



**2019-2020**  
**STUDENT & FAMILY**  
**HANDBOOK**

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## BOARD OF DIRECTORS

|                    |                                     |                                |
|--------------------|-------------------------------------|--------------------------------|
| Henry Burt         | Member                              | henry.burt@troutmansanders.com |
| Caley Cantrell     | Member                              | cscantrell@vcu.edu             |
| Ned Flemming       | Member                              | edward_flemming@ccpsnet.net    |
| Laura Fornash      | Member                              | laura.fornash@gmail.com        |
| Rev. Jeunee Godsey | <i>ex officio</i> non-voting member | rector@stmichaelsbonair.org    |
| Ward Good '72      | Member                              | ward.good@gmail.com            |
| Chris Gorman       | Chair                               | chrisgormanmd@yahoo.com        |
| Caroline Jennings  | Vice-Chair                          | carolinejennings@me.com        |
| Karen Kardian      | Member                              | kardian27@gmail.com            |
| Eric Nedell        | Member                              | enedell@hunton.com             |
| Beth Rollins       | Member                              | bethmurphy1@verizon.net        |
| Vicki Solomon      | Member                              | vickiblatham@hotmail.com       |
| Phil Strunk        | Secretary                           | pstrunk@browngreer.com         |
| John Vetovec       | Treasurer                           | jvetovec@investdavenport.com   |
| Richard Wintsch    | Member                              | richard.wintsch@chamberrva.com |

## ST. MICHAEL'S EPISCOPAL CHURCH

2040 McRae Road,  
Bon Air, VA 23235  
804-272-8415

The Reverend Jeunée Godsey, Rector  
5738 Gossamer Place  
Moseley, VA 23120  
rector@stmichaelsbonair.org

## FACULTY & STAFF

|                    |   |                           |
|--------------------|---|---------------------------|
| Annette Adams      | Kindergarten Teacher  | aadams@stmschool.net      |
| Andrea Amore       | Director of Communications                                    | aamore@stmschool.net      |
| Elisa Bennett      | Spanish Teacher, Middle School                                | ebennett@stmschool.net    |
| Gale Bockisch      | Fourth Grade Teacher  | gbockisch@stmschool.net   |
| Anne Bridgforth    | Divisional Assistant, Lower School                            | abridgforth@stmschool.net |
| Wells Bridgforth   | Middle School Design Teacher                                  | wbridgforth@stmschool.net |
| Ashley Buffey      | Director of Extended Programs                                 | abuffey@stmschool.net     |
| Kimberly Campbell  | Fifth Grade Teacher   | kcampbell@stmschool.net   |
| Mary Carpenter     | Assistant Librarian   | mcarpenter@stmschool.net  |
| Dawn Childs        | Lower School Music Teacher,<br>Middle School Theater Director | dchilds@stmschool.net     |
| Mary King Coleman  | Senior Development Officer                                    | mkcoleman@stmschool.net   |
| Lisa Craig         | Visual Arts Teacher   | lcraig@stmschool.net      |
| Sarah Dunaway      | Kindergarten Assistant  | sdunaway@stmschool.net    |
| Mary Shirl Eaton   | Third Grade Teacher   | mseaton@stmschool.net     |
| Bridget Evans      | Middle School Science /Math<br>6th Grade Coordinator          | bevans@stmschool.net      |
| Gaye Frugard       | Extended Day K-1 Assistant                                    | gfrugard@stmschool.net    |
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| Merrill Geier      | Lower School Director   | mgeier@stmschool.net      |
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| Robert (Bob) Gregg | Head of School  | bgregg@stmschool.net      |
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| Christian Hansen   | Chaplain, Religion /Approaches to<br>Learning & Life Teacher  | chansen@stmschool.net     |

|                       |   |                           |
|-----------------------|---|---------------------------|
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| Kelley Hettrick       | Third Grade Teacher   | khettrick@stmschool.net   |
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| Mike Jackson          | Director of Finance & Facilities                                    | mjackson@stmschool.net    |
| Kensey Jones          | Second Grade Teacher  | kjones@stmschool.net      |
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| Kim Negaard           | Bookkeeper  | knegaard@stmschool.net    |
| Rebekah O'Dell        | Middle School English   | rodell@stmschool.net      |
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| Philip Tickle         | Music Teacher   | ptickle@stmschool.net     |

|                   |  |                          |
|-------------------|--|--------------------------|
| Emerson Underwood | Fifth Grade Science & Design, Extended Day 4-5th Teacher, Outdoor Specialist<br>Middle School Elective Teacher | eunderwood@stmschool.net |
| Cristina Whitaker | Middle School Spanish Teacher 7th<br>Grade Coordinator   | cwhitaker@stmschool.net  |
| Tim Winkler       | Middle School Science, 8th Grade<br>Co-Coordiantor   | twinkler@stmschool.net   |
| Carol Wise        | Head Librarian   | cwise@stmschool.net      |
| Robin Wozniak     | Second Grade Teacher   | rwozniak@stmschool.net   |

## ST. MICHAEL'S PARENTS' ASSOCIATION (SMPA)

### *Purpose of the SMPA*

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               | Caroline Peters                  |
| Vice-President          | Lauren Jones                     |
| Secretary               | Molly Dey                        |
| Treasurer               | Bernly Bressler                  |
| Past President          | Ashley Templeton                 |
| Head of School          | Robert (Bob) Gregg               |
| Faculty Representatives | Mary King Coleman, James Romanik |

### *Committees*

|                                 |                                       |
|---------------------------------|---------------------------------------|
| Book Fair                       | Lauren Golliday, Erin Strunk          |
| Box Tops                        | Catherine Driscoll, Annie Whitthoefft |
| Faculty/Staff Appreciation Week | Lindsey Walker                        |
| Fall Welcome Back Breakfast     | Courtney Hampton, Ashley Mackey       |
| Grandparents' Day               | Lindsay Gay, Emily Kennedy            |
| Grounds Committee               | Chris Kardian                         |
| Hospitality Committee           | Andrea Mitchell                       |
| Room Parent Coordinator         | Mary Nedell                           |
| School Pictures                 | Christi McFadden                      |
| Spiritwear                      | Susan Curwood                         |
| Yearbook                        | Sandy Brooks, Jennifer Jung           |

## SCHOOL PHILOSOPHIES

### *We believe...*

...that students should acquire knowledge and understanding by participating in a challenging and carefully planned academic program. The process of learning and evaluating 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, reading and mathematics, we can also work to enhance students' self-esteem. In addition, we feel that community service, extracurricular activities and school clubs 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 prayer and opportunities to participate in outreach projects which address societal needs.

...that by offering students values instruction, chapel services and opportunities to serve the community and the world, we can enable students to acquire respect for all people and realize their roles and responsibilities in the greater world community.

...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, as well as participation in fine arts performances. An honor roll, regular recognition of individual birthdays, conduct grades, citizenship awards, and quarterly recognition of achievement, citizenship and community service are also part of our school culture.

...that students should develop a sense of responsibility and accountability supported by activities, assignments and classroom duties that encourage these qualities.



...that students need encouragement to examine and reflect upon the ingenious ways in which humans think, create and initiate change. Students explore and discover the human capacity for innovation through a variety of academic and extracurricular activities.

...that considering parents as partners in the educational process is enhanced through regular parent-teacher conferences, newsletters, the school website and required signed papers. The availability and enthusiasm of the faculty is of paramount importance.

*NOTE: The philosophies of education were developed by the School's faculty. These philosophies appear in the teacher handbook and in admissions information provided to prospective parents. Approval of the philosophies is garnered from the Board of Directors.*

## SCHOOL-FAMILY PARTNERSHIP

Everyone is expected to...

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

Faculty & staff are expected to...

Parents are expected to...

Students are expected to...

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

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

### ...with respect to student learning,...

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

### ...in relation to each other,...

- |   |   |  |
|---|---|--|
| <ol style="list-style-type: none"> <li>10. Communicate promptly, directly, professionally, and with discretion. This includes providing regular and meaningful feedback on student growth.</li> </ol> | <ol style="list-style-type: none"> <li>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).</li> </ol> | <ol style="list-style-type: none"> <li>8. Talk with their families daily about what they are doing and learning at School. This includes describing both positive experiences and challenges.</li> </ol> |
|---|---|--|

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

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

## 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 in the office.
  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 (which is a privilege) 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.
  11. Families are free to request class placements. However, the School considers many factors in placing students in homerooms and sections. Thus, these requests cannot always be accomodated.

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

(e.g., Verizon, 4G, etc.)

## ATTENDANCE

**Hours:** The school day begins at 8:00 a.m. Doors open at 7:45 a.m. Students arriving before 7:45 a.m. must go to early gym, which begins at 7:20 a.m. The school day concludes at 3:00 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. Middle School students arriving after noon will be marked absent for the day.

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

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

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

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

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

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

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

**Make-up work:** A student is given a number of days equal to the number of days absent (up to 5 days maximum) to complete make-up work. It is the responsibility of the student to make sure assignments are completed satisfactorily 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 4th grade students may walk to school if accompanied by an adult or a sibling in 5th grade or above. Students in 6th through 8th grade may walk home from school once a “Walking To and From School Waiver, and Release” is submitted to the School.

## HEALTH / ILLNESS

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

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

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

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

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

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

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

***Lice:*** 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. Again, as with nausea, the student will wait in the clinic to be picked up, which must be prior to 4pm.

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. As the School does not have a nurse on staff, we require explicit instructions if a medication is to be administered to a student at school. 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 to be completed.

- Over-the-counter drugs may be administered to a student for a short period of time (10 days or less). 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 School 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 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.

## **FAMILY SUPPORT**

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

## FIELD TRIPS

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

## SNOW DAYS

Notice of weather cancellations are sent to parents via text message and email. Cancellations are broadcast on television (WWBT12) and posted on the School's voicemail, and social media outlets. 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.

## EXTENDED PROGRAMS

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.

### ***Free Morning Gym (For Grades K-8)***

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

### ***Lower School Extended Day***

After-school care (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 K-1 classroom.

Anyone picking up a student from Extended Day should be listed on a student's Emergency Card on file 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.

**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.



### ***Middle School Extended Day***

Extended Day at the Middle School operates Monday-Friday from 3-6 p.m. Students should bring 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 K-1 classroom located in Hubbard Hall. Parents must walk inside to pick up students and sign out with the staff members on duty. **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 Noon Dismissal days and clerical holidays will apply. Contact Director Ashley Buffey for information.***

### ***Late Pick-up:***

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 may 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.

### ***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 clerical days (November 1st and January 21st), when School is closed (see school calendar for dates): Extended Day is CLOSED on the following school holidays: Labor Day, Columbus Day, Thanksgiving and Christmas breaks, Martin Luther King, Jr. Day, Presidents' Day, Good Friday, Easter Monday, and Memorial Day.

***Emergency and Safety Information:***

While staff members are CPR and First Aid certified, there is no nurse on staff 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.

In the event of illness or an accidental injury, the staff 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, the Director or staff member on duty will make any necessary decisions regarding the care of the child. Parents will be expected to assume responsibility for any resulting expenses.

If a child is ill, he/she will not be permitted to attend Extended Day. Parents will be expected to pick up a child as soon as possible after being called. If a parent cannot be reached, an adult on the child's emergency card will be called. The Director or a staff member must also be informed of any illness that may be communicable. Parents will be notified if a child is exposed to any contagious diseases or health-related occurrences.

***Permissible Items for Extended Day:***

Students attending Extended Day are permitted to bring the following to Extended Day:

- A water bottle, labeled with student's name
- Nut-free snacks in a labeled container
- One of the following 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.***

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

The following items are NOT permitted 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 (Middle Schoolers may use mobile devices with faculty/staff permission in accordance with the School's Acceptable Use Policy).

### ***Conduct and Behavior:***

St. Michael's expects participants to respect others and their space, harmoniously participate in games, cooperate with St. Michael's employees and be enthusiastic. Unacceptable behaviors include profanity, 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 to the parents/guardians of all children involved. Serious or repeated disregard of policies or continued conduct issues may result in expulsions from the Extended Day program.

### ***Contact Information:***

Ashley Buffey  
Director of Extended Programs  
804-272-3514, x404 (w)  
804-592-8811 (c)  
abuffey@stmschool.net

## **CO-CURRICULAR OPPORTUNITIES**

St. Michael's offers a variety of co-curricular activities in the arts, athletics, and other fields. A participation fee may apply. 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 generally limited to middle school students, with some exceptions. Specifically, the basketball leagues in which the School competes are designed for grades 5 through 8. Lower School students wishing to try out for an interscholastic team may petition to do so. The criteria used to determine a fifth grader's eligibility are academic standing,

social-emotional preparedness, and athletic skill. Some sports (e.g., boys' lacrosse, track, baseball) are not available for fifth graders to petition due to safety and/or facilities constraints.

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 to the broad base of support St. Michael's receives each year in support of the Annual Fund and capital campaign 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 Mr. Romanik.

### **Student Support at St. Michael's**

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

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

### ***Guidelines for Parents***

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

### ***Guidelines for Teachers:***

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

### ***Guidelines for Students:***

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

5. Keep in mind, the tutor is there to help you, not do the work for you.

## **AWARDS**

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

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

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

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

### **Middle School:**

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

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

***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.

## ACCEPTABLE USE OF SCHOOL COMPUTERS & NETWORK

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

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

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

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

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

## **DRESS CODE**

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

### **Guiding Principles**

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

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

***Equitable:*** In keeping with St. Michael’s identity as an inclusive, co-ed school, the Dress Code is equitable to students across gender, race-ethnicity, body type,



religion, and socioeconomic status. No aspect of the Dress Code should infringe on a student's physical, cultural, or spiritual needs. Anyone feeling an aspect of the Dress Code is not equitable is welcome to share this with the administration.

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

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

***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. Beginning in third grade, all shirts with collars should be tucked in at the waist. Boys' shirts should have collars.
3. Shoes should be worn and secured at all times.
4. Athletic clothing may be required for physical education classes, but not permitted otherwise -- with two exceptions.
  - a. St. Michael's athletic outerwear may be worn indoors in cold weather.
  - b. Interscholastic team uniforms may be worn on game days.
5. Hats and sunglasses may only be worn outside, and sleepwear never worn.
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 items in 6e;
  - g. sheer clothing and clothing with cut-outs is not permitted; and
  - h. undergarments should be concealed.
7. Extreme hairstyles and hair colors not occurring in nature are not permitted.
8. Facial piercings and facial hair are not permitted.
9. Writing and large (>2 inches) logos/images on clothing are not permissible inside school. See "Dragon Days" for exceptions.

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

## Special Events

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

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

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

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

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

K-8: Each "D" day on the 7-day rotation schedule

## DISCIPLINE

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

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

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

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

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

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

This can include:

- Sending mean text, email or instant messages

- Posting nasty pictures or messages about others in blogs or on websites
- Using someone's user name to spread rumors or lies about someone

How should a student deal with bullying?

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

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

### **EXPULSION**

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

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

### **PAYMENT POLICIES**

Registration deposits for the following fall semester are due before March 1. All accounts must be current for students to be offered the opportunity to enroll for the coming school year. After March 1, placement is offered to new applicants.

The transcripts of non-returning children cannot be released until all financial obligations are met. There is a \$35 charge for each returned check.

St. Michael's Board of Directors has found such policies necessary to protect the financial integrity of this institution.

### **CONTRACT WITHDRAWALS**

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

## APPENDIX A: MIDDLE SCHOOL

Welcome to Middle School!

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

1. **Inquirers**—Develop your natural curiosity; acquire skills to conduct research and inquiry and to become independent learners.
2. **Knowledgeable**—Explore concepts, ideas and issues in every subject and develop an appreciation of their local and global significance.
3. **Thinkers**—Apply critical and creative thinking skills to analyze complex problems, take responsible action and make reasoned, ethical decisions.
4. **Communicators**—Express information and ideas confidently and creatively; work effectively in collaboration with others.
5. **Principled**—Act with integrity and honesty, with a strong sense of fairness, justice and respect for others; accept responsibility for your actions and their consequences.
6. **Open-minded**—Develop an understanding of your culture and be open to the 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!

## **A Community Commitment to Honor**

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

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

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

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

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

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

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

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

## **Grading**

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

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

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

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

## Google Classroom

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

### Ms. Bennett

Spanish 2: f82hvr  
Spanish 6A: btz0g6  
Spanish 6B: h69hzk  
Spanish 6C: kvanwwx

### 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: vlcdmum  
Physical Science 6F: l9yxp0  
Physical Science 6G: uigzhc  
Pre-Algebra 7E: y9tzk0a  
Lego Robotics: hpk03n

### Ms. Futrell

7A: fj67r  
7C: uvepom  
8A: 2gv3pma  
8B: k9wu8sy  
8C: mdv8ff0

### Mrs. Guyer

Math 6E: cjchar  
Math 6F: 84gviq  
Algebra 7G: x9ef873  
Life Science 7E: tdqejs6  
Lego Robotics: hpk03n  
Dragons' Hour Advisory: cegyra

### Mr. Hansen

6E: rgc23i  
6F: xtkfal3  
6G: 35g2faj  
7E: yncs5km  
7F: x6nxc3v  
7G: 1knjmmt  
8E: sjb4dkq  
8F - x4iv8f  
8G - qu8npgm

### Mr. Hayward

PreAlgebra: prs3rn  
Algebra: zelj8  
Geometry: edfpc6d

### Miss Hazelton

English 6A: asp737  
English 6B: x6ed3dk  
English 6C: g6rrtl  
English 8B: sixccou  
Dragon Journalism (Elective): fva9k3

### Mr. McBride

World History 6A: f8ydndo  
World History 6B: f83xqld  
World History 6C: h0qon0  
American History 7B: 73pgne  
Elective (The World's Game: History of Soccer)  
Fall: cbz628

### Mrs. O'Dell

English 7A: en9ocfb  
English 7B: dbatv9  
English 7C: aybcg0z  
English 8A: ugzha7  
English 8C: qjaltan



**Mr. Tickle**

6E - xsxtt0  
6F - o9jip8q  
6G - 87qmc7m  
7E - h8v1r1  
7F - bqicqg  
7G - fix34b7  
8E - egnimz  
8F - nt4gdv  
8G - 1ixjmgp

**Mr. Winkler**

Science (7): c5y9qt  
Science (8): u1784i  
Rocket Science: fus2tnx

**Mrs. Whitaker**

7A: emxvpy  
7B: hxq2xd0  
7C: cwe86w  
8B: 9ft4kk8  
8C: 40qayu

**Student 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 conduct grade for the quarters.

**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), 7th Grade (5 hours per year), 6th Grade (4 hours per year).

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

## **Demerits**

Demerits are issued for offenses that violate St. Michael's standards of behavior. School administrators are the final arbiters of what offenses warrant demerits. One demerit offenses are expunged if the student does not receive another demerit by the end of the given quarter.

### One/Two Demerit Offenses

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

### Three Demerit Offenses

- Willful disobedience
- Unacceptable behavior
- Bullying
- Inappropriate language
- Repeated dress code violations

### Six Demerit Offenses

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

## **Detention and Accumulation of Demerits**

Once a student accumulates three demerits, a detention is served. Detention is served Friday morning from 7:15 – 8:00 a.m. There are no excused absences from a detention without specific prior arrangements with a School administrator. A student who misses a detention without an excused absence or is tardy serves a second detention. A student who accumulates excessive demerits within a quarter may become subject to serious consequences.

## **Suspensions**

An out-of-school suspension may be ordered by the Director of Middle School.

## **Conduct Grade**

Each Middle School student receives a quarterly Conduct Grade based upon his/her discipline record. Conduct Grades are part of each student's permanent

record, and appear on report cards and transcripts. Each one demerit offense equals a one-point deduction from a student's Conduct Grade. One demerit offenses will be expunged if the student does not commit a second offense within five school days. Each three demerit offense equals a three-point deduction. Each six demerit offense equals a six-point deduction.

### **Academic Probation**

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

### **Behavioral Probation**

Probation may also be ordered if a student accumulates numerous demerits. The terms of probation are at the discretion of the Middle School Director and Head of School.

### **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.)

## **MISSION**

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

### **Motto**

*Scientia et Amor Dei*  
(Knowledge and love of God)

### **Blessing**

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

### **Song**

*to the tune of "Fairest Lord Jesus"*  
To thee St. Michael's,  
Raise we our voices,  
Guide and light of our early years.  
As life goes onward,  
Long will we cherish  
All you have taught us here.

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

### **School Digital Outlets**

Bookmark or like our website ([stmschool.net](http://stmschool.net)) and social media outlets (below)

[facebook.com/StMichaelsSchoolRVA](https://facebook.com/StMichaelsSchoolRVA)

[instagram.com/stmschoolrva](https://instagram.com/stmschoolrva)

[twitter.com/StMikesSchool](https://twitter.com/StMikesSchool)

[vimeo.com/user43036708](https://vimeo.com/user43036708)