



ST. MICHAEL'S EPISCOPAL SCHOOL

Student & Family Handbook

2026-2027

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

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Lower School

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Divisional Assistant:
Anne Bridgforth

Middle School

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Divisional Assistant:
Stacy Winkler

Social Media

Facebook.com/StMichaelsSchoolRVA

Instagram.com/stmschoolrva

Vimeo.com/user43036708

stmschool.net/media/

MISSION STATEMENT

*St. Michael's Episcopal School nurtures the spirit, ignites the mind,
and celebrates childhood in a community of love, affirmation, and
belonging that fosters educational excellence.*

Adopted 2023

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, outdoor education, drama, music, library, physical education, art, technology, design, religion, foreign language, and 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 as expressed through our Episcopal identity by providing religious instruction, chapel 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, design, 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 Trustees.

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.

2026-2027 BOARD OF TRUSTEES

Chair	Kelsey Salley
Vice-Chair	Jim Kennedy
Secretary	Laura Hamlin Weiler '96
Treasurer	Shannon Harton
Head of School ~ <i>ex officio</i>	Robert (Bob) Gregg

Members:

Michael Chapman	Allison Oxenreiter
Lynn Crowder Greer	Marion Price '78
David Jennings	James Warren
Clara Laing	Katherine Whitney
Trent McFadden	Brian Witthoefft '95
Neil Hardin, Vestry Observer	

ADMINISTRATION

Head of School	Robert (Bob) Gregg
Lower School Director	Merrill Geier
Middle School Director	Jonathan Williams
Director of Admissions	Alison Smith Roussy '92
Director of Communications	Andrea Amore
Director of Development & Alumni Engagement	Anne McCoy
Director of Extended Programs	Natasha Reed
Director of Finance & Facilities	Mike Jackson
Director of Security & Transportation	Kevin Lee
Director of Technology	Michael Jones '95
Athletic Director	Wally Kern
Assistant Director of Admissions	Nena Meurlin
Divisional Assistant, Lower School	Anne Bridgforth
Divisional Assistant, Middle School	Stacy Winkler
School Nurse	Shawnetta Maben, LPN
School Counselor	Jen Radgowski, M. Ed
Bookkeeper	Kim Negaard

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.

2026-2027 MAJOR DATES CALENDAR

August

- 31 LS "Meet your Teacher"
MS Orientation
Extended Day Open House
- 26 **First Day of School**, NOON
DISMISSAL (*No Ext Day*)

September

- 1 **First Day of School**, NOON
DISMISSAL (*No Ext Day*)
- 7 NO SCHOOL, Labor Day
- 9 LS Back to School Night, 6:30-8:30 p.m.
- 10 MS Back to School Night, 6:30-8:30 p.m.
- 25 NO SCHOOL, (*Faculty PD, No Ext Day*)
- 28-30 ERBs (*Mornings, Grades 3-8*)

October

- 1-2 ERBs (*Mornings, Grades 3-8*)
- 9 NO SCHOOL, (*Q1 Conference Day, No Ext Day*)
- 12 NO SCHOOL, Fall Long Weekend
- 15 St. Michael's Giving Day
- 30 SMPA Outdoor Movie Night, 6 p.m.

November

- 4 End of Q1
- 25-27 NO SCHOOL, Thanksgiving Break
- 30 NO SCHOOL, (*Faculty PD, No Ext Day*)

December

- 3 Christmas Parade & Tree Lighting
(*Ext Day closes 4:30 p.m.*)
- 16-17 Christmas Pageants, Grades K-3
- 18 NOON DISMISSAL (*No Ext Day*)
- 1-31 NO SCHOOL, Winter Break

January

- 1 NO SCHOOL, Winter Break
- 4 Classes Resume
- 13 End of Q2
- 18 NO SCHOOL, Martin Luther King Jr. Day

February

- 12 NO SCHOOL (*Faculty PD, No Ext Day*)
- 15 NO SCHOOL, Presidents' Day

March

- 5 NOON DISMISSAL (*No Ext Day*)
- 8-12 NO SCHOOL, Spring Break
- 24 End of Q3
- 26 NO SCHOOL, Good Friday
- 29 NO SCHOOL, Easter Monday

April

- 16 NO SCHOOL (*Q3 Conference Day, No Ext Day*)
- 23 Annual Benefit Gala (*Ext Day closes at 4:30 p.m.*)

May

- 1 Magic Dragon Day
- 3 NO SCHOOL (*Faculty PD, No Ext Day*)
- 6 8th Grade Celebration Dinner
- 12 Celebration of the Arts (*Ext Day closes at 4:30 p.m.*)
- 31 NO SCHOOL, Memorial Day

June

- 2 Closing Chapel
- 3 Last day of Extended Day
- 4 LAST DAY OF SCHOOL, NOON
DISMISSAL
Lower School Summer Celebration
8th Grade Graduation Rehearsal
8th Grade Baccalaureate, 5:30 p.m.
- 5 8th Grade Graduation (Sat.), 9:00 a.m.

LS: Lower School

MS: Middle School

No Ext Day: No Extended Day

Faculty PD: Faculty Professional Development

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	Laura Morris
Vice-President	Margaret Wright
Secretary	Cassie Wolfe
Treasurer	Maeve Bayarski
Head of School	Robert (Bob) Gregg
Administrative Liaison	Anne McCoy

COMMITTEES

Book Fair	Allison Marchetti
Faculty/Staff Appreciation Week	Louise McCool and Jessica Brooks
Fall Welcome Back Breakfast	Keren Adelaar and Mary Douglas Rice
Grandparents' Day	Mary Margaret Praught and Morgan Randolph
Campus Improvement Committee	David Turner
Magic Dragon Day	Rachel Kelly and Megan Newton
Room Parent Coordinator	Margaret Wright
School Pictures	Rachel Ellis and Samantha McLean
School Supplies	Tori Marks
School Yearbook	Jaclyn Witthoefft and Lee Hawkins
Spiritwear	Laura Morris and Emilie White '04
Teacher Treats	Katie Rocawich

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.
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. 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)
...in relation to each other...
8. Support the School with their time, talent, and treasure as they are able 9. Do their part in maintaining and enriching the community... 10. Support and adhere to School policies.
Students are expected to...
...in their approach to school...
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...
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...
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...
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.
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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. Student use of personal digital devices is prohibited. Please refer to the Acceptable Use Policy in this Handbook.
 6. Solicitation in the School is not allowed without permission of the School's administration.
 7. Sharing of food, including candy, is not permitted at school.
 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, juice, soda, or other drinks *UNLESS* directed by a physician in writing are 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 Trustees.
 11. The School considers many factors in placing students in homerooms and sections. Thus, specific requests cannot always be accommodated.

Family Cooperation During Separation or Divorce: At St. Michael's, we are committed to supporting every student's emotional and academic well-being. In situations involving separation or divorce, we kindly ask that parents and guardians maintain a cooperative and respectful relationship when interacting with school staff and attending school events such as conferences, performances, and activities. Open communication and collaboration with teachers and administrators help ensure consistency and stability for the child during a potentially challenging time. Our shared goal is to create a positive and supportive environment where every student can thrive.

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. The Extended Day Program concludes at 6 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 required 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. NOTE: Carpool line traffic begins backing up prior to dismissal. For this reason, families will not be able to pick up a student early just before scheduled dismissal. Drivers should plan early pickup at the end of the day accordingly.

Authorized Student Pick-Up: Individuals allowed to pick up students must be on the authorized pick-up list. If a person will be picking up a student and is not on the list, the Division Assistant, advisor and teacher must be informed with the name of the person picking up the student prior to 2:45. In carpool line, the driver will be asked to provide identification. A short delay may be necessary if the School has not received prior authorization.

Operating a Vehicle on Campus: The safety of our community is our priority. Inattention for even a moment puts everyone at risk. Therefore, use of cell phones and passing cars is strictly prohibited. Dogs must be tethered in the automobile at all times.

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 walking to and from school is permissible only according to the policies as stated in our “Walking Policies and Procedures Waiver” which may be found on the St. Michael’s website.

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 through our Illness Reporting Form 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. Parents and caregivers are encouraged to contact the child's pediatrician for further guidance.

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 and submitted to the School 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

Parent drivers must complete the Field Trip Permission Form in PowerSchool in order for their child to participate in field trips. Parents who wish to drive students to and from a field trip must have a Volunteer Automobile Use Form on file well in advance of the field trip. Adults who do not have driver permission materials on file may not provide transportation for any child other than their own. 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, phone call and email. Cancellations are also broadcast on television (WWBT12) and posted on the School's 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. will be sent to Extended Day. A late fee of \$25.00 will be charged. Parents must report to Extended Day and follow the sign-out procedure with a staff member on duty. 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 (see Extended Day contract on the website for drop-in pricing). **Extended Day will not be open on Noon Dismissal Days.**

Parents of students attending Extended Day who do not pick up by their contracted dismissal time will be charged a late fee of \$25.00 per occurrence. If you are late picking up beyond 20 minutes, then the late fee is \$50.00. Repeated late pick-up could result in further action at the discretion of the Director and the Head of School.

EXTENDED PROGRAMS

Morning Gym

Any student arriving between 7:20 and 7:40 a.m. will be directed to early morning care (referred to as "Morning Gym") in the Ellen Passmore Singleton Gymnasium. Parents should pull into the gym parking lot, enter the carline and drop the student off at the curb with a Morning Gym staff

member. Morning Gym participants will be escorted to their classrooms before morning carpool begins at 7:45 a.m. Morning Gym is free to all St. Michael's families.

Extended Day

St. Michael's offers an Extended Day program from 3:00 – 6:00 p.m. at both the Lower and Middle Schools for contracted students and on a limited drop-in basis. Lower School Extended Day contracts are offered prior to the start of the school year and require an annual commitment. Contracts requested after the start of the school year may be considered on a space-available basis. Middle School Extended Day contracts are offered seasonally, with registration available at the beginning of each Fall, Winter, and Spring season. Please refer to the School's website for additional program information, contract options, and registration procedures.

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 submitted no later than 12:00 noon on the day for which care is requested. Drop-in care will be based on availability (see Extended Day contract on the website for drop-in pricing).

With a goal to provide a safe and nurturing environment for students after the regular school day is over, our Extended Day program places particular emphasis on encouraging positive peer socialization, promoting healthy study habits, and providing space for learning and exploration to with a focus on social-emotional learning.

Students in grades 1-8 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 regard 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. Students will be provided healthy nut-free snacks, including dairy-free and gluten free options. Drinks other than water are not permitted.

We ask that balls and other toys from home NOT be brought to Extended Day. If there is a certain outdoor item that your child enjoys playing with, please inquire with staff so that we can accommodate and/or provide the requested item. ***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 in writing
- 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

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

Extended Day Pick-Up Policy

Pick-up from Extended Day occurs in the Green Loop. If necessary, parents/guardians are encouraged to call or text the Extended Day staff at (804) 584-9667.

For the safety of all students, an authorized adult listed on the student's pick-up authorization form must come inside and check the student out using the designated Extended Day tablet. Each family is assigned a unique family passcode, which must be entered on the tablet to complete the check-out process. Families should share their passcode only with adults they have authorized to pick up their child.

Other than a child's legal guardian, anyone picking up a student from Extended Day must be listed as an authorized individual in the student's emergency information in PowerSchool or have prior written approval from a parent/guardian via email or a written note.

Students will not be released to an individual who has not been authorized by a parent/guardian, even if that individual has access to the family's passcode.

Families are responsible for ensuring that their authorized pick-up information remains current throughout the school year.

Sibling Pick-Ups:

Students may be released to an older sibling **if a Sibling Pickup Consent Form** has been completed, signed by the parent or legal guardian, and received by the Extended Day staff in advance.

Extended Day Closures:

Extended Day is CLOSED on the following school holidays:

- All full-day professional development days (See Major Dates Calendar above)
- All Noon Dismissal Days
- Holidays and vacation periods for which the School is closed

4:30 p.m. Extended Day Closures for 2026/27

- December 3 for the Annual Christmas Tree Lighting Ceremony
- April 23 for the Annual Benefit Gala
- May 12 Celebration of the Arts

Emergency and Safety Information:

While staff members are CPR and First Aid certified, there is no nurse on staff after 4 p.m. 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 any 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. Please contact the Director of Extended Programs with any questions.

CO-CURRICULAR OPPORTUNITIES

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

Families should be aware that activities and athletics often overlap and some choices must be made. It is important that students participating in activities are able to commit the time to their endeavors to ensure the best experience for themselves and for those dependent upon their participation.

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.

PHILANTHROPY

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.

Fundraising

Any fundraising activity must have prior approval of St. Michael's Development Office. Please contact the Development Office.

Solicitation

Solicitation of money, goods, or services from students or parents is against school policy.

STUDENT SUPPORT

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 School's available 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 that is 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

Dragons Award: Presented periodically throughout the school year, Dragons Recognition honors students who embody and exemplify kindness, respect, acceptance, integrity, responsibility, resilience, and compassion. Our School's values are articulated clearly in order to affirm our mission and promote our belief that St. Michael's Episcopal School exists not only to educate but also to demonstrate and to nurture the dignity and value of all human beings as creations of a loving God. This award serves to highlight not simply a model citizen of our school community but an active disciple of Christ's essential teaching to love and honor one another. We celebrate those students who lead by example; we celebrate those who do more than understand the value of community, but who work in their own remarkable ways to protect, strengthen, and inspire it.

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 ungraded subjects for the quarter.

Middle School Full Year Honors: Students who earned a grade point average of 90 or above for the year in all subjects including conduct will have recognition noted on the final report card.

Graduation Awards:

- ***National Spanish Exam:***

Top performer(s) (i.e. perfect score) may be recognized at graduation.

- ***Literary Award(s):***

The criteria for the award are: exceptional effort, and ability in writing.

- ***Math Award(s):***

The criteria for the award are: advanced problem-solving and critical thinking skills, exceptional effort, enthusiasm, and achievement in the field of mathematics.

- ***Citizenship Award(s):***

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

- ***Head of School Award:***

This award is given to the two students with the highest overall grade point average for the eighth grade year and who consistently display(s) our DRAGONS' Values.

TECHNOLOGY ACCEPTABLE USE POLICY

St. Michael's Episcopal School nurtures the spirit, ignites the mind, and celebrates childhood in a community of love, affirmation, and belonging that fosters educational excellence. 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 only permitted to use School-issued digital devices for assigned educational activities.** Students may be subject to disciplinary action if they do not follow the policy described below.

General Respect, Safety, and Privacy

- Students may not use St M technology for any illegal purpose.
- Students should never give out personal information such as name, address, phone number, username or passwords.
- Students should not attempt to conceal, disguise, or change their user information nor the identity of their computer.
- When using technology, students should not attempt to impersonate another person or misrepresent their age.
- Students should not copy or modify files or data from other school devices or accounts unless given permission.
- Students should 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 will not transmit, retrieve or store communications of an obscene, discriminatory, offensive or harassing nature or containing derogatory, disrespectful or inflammatory language.

- Students will not use school computers to take pictures or record video during the school day unless instructed to do so by a faculty member or administrator.

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
- 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

Intellectual Honesty

Students are required to rely on their own knowledge, skills, and resources when completing school work. In order to ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, the use of Artificial Intelligence (AI) and Natural Language Processing (NLP) tools (AI/NLP tools) is strictly prohibited for the completion of school work. The use of AI/NLP tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools and they should ask their teachers when they have questions and/or need assistance. Unauthorized use of AI/NLP tools is considered a form of plagiarism, and any student found using these tools without permission or in a prohibited manner will be subject to disciplinary action.

Students can use certain AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. All teacher permitted uses of AI/NLP tools should follow state and federal privacy laws. Use of generative AI tools (ChatGPT, Gemini, Claude, etc.) is restricted for

student use. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

- Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.
- Data Analysis: AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments – e.g., scientific experiments and marketing research.
- Language translation: AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language. Use of AI/NLP tools are prohibited for translations into English or from English into a second language in world language courses without the approval of the classroom teacher.
- Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.
- Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments to read texts and AI-powered translation tools can help students with hearing impairments understand spoken language.

Computer Handling, Hardware and Software

- Students will not attempt to disassemble the device or to alter existing hardware. This includes removing the device from its protective case.
- 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 by the School Director of Technology.
- School-issued computers are fragile and students will handle these devices with respect and care. Intentional damage to a device may result in disciplinary action as well as repair fees.
- Students who are issued take home computers are responsible for coming to school with fully charged devices. Repeated failure to do so will constitute being unprepared for class. This can result in

a negative impact on a student's academic performance and/or disciplinary action.

- Students may not charge computers while at school without permission from the Director of Technology.

Using School issued 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

Internet Filter and Security

- The School monitors student use of school issued computers and Google Apps for Education profiles both on and off campus.
- Students will not attempt to evade or bypass security of School 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 those provided by the School.

Personal Devices and Phones

St. Michael's is committed to providing a safe and secure learning environment for all students. Cell phones and other personal digital devices can distract students and disrupt the learning process.

In the Lower School (Grades K-5), Middle School (6-8), and Extended Day Programs (K-8) cell phones and personal digital devices (including smartwatches) are not permitted on campus during the school day.

- Requests for permission to bring a personal digital device on campus can be submitted in writing by a student's guardian to the Director of Technology. The decision to grant permission will be made in conjunction with Division Directors and/or the Head of School.
- All requests should include a brief description of the circumstances that may necessitate the student's need to bring a

personal digital device on campus.

St. Michael's reserves the right to confiscate any student personal digital device that is brought to campus without prior approval as outlined above. Confiscated devices can be collected by the student's guardian at the end of the school day.

Social Media and Group Chats

St. Michael's recognizes the potential value of social media and group chats in today's society. Social media and group chats can provide users with an opportunity to connect, communicate, and extend learning. Ultimately, the decision to allow student use of social media and group chats on personal devices outside of school rests with families. Student use of social media and group chats are prohibited on school managed devices and on the school network. If a student engages with these technologies on a personal device outside of school, the student must be cautious and use them with 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. Students are expected to embody the St. Michael's DRAGONS values of kindness, respect, acceptance, integrity, responsibility, resilience, and compassion while using social media and group chats. Failure to follow these guidelines may result in disciplinary action.

Privacy and Data Collection

St. Michael's is committed to following state and federal regulations related to online privacy and protection of children. The School audits all applications used in the classroom to verify compliance with federal and state regulations related to Personally Identifiable Information (PII). As a Google Apps for Education School, the School uses app access controls to review the information that is requested from, and provided to, third party apps. The School considers data collection carefully in conjunction with state and federal laws before approving applications for School use.

DRESS CODE

We gather each day at St. Michael's to build a vibrant community through shared learning, growth, and meaningful work. Our dress code is one of the ways we help create an environment where every student feels a sense of belonging and school pride. **For the 2026-27 school year and beyond, St. Michael's will be implementing a school uniform. Details, a daily apparel guide apparel guide, and the St M uniform store may be found on the school website at stmschool.net/about/dress-code.**

While it is preferable that families purchase directly from Lands' End to ensure items meet our uniform dress code requirements, we recognize that families may choose to shop elsewhere. If an item is indistinguishable from the approved Lands' End version, it will meet dress code expectations.

Please note that ALL St. Michael's students will be required to have **one cobalt blue long-sleeved polo with the St. Michael's logo** for special dress days.

We are also pleased to continue our **Spiritwear Fridays**, when students may wear any St. Michael's spiritwear shirt, sweatshirt, or hoodie (i.e., above the waist spiritwear items) with uniform bottoms.

Hair/Accessories

- Extreme hairstyles and hair colors not naturally occurring are not permitted
- Facial piercings and facial hair are not permitted
- Hats, visors, and sunglasses are not permitted indoors (cultural or religious headscarves/headwear are permitted)

Special Events

Dragon Dress Fridays

Any above-the-waist St. Michael's athletic uniform, spiritwear (excluding hats and sunglasses) may be worn in school every Friday. Show your Dragon pride.

Field Trips

When traveling off-campus students may be asked to dress in their St M Cobalt Blue embroidered polo, St M spiritwear, or normal uniform.

Dress Down Days

Dress down days are only permitted on birthdays (or half birthdays for students who have a summer birthday).

On dress down days:

- Athletic clothing is allowed
- School-appropriate writing and large logos are allowed

Holidays

Above-the-waist holiday-themed clothes that do not adhere to the dress code may be worn in school on approved days. These dates will be published seasonally in St. Michael's weekly newsletter.

THE ST. MICHAEL'S STUDENT CODE OF CONDUCT

St. Michael's aims to be a community of love, affirmation, and belonging that fosters educational excellence. That means we have high expectations of students, and hold them accountable to the School's Dragons Values:

- **KINDNESS:** we treat each other as we wish to be treated
- **RESPECT:** we respect our classmates, teachers and staff, school property, and the world's cultures
- **ACCEPTANCE:** as members of a diverse and inclusive community, we support each other physically, spiritually, and emotionally, whatever our differences
- **INTEGRITY:** we know right from wrong and strive to do what is right
- **RESPONSIBILITY:** we carry out our duties to each other, our learning, our community, and our world
- **RESILIENCE:** we have faith in our ability to grow and learn from our mistakes
- **COMPASSION:** we help those in need at our school, our community, and our world

Overview

St. Michael's students almost always do the right thing, and the School recognizes this in many ways. Our community's DRAGONS' values are part of our lived experience, from "filling the bucket" with a focus on kindness and the power of words in the Lower School; Honor Roll in the

Middle School; all-school pep rallies to celebrate the School and its students; DRAGONS Values awards; and earned responsibilities and privileges such as eighth graders eating lunch on the Middle School patio, service in chapel, older students mentoring their younger Chapel Pals, and more.

On occasion students also make mistakes that are an inevitable part of the learning process, and the Code of Conduct exists to clarify the expectations our School community strives to uphold. As members of the St. Michael's community, the School expects parents and caregivers to model appropriate behavior, as well as to be cooperative and supportive partners when disciplinary consequences are necessary. The St. Michael's community—students, educators, staff, parents, and caregivers—works together to nurture the dignity and value of all its members as creations of a loving, empowering God.

From kindergarten to eighth grade, children become more and more capable of self-regulating their behavior. Helping children grow means addressing behaviors, sometimes in the moment, sometimes in a more formal setting, with respect and empathy. The goal is to help children reflect on and understand their own behavior and how it impacts others. In the early years, children are learning to listen, complete tasks, work independently, follow directions, show consideration for others, and work with one another. So while the School establishes high standards for student conduct at all ages, formal consequences for our youngest Dragons generally apply only in situations where children may hurt themselves or others, or damage their surroundings. As children grow into and through third grade, expectations for self-regulating behaviors increase. Responses to conduct infractions become more serious, yet most infractions will still be dealt with largely in the classroom. At this age, many corrections rely on communication between teacher and student, and between teacher and parents. The School expects parents to act in partnership with the teacher with the common goal of helping young students develop their capacity for self-regulation. More serious concerns, including patterns of infractions with inadequate improvement, will mean the involvement of the Division Director and/or the Head of School, and may prompt formal disciplinary action. The same parent/caregiver partnership is necessary for a positive outcome.

As students grow into the upper grades of the Lower School and then transition into or join the Middle School, behavioral expectations become more formalized. Teachers manage the learning climate in their classrooms in a variety of ways, spending a great deal of time and effort

on *preventive discipline* designed to keep students engaged, and *supportive discipline* to help students control their behaviors and stay on task. But older students also benefit from *corrective discipline*: standard consequences that help them reflect on how their behaviors affect themselves and the School community, and how they can avoid similar mistakes in the future. The goal of all discipline is to support students so that they develop integrity and the capacity to self-regulate behavior in a variety of situations.

The Code of Conduct categorizes infractions as Minor, Major, and Severe, and establishes developmentally appropriate consequences at each level. Please see examples on the following pages. Severe Infractions are especially concerning as they undermine the School's Christian foundation and educational mission, and threaten the community's well-being.

Disciplinary Consequences and Definitions

Contacts: Teachers and administrators reach out via email or phone to parents and caregivers to discuss behavioral and/or social issues. Parents and caregivers are expected to participate actively in helping the School help their children. Teachers keep confidential written records of conduct contacts.

Conferences: Teachers and/or administrators may schedule a meeting with a student struggling with behavior or a social situation. These meetings are part discussion — *what's happening?* — and part coaching — *how can you improve things?* Parents or caregivers may be asked to attend this conference, and can also proactively request a conference, with or without their child present. The tone and goal of every conference should be one of cooperation to benefit the child, and conferences conclude with an agreement on expectations and an understanding of the consequences for ongoing misbehavior. A written record of the conference will be kept.

Counseling: At the request of a student, teacher, administrator, or parent/caregiver, and with the consent of the child and a parent or caregiver, students may meet with the School's part-time School Counselor. Student/family support with the School's Counselor is a short-term response. Should more extensive support be necessary, the School Counselor is able to support teachers, parents, and caregivers in making referrals for community-based services such as completing psychological evaluations and providing ongoing counseling support.

Restoration and Restitution: With the support of a teacher, parents, Division Director, or the School Counselor, students make amends to the community or to individuals affected by their behavior if it is deemed appropriate.

Retaliation: The School prohibits verbal, physical and social retaliation against any student who, in good faith, reports an infraction.

Think Sheets:

Lower School: Students in grades 3-5 fill out a color-coded "Behavior Think Sheet" to be reviewed by an administrator or faculty proctor and then signed by a parent or caregiver. Think Sheets make students reflect on the personal and communal impact of their behavior and provide a natural consequence as well as a record for parents and caregivers. The School expects parents and caregivers to discuss Think Sheets with their children to help them learn from their mistakes.

Middle School: Students in grades 6-8 complete a "Behavior Think Sheet" during a recess/break period in the presence of an administrator or faculty proctor. Think Sheets make students reflect on the personal and communal impact of their behavior and plan to avoid those behaviors in the future. Think sheets also provide a record for parents and caregivers. Students must obtain a parent signature for each Think Sheet, and the School expects parents and caregivers to discuss Think Sheets with their children to help them learn from their mistakes.

Conduct Grades: In grades K-2, students' social growth and learning habits are closely monitored and recorded on their quarterly report cards, with feedback given on a range of skills and behaviors. In grades 3-5, a grade of (YPN) for several standards is recorded on the quarterly report card. In the second half of fifth grade, a demerit system similar to the Middle School practice is implemented in order to prepare students for Middle School conduct expectations. In grades 6-8, all students receive a quarterly Conduct Grade based upon their behavior and discipline record. For grades 6-8, Conduct Grades reflect the accumulation of demerits. For grades 6-8, Conduct Grades also reflect the accumulation of demerits. Parents and caregivers are urged to talk to their children about these grades. Positive reinforcement for good conduct is often more effective than negative reinforcement for infractions.

Demerits are issued only in the Middle School. Each demerit equals an equivalent point deduction from the student's Conduct Grade; these deductions cannot be reversed within the quarter. Minor infractions

will result in a student receiving 1 demerit. Major and Severe infractions receive 3, 6, or more demerits. Demerit forms for major and severe infractions will be sent home with Think Sheets/documentation attached for parents/guardians to discuss with their child and sign. A student failing to return these signed forms on the next school day will receive an additional demerit.

Detention: Third-eighth grade students who commit Major or Severe infractions, or Middle School students who accumulate three or more demerits, serve a 30-minute detention with an administrator or faculty proctor. The goal of detention is to give students the opportunity to (1) carry out a restorative service or educational task and (2) discuss their behavior with an adult who will coach them on avoiding future incidents. In the Middle School, detention is served with the Division Director or faculty proctor either before or after school at a time coordinated by the Division Director and families with the date noted on the demerit form. For younger students, the Director of the Lower School may opt for an early morning, lunchtime, or recess detention. At the discretion of the Director of Extended Programs, a student may serve detention during Extended Day.

Behavioral Probation bars students from participation in all School-sponsored extracurricular activities, including sports and theater, for a specific time or until certain conditions are met. It may be ordered at the discretion of the Division Director or the Head of School. At the discretion of the Director of Extended Programs, a student on behavioral probation may also be suspended from Extended Day or Extended Day enrichment activities. Enrollment contracts may also be held or not offered if the student does not show acceptable improvement in a timely manner.

Behavioral Expectations and Administrative Discretion: To maintain a safe, respectful, and productive learning environment, St. Michael's expects all students to follow behavior guidelines that support positive classroom experiences for everyone. If a student exhibits behavior that significantly disrupts learning, poses safety concerns, or shows disrespect toward staff or peers, the administration reserves the right to request that the child be picked up from school. Following such incidents, a parent or guardian will be required to attend a conference with the teacher and/or administrator to discuss the behavior and develop a plan for

moving forward. Our goal is to work together to support the student in returning to class with clear expectations and the tools needed for success.

Suspension: At the discretion of the Division Director or Head of School, students receive in-school or out-of-school suspension for Severe Infractions. Middle School students receive six demerits for each day they are suspended and cannot participate in extracurricular activities while suspended. In most cases, students are reinstated upon completion of conditions issued by the School, which may include counseling or an educational or restorative task related to the infraction. Students who have been suspended make up missed work—classwork, homework, quizzes, tests, and projects—and receive partial credit at the discretion of the Division Director. Suspension has two goals: to protect the school community or any of its members in the wake of an infraction, and to allow a student ample time to reflect and receive support to avoid future incidents. Parents should work with the School to make sure that suspension is never treated as simply “time off.” In some cases, a student may not be allowed to return to school until a psychological evaluation and/or therapy has been established.

Expulsion results in the permanent removal of a student from St. Michael’s and the denial of re-enrollment for the next school year. The decision to expel a student is taken either for the protection of the School community or for the good of the student. Possession of weapons or explosives on School grounds will result in immediate expulsion. Students may also be expelled from St. Michael’s for these and other infractions:

- Pattern of identity-targeted behaviors and speech including direct, referenced, or implied racial, ethnic, gender, ableist or homo/transphobic slurs or actions
- Bullying and physical aggression
- Possession of weapons, pornography, tobacco, vaping products, illegal drugs, alcohol, or drugs used in a way other than as prescribed
- Pattern of consistently disrespectful or disruptive behavior
- Vandalism

Families may formally appeal their child’s expulsion with the Head of School.

Substantial Evidence ensures that disciplinary actions in cases of Major and Severe infractions are fundamentally fair. Examples of substantial evidence include testimony from credible individuals who witnessed the misconduct, admissions by the accused student, evidence

that the accused student lied during the investigation, or physical evidence such as emails, photographs, a plagiarized assignment, or possession of prohibited materials. Disciplinary action cannot be dependent upon hearsay or other conditions that make adequate substantiation impossible.

Beyond the School Day

Extended Day/Auxiliary Programs provide a safe, nurturing, and stimulating environment for students after the regular school day is over. Students are expected to live up to the same standards of behavior required during the school day, but consequences for some infractions may vary. Unacceptable behaviors include profanity, unsportsmanlike conduct, disrespecting others and their space, failure to comply with a staff member's directions, excessive horseplay, or inappropriate or rough physical contact. St. Michael's will report incidents of unacceptable behavior during Extended Day to the parents/guardians of all children involved. While more free-spirited behavior is normal in an after-school program than during the school day, at the Discretion of the Director of Extended Programs serious or repeated disregard of policies or continued conduct issues can result in students being benched or suspended from enrichment activities or suspended or expelled from the Extended Day/Auxiliary Programming. For Severe Infractions, students may be suspended or expelled from the School.

Interscholastic and Intramural Sports at St. Michael's foster an environment in which student-athletes learn the value of hard work, goal-setting, sportsmanship, and teamwork in a fun and competitive environment. Student athletes should show their coaches the same respect they owe teachers, and are expected to live up to the same standards of behavior that apply during the school day. Unacceptable behaviors include profanity, unsportsmanlike conduct, disrespecting others, failing to comply with a coach's directions, excessive horseplay, or inappropriate or rough physical contact. At the discretion of coaches and the Athletic Director, infractions may result in students' being benched during practices or competitions, receiving demerits and/or Think Sheets, or being suspended or expelled from an activity. For Severe Infractions, students may be suspended or expelled from the School.

After-School Activities allow students to participate in teacher-led programs such as robotics and drama. After-school activities offer more freedom and therefore require more responsibility of participants. Students who commit infractions may be subject to Think Sheets, Conduct Grade

deductions, demerits, school suspension or expulsion. They may also be suspended or expelled from the after-school activity in question.

Disciplinary Procedures for Minor, Major, and Severe Infractions

Minor Infractions include:

- Inappropriate behavior as determined by classroom and School rules, including but not limited to talking out of turn in class, mildly disruptive behavior, minor roughhousing, dress code violations, eating in prohibited locations (e.g., library), not staying in approved locations during free time, chewing gum, tardiness to class when timeliness is in the student's control, and cell phone violations
- Minor Violations of Acceptable Use Policy

Minor Infractions may result in classroom-specific, teacher-applied consequences; Contacts; Think Sheets; 1 demerit in the Middle School; and/or Conduct Grade deductions. A pattern of minor infractions may also lead to a parent conference.

Major Infractions include:

- Willful disobedience of classroom and School rules, including four or more instances in one quarter of inappropriate behavior as outlined above. Multiple minor infractions becoming a pattern of behavior may elevate minor infractions to a major infraction
- Use of profanity
- Overtly disrupting class, assemblies, or extracurricular activities
- Disobeying a direct request from a teacher or staff member
- First offense of deliberately unkind behavior such as intentional minor shoving (though not ordinary horseplay); spreading rumors that are damaging to others' well-being or dignity; teasing with an intent to belittle or disparage a person; encouraging people to "gang up" on or exclude an individual
- First instance of tantrum or minor physical aggression taken in anger
- First instance of threatening language spoken in anger
- Physical, verbal or social retaliation against students who report an infraction
- Vandalism
- Violations of Acceptable Use Policy

Major Infractions result in classroom-specific consequences, Contacts, Conferences, and/or Behavioral Probation in grades K-8; demerits in the Middle School; and Conduct Grade deductions and detention in Grades 6-8.

Severe Infractions include:

- Bullying, Cyberbullying and Hazing. The School prohibits bullying, cyberbullying and hazing. Confirmed incidents of these behaviors shall be reported to the parent of any involved student within 24 hours of confirmation. No student who reports, witnesses, or seeks help regarding bullying or cyberbullying shall be subjected to retaliation, intimidation, or adverse treatment for doing so.

*The code of Virginia defines **bullying** as any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. “Bullying” includes cyberbullying. “Bullying” does not include ordinary teasing, horseplay, argument, or peer conflict.*

*The Code of Virginia defines **cyberbullying** as bullying that occurs through the use of technology, including through cell phones and other electronic devices or technology capable of accessing the Internet.*

*The Code of Virginia defines **hazing** as recklessly or intentionally endangering the health or safety of a student or students or to inflict bodily injury on a student or students.*

- Retaliation to the reporting of bullying, cyberbullying and hazing.
 - Bullying is usually a repeated behavior that includes the following:
 - punching, shoving, and other acts that hurt people physically
 - spreading rumors that hurt people, or ostracizing people from a group
 - teasing people in a cruel, unkind, derogatory, or dehumanizing way
 - encouraging people to bully others in the ways listed above
 - cyberbullying, whether it occurs on campus or off

Reports of bullying, cyberbullying, hazing or retaliation to the reports shall be made to the homeroom teacher/advisor, school counselor or division head.

- Identity-targeted behaviors and hate speech: A student who uses language or commits actions derogatory of a community member’s identity is subject to demerits, detention, suspension,

probation, and expulsion. Examples include racist, gender-based, ableist, ethnic, and homo/transphobic slurs and language, used directly or implied. A student who encourages other students to use such language or commit such actions is subject to the same consequences.

- Possession of weapons or explosives subjects a student to immediate expulsion
- Possession of pornography, tobacco, vaping products, illegal drugs, alcohol, or drugs to be used in a way otherwise than as prescribed
- Honor Code violations
 - Lying
 - Cheating
 - Stealing
 - Handling another person's belongings
 - Plagiarism
- Repeated tantrums or physical aggression
- Repeated usage threatening language

Severe infractions result in Contacts, Conferences, demerits in the Middle School, Conduct Grade deductions, Behavioral Probation, detention, suspension, and/or expulsion.

All disciplinary decisions are ultimately at the discretion of the Head of School or Division Directors.

APPENDIX MIDDLE SCHOOL INFORMATION

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 can be viewed at the middle of each quarter. Families are encouraged to log into PowerSchool to view their child's progress. 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 with assignments and supplemental material. Students are encouraged to check it regularly.

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 strongly encouraged to participate in hands-on service 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, however, the Chaplain is available to assist students toward reaching service learning goals.

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.

Sixth Grade students who are invited to be part of the third trimester Algebra Readiness elective are required to take the elective in order to be eligible to test for algebra placement in seventh grade.

Social Activities

Social activities are typically on Friday evenings from 7:00 p.m. to 9:00 p.m. with faculty chaperones or immediately after school. 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.