform the teacher/advisor as well as the division assistant well in advance of a student's 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 well as the teacher/advisor as soon as possible.

Students who are absent or who leave school early due to illness may not participate in co-curricular activities or extended programs on the same day or evening.

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

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.** Students are encouraged to read daily, to complete any long-term assignments, and middle school students may check Google Classroom.

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 and handed in.

Walking to/from School: Students in 5th through 8th grade may walk to school once a “Walking To and From School Waiver, and Release” is submitted to the School. Kindergarten through 5th grade students may walk to and from school if accompanied by a parent or adult. Fourth and 5th grade students may walk to school if accompanied by an older sibling (but may not walk home without an adult). Students in 6th through 8th grade may walk to and from school without adult supervision once a Waiver and Release is submitted to the School and approved. The Waiver will be kept with the division Assistant.

HEALTH /ILLNESS POLICIES

St. Michael’s 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. Parents will be expected to pick up a child as soon as possible after being called. 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: A child with active lice should remain at home until appropriate treatment, which kills crawling lice, has taken place. The School asks families to share diagnoses of lice with the School so an anonymous notice can be sent to other families in the student's grade (and Extended Programs if the student is enrolled there) as a courtesy.

As the School has neither the staff nor expertise to guarantee accurate diagnosis of lice and nits, it does not check for these. However, in instances where obvious active lice is observed by the School, just as when a student vomits, the School will report this to the student's family and ask if they would, as a courtesy to other families, please pick up the child as soon as possible. To avoid entanglements with outside service providers, the School does not make referrals to lice treatment providers.

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

Medications: At St. Michael's, student safety is of utmost importance. ALL medications (over the counter and prescription) must be kept in the Nurse's office. Any medication to be administered must include explicit instructions. In an effort to follow Virginia Association of Independent Schools and Department of Social Services mandates, St. Michael's uses the standard MAT Medication Parental Consent Form for all prescription and over-the-counter medications. Please note these are two-sided forms and must be completed prior to the administration of any medication.

- Over-the-counter drugs may be administered to a student for a short period of time (10 days or fewer). To do so, clear instructions and parent signature are needed on the MAT Parental Consent form. Medications must be clearly marked and kept in the Nurse's office.
- **All prescription medications require both instructions and physician signature** on the MAT Parental Consent form. Prescription medication must also have the patient's name and prescribed dosage on the original container.

Additionally, students with inhalers and/or EpiPens will also need to fill out the FARE (Food Allergy and Anaphylaxis Emergency Care Plan) form with their physician as this form requires physician signature. Students with EpiPens should have two at school in case one of them is defective, and the prescription must be current.

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.

INCLEMENT WEATHER

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. Extended Day will not be offered in the event of an early closing or cancellation due to inclement weather. If School is closed on a conference day, please contact the teacher to reschedule. When there is an inclement weather day, the rotation schedule will not change. Virtual classes will not be held, but in the event of extreme circumstances, the School will share any additional plans.

LATE PICKUP

Students who are not picked up at regular carpool by 3:15 p.m. (or 12:15 p.m. on Noon Dismissal days) will be sent to Extended Day. Parents must report to Extended Day and follow the sign-out procedure with a staff

member on duty. A late fee of \$10.00 will be charged. If a student is in Extended Day past 3:30 p.m., this will be considered a drop-in and the standard rates will apply.

Parents of students attending Extended Day who do not pick up by their contracted dismissal time will be charged a late fee of \$10.00 per occurrence. Repeated late pick-up could result in further action at the discretion of the Director and the Head of School.

EXTENDED PROGRAMS

Morning Gym

Early morning care (referred to as Morning Gym) is offered to all K-8 students from 7:20 to 7:40 a.m. in the Ellen Passmore Singleton Gym. Parents should pull into the gym parking lot and allow students to unload in the green zone to be checked in with the staff member on duty. *(For safety reasons, students arriving to School before students are escorted to the buildings at 7:45 a.m. should report to Morning Gym, as supervision is not provided in the classroom until 7:45 a.m.)* Morning Gym is free to all St. Michael's families.

Extended Day

St. Michael's offers a Core Extended Day program at both the Lower and Middle Schools, with the mission of providing a safe and nurturing environment for students after the regular school day is over. We place particular emphasis on encouraging positive peer socialization, promoting healthy study habits, and providing space for learning and exploration to continue into the afternoon with a focus on social-emotional learning.

Parents are responsible for providing healthy snacks for students attending Extended Day. We ask that snacks be **NUT FREE** to accommodate students with allergies. Drinks other than water are not permitted at Extended Day.

Permissible Items at Extended Day:

- Balls from home for use outside or in the gym (basketball, soccer ball, tennis ball, volleyball, or kickball), with the understanding that it will be used to encourage play with others. *Acceptable use of these items is at the discretion of the director and staff members.*

Non-permissible items at Extended Day:

- Juice, soda, or other drinks *UNLESS* directed by a physician (written note required)
- Toys from home (such as dolls, trading cards, stuffed animals, Legos, fidget spinners, etc.) *UNLESS* they are being donated to the program and will stay at School for use by all students
- Chewing gum (*School-wide*)
- Other athletic equipment such as bats, gloves, sticks, etc. *UNLESS* needed for a practice or game after pick-up. These items must remain with students' backpacks/belongings during the afternoon
- Electronics, to include cell phones and other communication devices such as watches (Middle Schoolers may use mobile devices with faculty/staff permission in accordance with the School's Acceptable Use Policy)

Students are solely responsible for all personal items, and staff will not be liable should these items be lost or damaged.

Lower School Extended Day

Extended Day for Lower School students operates from 3-6 p.m., Monday through Friday in Hubbard Hall. Pick-up from Extended Day will take place at the Extended Day room located next to the Lower School Library. Parents must walk inside to pick up students and sign out with the staff members on duty or send a text to the Extended Day pick-up cell phone at 804-584-9667.

Anyone picking up a student from Extended Day should be listed on a student's emergency information on PowerSchool or have written approval to pick up from a parent via email or written note. Students will not be dismissed to anyone without prior parental consent.

Middle School Extended Day

Extended Day at the Middle School operates Monday-Friday from 3-6 p.m. Students should bring nut-free snacks from home to eat at Extended Day. Drinks other than water are not permitted. Pick-up until 5:00 p.m. takes place in the Allen Library in Singleton Hall. Pick-up after 5:00 p.m. will take place in the Extended Day room located in Hubbard Hall next to the Lower School library. Parents must walk inside to pick up students and sign out with the staff members on duty or send a text to the Extended Day pick-up cell phone at 804-584-9667. **Any student in the Allen Library after dismissal is considered to be part of the Extended Day program**

and will be charged the applicable drop-in rate (see Extended Day contract on website for pricing).

Homework/After School Study Hall

Students in grades 1 through 8 will have the opportunity to complete homework in Extended Day under the supervision of experienced staff. We work with teachers to support classroom goals in regards to homework. Our staff will help students with comprehension of assignments, but work will not be checked for correctness. Our goal is to encourage good time management and diligence in completing assignments while communicating effectively with parents and teachers regarding study habits.

Drop-in Program

Parents needing occasional K-8 after-school care may choose to apply for drop-in care using the link on our website. Drop-in requests must be made with at least 24 hours notice, unless in the case of an emergency. Drop-in care will be based on availability. See Extended Day contract on the website for drop-in pricing. ***Note: Special pricing for all Noon Dismissal and Conference days will apply. Contact Director Ashley Buffey for information.***

Contact Information

Ashley Buffey
Director of Extended Programs
804-362-7486 (w) 10am-2pm
804-584-9667 (c) 2pm-6pm
abuffey@stmschool.net

Noon Dismissals and Holiday Extended Day Hours

Extended Day is open early for all Noon Dismissals. Extended Day will also be open from 8 a.m. to 6 p.m. on published conference days when School is closed (see school calendar for dates). *In order to request a spot, you must use the drop-in form located on our website.*

Extended Day is CLOSED on the following school holidays: Labor Day, Indigenous Peoples' Day, Thanksgiving and Christmas Breaks, Martin Luther King, Jr. Day, Presidents' Day, Spring Break, Good Friday, Easter Monday, Memorial Day, and the two full-day professional development days (see school calendar).

Emergency and Safety Information:

While staff members are CPR and First Aid certified, there is no nurse on staff after 4pm at St. Michael's. Parents are required to share all information related to allergies or any conditions that may affect or restrict a student's participation in activities with the School Nurse and Director of Extended Programs (if applicable).

In the event of illness or an accidental injury, the staff member in charge will make an immediate attempt to contact a parent. Parents contacted by telephone concerning minor injuries are responsible for deciding if medical attention is needed. Should a parent not be reachable immediately, (before 4 pm) the nurse or an administrator on site will make any necessary decisions regarding the care of the child. If there is a head injury that the nurse or administrator on site deems serious enough to require emergency services, 911 will be called at the same time as the parents. Parents will be expected to assume responsibility for any resulting expenses.

If a parent cannot be reached, the secondary emergency contact will be called. The Director or a staff member must also be informed of any illness that may be communicable.

CO-CURRICULAR OPPORTUNITIES

St. Michael's offers a variety of co-curricular activities in the arts, athletics, and other fields. See the webpage for a list and signup forms.

The goal of St. Michael's athletic program is to provide an atmosphere that encourages students to participate in a variety of different activities, regardless of skill level. St. Michael's fosters an environment in which student-athletes learn the value of hard work, goal-setting, sportsmanship, and teamwork in a fun and competitive environment.

Participation in interscholastic athletics is limited to middle school.

All students wishing to participate in co-curricular athletics must have an Athletic Participation/Parental Consent/ Physical Examination form completed by a physician.

FUNDRAISING

We are grateful for the broad base of support St. Michael's receives each year in support of the Annual Fund and philanthropic initiatives. Like many independent schools, tuition alone does not cover the total costs involved with educating our students. Philanthropic gifts provide the additional resources needed to meet the ongoing daily expenses. Parent participation is a strong indicator of overall support for the school and is often a crucial factor in securing funding from foundations. All fundraising and community service projects, either by parents or teachers, must have prior approval by the Development Office. Solicitation of money from students or parents is against school policy.

Any fundraising activity must have prior approval of St. Michael's Development Office. Please contact Mary King Coleman, Senior Development Officer.

STUDENT SUPPORT

St. Michael's School is committed to its mission of delivering superior instruction. The developing knowledge base around learning indicates that there is a great deal of variability among students, even those in selective school environments. Cognitive neuroscience has demonstrated that students each possess unique strengths, challenges, and preferences. At St. Michael's we strive to know our students well and to help them know themselves as learners. Teachers use varied strategies for representing and assessing information and incorporate small-group instruction and student choice, designing curricula and activities that are flexible and dynamic, while maintaining high standards.

In order to meet the needs of individual students while also providing consistency and parity across classes and grades, St. Michael's relies on the school-family partnership to ensure transparency and communication. With each student's best interest at heart, the school will work with families to identify classroom/testing accommodations that are appropriate and feasible given the available School's resources.

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 the 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 the 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 ~ All School

The following are awarded at closing exercises.

Citizenship Award:

- One Citizenship award is awarded in each Lower School homeroom. Three Citizenship Awards are awarded in each Middle School grade.
- 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:

- One Literary Award is awarded in each Lower School homeroom. Two Literary Awards are awarded in each Middle School grade.
- The criteria for the award are: exceptional effort, and ability in writing.

Math Award:

- One Math Award is awarded in each Lower School homeroom. Two Math Awards are awarded in each Middle School grade.
- The criteria for the award are: advanced problem-solving and critical thinking skills, exceptional effort, enthusiasm, and achievement in the field of mathematics.

AWARDS ~ Middle School

Quarterly 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 ungraded subjects for the quarter.

Quarterly Community Service Recognition Award: 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. Participation: The student must be involved in one or more co-curricular activities (sports and active clubs) at school for the quarter.
2. Service: The student must complete four or more hours of community service during the quarter. The hours must be reported to Mr. Hansen.
3. Conduct: The student must have a 96 or higher on his/her/their conduct grade for each of the quarters.

Full Year Academic Award: Students who earned a grade point average of 90 or above for the year in all subjects including conduct will be recognized for their achievement at the end of the year.

Head of School's Award: This award is given to the eighth grader(s) with the highest overall grade point average for the school year and who consistently display(s) DRAGONS' Values.

ACCEPTABLE USE POLICY for SCHOOL COMPUTERS & NETWORK (AUP)

St. Michael's Episcopal School strives to provide children with superior academic instruction in an environment that acknowledges and develops Christian values. Our St. Michael's DRAGONS values are kindness, respect, acceptance, integrity, responsibility, resilience, and compassion. The expectations for our students are to practice these values not only at school and beyond, but also when online and while using technology. Students are permitted to use school-issued 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.

Rules and Internet Safety

General Respect, Safety, and Privacy

- Students may not use STM technology for any illegal purpose.
- Never give out personal information such as your name, address, phone number, username or passwords.
- Students may not attempt to conceal, disguise, or change their user information nor the identity of their computer.
- Do not attempt to impersonate another person using technology for malicious reasons.
- Do not copy or modify files or data from other individuals' devices or accounts unless given permission.
- Never accept emails, files, links, website addresses, etc. from unknown sources or users.
- Students will adhere to the Student Parent Handbook regarding Bullying and Cyberbullying policies.
- Students may not transmit, retrieve or store communications of an obscene, discriminatory, offensive or harassing nature or containing derogatory, disrespectful or inflammatory language.

Intellectual property

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, Snapchat, Tik Tok etc.) without first obtaining the written permission of all those involved.

Computer Hardware and Software

- Students will not attempt to disassemble or alter hardware.
- Any physical damage to a school device may result in replacement or repair fees.
- Students are not allowed to attempt to alter or install any software that is not authorized in the stmweb.org domain.

Internet Filter and Security

- Students will not attempt to evade or bypass security of STM internet filters in any way.
- Students will not attempt to disable or modify any security or monitoring software.
- Students are not allowed to create personal networks or hotspots.
- While on campus students are not allowed to connect to any other networks outside of STM.

Using STM Technology for Commercial use is prohibited unless given permission by Administration. Commercial activity includes, but is not limited to the following:

- Activity that would generate revenue for a user.
- Gambling
- Political Lobbying
- Advertising

Personal Devices and Phones

- Personal networked devices (i.e. cell phone, smart watches, Fitbits, etc) must remain in lockers or backpacks during the school day unless use of such devices has received written approval of the Director of Technology, Middle and Lower School Directors, or Head of School. Outside the normal school day, verbal communication from a teacher is sufficient. If students use their phones without authorization, their phones will be held in the office until the parent/guardian picks it up.

Social Media

STM recognizes the value of social media in today's society. Social media can provide students with an opportunity to connect, communicate, and extend learning. While social media can be a powerful and positive force, it must be used with knowledge and care. Students should recognize that what is private in the digital world often has the possibility of becoming public and permanent, even without one's knowledge or consent. Students must exercise good judgment and appropriate discretion.

Any violation of the policies listed above can result in a range of disciplinary actions at the discretion of St. Michael's Episcopal School. Additional criminal charges may apply. Examples of dual violations are 1. computer hacking or trespassing, 2. harassment threats, or cyber bullying via computer, and 3. computer fraud (see Title 18.2 of the Code of Virginia).

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, and 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.

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.

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.

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.

Rules

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. 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.
 - c. ***For Covid-19 protocol for the 2021-2022 school year, middle school students may wear their PE-appropriate athletic wear to school provided that it adheres to our standards of dress. Locker rooms will not be available for changing until further notice.***
5. Hats and sunglasses may only be worn outside, and sleepwear is never worn.
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. *leggings may not be worn as pants*, but may be worn under item in 6e;
 - g. sheer clothing and clothing with cut-outs is not permitted; and
 - h. undergarments should be concealed.

7. Extreme hair colors are not permitted for students.
8. Facial piercings (other than ears) are not permitted for students.
[Exemptions offered on religious grounds]
9. Writing and large (>2 inches) logos/images on clothing are not permissible inside the school. See “Dragon Days” for exceptions

We strongly suggest families put names in clothing worn to school. Faculty and staff will make their best attempt to return left-behind clothing, but any clothing without a name clearly marked will be taken to Goodwill or another charity. 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 every Friday.

STUDENT DISCIPLINE

St. Michael’s is committed to ensuring 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.

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

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 inappropriate text, email or instant messages
- Posting inappropriate pictures or messages about others online.
- Using someone's username to spread rumors or lies about someone
- Taking and sharing screenshots with others with the intention of humiliating another student.

Many students have their own devices and these behaviors often occur outside of school hours. Our families are encouraged to monitor their children's online use, as infractions committed on personal devices outside of the school setting must be addressed by the parent. It is important to alert the Division Director of the behaviors so that the School may partner with parents and students in addressing the behavior.

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.

Bullying will not be tolerated.

Student Discipline and Conduct

St. Michael's has a commitment to ensure the safety of all students in a healthy learning environment. It is, therefore, 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.

A Community Commitment to Honor

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.

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. A student may receive a zero for work that was impacted by dishonesty and may be required to redo that work.

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.

Discipline Policy for Lower School

Young children are learning to be self-governing, and the School's discipline policies reflect students' growing competence. Teachers know that addressing minor behavior issues in the moment with respect and empathy is the best way to support their students' development. Larger discipline issues, such as those described below, may require a multi-step approach including some or all of the following: a private conversation with the student, an email or phone call to the student's parent/caregiver, a conversation (with or without the student) with the Lower School Director or the Head of School.

Serious behavior problems that may result in suspension or expulsion include:

- Continued disruption of the classroom
- Causing harm to another person by hitting, biting, tripping, or other deliberate acts
- Possession or use of illegal drugs, intoxicants, tobacco or vaping products
- Malicious bullying, physical aggression, or vandalism
- Patterns of disrespectful behavior
- Possession of weapons, explosives, or physical pornography

Suspension results in the student's removal from the school for a certain period of time with reinstatement upon completion of conditions agreed upon with the School.

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

Discipline Policy for Middle School

St. Michael's has a commitment to ensure the safety of all students in a healthy learning environment. It is, therefore, 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.

Demerits are issued for offenses that violate St. Michael's standards of behavior.

Demerits

One Demerit Offenses

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

The School administrators are the final arbiters of what is a one demerit offense. One demerit offenses will be expunged if the student does not commit a second offense by the end of the academic quarter.

Three Demerit Offenses

- Willful disobedience
- Unacceptable behavior
- Bullying (see definition)
- Inappropriate language
- Repeated dress code violations

The School administrators are the final arbiters of what is a three demerit offense.

Six Demerit Offenses

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

The School administrators are the final arbiters of what is a six demerit offense.

Conduct Grade

Each Middle School student receives a quarterly Conduct Grade based upon their discipline record. Conduct Grades are part of each student's permanent record and appear on report cards. Each demerit equals an equivalent point deduction from the student's Conduct Grade. One demerit offenses will be expunged if the student does not commit a second offense within the current academic quarter.

Detention and accumulation of demerits

If a student accumulates three demerits, a detention is served. Detention is served Friday morning from 7:15 – 7:45 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 more serious consequences.

Suspension

An out-of-school suspension may be ordered upon recommendation by the Division Director or Head of School. Students will receive a 10-point deduction on all classroom assignments, homework, quizzes, tests, and projects while serving an out-of-school suspension. The student will also receive 6 demerits for each day he/she/they are suspended.

Probation

Academic Probation: If recommended by the Middle School faculty and/or administration, students who experience academic difficulty in any subject may be placed on academic probation. Students on academic probation may not be involved in school-sponsored extracurricular activities, including sports. Enrollment contracts may be held if the student does not show acceptable improvement in a timely manner.

Behavioral Probation: Probation may also be ordered if a student accumulates numerous demerits. The terms of probation are at the discretion of the Division Director or the Head of School. Continued behavioral problems could result in suspension or expulsion. Enrollment contracts may be held if the student does not show acceptable improvement in a timely manner.

Expulsion

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

- Possession or use of illegal drugs, intoxicants, tobacco or vaping products
- Malicious bullying, physical aggression, or vandalism
- Patterns of disrespectful or disruptive behavior
- Possession of weapons, explosives, or physical pornography
- Any six demerit offense or other offense at the discretion of the Division Director and the Head of School

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

ENROLLMENT/REENROLLMENT DEPOSITS FOR THE FOLLOWING SCHOOL YEAR

A student account must be current for a student to be offered the opportunity to re-enroll for the coming school year. Enrollment deposits for the following school year are due as stipulated by the enrollment contract. After the contract due-date, admission is offered to new applicants. The transcripts of non-returning children will not be released until all financial obligations are met.

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. The following attributes are threaded throughout our middle school program:

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 perspectives, 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!

Middle School Honor Pledge

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.

Classroom Procedures

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

Homework: Expectations will vary from day-to-day and from 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.

Final exams and culminating projects/assessments: In eighth grade, students will be taking an exam or producing a culminating project in all five areas of study. In seventh grade, Algebra I students will take a final exam.

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. Please contact individual teachers to discuss any concerns or questions about your child's progress.

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 in April 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.

Google Classroom

Each Middle School faculty member keeps an up-to-date Google Classroom page <https://classroom.google.com> with assignments and supplemental material. Students are encouraged to check it regularly.

Sra Schmidt

Spanish 6A: pyf6cv4
Spanish 6B: 5upozrh
Spanish 6C: af7cgk5
Spanish 8A: i5pjihu
Lego Robotics: wqk4jqj

Mr. Bridgforth

6E: i8af69
6F: hcrk7xw
6G: 41hev70
7E: pt7rpu
7F: ye5ukd
7G: eqata8
8E: 8et8s
8F: 7qtw3p
8G: kja10on

Mrs. Evans

Physical Science 6E: jcrmfqk
Physical Science 6F: q4k4azu
Physical Science 6G: ugzuizv
Life Science 7G: jcrmfqk

Mr. Hayward

7th Grade Algebra: pv6wh33
8th Grade Algebra: 2rg4olv
Geometry: rmezg4o

Ms. Hazelton

English 6A: azvs2q7
English 6B: x3jx4lh
English 6C: indayy2
English 8B: cgsewqq

Mr. McBride

World History 6A: m3kxh5s
World History 6B: f83xqld
World History 6C: elfwlev
U.S. History 7B: 14zxcnj
Elective (The World's Game:
History of Soccer) Fall:
n5g6d5y

Mrs. O'Dell

English 7A: l2xobf5
English 7B: 3tscpb
English 7C: 7hmeojw

Ms. Futrell

U.S. History 7A: jqe6xez
U.S. History 7C: zmv5rgq
Geography of the Modern World
8A: bfgdak7
Geography of the Modern World
8B: qzzkfv
Geography of the Modern World
8C: s6kczfa

Ms. Harding-Scudder

Math 6E: fjkj5gb
Math 6F: oj5frsu
Math 6G: eymof4p
Pre-Algebra 7E: uma2olv
Pre-Algebra 7F: uzbluzo

Mr. Hansen

6E: z6icdke
6F: axzznhj
6G: zsgkike
7E: u23hykb
7F: f33elen
7G: tfd6s5m
8E: scxo53m
8F - qofrna2
8G – hwvgsjh

Mrs. O'Dell (cont.)

English 8A: eszqoqo
English 8C: x77xr42

Mr. Tickle

6E: atujav7
6F: vulzbf5
6G: g77i7hl
7E: mtnuast
7F: ajswxcf
7G: kcmk3sy
8E: xm4gdjh
8F: kfyn2xd
8G: pzuwxtw

Mrs. Whitaker

7A: 7nc64ne
7B: qglgfk
7C: c22fjzj
8B: qvekccw
8C: kx555ua

Mr. Winkler

Science (7): 6ptojl6
Science (8): 6urdvxt

Chapel and Assemblies

Chapel is held on a regular basis. A Recognition Assembly will be held three times per year, fall, winter and spring, to recognize outstanding achievements. 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 hours per year: 8th Grade (6 hours), 7th Grade (5 hours), 6th Grade (4 hours).

Electives

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

Social Activities

Social activities with faculty chaperones are typically scheduled immediately after school or on Friday evenings from 7:00pm to 9:00pm. Use of digital devices is prohibited during social activities.

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.)