



Parent-Student Handbook

*St. Michael's School reserves the right to make changes to this Handbook at any time.
Recent revisions, July 2026*

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ST. MICHAEL'S SCHOOL

SCHOOL CONTACT INFORMATION

Physical Address

St. Michael's School
602 North Wilmot Road
Tucson, Arizona 85711-2702

Virtual Address

<https://smstucson.org>

Phone Numbers

Main Office: (520) 722-8478
Fax Number: (520) 886-0851

E-Mail Contacts

Main Office: school@smstucson.org
Admissions Questions: admissions@smstucson.org
Alumni Information: alum@smstucson.org

SCHOOL AND OFFICE HOURS

The School's Main Office is open from 7:30 a.m. to 4:00 p.m., Monday through Friday, for each scheduled day of the academic year, including scheduled half days. The office hours and office-staff availability vary for scheduled School vacation days throughout the year.

Campus Opens	7:30 a.m.
Classrooms Open	7:45 a.m.
School Day Begins	8:00 a.m.
Lower School Ends (Grades Pre-K-4)	3:10 p.m.
Upper School Ends (Grades 5-8)	3:20 p.m.
Aftercare Hours (Pre-K-4)	3:10-5:30 p.m.
After School Study Hall Hours (5-8)	3:20-5:30 p.m.
Lower School Early Dismissal (Pre-K-4)	11:50 a.m.
Upper School Early Dismissal (5-8)	12:00 p.m.

ABOUT ST. MICHAEL'S

SCHOOL HISTORY IN BRIEF

In 1953, the original chapel and rectory buildings for St. Michael and All Angels Church, designed by the famed Swiss-born architect Josias Joesler, opened in a Pueblo Revival style, relying entirely on mud-adobe and timber construction. Over the years, a number of improvements and expansions—carefully adapted to Joesler's original vision—have been made to the physical plant to accommodate the School's growing enrollment.

St. Michael's Parish Day School was founded in 1958, five years after the formation of St. Michael and All Angels Episcopal Church, by the church's first rector, the Reverend John Clinton Fowler. Father Fowler realized the need to establish a school after discovering that many of his Sunday school students, from various local neighborhoods, could not read. On opening day in September of 1958, thirty-four students enrolled in Kindergarten and first grade.

The school thrived from the start. Within five years, St. Michael's was serving grades K-8, and the first eighth grade class graduated in 1965. To accommodate growth in the upper grades, the School completed construction of a middle-school addition in 1997. An endowment campaign that surpassed the \$1 million mark in 2005 has allowed the school to expand its programs while maintaining our high standard of educational excellence. In 2022, St. Michael's was pleased to introduce the Pre-Kindergarten program to provide a bridge between preschool and elementary school, providing students the opportunity to gain skills needed to excel in Kindergarten.

From the beginning, the School's curriculum has been strongly academic. As Father Fowler proclaimed, "We teach children to read, to write, to cipher, to sing, and to pray." While our educational program is grounded in tradition, we believe that students should be exposed to a broad liberal arts curriculum that includes athletics, the arts, and religious study. The integration of modern technology as a teaching and learning tool supports the curriculum from Pre-Kindergarten through Eighth Grade. Graduates from St. Michael's leave well prepared for their high school experience, matriculating at top area schools where they are leaders in scholarship, extracurriculars, and character.

SCHOOL GOVERNANCE/BOARD OF TRUSTEES

The highest governing authority for the School rests with the Board of Trustees and the Vestry of St. Michael and All Angels Church. The Board of Trustees hires, supports, and evaluates the Head of School and, in turn, delegates to him or her the responsibility of leading the School day-to-day. The Board of Trustees includes parents and parishioners, and at times individuals from the local professional community, with the approval of all candidates for the Board ultimately in the hands of the Board and Vestry.

As a rule, the Board does not intervene in the daily affairs of the School. The work of the Board focuses on reviewing and refining as necessary the School's Mission, Vision, and Values; developing broad mission-driven policies that guide the Head in running the School; approving the annual operating budget; engaging in long-term strategic planning; assuring that year-to-year and long-term resources are adequate to operate the School; serving as ambassadors to the School community; and supporting and evaluating the Head of School.

In the conduct of its business, the Board of Trustees acts only as a whole. Parents are informed about the work of the Board of Trustees, as necessary, through communication from the Head of School and/or from the Board Chair or the Board as a whole.

MISSION

Our Statement of Mission defines our purpose and reason for being. As such, **our mission is to educate students in mind, body, and spirit to prepare them for lives of meaning and purpose.**

VISION

Our Statement of Vision articulates what we aspire to do and become in the course of a defined period of time, typically over the course of four to five years. As part of our strategic planning work during the 2022-2023 academic year, the School community—trustees, parents and students, faculty and staff—worked collaboratively to articulate the following Board-approved Statement of Vision: **By 2027, St. Michael's School will excel in innovative teaching and learning in a community of wellness, belonging, and joy.**

CORE VALUES

Our Core Values represent those essential habits of mind and character that we aspire to in all we do, that we expect of all members of the School community, and that we seek to develop and instill in students. These same values comprise our inaugural Community Covenant, included in the following section under Community Responsibilities.

BALANCE IN MIND, BODY, AND SPIRIT

Balance is essential to the healthy growth and development of the whole child. Through a careful blending of academics, wellness, and spirituality and the fostering of resilience and joy in student life and learning, we nurture students' understanding of the important role each plays in leading well-balanced and fulfilling lives.

COMMUNITY

Relationships begin with empathy for one another and expand to ever-widening circles that positively impact the world around us. As a faith-based community of love and kindness, we welcome all and work together for the betterment of society through acts of friendship, service, and compassion.

DIVERSITY AND INCLUSION

Our Episcopal identity calls us to respect the dignity of every human being and to strive for peace and justice for all people. In this spirit, we prioritize the value that diversity adds to our world by demonstrating authentic inclusion and ensuring every person's inherent right to belong as a child of a loving God.

EXCELLENCE

We pursue excellence to achieve potential, not perfection. We nurture the discovery and growth of each person's unique abilities and interests for the enrichment of our community and beyond. We embrace innovation, creativity, and critical thinking as pathways to excellence in teaching, learning, and leadership.

INTEGRITY

Integrity is the cornerstone upon which all our values rest. We create a culture of trust that is safe, honest, and ethical by holding each other accountable to living the values that define us.

EPISCOPAL IDENTITY AND COMMUNITY

In the longstanding tradition and spirit of Episcopal schools, St. Michael's School combines academic excellence with spiritual and moral formation, preparing students to lead productive lives, personally and professionally, and lives of service to others. St. Michael's School admits qualified students of any race, religion, and national or ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to all students. The School does not discriminate on the basis of race, religion, national and ethnic origin, or sexual identity or orientation in the administration of its educational policies, admissions policies, tuition-assistance program, or athletic and other School programs.

Our identity as an Episcopal school is, by nature and theology, bound up inextricably with becoming a more inclusive community. Our commitment to diversity and inclusion (difference and belonging), and the honoring of the many ways in which human beings differ in our community today, is fundamental to what it means to be an Episcopal school, and the particular expression of Christianity to which our Episcopal schools are tied.

As an Episcopal school, St. Michael's School grounds its commitment to diversity, equity, and belonging in the words of the Baptismal Covenant, "to respect the dignity of every human being," and in our promise as Christians to "seek and serve Christ in all persons, loving your neighbor as yourself," striving for justice and peace among all people. Our pledge to respect the dignity of every human being rests on an abiding appreciation of our differences and of our common humanity as people of God. The same respect for all persons leads us to act in every instance with compassion, love, and integrity, and to challenge those behaviors that promote exclusion, intolerance, and mistrust.

SCHOOL PHILOSOPHY AND GOALS

Our program from Pre-Kindergarten (Pre-K) through eighth grade is founded on an engaging course of study, a commitment to the arts, a culture of respect for self and others, and opportunities to pursue athletic and other extracurricular endeavors on campus and beyond. Our broad curriculum in the core academic subjects, in world languages (Spanish in Lower School, French and Spanish in Upper School), and in athletics and the arts balances the power of learning through teamwork and collaboration with the pursuit of individual excellence. St. Michael's strives to prepare students in mind, body, and spirit to meet the challenges of an ever-changing world in high school, college, and beyond as caring and competent people.

With this abiding commitment to excellence, we aspire to the following School-wide goals:

- Provide ample opportunities for each student's **growth in mind, body, and spirit** through an engaging, broad-based curriculum consisting of core academics, the arts, spirituality, athletics, and service to others.
- Create a climate of high expectations, with **personal care for each student**, in a loving and supportive community.
- Nurture within each student **sound character** that prepares them for moral and ethical decision-making.

- Develop within each student a **foundational love for learning** that will persist throughout their high school and college careers, and beyond.

ACCREDITATION/PROFESSIONAL MEMBERSHIPS

St. Michael's School is accredited by the Southwestern Association of Episcopal Schools (SAES), the sole accrediting agency for Episcopal schools in the United States. The SAES accreditation cycle is a ten-year process, beginning with a year-long self-study, through which we examine all dimensions of the School and, with the guidance of an SAES visiting team, define and execute long-term strategic goals to improve the overall program. Our most recent self-study and accreditation visit took place in the fall of 2022.

St. Michael's School is also an active member of the National Association of Episcopal Schools (NAES), a consortium of Episcopal schools unified by a common educational mission and dedicated to sharing best practices and other key resources.

As part of their professional development, St. Michael's faculty and staff also participate as members in a number of professional organizations, including the Association for Supervision and Curriculum Development, the National Association of Independent Schools, Common Sense Media, the National Council for Teachers of English, and the National Council for Teachers of Mathematics.

COMMUNITY RESPONSIBILITIES

ATTENDANCE, ABSENCES, AND TARDIES

With the exception of family emergencies or for health reasons, regular daily attendance and prompt arrival for the start of each school day are required for each and every student. A student who is not present for a scheduled school day will be marked 'absent' for that day in their student record. Similarly, a student who arrives late to school is marked 'tardy' for that day as well. St. Michael's School monitors attendance and arrival regularly and reports aggregate records of both to the attending high school upon graduation from eighth grade, or to the attending school in instances where a student transfers schools before graduation.

The School strongly discourages students from missing scheduled School days for non-medical or non-emergency reasons. Family vacations and non-emergency appointments (e.g., doctor and dentist) should be arranged at times when school is not in session. Missing class time, particularly extended absences, can make it difficult for students to stay on track academically and may limit their ability to engage fully in the learning community. Furthermore, it places a large burden on the teacher and the student's classmates as the teacher tries to make up for missed class time for that individual.

TARDY POLICY

Arriving at school each day on time is essential. Doing so represents a sense of personal responsibility, a seriousness of purpose, and consideration for one's classmates and teachers who make every effort to begin the day together on time. When a student is late to school, the rhythm of his or her day is disrupted and often important information covered at the beginning of the day is missed. With that in mind, all students are encouraged to arrive on time, between 7:45-7:55 a.m., ready to begin the day at 8:00 a.m. Students arriving after 8:00 a.m. must report to the School's main office for a written pass slip for class to assure that attendance records are accurately recorded. A conference may be requested when a student is repeatedly late to School.

REPORTING ABSENCES AND TARDIES

Parents are expected to call the School's main office (520-722-8478) or send an email to attendance@smstucson.org by or before 8:45 a.m. on any day their child is absent.

Absences due to illness of more than three consecutive days typically will require a doctor's note in order to return to School. If possible, all appointments should be avoided between 8:00 a.m. and 3:10/3:20 p.m. on regular School days. Parents of students who miss School or who plan to arrive late for good reason are asked to notify the School's main office by or before 8:45 a.m. the same day.

LEAVING DURING THE SCHOOL DAY/EARLY RELEASE

Students leaving school during the school day must (1) be signed out at the School's main office by a parent or guardian, and (2) indicate whether or not the student will return that day. If a student returns to School later in the day, a parent or guardian must sign the student in before the student may return to class.

Students are not permitted to call home to excuse themselves from class; all early dismissals must be coordinated through the school nurse or the appropriate division director and authorized by a parent or guardian.

ACCOUNTABILITY FOR ABSENCES

If a student misses a School day, or is tardy beyond 9:00 a.m., they will likely not be allowed to attend after-school activities (this does not include aftercare activities) on that same day, at the discretion of the administration.

MAKING UP MISSED WORK

Teachers make every effort to support students in completing missed work, especially when the absence is due to health or emergency reasons. For non-emergency, non-health related absences, teachers are not required to provide work in advance. If a parent or guardian would like to pick up the student's homework due to an absence, they are asked to email the student's advisor or classroom teacher the morning of the absence to request that homework be left in the office for pick-up after School.

A student will, upon their return, be allowed a reasonable amount of time (1 day absence = 1 day to make up work) to complete the work missed. Work that is not completed in a timely manner may receive a zero or no credit, at the teacher's discretion. Students and parents are responsible for communicating with teachers to arrange the make-up assignments.

Any Upper School student who misses an end-of-year exam or culminating trimester project will receive an incomplete on their report card until the work is completed. If the missed work is not made up within seven days of the close of the academic year, the student will receive a zero for the assignment or exam.

EXCESSIVE ABSENCES AND TARDIES**PURPOSE**

The purpose of this policy is to support student learning, promote regular attendance, and prevent excessive absences in accordance with Arizona law.

Arizona law requires compulsory school attendance for all children between the ages of six (6) and sixteen (16) years. (A.R.S. § 15-802). Responsibility for compliance with this law rests with the parent, guardian, or person having custody of the child.

A student is considered habitually truant if they have five (5) or more unexcused absences from school. A student who is absent for more than ten percent (10%) of the required school days in a school year (approximately 18 days) is considered to have excessive absences, regardless of whether the absences are excused or unexcused.

Student attendance will be monitored and reviewed weekly by the Lower School and Upper School Directors. Excessive absences and/or tardiness may impact a student's academic progress, promotion to the next grade level, and participation in school activities. Attendance concerns may also be documented in student records, reports, and transcripts.

ATTENDANCE WARNING

A student will receive an Attendance Warning when they have accumulated four (4) absences or five (5) tardies.

The student's family will be notified in writing by the Division Director. During this period, the student's attendance will be closely monitored, and the family will be expected to demonstrate a good-faith effort to improve attendance. Participation in school-sponsored activities may be limited at the discretion of the administration.

ATTENDANCE PROBATION

A student will be placed on Attendance Probation when they have accumulated seven (7) absences or ten (10) tardies.

A meeting with the Division Director will be required, and an attendance support plan will be developed. Students on Attendance Probation may lose eligibility to participate in school trips, dances, athletic programs, and other extracurricular activities.

ATTENDANCE INTERVENTION

A student will be placed on Attendance Intervention when they have accumulated ten (10) absences or fifteen (15) tardies.

A meeting with the Head of School will be required, and an attendance intervention plan will be developed. Attendance Intervention is a serious status that places the student's continued enrollment at St. Michael's under review.

Students on Attendance Intervention will likely lose eligibility for class trips, school dances, athletic programs, and other extracurricular activities. Continued attendance concerns may result in additional administrative action, including a review of the student's enrollment status.

Exceptions to the attendance policy may be considered for students who miss an excessive number of days due to medically documented reasons or other extenuating circumstances.

CAMPUS SAFETY

The safety and security of students, staff, and families is our highest priority. The School campus is secured with locked entry gates accessible only with a keypad code, key, or fob. The access code for students and families will be changed at least once per year, or more often as needed. We ask that families and students maintain confidentiality with the code and exercise due discretion in sharing this information with others.

The access to campus via these locked coded gates will be limited to the following times, Monday through Friday only:

- **7:30 a.m. - 8:00 a.m. for morning arrival and drop-off**
- **3:05 p.m. - 6:00 p.m. for afternoon pick-up**

There is no gate-code accessibility on the weekends. Students and / or parents who have good reason to be on campus on weekends, or at any other time for which the gate code does not function, will need to

arrange access to campus with a staff member or other authorized School representative.

The School's main office entry is secured with an electric door-entry lock. Other than for morning drop-off and afternoon pick-up, all guests and visitors **must** check in at the main office, and wear a yellow name tag to confirm check-in, when coming onto campus.

Faculty and staff are instructed to inquire with all unaccounted-for visitors, to accompany them to the main School office for check-in, or to respond as appropriate by calling for help from a colleague or by calling 9-1-1. The School also employs a security guard who patrols on campus in the afternoon and early evening, until 7:00 p.m., to provide additional security and to secure all access points each day.

Students arriving after 8:00 a.m. must sign in at the main office with a parent or guardian for a tardy slip before going to class. St. Michael's is a closed campus: students are not allowed to leave campus prior to dismissal time unless a parent or guardian has signed the student(s) out in accordance with early-release procedures.

SECURITY CAMERAS

We utilize security cameras on campus for the protection of our facilities, students, staff, and visitors. No cameras are installed in classrooms, bathrooms, locker rooms, offices, or areas deemed private. Footage is not live-monitored; however, under the discretion of the head of school, the School reserves the right to review footage in the event of vandalism to the facilities or a compromise of safety to our students, staff, and / or visitors.

FIREARM, GUNS, & WEAPONS POLICY

Firearms and other weapons are prohibited throughout the grounds of St. Michael and All Angels Church and St. Michael's Parish Day School, except (1) as carried by active duty and retired Law Enforcement Officers, and (2) pursuant to Arizona Revised Statute (13-3102), lawful possessors may carry an unloaded firearm within a means of transportation (e.g., personal vehicle) on school grounds, provided that if the adult leaves/exits the means of transportation, the firearm must not be visible from the outside, and the means of transportation must be locked.

COMMUNITY COVENANT

In building and sustaining a culture of respect, kindness, hard work, and honesty, we are guided above all by our Community Covenant, which is a formal agreement reviewed and signed each year by each student within the first month of School. This Covenant is founded on our Core Values of Balance, Community, Diversity and Inclusion, Excellence, and Integrity. These habits of mind and character are foundational to the St. Michael's experience, essential for building and sustaining a caring, supportive, and peaceful School climate and culture and for carrying out our mission of educating students for lives of meaning and purpose. As such, in addition to our behavioral expectations, we expect all students and staff to demonstrate behavior consistent with these values on a daily basis.

BALANCE IN MIND, BODY, AND SPIRIT

Our purpose for being, our Mission, is founded on the idea and practice of balance, in mind and body and spirit. In our academic and learning pursuits, we demonstrate an appropriate seriousness of purpose, day in and day out, to help foster curiosity, inquiry, innovation, and problem-solving. At the same time, we pursue with equal passion those opportunities for growth and wellness through all components of our well-rounded curriculum, through the School's extracurricular and interscholastic offerings, and through our own athletic and physical pursuits in and out of School. Equally as important,

we embrace the spiritual life of the School and our own spiritual growth through personal reflection and prayer, through chapel and Mass, and through opportunities to serve and ‘walk with’ others in need.

COMMUNITY

We work to build strong, positive relationships with each other as the foundation of a thriving School community. We embrace and practice love and kindness and respect to create these strong bonds day in and day out. We demonstrate respect by using polite language and appropriate manners in each and every interaction—in the classroom, at recess and play, in times of prayer and reflection. At the same time, we recognize that on occasion we fall short of these expectations ‘to love our neighbor as ourselves,’ and we therefore take time to work out misunderstandings, to seek and practice forgiveness, and to work to restore relationships when they are broken.

DIVERSITY AND INCLUSION

Our preferences and strengths as learners and our interests and avocations as individuals differ from person to person. Our physical attributes vary by gender and physical makeup, by race and ethnicity and cultural background, by religious and spiritual practice. As such, we intentionally seek and embrace this inherent diversity in the composition of our students and families and with faculty and staff. As members of the St. Michael’s community, each and every person knows that they authentically belong and are fully included for who they are. We especially welcome those individuals and families who are new, and we invite everyone to participate fully in the life of the School. We recognize and celebrate these same differences in the broader world around us and strive for justice and peace among all people.

EXCELLENCE

Excellence means trying our personal best, not being perfect. We come to school each day ready to learn and grow. We practice appropriate manners, look people in the eye, and respond with a kind heart. We understand that mistakes are opportunities to learn. We therefore take appropriate risks, embrace new challenges, and stretch ourselves to grow. As students, teachers, and staff, we remain active participants in our own learning and growth. As members of a loving and supportive community, we help each other strive for excellence to achieve our own personal goals. We practice patience and perseverance in learning new skills, developing the necessary grit to meet challenges and to help solve problems.

INTEGRITY

Honesty is fundamental to and at the heart of what it means to have integrity; it helps us to build and maintain trust with one another. We abide by the rules, live by the expectations and standards we have set for everyone, and tell the truth when we fall short of these standards. We take responsibility for our actions at all times, and expect that our friends, colleagues, and peers will do the same. In short, we strive to ‘do the right thing’ at all times, with all that we do, even when no one is watching. Like ripples moving out from a stone tossed in water, we recognize that our words and our actions influence and impact everyone around us. Integrity means keeping our word and doing what we say we will do, practicing self-discipline and self-control for the good of ourselves and everyone in our community.

EXPECTATIONS OF PARENTS AND FAMILIES

The relationship between a student, his or her family, and the faculty and administration is formally governed by the Enrollment Agreement and by this Parent-Student Handbook. Families who enroll at St. Michael’s School do so with a genuine understanding and appreciation of the School’s Mission, Values, Episcopal Community and Identity, and Philosophy and Goals. In short, the School expects students and families to support its mission and values, follow its rules, and abide by its decisions.

First and foremost, the relationship between families and the School must be positive and mutually respectful. Trust and mutual respect are the essential underpinnings of an effective relationship between families and the School and between the School and the students. This partnership helps to ensure the educational success of each student, and it is essential for the fulfillment of the School's educational purpose, its mission, and its objectives.

Families play an essential role in the life of St. Michael's School. Families are integral partners with teachers and staff in educating the children in our care; they support the School community through engaging in volunteer opportunities, attending social events, and supporting fundraising efforts. Families are, therefore, encouraged to work productively with faculty and staff by communicating and helping to resolve concerns openly and constructively.

Although it is extremely rare, occasionally it becomes apparent that families do not fully embrace the community's values, are hypercritical, or behave in ways that suggest a serious conflict with the School's philosophy and values, decisions, policies, or standards. In such instances, a family has every right to terminate their enrollment agreement with the School, and in turn the School reserves the right to recommend or require the family's withdrawal.

COMMUNICATION PROTOCOLS

A strong partnership and effective communication between School and home are essential to each child's success. We recognize, however, that despite our best intentions, misunderstandings or differences occasionally occur. The School values input, suggestions, and constructive comments from families. When a question, problem, or concern arises with a particular student, the following steps should be taken:

Ask your child's teacher for a scheduled time to discuss your concerns. It is essential to first contact the teacher who is directly involved, as attempts to communicate with someone other than that teacher will only delay the process. Most difficulties can be resolved at this level when families and teachers communicate openly and respectfully for the benefit of the student.

If, after meeting with your child's teacher, the situation has not been resolved, meet with the respective division director to present your concerns. The parent or guardian(s), teacher, or division director may request a joint conference with the parent(s) or guardian(s), teacher, and an administrator.

If, after meeting with the division director, the situation has not been resolved, schedule a meeting with the Head of School to present your concern. The parent or guardian, teacher, division director, or Head of School may similarly request a joint conference with the parent(s) or guardian(s), teacher, and the administrator present.

If the concern does not relate specifically to the Head of School, then the escalation ends with the Head of School, and the Head of School's decision regarding the concern is final.

If the concern relates specifically to the Head of School (e.g., where the Head of School is accused of inappropriate conduct, bias or conflict of interest), the above process has been followed, and the problem is still unresolved, the concern may be raised with the St. Michael's School Board of Trustees according to the following process:

To raise an appropriate concern with the St. Michael's School Board of Trustees, submit a letter via email to the Board Chair. The letter should include any details about the event or concern that may be helpful in the decision-making process.

The Executive Committee of the Board, in consultation with the Rector and other members of the Board, shall then investigate and seek to resolve the concern. A member of the Executive Committee will notify you if further action is necessary. The Executive Committee may undertake any means it believes to be appropriate in resolving the concern. If the Executive Committee determines that the matter should be heard, you and others may be called to meet with the Executive Committee, with other members of the Board or with the full Board.

After completing its investigation, the Executive Committee will notify you and the Head of School of its decision concerning the concern (generally via email), which will be final. The Executive Committee will report to the full Board at the next regularly scheduled Board meeting.

The School expects that parents and families will respect and adhere to the communication protocols set forth above. The Head of School welcomes the opportunity to meet with individual families to discuss various School-related topics.

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USE OF HAROLD BELL WRIGHT PARK

Under a formal agreement between the City of Tucson and St. Michael's School, we share the Harold Bell Wright (HBW) Park space immediately adjacent to the east side of our campus with the general public during School hours, especially with the residents who live in the HBW neighborhood. This agreement nonetheless gives the School exclusive rights to the use of the park's grass surfaces and basketball courts during the scheduled School day, and maintains an open policy for the use of the play structure, park benches, and shaded areas on the east side of the park. Local residents, employees on break from local businesses, and other members of the public occasionally use the park within those limits during the day as well.

Students and teachers of St. Michael's use the park space for morning break, lunchtime recess, afternoon sports, and aftercare activities. At all times when students are present in the park, in the care of the School during these scheduled activities, the School provides adult employees to supervise children, to assure general safety within the park bounds, and to assure the safe transfer of the students in our care to and from the teacher or School employee and the adult employee or volunteer overseeing park supervision and safety. The School also welcomes the help of parent and family volunteers to help supervise children during lunchtime.

In the interest of maintaining a strong, collaborative relationship with the local residents, the City of Tucson, and the general public who use the park appropriately during the day, we emphasize above all that parents and family members act mindfully and with common courtesy at all times when driving to and from the park, and when using the park space. Specifically, use only the designated parking spaces along the park's east-side entry, avoiding the use of parking on the residential street or in front of neighborhood homes. Please use caution and maintain strict adherence to the posted speed limits,

street signage, and road rules, especially at the roundabout turn at E. Brian Kent Road and N. Corinth Avenue.

FAMILY ENGAGEMENT AND VOLUNTEERISM

St. Michael's encourages families to attend School-wide and class- and grade-specific activities throughout the year, and to volunteer as able with events and activities that invite parent and family involvement. For the 2026-2027 academic year, the School will provide a comprehensive calendar of events and activities that define those opportunities for attendance and volunteering. One of the more accessible opportunities for families to help is with class field trips, for which parents and family members with valid drivers' licenses and auto insurance are invited to provide safe transportation to and from designated local trip sites.

The School also coordinates a parent-volunteer organization, called the Soaring Eagles Alliance (SEA). By virtue of being a parent or guardian with a child, or children, enrolled at the School, all families are members of SEA. The aim of SEA is to support the life of the School, the students, and the teachers with planned events throughout the year. Among other activities SEA parent volunteers support annually are the uniform exchange, Fall Festival, Teacher Appreciation Week, and a handful of other events that require volunteer help.

Parent volunteers on campus serve under the guidance of the classroom teacher and are expected to support and respect the learning environment at all times. Please be sure that classroom visits are coordinated in advance with the teacher.

GENERAL SCHOOL INFORMATION

ACADEMIC POLICIES PRE-K TO 8

ASSUMPTIONS ABOUT LEARNING

St. Michael's School believes that each student has the capacity to grow as a competent, compassionate, and engaged individual. Integral to this foundational belief, the School believes that a broad range of experiences and activities within and beyond the four walls of the classroom—experiences that promote personal growth and an abiding respect for the diverse world in which we live—is essential for a holistic, balanced Pre-K to 8 education. Community service projects, field trips, our middle-school overnight trips (Prescott, Catalina Island, and Washington, D.C.), public presentations for the performing and visual arts, Declamation Day, among a number of others, are incorporated into the curriculum.

The School recognizes that each student has inherent strengths and areas for growth as a learner, and we differentiate our teaching and learning with a variety of instructional methodologies to meet these diverse needs. The School also believes that learning is a cooperative venture with families. Families are encouraged, therefore, to be part of the learning process through open and thoughtful communication, year-start intake conferences, parent-teacher conferences, attendance at School events, et cetera. While traditional Episcopal worship is integral to the life of the School and the people in it, the spiritual and moral formation of the students in our care needs to be nurtured as well.

CURRICULUM MISSION STATEMENT

A St. Michael's education is designed to assist students in developing reflective, creative, and disciplined approaches to learning. In addition, the curriculum is designed to foster positive self-concepts that help students to grow into caring, competent, and confident young adults. This is achieved by a dynamic

teaching staff incorporating a variety of methodologies in a climate of high expectation with attention to the needs of the individual learner. The curriculum builds a foundation for future academic success and creates coherence and connectedness to everyday life experiences through interdisciplinary, integrated, and cross-curricular approaches to learning.

ACADEMIC EXPECTATIONS

It is our expectation that students make consistent academic progress. When concerns arise with a student's academic progress, the respective faculty member will request a time to meet in person to enlist the family's support to improve the student's academic performance. Learning support may include tutoring, monitored homework time, help with test preparation, outside referral for evaluation and support, required study time at School, or other means of support and encouragement. Students who do not continue to make progress jeopardize their continued enrollment in the School. Middle School students are expected to meet specific academic standards.

GUIDELINES FOR THE ETHICAL USE OF AI

As educators, we are committed to preparing our students for the world as it is and for the world as it is becoming. AI (Artificial Intelligence) is increasingly a part of everyday life; it is important that our students begin to understand AI with guidance, responsibility, and care. Above all, we want to ensure that our students are protected and empowered. Just as we teach children how to read, write, and think critically, we also want them to understand how to navigate new technologies with confidence and conscience.

The default setting of the School's web filter is to disallow access to all AI LLM platforms. For our older students (Grades 5 to 8), teachers may request that AI tools like writing assistants, adaptive learning platforms, or age-appropriate image generators be accessible for specific projects under direct teacher supervision. These tools will not replace traditional instruction but will be integrated thoughtfully to support brainstorming, revision, and research; to spark creativity and curiosity; and to build digital literacy and critical thinking. Younger students (Grades Pre-K to 4) may encounter AI in the form of teacher-supported learning apps or class conversations about how computers "think" and make decisions, always grounded in developmentally appropriate content.

In thoughtfully using AI in the classroom setting, we are committed to assuring that (1) the students in our care will never be asked to submit work that isn't their own voice or understanding (2) we will only use tools that comply with student privacy laws and school technology standards (3) teachers will explain when and why AI is being used and will help students evaluate its reliability and usefulness, and (4) all use of technology will be guided by our Episcopal identity, mission and vision, and our core values of Balance, Community, Difference and Belonging, Excellence, and Integrity.

ENRICHMENT COURSES

All our enrichment courses such as Music, Art, and PE will be assigned marks of E, S, or N in grades Pre-K-8. While these classes do not meet five days a week, we view our enrichment curriculum as integral to the entire educational process at St. Michael's. As such, homework and testing will be assigned when appropriate, balancing those assignments with the demands of our core courses. We seek student and family support in placing equal priority between their core subjects and enrichment courses. Please do not hesitate to contact these teachers with any questions you have.

HOMEWORK PHILOSOPHY AND PURPOSE

At St. Michael's School, we believe students perform best when they get adequate rest and have a balanced level of activities that allow them to explore their interests and talents outside of academic classes. We also believe that homework is important in the development of strong, life-long study skills and habits. When students successfully complete homework, they build self-discipline, self-confidence, and become increasingly responsible for their own learning.

In order to help students maintain a healthy balance between academics and extracurricular activities, St. Michael's faculty strives to assign homework that reinforces classroom learning in meaningful and challenging ways. Homework is designed to help students and teachers to:

- Reinforce concepts and skills taught in class through practice and review
- Prepare students for subsequent classroom learning
- Allow for further inquiry into topics than class time allows
- Assess students' depth of understanding and any need for re-teaching
- Meet long-term project assignments
- Aid in developing time-management, study, and organizational skills

Homework is most beneficial when students understand teacher expectations, take responsibility for their homework, and have family support and guidance. Students, families, and teachers work together in the following ways:

STUDENTS

- Ask questions to clarify daily assignments, study guide objectives, and project expectations
- Seek assistance from teachers when difficulties or challenges arise
- Inform parents of key assignments and due dates
- Thoroughly record homework assignments and directions in their planner/calendar
- Give their best effort to complete homework fully and turn it in on time
- Work independently when possible so that the completed work reflects their own ability
- Use good time management to allow sufficient time for homework completion.

FAMILIES

- Help create a regular study time and location free from technology and other distractions
- Assure a student's work is their own, mindful of the line between plagiarism and original work
- Help develop organization and time-management (i.e., review assignment notebook or planner)
- Contact the teacher if there is routine observation of an absence of homework
- Ensure that students routinely get adequate sleep at night to be refreshed for the next day
- Communicate with teachers when concerns arise about homework content.

TEACHERS

- Share with students and families expectations for homework
- Assign relevant and meaningful homework that reinforces classroom learning
- Ensure that students understand what is expected from them and how it will be assessed
- Give students sufficient time to complete their homework
- Do not penalize for homework; recognize that a good-faith effort was made
- Accommodate additional time when students are busy with multiple assignments/events.

RECOMMENDED GUIDELINES FOR TOTAL TIME SPENT ON HOMEWORK

If the total time spent on homework routinely exceeds the amount of time in the guidelines below, families are encouraged to communicate with the appropriate teacher or administrator in a timely manner.

Tests and major quizzes are assigned as part of homework and are used periodically to assess the progress of students.

The following time guidelines are intended to provide the expected range of total time spent on homework each night. This will vary from student to student as each works at a different pace. While routine homework is not typically assigned over weekends, certain occasional, long-term projects may require time outside of these guidelines. Routine nightly reading is recommended for all grade levels, when possible.

Grade Pre-K and K	0 – 20"
Grades 1-2	20 – 30"
Grade 3	25 – 35"
Grade 4	30 – 45"
Grade 5	40 – 60"
Grade 6	60 – 80"
Grades 7-8	80 – 100"

APPROPRIATENESS OF STUDENT WORK

Student work (e.g., artwork, written work, work related to public speaking, etc.) for a public audience must contain content that is reflective of the values of the School. Student work that references symbols or imagery of potential concern (e.g., weapons, drug symbols or paraphernalia, alcohol, smoking, violence, gang symbols, swastikas, sexually explicit material, insulting depictions of gender or race, vulgarity, obscene gestures, etc.) will be subject to review by the teacher first, in partnership with a student's parent(s) or guardian(s), and as necessary with the respective Division Director (and Head of School), before a decision is made regarding public presentation.

ADMISSIONS, PLACEMENT, AND PROMOTION**ADMISSIONS**

The School seeks to admit students who demonstrate strong academic potential and who can contribute to and benefit from its programs. Students are selected for admission to the School on the basis of academic potential, developmental maturity, and readiness for the School's program. In addition to grade reports and teacher recommendations, a requisite onsite visit and brief summative assessment provide the School with valuable insights and information about the student and his or her ability to participate productively and fully as a member of the School community.

The admissions committee makes recommendations to the Head of School, who has ultimate authority and sole discretion in making the decision to admit or re-enroll a student.

The School establishes a waiting list when there are more qualified candidates than openings available in any given grade level. If an opening occurs, the admissions committee decides which candidate(s) will be

offered a position, based on the overall profile of the class and the qualifications of the student. When the School cannot offer placement for a student, we are willing to offer guidance on other schools that may be able to accommodate the student.

PLACEMENT

Under the guidance of our two division directors, the teaching faculty devote more than a month's time each year to place students for the coming year in class sections deemed most beneficial to the individual student, based on a number of considerations. These factors include male-female student ratio, learning style, class chemistry, and socialization. This process begins in earnest in early May, class rosters are made final by the beginning of June, and parents are notified by early August, just prior to the start of the new academic year.

Although we make no guarantee that requests will be honored, we do consider written parent requests for placement with specific teachers. To that end, parents are welcome to send an email explaining their specific request to the respective division director during the first week of the third trimester.

PROMOTION

For promotion to the next grade level, each student is expected to maintain appropriate progress annually with academic growth and solid citizenship, and to demonstrate commitment to both through excellent attendance. A student must be present at least 90% of the days he or she is enrolled at St. Michael's School. When and if a student has not met these fundamental requirements, he or she will be referred to the respective division director, the student's family will be notified of the School's concern, and the School will inform the family of the requirements in regards to promotion.

AFTERCARE & AFTERSCHOOL ACTIVITIES

As part of its extracurricular and aftercare programs, St. Michael's offers a variety of opportunities for students in the afternoon, after dismissal on the majority of full days and half days. St. Michael's students must have direct adult supervision from their parent or guardian, or from a designated School employee, at (1) any time on campus after the day's scheduled dismissal hours (2) in the Harold Bell Wright Park during scheduled aftercare hours, or (3) during scheduled evening School events. School employees who are supervising either the registered Aftercare program, intramurals or athletics program, or any other scheduled program cannot be responsible for students not already accounted for or registered for an afternoon activity.

Students who are not picked up on time will be accompanied by their respective homeroom teacher or advisor, or another designated School employee, to either the main School office to call home, to Aftercare/Upper School study hall, or to an appropriate scheduled afternoon School activity.

Below is a summary list of offerings for Aftercare and Afterschool activities for the 2026-2027 academic year:

AFTERCARE

The School provides a State-certified childcare program for students enrolled at St. Michael's in Grades Pre-K to 4. All enrolled students in grades Pre-K to 4 are eligible to participate in this Aftercare program for a modest fee. Aftercare services include supervised indoor and outdoor play, arts and crafts, an afternoon snack, and homework help as appropriate.

This service is offered from 3:10 p.m. - 5:30 p.m., Monday through Friday, on all scheduled full School days, and from 11:50 a.m. to 5:30 p.m. on half days, during the regular School year, with a few exceptions for the start of the holidays and end of year.

At the conclusion of the School day, students are escorted to Aftercare by their classroom teacher and signed in by the Aftercare staff. A parent or guardian must sign the student(s) out to take them home. There will be an overtime charge of \$1.00 for each minute after 5:30 p.m. if a parent or guardian is late picking up the student. There is also a Sign Out surcharge of \$5.00 if families fail to sign the student out of Aftercare. Siblings under the age of 18 are not allowed to sign a student out of Aftercare.

If there is a serious problem, or continual problems, with a student, the Head of School will make the final decision of any additional actions that need to be taken or if a student needs to be dismissed from the Aftercare Program.

AFTERCARE MANDATORY SIGN-UP

To ensure the safety and proper supervision of all students, every family is required to register for the appropriate after-school program through ProCare Solutions.

Registering your child ensures that any student who remains on campus after dismissal is covered under the school's supervision and insurance policies and allows us to provide appropriate care between 3:10 p.m. and 5:30 p.m.

You may also register by visiting:

- **Aftercare (PreK–Grade 4):** <https://smstucson.org/aftercare/>
- **Study Hall (Grades 5–8):** <https://smstucson.org/studyhall/>

OTHER LOWER SCHOOL AFTERNOON ACTIVITIES

St. Michael's offers Lower School families (Pre K to 4) the opportunity to enroll their son or daughter in Karate, Chess, and/or Legos for either one or both annual sessions, the first from the start of School in August through the Christmas break, and again from January through May.

SCHOOLWIDE SPECIAL EVENTS

The School hosts a number of special events throughout the year, many of which take place in the afternoons. During on-campus events after hours, such as the Science Fair, Art Expo, and Fine Arts Night, students are expected to be supervised by parents or guardians. A scheduled list of activities for the year will be provided for families at the start of the year; parents and families are updated weekly with an email from their child's individual teacher and from our division directors, and monthly with the *Eagle News Monthly*.

UPPER SCHOOL AFTER SCHOOL STUDY HALL

Students enrolled at St. Michael's in grades 5-8 are eligible to register for and participate in afternoon Study Hall for a modest fee. Study Hall is a designated space on campus, typically the Lower School science room, where Upper School students can spend supervised time completing homework, engaging in independent reading, or working on other projects assigned by their teachers. This service is offered from 3:20 p.m. to 5:30 p.m., Monday through Friday, and from 12:00 p.m. to 5:30 p.m. on half days, during the regular School year.

UPPER SCHOOL MUSICAL THEATER

Students in Upper School have the opportunity to participate in the annual School musical. Auditions and practices typically take place in the afternoons as well, after dismissal on full days and in some cases on half days. As with all afternoon activities, families must register and pay the seasonal activity fee for their child for participation in musical theatre with Tony Antista, Director of St. Michael's School Musical Theatre program. Communication for registration will also be made available to parents and families at or near the start of the year.

ATHLETICS AND INTRAMURAL SPORTS

Students in grades six, seven, and eight who are in good standing with academics, attendance, and citizenship are eligible and encouraged to participate in after-school interscholastic athletics. Likewise, students in grades four and five who are in good standing with their academics, attendance, and citizenship are encouraged and welcomed to participate in the intramural sports program throughout the year. Both programs meet in the afternoons for practices or games according to a schedule made available to students and families prior to the start of the season. Both programs also require families to register their child and pay a modest fee for the season.

SPORTSMANSHIP

For both intramurals and interscholastic sports, we believe that individual excellence and teamwork contribute significantly to the development of character and school spirit; sportsmanship and fair play are important facets of both. We expect our coaches, players, faculty, staff, and parents to represent the School in a manner that is respectful of others on and off the field. We seek to model the highest standards of courtesy and respect, self-control, and good sportsmanship.

STUDENT-ATHLETE CODE OF CONDUCT

Interscholastic athletic competition should demonstrate high standards of ethics and sportsmanship and promote the development of good character and other important life skills. The greatest benefits of a student's participation in sports include pursuing victory with honor according to six core principles: trustworthiness, respect, responsibility, fairness, caring, and good citizenship. This Code applies to all student-athletes involved in interscholastic sports at St. Michael's School.

PARENT CODE OF CONDUCT FOR ATHLETICS

St. Michael's School expects that students, teachers, and parents will represent the School at all times with respect, fairness, and dignity. These values and expectations apply to our athletics program as well. Win or lose, good sportsmanship is the highest priority.

ARRIVAL AND DEPARTURE

Parents and guardians of students in grades Pre-K to 3 are expected to escort their son(s) or daughter(s) to their respective homeroom(s) each morning and retrieve their son or daughter at the classroom for pick-up at the end of each scheduled day. Fourth-grade students may be dropped off curbside in the morning or escorted by a parent or guardian to the classroom. Fourth grade teachers will walk the student to the front sidewalk to be picked up at dismissal time. All students in grades 5-8 are able to walk themselves to their respective classrooms in the morning and meet their parents or guardians at their designated pick-up spot in the afternoon. Lower School students participating in on-campus after-School activities will be escorted to the appropriate location by their teacher.

Students in grades 5-8 must sign in with their homeroom teacher in the morning. At the end of the day, students must also sign out of their homeroom, indicating their immediate destination, including after-School activities and School sports. Should a family want their son(s) or daughter(s) to leave St. Michael's at the end of the day unattended by an adult—including to walk to the library, to home, or to the Metro bus—individual arrangements and written permission must be provided by the parent(s) or guardian(s) to the School. Once a student is off campus, we can no longer monitor his or her location, and he or she is not allowed to return to campus without a parent or guardian.

For a handful of days each year, School dismissal is at 11:50 for Lower School and 12:00 noon for Upper School to allow for faculty-staff meetings and/or professional development. Lunch is not served or scheduled on these early-dismissal dates. Please note as well that Aftercare for grades Pre-K to 4 and Study Hall for grades 5-8 will be available on most of these dates.

We ask for your cooperation in picking up your student no later than ten minutes after the designated dismissal time. Students who are not picked up on time will be accompanied by their respective homeroom teacher or advisor to either the main office to call home, to Aftercare/Study Hall, or to an appropriate activity. Enrollment forms and information about the Aftercare program/Study Hall are available in the main office and on the School website.

BIKE SAFETY

It is law in Pima County that cyclists under the age of 18 wear a suitable helmet while riding. We insist that students riding bikes to School follow the law, above all for their own health and safety. Regardless of grade, students riding bicycles to School should secure their bikes using the rack located just inside the security gates for the southwest entry of the Lower School campus.

PARKING & TRAFFIC FLOW

Given the physical limitations of our campus, navigating the School's parking lot at drop-off and pick-up is often an exercise in patience and courtesy. We ask that you follow the one-way traffic signs and use extreme care and caution while operating a motor vehicle on School grounds. Courtesy and patience go a long way in making the parking area safe and efficient. Please proceed with caution when leaving St. Michael's either south or westbound, as traffic may not yield to you.

The outer edge of the parking circle is for momentary drop-off or pick-up only. Do not leave your car unattended in this area, do not double-park, and do not park on the inner curbs. This is a fire lane; unattended parked cars in this area are subject to fines and/or towed removal.

Please note that due to the congestion at the south entrance from Wilmot Road, parking or standing on the south side entry of the main lot, as marked by traffic pylons, is prohibited from 7:30 to 8:00 a.m. and from 3:00 to 3:30 p.m. During these times, we ask that you only stop on the south side along the Upper School if you are indeed dropping off your child in the morning or picking up in the afternoon. If your child is not ready for pickup, we ask that you find a parking spot and wait for him or her. We encourage families to coordinate with their child to determine a time and place for pickup to minimize the amount of wait time.

Please be a good neighbor and use only the designated parking for Harold Bell Wright Park when dropping off or picking up students. We request that any family driving through the Harold Bell Wright neighborhood also use caution and strict adherence to the posted speed limits.

BEHAVIORAL EXPECTATIONS AND ACCOUNTABILITY

St. Michael's faculty and staff share with parents and families the responsibility for developing sound character, good citizenship, and moral and ethical decision-making with and for the students in our care. Respectful, kind, and honest behavior is expected of all students at all times, especially while in the care of the School, while participating in off-campus School-sponsored events and activities, and while communicating and interacting through digital means via School-issued devices. There are instances as well, as noted below, where student behavior off-campus during non-School activities and non-School time may impact a student's standing at St. Michael's. Above all, the Head of School reserves the right to dismiss or expel any student whose actions or intentions jeopardize the safety, security, or integrity of the St. Michael's School community.

In this section for Behavioral Expectations and Accountability, we articulate (1) general expectations and guidelines for appropriate student behavior (2) positive reinforcement and recognition of appropriate and exemplary behavior (3) reporting disciplinary behaviors (4) leveled consequences and accountability, including dismissal and expulsion, and (4) policies for bullying, harassment, and like behavior; use of inappropriate substances; inappropriate use of technology; and off-campus behavior.

PRE-K TO 8 GENERAL EXPECTATIONS & GUIDELINES

In defining clear expectations and guidelines for respectful, kind, and honest student behavior at St. Michael's, we are guided above all by our Community Covenant, which is a formal agreement reviewed and signed each year by each student and his or her parents or guardians within the first month of School. This Covenant is founded on our core values of Balance, Community, Diversity and Inclusion, Excellence, and Integrity. These habits of mind and character are foundational to the St. Michael's experience, essential for building and sustaining a caring, supportive, and peaceful School climate and culture. As such, we expect all students to demonstrate behavior consistent with these values on a daily basis.

We further believe that a positive and constructive working relationship between the School, the student, and the student's family is essential for fulfillment of the School's mission. In enrolling their child at St. Michael's, families therefore agree to abide by and uphold all expectations and guidelines for kind, respectful, and honest behavior for and with their child. Families further understand that an instance of egregious behavior or chronic disregard for kind, respectful, honest behavior by a student may be deemed sufficient cause for probation, suspension, or dismissal or expulsion. As such, we expect all students to uphold the following:

- We expect students to exercise common sense and common courtesy at all times with campus and classroom rules, like walking at a safe pace (i.e., not running) when moving between activities or classes and during morning arrival and afternoon pickup; using restroom facilities, eating areas, the Student Center, and all other campus facilities appropriately by cleaning up after oneself; raising one's hand to speak when appropriate and called for; avoiding gum-chewing at all times and avoiding unapproved snacking during School hours; using appropriate voice volume (e.g., not shouting, using the 'indoor voice' versus 'outdoor voice' as appropriate); treating with care all School property and the property of others; respecting the privacy and personal space of others; et cetera.
- We expect students to demonstrate kindness and respect at all times, in their interaction with peers, teachers, and guests—in the classroom, on the playground, and at School-sponsored events. Instances of bullying, undue or unwelcomed physical aggression or contact, name-calling, or verbal

abuse, including obscenities, are considered egregious; please see the sections below, “Policy on Bullying” and “Major Disciplinary Offenses” for further explanation.

- We expect students to represent themselves, their families, and the School at all times with dignity and grace, during School hours on campus and during School-sponsored activities off campus, exercising appropriate manners, using respectful language, and maintaining a healthy and clean appearance in hygiene and dress. Please see the section on Dress Code especially for further clarification.
- We expect students to demonstrate personal integrity and honesty at all times, in their academic work in and out of the classroom and in their interactions with peers, teachers, and staff. Instances of lying, cheating, or stealing are considered egregious; please see the section below, “Major Disciplinary Offenses,” for further explanation.
- We expect students to arrive to School on time for each scheduled day of the School year, unless the student is ill or injured, or for a family emergency, or for another reasonable excuse that warrants an absence or late arrival. Families should not plan vacation time that impacts or impedes a student’s daily attendance. Please review the policy on “Absences and Tardies.”
- As noted above, we expect students to demonstrate respect for School and personal property at all times. Intentional damage, or damage caused by careless action, to any item or area of School or Church property or grounds—including lockers, restrooms, computers, walls and corridors, or desks, chairs, and benches—is unacceptable and will result in disciplinary consequences, including but not limited to probation, suspension, or dismissal or expulsion.
- We also expect the same care and respect for people, public space, and property while attending any School-sponsored activities off campus and in the Harold Bell Wright Park, which we share with the general public. Furthermore, students are not permitted to climb the Park trees, are expected to clean up after themselves and leave the Park in better shape than they found it, and are not allowed to bring unpadding or unprotected glass containers to the Park for recess or break.
- At morning drop-off, once a student has transferred safely to his or her respective teacher or advisor or coach, we expect that he or she remains on School grounds until or unless released to a parent, guardian, or other authorized individual. Students are forbidden from leaving/exiting School property without explicit permission and accompaniment from the parent or legal guardian.

POSITIVE REINFORCEMENT AND RECOGNITION

We believe that St. Michael’s students are fully capable of upholding these general rules and guidelines for appropriate behavior, of consistently demonstrating our School values as defined by the Community Covenant, and of striving for exemplary behavior as articulated by the Fruits of the Spirit (i.e., love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control). In short, as a faculty and staff we expect and celebrate positive student behavior day in and day out as the norm.

To that end, Lower School faculty formally recognize notable examples of behavior that exemplifies a fruit of the spirit or a core value by presenting Eagle Slips to students in grades Pre-K-4. The same is true of Upper School faculty in recognizing students in grades 5-8 with Star Cards. We celebrate these achievements throughout the year and at our weekly all-School chapel on Mondays. Our year-end Soar with the Eagles Chapel again recognizes those students, two from each homeroom or advisory group in

each grade, who have consistently demonstrated exemplary behavior over the course of the academic year.

REPORTING DISCIPLINARY BEHAVIORS

Classroom teachers and advisors, division directors, and the School counselor work each year to educate students on the responsibility of reporting behavior that is counter to our Community Covenant and to our Schoolwide expectations and guidelines for appropriate behavior. We work to maintain open and productive communication with our families, and we have the same expectations for our students and families. If there is a behavioral concern, please report it immediately— in person, by phone, or in writing via email—to your child’s teacher, advisor, and/or to the respective division director. We will work to address issues as they arise.

LEVELED CONSEQUENCES AND ACCOUNTABILITY

St. Michael’s faculty and staff fully expect students to behave in accordance with our Community Covenant and the guidelines outlined in this Parent-Student Handbook. At the same time, as educators we recognize that testing boundaries and making mistakes are integral to a student’s developmental growth. Our abiding philosophy and practice with behavior and discipline, therefore, is to assist and guide students in learning right and wrong, understanding appropriate boundaries, and teaching self-control and accountability for the choices they make.

We are fortunate that major disciplinary concerns at St. Michael’s are rare. The leveled consequences for behavioral accountability outlined below are not intended to comprise an exhaustive list; as appropriate, they can be adapted and applied to address behavior ranging from simple behavioral infractions and minor violations to more egregious behavior and major infractions. The School recognizes that every incident involves unique circumstances, and thus discipline is handled on a case-by-case basis. Behavioral accountability varies based on several factors, including age, nature of the problem, past behavioral history, etc. The teaching faculty, respective division directors, and the Head of School are responsible together for ensuring and maintaining consistency and fairness.

BEHAVIOR REQUIRING A REMINDER, CORRECTION, OR REDIRECTION

Behaviors requiring a reminder, correction, or redirection are minor infractions and are met with natural and appropriate consequences that result from the nature of the infraction in the moment. These behaviors are typically addressed between the teacher or staff member and the student, or students, and do not require notification to the division director or to a student’s parents or guardians.

Examples of behaviors that result in a reminder, correction, or redirection are as follows:

- Being unprepared for class (e.g., incomplete homework, missing books or class materials, etc.)
- Tardiness to class
- Side conversations and/or minor interruptions during class time, chapel, or other School activities
- Gum-chewing or unapproved snacking
- Running on campus or minor horseplay
- Dress code infractions (e.g., shirt untucked, incomplete uniform, etc.)
- Picking up after oneself at lunch or recess
- Minor misuse of technology (e.g., playing a video game in class, etc.)

BEHAVIOR REQUIRING LUNCH STUDY HALL, FRIDAY PAUSE OR TIME-OUT

Upper School:

STUDY HALL

Lunch Study Hall is reserved exclusively for academic support and intervention. A teacher may assign a student to Lunch Study Hall when classwork is missing, incomplete, or overdue. During this time, students report to a designated location to complete assignments, and make progress toward completion of work.

FRIDAY PAUSE

Students in the Upper School who are struggling to meet the school's behavioral expectations may be assigned a Friday Restorative Pause during their elective period. The Friday Restorative Pause provides students with dedicated time to reflect on their choices, consider how their actions may have affected others, and discuss strategies for making respectful and responsible decisions moving forward. When appropriate, students may also identify meaningful ways to restore trust and contribute positively to the school community in a manner that is appropriate to the situation. Behavioral incidents resulting in a Friday Restorative Pause are typically communicated to the appropriate Division Director and the student's parent(s) or guardian(s). Repeated or more serious behavioral concerns may result in additional disciplinary action at the discretion of the administration.

LOWER SCHOOL:

TIME-OUT

A Time-Out is a behavioral intervention used in the Lower School when a student needs an opportunity to pause, reflect, and regain self-control. A student may be temporarily removed from a classroom or group activity to provide the time and space needed to calm down, reflect on their choices, and prepare to rejoin the group successfully. The goal of a Time-Out is to help students develop self-regulation skills while maintaining a safe, respectful, and productive learning environment. Depending on the situation, the incident may be communicated to the appropriate Division Director and the student's parent(s) or guardian(s). Repeated or more serious behavioral concerns may result in additional disciplinary action at the discretion of the administration.

BEHAVIOR REQUIRING AT-HOME OR IN-SCHOOL SUSPENSION

An At-Home or In-School Suspension is a more serious consequence and may be implemented as the result of an instance of misbehavior or as an intervention when consequences, reminders, and conversations with a student and his or her parents or guardians have not served as deterrents for unacceptable behavior. Suspensions result in a student either spending a day or more at home or a day or more at School removed from any social interaction with his or her peers. In both instances, a student serving a suspension has committed an infraction against the community serious enough to warrant social removal for an extended period of time.

For an at-home suspension, depending on the infraction, a student may be required to educate him or herself on the infraction and write a report to be presented to a teacher or to the division director, and/or to write and present a letter of apology to the offended party. For an in-School suspension, depending on the infraction, a student may be asked to perform community service work on campus to

atone for his or her wrongdoing, to educate him or herself on the infraction and write a report to be presented to a teacher or to the division director, and/or to write and present an apology to the offended party.

For either at-home or in-School suspension, for the duration of the suspension, a student is not permitted, as noted, to associate with his or her peers or to attend any School functions or extracurricular activities. A suspension requires a phone conversation or an in-person meeting with the student's parents or guardians, the division director, and in some cases the student's homeroom teacher or advisor and/or the Head of School. Furthermore, students will be responsible for coordinating with their teachers for any academic work missed during in-School or at-home suspension.

Examples of behaviors that result in a suspension are as follows:

- Chronic or persistent Friday Pause or time-outs
- Pronounced physical or verbal aggression toward another person or persons
- Threats of violence toward another
- Bullying, harassment, or like behavior
- Vandalism, damage to, or destruction of property
- Major instance of dishonesty
- Major instance of plagiarism or academic dishonesty
- Stealing, theft, or breach of privacy of School property or the property/space of another
- Major misuse of technology that endangers self or others
- Overly offensive language
- Leaving or exiting School grounds without permission
- Sexual harassment or conduct
- Obscenity and/or sexual behavior

BEHAVIOR REQUIRING A BEHAVIOR WARNING

Behavior Warning results when infractions are numerous enough or of such a nature that more than a single consequence is warranted. A student is put on Behavior Warning for a specific period of time, as agreed upon by the faculty or administration. During this time, the student may or may not participate in School activities, at the discretion of the faculty or administration, but his or her behavior and conduct will be monitored to ensure (1) that there are no further infractions or offenses during the stated period, and (2) that a student makes a good faith effort to improve. If the student has shown genuine, measurable improvement with his or her behavior, he or she will be removed from behavior-warning status at the end of the specified time. Should the student's behavior and conduct worsen or remain unacceptable during the stated period, he or she may be placed on Behavior Probation, or may be suspended or dismissed or expelled, following an in-person parent conference with the School administration.

If a student is placed on Behavior Warning, his or her parents or guardians will be required to meet in person with the division head, the student's teacher or advisor, and in some instances the School counselor and/or the Head of School to review and sign a behavioral plan. A Behavioral Plan typically identifies required behavioral expectations, supports needed, and a timeline within which those expectations are to be met. This plan may include additional consequences, including removal from the privilege(s) of attending (a) trip(s), participating in extracurricular activities, or suspension and/or additional social restrictions. Any forfeited or due costs associated with disciplinary consequences for

Behavior Warning (e.g., property damage, non-refundable paid expenses for a trip or activity, etc.) are the responsibility of the student's family.

BEHAVIOR REQUIRING PROBATION

Behavior Probation is more serious than Behavior Warning and places the student's enrollment at the School in jeopardy. As with a Behavior Warning, a student is placed on Behavior Probation for a specific period of time, as agreed upon by the faculty and administration. Students on Behavior Probation will likely lose the right to participate in class trips and other extracurricular School clubs and activities. The faculty and administration will review the student's progress at the end of the probationary period to determine whether or not the student will remain enrolled at St. Michael's. When a student is removed from behavior probation the School will determine the need for continued behavioral supports and monitoring as needed.

Further behavioral infractions or offenses during Behavior Probation will likely result in summary dismissal or expulsion. The respective division director, with the knowledge of the Head of School and with help of the student's homeroom teacher or advisor, oversees Behavior Probation, which requires an in-person conference with the student's parents or guardians.

Students may not in every instance be placed on Probation prior to dismissal. As stated in the Enrollment Contract, "The School may revoke the admission of any Student if the actions of the Student or those associated with the Student fail to adhere to the rules and standards of the School or are otherwise not in the best interests of the School."

BEHAVIOR REQUIRING DISMISSAL OR EXPULSION FROM THE SCHOOL

Dismissal or Expulsion results when a single instance of misbehavior or persistent, chronic misbehavior is egregious enough to jeopardize or significantly endanger the life, safety, security, physical or emotional wellbeing of any one member, or more than one member, of the School community. Dismissal or Expulsion may also result when the misbehavior or action(s) of a student is/are egregious enough to jeopardize the School's security, reputation, or standing.

To clarify, students who are dismissed from the School may have the option under written conditions to apply for readmission after a period approved by the Head of School. Conversely, students who are expelled do not under any circumstances have the option to apply for readmission. For both dismissal and expulsion, depending on the nature of the act or action warranting such a decision, the School may be further legally obligated to involve, or choose to involve, local, state, or federal law enforcement. The Head of School reserves the right to expel any student whose actions or intentions jeopardize the safety, security, or integrity of the St. Michael's School community.

The following behaviors fall into the category of major disciplinary offenses and are likely to lead to dismissal or expulsion. The categorization of these behaviors in determining the right course of action varies based on the age of the student, the context for the misbehavior or offense, and other factors.

- Unacceptable or worsening progress during a period of Behavior Warning or Behavior Probation
- Possession or use of a weapon, or weapons, use of alcohol, drugs, electronic cigarettes, and other illegal or forbidden substances (see Use of Inappropriate Substances below)
- Threats or statements of harm to other individuals or groups
- Unwelcome and/or harmful physical contact
- Bullying, harassment, or like behavior

- Sexual harassment or conduct
- Obscenity and/or sexual behavior
- Vandalism, damage to, or destruction of property
- Tampering with fire or fire-prevention equipment
- Major instance of dishonesty, or like behavior that is persistent
- Major instance of plagiarism or academic dishonesty, or like behavior that is persistent
- Stealing, theft, or breach of privacy of School property or the property/space of another
- Major misuse of technology that endangers self or others
- Misuse of technology that endangers self or others as outlined in the Technology Use Policy
- Other egregious behavior deemed inconsistent with the community's values and expectations

POLICY ON BULLYING, HARASSMENT, AND LIKE BEHAVIOR

It is the right of every student to be educated in an environment that is positive, safe, and caring. At St. Michael's School, students are expected to treat each other and members of the School community with kindness and respect at all times. As an Episcopal school, we expect that each member of the School community respects the dignity of every human being. With that in mind, St. Michael's School will not tolerate any form of bullying behavior. Bullying includes repeated intimidation of students by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse. It also may include, but is not limited to, harassment, social exclusion, verbal taunts, name-calling, and put-downs, including ethnically based, sexually based, or gender-based verbal put-downs. In addition, cyber-bullying through the use of electronics such as cell phones, social networks, or other internet communications is also unacceptable. Students who engage in bullying behavior will be subject to disciplinary action, up to and including probation, suspension, dismissal, or expulsion.

Students who are experiencing bullying behavior by another student or group of students should immediately report the incident or behavior to a parent or guardian, teacher, division head, or School administrator. Incidents of unacceptable behavior will be investigated by an administrator or by the teacher. Parents of students involved will be notified. Retaliation by any student related to the reporting of bullying will not be tolerated and may result in suspension, dismissal, or expulsion. Please see the section below on "Reporting Disciplinary Behaviors" for further clarification.

USE OF INAPPROPRIATE SUBSTANCES

The School expressly forbids the use of all drugs, alcohol, smoking, vaping, and all nicotine products, as well as possessing such products or related paraphernalia at all times in or on School property, rented buses and parent vehicles, adjacent properties, or School-sponsored trips and events. All cigarettes, including e-cigarettes, vaping devices, smokeless tobacco, lighters, matches, etc., or other devices similar to cigarettes, lighters, matches, etc., brought on campus by students will be confiscated. Students should also be aware that vaping or smoking of mind-altering substances, such as marijuana, violates this Use of Inappropriate Substances policy. Discipline for any of these violations will be imposed based on the circumstances existing at the time and may include probation, suspension, dismissal, or expulsion. Off-campus behavior that involves such substances is also subject to disciplinary action; please review the section below on "Off-Campus Behaviors" for more information.

INAPPROPRIATE USE OF TECHNOLOGY

In addition to the content below, please refer to our "Responsible Use Policy" for additional information. St. Michael's embraces technology as a tool for learning and provides opportunities for students to understand its positive use and to think critically about its impacts and potential. If reported or observed

by a School teacher, administrator, or staff member, the School will investigate student behaviors related to inappropriate use of technology.

If a device in question is on campus, the School reserves the right to search the device if there is warranted suspicion, a threat to safety, or a report of misuse. The School cannot control the behavior of students outside of School hours or through the transmission of information using technology that is accessed at a non-School related location, activity, function, or program, or from the use of technology or an electronic device that is not owned, leased, or used by the School. Parents of all parties will be contacted, and the School will determine the appropriate consequences if the off-School or out-of-School behavior is deemed by the Head of School to meet any one or more of the following criteria:

- Content that causes, or has the potential to cause, a disruption to the educational process or to the orderly operation of the School
- Content directed at the School community that is reasonably understood to be threatening or to harm the reputation of the School
- Content that promotes illegal activity
- Content that is obscene, pornographic or sexually suggestive, lewd, violent or plainly offensive, vulgar, indecent, racist, or otherwise inappropriate in a school setting

POLICY FOR OFF-CAMPUS BEHAVIORS

Our community extends beyond our campus; as such, we expect off-campus behavior from students to be consistent with our Community Covenant. It is not the School's policy to investigate or take action in every report of off-campus misbehavior. There are, however, certain circumstances where the School, in its sole discretion, may choose to investigate the misbehavior and/or take action regarding such misbehavior. The School may, in its sole discretion, take action if we learn of off-campus behavior, such behavior including, but not limited to illegal act(s); acts that have the potential to cause disruption to the on-campus learning environment; and acts that have the potential to harm the reputation of the School. Any expectation of privacy may otherwise be outweighed by the School's determination of what is required, without limitation, to maintain a safe and effective educational environment and/or the reputation of the School.

BIRTHDAYS AND OTHER CELEBRATIONS

Students' birthdays are typically announced in the homeroom and recognized in Chapel with a special blessing. If a student plans to provide a birthday snack or treat for his or her classmates, parents are asked to consult the teacher or advisor ahead of time, above all to prevent exposure of food allergens to particular students. Decorating the outside of lockers, desks, or other school areas for individual students for their birthdays is permitted only with the consent and knowledge of the homeroom teacher, advisor, or division director. The same rule applies for the distribution of party invitations and party gifts at School. As an Episcopal school founded on the values and practice of kindness and inclusion, we strongly encourage that parents and students hosting parties off-site invite all students in the classroom or advisory group. Excluding a student, or some students, from off-site hosted celebrations is contrary to the School's aim of building community and making all families feel welcome.

CHAPELS AND ASSEMBLIES

Chapel services, communion Masses, and special assemblies are an integral part of the life of the School and our Mission to educate in mind, body, and spirit. Weekly Chapel and Mass services are designed

above all to develop an appreciation and respect for the sacred, regardless of family religious tradition. All students in grades Pre-K–8 attend the School-wide Chapel at the start of each week, with some exceptions. The weekly Chapel is an opportunity for all students and teachers to gather for prayer, announcements, pledge, and music to sing along under the direction of the Head of School and Chaplain. In addition, in both Lower and Upper School, students and teachers participate in a weekly Chapel for each division—often led by students and teachers—for reading, reflecting, and singing. Also students and teachers in Grades 1-8 also participate in a weekly divisional communion Mass where they can receive the Eucharist or participate by simply by receiving a blessing.

SERVICE LEARNING

Service to others is integral to our mission, regardless of one's faith or spiritual tradition. As a School and as a parish in the Episcopal tradition, St. Michael's has long been committed to serving others in our community and around the world. Service to the community complements the academic curriculum and promotes the dignity of others to our students. Students take part in various age-appropriate service activities throughout the year, and community service is a requirement for graduation.

Service learning is an essential part of our mission and school culture, and is integral to our identity and practice as an Episcopal school. As a foundational component of our educational experience, Service Learning internalizes our school's mission "to educate students in mind, body, and spirit to prepare them for lives of meaning and purpose."

Through the process of exploration, service, and reflection, our students, teachers, and caregivers are empowered to give back to others and develop a deeper understanding of themselves and their role in the world. Together we build community in a world where we need one another and where partnership can lead to effective change.

Service strengthens character and broadens perspective, empowering us to make an immediate impact while fostering lifelong habits of empathy, generosity, and service. Service is an expression of gratitude, a practice of loving our neighbors—whether on our campus, in our local community, or across the world.

CONFERENCES

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are held formally twice each year, once at the start of the year (intake) and again at the end of the second trimester. The first conference in August is designed as a year-start intake conference, to understand the student as a person and as a learner. During the second trimester, another conference will be held that will give a more formal evaluation of a student's performance following report cards. Because of our firm belief in the benefit of a partnership between home and School, both of these conferences are mandatory. Additional meetings may be scheduled at the request of parents or faculty to discuss student progress.

SCHOOL-PARENT CONFERENCES AS REQUESTED

In addition to the standard parent-teacher conferences during the year to discuss students' progress, the School may convene an on-campus parent conference with a student's teachers and/or members of the administration if there is a serious concern about a student's academic progress, attendance, or personal well-being. The objectives are to share observations, ascertain the reasons for concern, and develop a plan of action to meet the student's needs and maximize his or her success. In some instances, the School may require that the parents retain the services of a psychologist or psychiatrist to assess the

student's emotional health and/or academic aptitude and learning style. Similarly, the School may require parents to share such assessments and grant the evaluator, therapist, or doctor permission to communicate directly with the Head of School and/or Division Head. The sole motivation is to ensure that the student is properly and well served, which is only possible through a common strategy, good communication, and a strong, mutually supportive family-school-professional partnership.

DRESS CODE

School uniforms eliminate distractions about dress and appearance and provide a seriousness of purpose appropriate for Pre-K to 8 learners.

The St. Michael's School dress code, as with most school dress codes, is designed to add a sense of common purpose and dignity to our day-to-day work. A dress code also goes a long way toward eliminating potential distractions about who is wearing which brand and the implicit and explicit judgment students may make about the appearance and dress of others.

Designated School uniforms are required at all times while on campus during school days. Students with on-campus after-school sports, or other School-sponsored activities that require non-uniform clothing, are exempt for the duration of the after-school activity.

Students who are not wearing appropriate school dress, will be given the appropriate item to wear, or their parents will be asked to bring the article to campus.

UNIFORM GUIDELINES

- **Special Occasion Uniform:** Red St. Michael's polo shirt with embroidered logo, and khaki shorts, pants, skirt, skort, or capris are required for certain field trips and other special occasions.

Included in these Special Occasion Uniform Days:

- o First Day of School
- o Picture Day
- o Baccalaureate Mass
- o Lessons and Carols
- o Grandfriends Day
- o Field Trips
- o Last Day of School

ON ALL OTHER DAYS, THE DRESS CODE IS AS FOLLOWS:

- **Shirt/Blouse:** Shirts/tops must be collared, solid red, white, navy blue, or Hunter/Classic Navy plaid. No contrasting color trim, zippers, or logo, other than St. Michael's logo, on shirts. All shirts are to be tucked in at all times, except during physical activity.
- **Jumpers:** Plain navy blue or khaki or uniform plaid. Hunter/Classic Navy Plaid, the only approved plaid for St. Michael's, is available at Lands' End. A sample of the plaid is on our website, smstucson.org, in the Uniform Policy section. Jumpers must be worn with a blouse.

- **Skirts:** Plaid (Hunter/Classic Navy Plaid), plain navy blue, or plain khaki, pleated or non-pleated uniform skirt. Skirts must not be shorter than 4" above the middle of the knee. For grades Pre-K-3, wearing shorts under a skirt or jumper is recommended.
- **Skorts/Shorts:** Navy blue or khaki. Must not be shorter than 4" above the middle of the knee. Must not be worn below hip level. Shorts must not reach below the knee.
- **Pants and/or Capris:** Navy blue or khaki dress pants. Must not be worn below hip level.
- **Jackets, Sweatshirts, or Sweaters:** Must be solid navy, white, or red with no contrasting color trim, zippers, or sizable imagery, other than the St. Michael's logo.
- **Shoes:** Shoes must be primarily muted colors and patterns. All shoes must have rubber soles and stay securely on feet. Athletic shoes are highly recommended. Crocs and sandals are not permitted at any times (including relaxed dress days)
- **Socks:** Must be worn daily.
- **Belts:** Solid navy blue, black, or brown (if worn).
- **Tights:** Solid white, red, navy blue, or black only, if worn.
- **Undershirts:** Solid white or navy blue, if worn.
- **Hats and Protective Clothing:** As a part of daily outdoor wear, all students (Pre-K-8) are strongly encouraged to wear a sun-protective hat, which must be removed when indoors.
- **Jewelry:** Small or medium length stud/post earrings only; no hoops or dangling earrings; watches are acceptable, but Smart watches (e.g. Apple Watches) are not allowed.
- **Ties:** Ties may be worn. Acceptable patterns: red and navy stripe, Hunter/Classic Navy plaid (available from Lands' End), or solid red or navy.
- **Hair/Makeup:** Hairstyles and makeup should not be outlandish or distracting.

UNIFORM VENDORS

To purchase uniforms or have items embroidered please use [THIS LINK](#) on the School website

P. E. DRESS GUIDELINES UPPER SCHOOL

To ensure safety and proper supervision, students will remain in their school uniforms during P.E. Middle school students, therefore, are no longer required to change clothes for P.E. This also supports student comfort and encourages greater participation.

RELAXED DRESS DAYS

Periodically, students will be granted a relaxed dress day. On relaxed dress days, students will still be required to dress appropriately. Items considered inappropriate include but are not limited to flip flops, revealing clothing, sleeveless shirts/tank tops, bare midriffs, short skirts/shorts, shirts with inappropriate words/images, and torn or cut clothing. No open-toed shoes, sandals, or crocs are permitted. No costumes unless specified by the teacher.

DRESS CODE FOR SPECIAL EVENTS

The same rules and limitations apply to the attire of students when attending after-school events such as Fine Arts Night, middle school dances, and class trips. Students will still be required to dress appropriately. Items considered inappropriate include but are not limited to flip flops, revealing clothing, sleeveless shirts/tank tops, bare midriffs, short skirts/shorts, shirts with inappropriate words/images, and torn or cut clothing. No costumes unless specified by the teacher.

FACILITIES USE AND RENTAL

The School permits the use of the Student Center and other areas of the campus, as available, for a modest fee throughout the year to individuals and groups who have been approved by the Business Office. For more information on guidelines and availability, please contact the main School office.

FIELD TRIPS

Many of our field trips are made possible by the generosity of parents who assume the responsibility of driving students to and from various activities. To ensure that we provide the safest environment possible for our parents and students, the following guidelines apply:

- Parent drivers are required to complete the Carpool Field Trip Driver form prior to the scheduled field trip. In addition, a copy of valid proof of auto insurance is required for each driver. Please note that the School's general-liability coverage serves as secondary coverage to a parent's insurance.
- Parent drivers are prohibited from smoking or vaping and from being under the influence of alcohol or any drug(s), prescription or otherwise, which may impair their driving while transporting students.
- Parent drivers must refrain from operating cell phones or any other device that might in any way interfere with safely operating the vehicle.
- Parent drivers must observe all posted speed limits and rules of the road at all times while transporting students to and from field trips and special events. Furthermore, parent drivers must be mindful of teacher expectations, using appropriate language, etc. when chaperoning/supervising children.
- A seat belt is required for each student; all students will utilize individual seat belts at all times. Furthermore, students younger than Grade 6 (and/or under 75 pounds) cannot sit up front with an airbag, regardless of the use of a seatbelt.
- Parent drivers must follow the itinerary planned by teachers; unauthorized stops are prohibited.
- Parent drivers are expected to maintain a calm and quiet environment during the car trip, making sure students behave properly and obey all St. Michael's rules and regulations; as such, they are

required to report any and all instances of inappropriate student behavior to the supervising School employee (administrator, teacher, or coach) as soon as possible.

- Parent drivers are asked not to provide any treats (candy, drinks, snacks, etc.) to the students in their care without the expressed consent of the supervising School employee.

LUNCH

Our daily lunch program, in partnership with [Dishes2U](#), provides our families with the freedom to choose their own meals from local restaurants (e.g., Jimmy John's, Panda Express, Panera, et cetera) and have them delivered to campus each day. Families can choose to order lunch through Dishes2U for one day or for up to three months at a time during the School Year.

Families who choose to prepare their own lunches are encouraged to do so. Students in Grades Pre-K-4 should not bring lunches that require a microwave or refrigerator; students in Grades 5-8 will have limited access to a microwave that they can operate on their own. In sending snacks to school, we encourage parents to check with the classroom teacher or advisor about acute allergies among students first, and to send items that are nutritious and low in sugar.

LOST AND FOUND

The School maintains on-campus bins for unclaimed student items that have been left on campus after the School day has ended. These items typically include uniform and other clothing, water bottles and backpacks. Typically at the end of each trimester, the School displays all lost and found items for families to claim; all unclaimed items after that trimester-end period are donated to local charities.

SCHOOL PROPERTY

The School expects students to demonstrate care and good stewardship for School and personal property. Intentional damage, or damage caused by carelessness, to School property or grounds—including lockers, computers, and desks—is unacceptable and will result in disciplinary consequences, up to and including suspension, dismissal, or expulsion. We also expect the same care for property at the Harold Bell Wright Park behind the School, which we have committed to keep clean. This same value of respect for place and property means that all members of the community pick up after themselves and take every measure to prevent littering. To that same end, no chewing gum is permitted on School grounds.

PLAYGROUND, ATHLETIC, AND PHYSICAL EDUCATION EQUIPMENT

The School provides play items and toys to be used appropriately by students on the playground, for the School's athletic and intramural programs, and for physical-education classes. In all cases, these items and toys remain the property of the School; students and staff using these items are expected to do so with the utmost care and to return the items in like condition at the end of the respective activity. We ask students and families to report any damage to or loss of any School property. In cases where property has been damaged or lost due to carelessness, students and families may be asked to replace an item at their own personal cost.

TEXTBOOKS & COMPUTERS & PLANNERS

Students are often assigned textbooks to use during the year. We ask that students and families work to maintain their good condition. Students that lose or excessively damage books will be billed the full value for their replacement.

STUDENT RECORDS

A parent or guardian may request to inspect and review the official records of a student in the presence of School personnel or to obtain an unofficial copy of the student's records. The Head of School will authorize the release of a student's records in accordance with the following procedure; a parent or guardian must:

- Send a written statement (email or otherwise) to the Head of School, division director, or other designated employee, requesting to view or obtain a copy of a student's records, and provide legal proof as needed of the requestor's relationship to the student; and
- Schedule an appointment to meet with appropriate school personnel at a time mutually convenient to review the records or to obtain an unofficial copy of the student's records.

Divorced or separated parents must file a court-certified copy of the custody section of the divorce or separation decree. The School will not be held liable for failing to honor arrangements that have not been made known. Visiting rights must be noted in the court-certified decree. Changes in the custody decree must be submitted to the office. Both parents, custodial and noncustodial, have access to information about the Student's progress as mandated by law.

If a family is requesting student records because the student is transferring to another school, the request must be made in accordance with parts (a) and (b) of the Records Request Procedure; once the School has received the necessary information, the School will forward the student's records to the student's new school. However, if any portion of Tuition or other charges is past due, the School will not provide transcripts or other records on behalf of the student to any party, including to a transferring student's new school, except as required by law. To request records/transcripts, please contact Mary Virginia Rekerdre, Front Office Manager, at mvrekerdre@smstucson.org.

TECHNOLOGY

Students at St. Michael's School use and have access to computers and other technological devices in varying degrees depending on the grade level. Every effort will be made to ensure that students utilize technology in a safe and educationally sound manner. St. Michael's has made a concerted effort, through device restrictions and filtering and traffic monitoring, to keep Students from accessing inappropriate material, language, and pictures on the internet while on campus.

Since no filtering software is 100% effective all of the time, it is possible for students to encounter inappropriate material online. If this happens, it is important that the student reports it immediately to the respective teacher or administrator so that the internet site can be added to the filtering software.

In order to use the computers, Chromebooks, iPads, and the internet at St. Michael's, students and their parents/guardians must agree to abide by the Responsible Use policy set forth below. The use of technology, including internet access, is a privilege, not a right; if abused, the student loses his or her privilege, and may potentially face additional repercussions.

RESPONSIBLE USE POLICY

- The student shall use School technology for educational purposes only. Students will only use the internet at the School if there are teachers present; unsupervised use is not permitted. The student shall comply at all times with the St. Michael's Student Handbook.
- Students will respect the privacy of other users and of themselves, refraining from giving out any personal information about themselves, their family, teachers, staff, or other students. This includes passwords.
- Students must respect and uphold all laws concerning, among others: privacy, piracy, plagiarism (including using uncited Artificial Intelligence [AI]-generated writing), and copyright infringement.
- Access to material that could be considered inappropriate, offensive, or pornographic is strictly prohibited.
- Students will treat the School's equipment with respect at all times. They will not eat or drink near the Chromebooks or the iPads, and will take precautions not to cause accidental damage to the devices. Students who do not demonstrate sufficient care for their devices may lose access to them. Any damage caused intentionally or accidentally may be charged to the parents or guardians of the student, at the School's discretion.
- Students will only print with the teacher's permission. In the interest of conserving paper, students will only print one copy of a document, and take care to make sure they do not print more than needed of any particular document. If a document does not print, they will ask their teacher or the IT department for assistance.
- Students will not access social media or personal emails at School.
- The student has no right of confidentiality using any devices or managed accounts issued by St. Michael's. Contents of email, information regarding internet usage, and network communications while on campus are monitored and reviewed at the sole discretion of the School.
- Cyberbullying using School resources will not be tolerated. Please see the sections "Policy on Bullying and Like Behavior" and "Social Media" of the Student Handbook for additional information.

CHROMEBOOK USE POLICY

Students in grades 4-8 at St. Michael's School are given a Chromebook laptop computer for academic use. The Chromebook remains the property of St. Michael's School throughout the time the student is enrolled. Upon graduation, the Chromebook will be given to the student and released from St. Michael's School's device management. Students should remember that the Chromebook will eventually be theirs and take proper care of it as it will be their own.

In addition to the St. Michael's Responsible Use Policy, as a recipient of a School-issued Chromebook, the student receiving the device and the parent/guardian signing this form agree to the following:

- The Chromebook must remain at St. Michael's School and cannot be taken home except under certain previously agreed to circumstances. The parent/guardian of a Student that requires home use of their Chromebook must reach out to the St. Michael's IT Department, by emailing chromebook@smstucson.org. **The Chromebooks do not function outside of St. Michael's campus, so any requests must be made in advance to allow the device's settings to update accordingly.**

- As detailed in the St. Michael's Responsible Use Policy, any damage caused intentionally or accidentally may be charged to the parents/guardians of the student, at the School's discretion.
- If any students lose their Chromebook, they will be charged for a replacement unit. The price of the replacement unit will vary depending on inventory, market values, and licensing replacement.
- Students may not loan their Chromebooks to another student, as they have been inventoried and provisioned to the assigned student only. If a Chromebook is damaged or lost while in the possession of another student, the originally assigned student will still be held accountable.
- If a Student is given a temporary loaner Chromebook because they have lost or damaged their original, that student is still responsible for the loaner as if it was their own Chromebook. If a loaner is lost or damaged, repair/replacement fees may be applied at the School's discretion.

Cell Phones and Other Electronic Devices

- Cell phones are not allowed to be carried or used during School hours. Students in Upper School will have their cell phones locked within a secured charging station in their homerooms. Cell phone use, before and after School, is restricted to communication only (i.e., calling and texting). Cell phones may not be used for music, taking photos or videos, internet access, or games. Cell phone use during the school day is not allowed for any purpose without explicit permission from the teacher.
- If a student repeatedly violates the cell phone policy, he or she may be forbidden from bringing the device to campus for a period of time as determined by the Upper School division director, or a parent or guardian may be required to deliver it to and retrieve it each day from the Upper School division director.
- Students in grades Pre-K to 4 may not bring cellphones to School.
- No student in grades Pre-K to 8 is allowed to wear a Smartwatch (e.g., Apple Watch) at School.
- No student in grades Pre-K to 8 is allowed to wear Smartglasses (e.g., Meta) at School.
- All other electronic devices, such as tablets or game devices, are not allowed on campus at any time, unless under supervision of a parent. The use of electronic readers in the classroom may be allowed for class work only at the discretion of the classroom teacher.
- The use of cell phones, iPads, or other personal electronic equipment is not permitted in Aftercare or during other extracurricular activities on campus by any students. Students in grades 5-8 in after-School Study Hall are allowed to use the School's designated Chromebooks for homework only.
- No pictures or videos should be taken by students at School, unless specifically approved by faculty.
- Inappropriate emails and text messages between St. Michael's students, including cyber-bullying, will not be tolerated. Such misuse of technology will result in a parent conference, loss of phone privileges, as well as possible suspension or expulsion.
- St. Michael's is not responsible for pictures taken by students at School or School functions that are posted by students on social media. St. Michael's reserves the right to request removal of such pictures.

SOCIAL MEDIA

Social media has become a predominant means of communication, connecting people through the use of technology. The world of social media and the internet, for all of their benefits and applications for good, is essentially an ungoverned and often unsupervised space for individuals to communicate, without regard for its impact, or at times to communicate with the explicit intention of causing harm. Its use, therefore, is complicated and becomes problematic when there is no parent oversight of a child's social-media use. The use of social media by students, in short, is not permitted on School-issued devices, nor on any device or in any form during scheduled School hours.

As a rule, the School does not govern, intervene with, or monitor student social-media use outside of School. Nonetheless, inappropriate use of social media, especially cyber-bullying behavior, even when initiated off campus, can result in disciplinary action by the School, including possible suspension, dismissal, or expulsion. Please see additional guidelines in the section on Behavioral Expectations and Accountability.

For students who choose to engage with social media, we recommend the following guidelines for the protection of the students, teachers, and the institution of St. Michael's:

- Parents have access to their child's account(s) and check their content regularly
- Passwords are never shared
- Profiles are restricted to friends only, not to friends of friends
- Students use discretion in choosing whom to "friend" and what language and images to post
- Students do not use a photo of themselves as their avatar or logo
- Students do not use their real last name in public forums
- Students set and abide by strict privacy levels.

FINANCES

FINANCIAL OBLIGATIONS

Tuition payments are arranged in accordance with the family payment plan agreed upon in the Enrollment Agreement, and all other fees for programs and activities are due as scheduled. Returning students are permitted to re-enroll for the following School year on the condition of having their tuition account and all other fees paid in full. Please refer to the Enrollment Agreement for specific guidelines.

FUNDRAISING AND PHILANTHROPY

Fundraising efforts are spearheaded by the director of advancement and the Board of Trustees Advancement Committee. The largest fundraising campaign is the annual Halo Fund, which strives to bridge the gap between tuition revenue and annual operating costs. Participating in the annual Halo Fund at any level is welcomed and encouraged with the goal of 100% participation by families, faculty, staff, and Board of Trustees. Donations are tax-deductible as allowed by law.

Additionally, the Arizona tax-credit program allows families to make a tax-refundable allocation to any one of a number of Arizona Student Tuition Organizations (STO's) that fund our tuition-assistance program. Our ability to offer scholarships is significantly enhanced when parents designate their State tax dollars to St. Michael's. All parents are strongly encouraged to, but not required to, contribute their individual and/or corporate tax payment to one or more of the STO's in partnership with St. Michael's.

Furthermore, in some years the School presents opportunities for individuals to make a capital gift, which typically helps fund new program initiatives, substantive additions or upgrades to campus facilities, and /or long-term endowment.

REIMBURSEMENT FOR EXPENSES

At St. Michael's School, we are grateful for the many ways our parent community supports the life of the school. Whether through time, energy, or financial contributions, your partnership strengthens our mission and enriches the experience for students.

To ensure transparency and consistency, the following policy outlines the school's approach to personal expenses incurred by parents and families on the School's behalf and the option of treating such expenses as charitable gifts.

REIMBURSEMENT FOR SCHOOL-RELATED EXPENSES

Provided the following conditions are met, parents in some instances may be reimbursed for out-of-pocket expenses incurred on behalf of the School.

- Prior approval is obtained from a division head and the Business Office
- A receipt is submitted within 15 days of the purchase
- A completed reimbursement form is submitted to the Business Office

Reimbursements cannot be issued for purchases made without approval or for receipts submitted after the 15-day window.

CHOOSING TO MAKE A CHARITABLE GIFT INSTEAD

Parents who prefer not to be reimbursed may elect to treat an approved expense as a charitable gift to the school. In this case:

- A copy of the purchase receipt must be provided to the Business Office.
- The School will provide a charitable gift acknowledgment for tax purposes, provided the donation meets IRS requirements.
- The value of donated services (e.g., time, skills) cannot be assigned a monetary value for tax purposes but will be acknowledged with sincere appreciation.

QUESTIONS AND CLARIFICATIONS

If you are unsure whether an expense qualifies for reimbursement or gift recognition, or if you would like to confirm the process in advance, please contact the Business Office.

TUITION ASSISTANCE

St. Michael's offers need-based tuition assistance to help subsidize the full cost of tuition. All School-issued aid is based on financial need; no merit aid is awarded. Financial need is determined by information provided on the FAST (Financial Aid for School Tuition) application. All families who receive financial assistance must reapply each year. There is no guarantee that the level of financial assistance provided will remain consistent year to year. While tuition assistance is awarded throughout the School Year, the majority of tuition-assistance awards are made by March each year and funding is limited after that date. Families accepting tuition assistance must comply with all terms and conditions as outlined in the Tuition Assistance Award Letter.

The State of Arizona also offers parents opportunities for tuition assistance in the form of the Empowerment Scholarship Account (ESA) Program and Tuition Tax Credit programs through Student Tuition Organizations (STO's). Should a family elect to participate in one of these programs, it is the family's sole responsibility to ensure they remain compliant with all terms and conditions of the program(s) they elect to participate in for the given School year.

Please note that St. Michael's School reserves the right to make changes to our financial policies at any time. The programs provided by the State of Arizona to assist families in funding an independent school education for their child(ren) are not managed by the School and are subject to change. Families are therefore solely responsible for compliance with all terms, conditions to eligibility, and legal requirements related to any programs in which they participate.

HEALTH AND STUDENT SERVICES

ALLERGY AWARE POLICY

St. Michael's School acknowledges that, despite our best efforts, we cannot guarantee an allergen-free environment on campus nor at School-related events off campus. Our Allergy Aware policy, therefore, is intended to reduce the risks to students and staff who have life-threatening allergies. To raise awareness and lower risk for all members of the School community who are susceptible to allergens, below we provide (1) a list of the most prevalent allergens in our community (2) protocols and practices at School, and (3) student and family responsibilities.

ALLERGENS IN OUR COMMUNITY

Food allergens are responsible for more than 90% of allergic reactions. The most common food allergens include peanuts, tree nuts (e.g., walnuts, pistachios, almonds, cashews, pecans, etc.), milk, wheat, soy, fish, shellfish, and eggs. Other allergic reactions are known to occur from insect venom (bee stings, ant and spider bites, etc.), other medications, and latex. From a safety and health perspective, again despite our best efforts to reduce risk, we assume that some of these allergens are present on campus to some degree on any given School day.

PROTOCOLS AND PRACTICES AT SCHOOL

In addition to requiring emergency medical information from all families at the start of the academic year, we practice the following protocols to help reduce the risk of allergic reactions on campus and to help prepare ourselves for allergy-related emergencies.

This Allergy Aware policy is presented to and reviewed by staff, students, and parents in the Family-Student Handbook each year. Furthermore, staff and students are educated about the prevalence and prevention of allergens, about the risk of exposure due to incidental contact and/or ingestion, and about the potential for allergic reactions occurring immediately following and up to four hours after exposure.

- Parents, staff, and students are discouraged from bringing or sending food to School containing peanuts or tree nuts.
- At the start of each year, staff will be properly trained in the use and administration of emergency anti-allergen medications, namely epinephrine.
- Emergency medications by auto-injector will be readily accessible to staff at all times during School hours. Students are permitted to self-carry with proper paperwork submitted to the School nurse.
- Students' names, pictures, and their respective allergies are posted in the Nurse's office, teacher's lounge, and administrative offices.

STUDENT AND FAMILY RESPONSIBILITIES

The long-term goal for the student with life-threatening allergies is to become increasingly independent in the prevention, care, and management of their allergies and reactions based on their developmental level. With this in mind, families of students with life-threatening allergies are asked to follow the below guidelines:

- It is the responsibility of the family to notify the School of your child's allergies before the start of School, or as soon as diagnosed, and to request a meeting with the School nurse, teacher, and/or division head to discuss and develop individual safety protocols.

- The School lunch program cannot guarantee that the food served in the general lunch program is allergen-free. It is ultimately the responsibility of the family, therefore, to decide whether their child will buy the School lunch or bring his/her lunch to School.
- Inform others of your allergy and specific needs, avoid trading or sharing food, and wash hands with soap and water before and after eating.

COUNSELING

As an integral component of Health and Student Services, the School offers the services of a full-time certified School counselor who works onsite to support the social and emotional needs of all Students on campus. Ms. Taylor's daily schedule is 9:00 a.m. to 5:00 p.m., with the exception of Thursdays, 9:00 a.m. to 3:30 p.m. She can be reached to help answer any questions regarding the School's counseling services or for making a referral for service, via email at ccroswell@smstucson.org, or by at 520-722-8478 x 248.

When the School counselor is not present on campus, teachers and attending staff will respond to and support student social-emotional needs as they arise, communicating all concerns and needs for individual students with his or her parents or guardians, and providing immediate follow-up with the counselor the following day.

COUNSELING SERVICES

School counseling is intended to improve a student's ability to utilize healthy social-emotional skills, build a strong sense of self, and practice helpful strategies to manage challenges that may arise in their daily lives. School counseling may elicit unanticipated changes and growth, which may have an unexpected impact on a student and his or her relationships.

The School counselor facilitates class lessons and workshops, short-term small-group counseling, and short-term Individual counseling (i.e., two to four appointments/check-ins). Class lessons and workshops may cover any one or more of the following topics, the needs for which are assessed with the help and support of the classroom teacher or advisor or division director: building self-confidence, regulating emotions, managing and maintaining healthy friendships, practicing healthy conflict resolution, preventing and reporting bullying behavior, improving organizational and study skills, and understanding grief and loss.

CONSENT

By signing the St. Michael's Student-Parent Handbook, parents and guardians give their consent for their child to engage in informal conversation with the counselor (e.g., passing in the hallway, on the playground, etc.) and to participate in class lessons and workshops from the counselor. For any small-group counseling or individual counseling lasting longer than four appointments/check-ins, as noted above, parents will need to provide separate/individual consent for those services.

By signing the St. Michael's Student-Parent Handbook, parents and guardian acknowledge and understand that School counseling services are aimed to provide further support to a student's academic success, social-emotional well-being and that the School counseling services are not intended to be a substitute for psychotherapy, psychological counseling, diagnosis, or medication, which are NOT the responsibility of the school. It is the parent or guardian's responsibility to determine whether additional or different services are necessary and whether to seek them for their child.

CONFIDENTIALITY

The School counselor may share information on a need-to-know basis with parents or guardians, the student's teacher(s), and/or administrators who work with the child to better support the student's academic progress, social-emotional learning, and/or behavioral success. Because counseling is based on a trusting relationship between counselor and student, the counselor will keep information confidential, with some possible exceptions. Under the following circumstances, the School counselor is required by law to share information with others if there is presenting information about hurting themselves or another person; reasonable belief that a minor is or has been the victim of physical injury, abuse, child abuse; a reportable offense or neglect (within the context of A.R.S.§13-3620); threats to School safety and security; if counseling records are court-ordered; and/or if the School counselor needs to consult with other professionals, such as colleagues, supervisors, treatment teams, and other support personnel, in support of the student.

The School counselor will make the student aware of these limits of confidentiality and will inform the student when sharing information with others.

GENERAL HEALTH POLICIES AND PROCEDURES

The School employs a part-time registered nurse for all student-health needs on campus; the School's nurse, Erika Huff, R.N., can be reached to help answer any questions or concerns, via email at ehuff@smstucson.org, or by phone at 520-722-8478 x 219.

Our registered School nurse is scheduled to be on campus for student health needs from 10:00 a.m. to 2:00 p.m. daily. Our nurse administers basic first-aid for minor cuts, scrapes, and bruises; contacts parents or guardians as needed for any health-related concerns; assess symptoms for illness; administers prescription medication under the authorization of the parent and physician; manages all data pertaining to student health; and provides direct instruction in the classroom on a variety of health topics throughout the year.

When the nurse is not present on campus, teachers and attending staff direct all student health-related concerns to the School's main office for the administration of basic first aid and/or to contact parents or guardians to come to campus to pick up their student.

The Confidential Emergency Health Information Form due at registration each year must be on file before a student can attend School and participate in physical education and other such activities.

HEALTH RECORDS

In compliance with Arizona law, students may not be permitted to begin School until all required health information has been submitted. By or before the beginning of each academic year, families must provide for the School comprehensive information about their student's medical history (e.g., annual physical, immunization record), conditions, treatments, physical limitations, allergies, and needs for medication and interventions by completing the Confidential Emergency Health Information Form. As individual-student health needs change, parents are also required to provide timely updates to the School.

ILLNESS PREVENTION

Vigilance about health at home helps provide a first line of defense against illness on campus. To protect both the individual student and his/her classmates, parents are asked to keep their student at home

during the initial infectious stages of a cold or flu or other communicable ailment. If your student develops a contagious disease, please notify the office at once so that the School may notify parents of students who may have been exposed.

A student must be kept home if the student has:

- A fever of 100 degrees or above; the student must be fever-free, without the use of medication, for 24 hours before returning to school.
- Vomited within the past 24 hours; the student must be free from vomiting for at least 24 hours or have eaten 2 solid meals, without the use of medications, before returning to school.
- Had diarrhea within the past 24 hours; the student must be free from diarrhea for at least 24 hours without the use of medications before returning to school.
- A bacterial infection; the student must have taken antibiotics for at least 24 hours before returning to school.
- A body rash with fever or itching; the student must be free from rash, itching, or fever and evaluated by a doctor if needed, before returning to school.
- An itchy head or active head lice; the student must be treated with appropriate lice treatment at home and seen by the school nurse before returning to school.
- Redness, itching, or “crusty” discharge from the eye(s); the student’s eye must have returned to normal or must have a note from the doctor before returning to school.
- Recently been to the hospital; the student must be released by a medical provider before returning to school.

Illness causing an absence for more than three consecutive days will typically require a doctor’s note in order to return to class.

RESPIRATORY AND OTHER COMMUNICABLE DISEASES

St. Michael’s School will maintain strict confidentiality concerning any medical condition for students, faculty, or staff that does not constitute a public-health danger. The School administration, in consultation with the Board of Trustees, will seek medical advice in the case of conditions that might prove a hazard and will act accordingly. For example, infectious conditions such as COVID-19, widespread influenza, or streptococcus would warrant advising members of the School community, including parents of students, so that proper precautionary measures could be taken. In other instances, confidentiality will be maintained in view of the consensus among physicians that such conditions represent no threat to public health in the School setting. St. Michael’s will follow recommendations of local, state, and federal health agencies. When and where appropriate, and as able, the School will send specific informational notes home.

ILLNESS AND INJURY AT SCHOOL

Parents must pick up their student from the School if informed of an illness or injury requiring their student to leave campus. If the School determines that a student needs emergency medical care, and provided the parent has authorized such care, the School will arrange for ambulance transportation to the hospital. In all such cases, the School will make every effort to contact the parent or the designated emergency contact(s).

Should students experience minor illness or injury, they will be sent to the nurse’s office or taken to the School’s main office. A majority of School staff, including our School nurse, are trained in first aid. In the case of a minor illness or accident, the School will make every effort to contact the parents, or, if

unavailable, the persons designated by the parents as emergency contacts. Please make sure that the emergency information is completed and updated each year through our Blackbaud parent portal.

MEDICAL EMERGENCIES

The School adheres to the following emergency-care protocols should it be necessary to transport a student to the hospital. In the event of a serious medical emergency involving an illness or injury, the student will be transported to the hospital emergency department per his or her Confidential Emergency Health Information form. In such circumstances, a diligent effort will be made to contact parents, other designated individuals, or the student's physician.

It is important that your Confidential Emergency Health Information form is completed (and amended as necessary) before the start of every school year. Families are responsible for providing the School with accurate and reliable emergency contact and health information. The School requires that each family provides—or updates as often as the information changes—a minimum of two (2) reliable emergency contacts for the academic year. In the event of an accident, serious injury, or severe illness or allergic reaction with a student, the School will notify 9-1-1 and the parent(s) or the person(s) listed as emergency contact(s) using the Confidential Emergency Health Information form provided by the family.

To facilitate the case where a student experiences a serious medical emergency and neither parent can be reached, the School requires that parents complete this required information. This is intended to facilitate prompt medical attention for a student in the event that parents or guardians are not present or cannot be contacted to give authorization for emergency medical treatment. To help facilitate outside medical care in the event of an emergency, parents are required to authorize or deny emergency transport and care by signing the Confidential Emergency Health Information form. If authorized, this consent allows School personnel to initiate prompt care if the student needs to be transported by car or ambulance for emergency medical care. In such circumstances regardless, the School will contact the parents, the person(s) listed as emergency contact(s), and/or the student's physician.

STUDENT HEALTH SCREENINGS

Under the guidance and supervision of the School nurse, the School provides vision and hearing screenings at the beginning of the School year. Families who choose to defer this complimentary screening are asked to indicate as such in the Opt-Out Health Screening Form.

IMMUNIZATIONS AND PHYSICAL EXAMS

All required immunizations must be completed and current for each student by or before the first full day of School each year in order for a student to attend School. For a complete list of required immunizations for students attending school in the State of Arizona (independent, charter, or public), please contact your family doctor or refer to the [Arizona School Immunization Requirements](#) through the Arizona Department of Health Services. State law does allow exemptions from immunizations on an individual basis for reasons of medical, religious reasons, or personal belief. You must complete an [ADHS Exemption Form](#) to have your child exempted from immunizations. **Please be aware that we will not allow students who are not current on their vaccinations to be in school if there is a disease outbreak.**

Physical examinations are required (1) when students first enroll and enter the School (2) at the beginning of Kindergarten (3) at the beginning of sixth grade, and (4) annually for all students participating in intramurals and after school interscholastic sports. Physical exam forms are available in the School's main office and available for download through the school's website for families.

A physical exam must be on file before a student is allowed to participate in intramurals and after school interscholastic sports.

MEDICATIONS

In cases where medications must be administered at the School, the parents must give written consent and register the medication with the School nurse. All medications must be labeled with the student's name, prescribed dosage, and any other instructions for administering the medication. Under Arizona state law, students must be allowed to carry inhalers and auto-injectable epinephrine (EpiPen); nonetheless, the School requires that the parent or guardian and physician provide annual written authorization. Permission slips may be procured from the front office or with the School's nurse.

SELF-ADMINISTERED RESCUE MEDICATIONS

In order to allow students to self-administer rescue medications (e.g., inhaled prescription medication, EpiPen) in a timely manner at School and at School-sponsored activities, the School adheres to the following guidelines:

- A licensed physician or licensed healthcare professional must prescribe medication.
- Medication Consent Form must be filled out and filed in the nurse's office.
- The parent or guardian must provide annual written documentation authorizing the student to possess and self-administer the self-administered medication.
- The medication must be in the original container and is not expired.
- The student's name must be on the prescription label and the medication container.
- If auto-injectable epinephrine is used while at School or a School-sponsored activity, the student must notify the nurse or the designated School staff person of the use of the medication as soon as practical.
- Extra medication will be held in the nurse's office for emergency use.
- A student will be allowed to self-carry an inhaler or an Epi-pen only after he/she has demonstrated proficiency to the nurse and appropriate staff.

SUN SAFETY

St. Michael's School recognizes that sun safety is integral to living in Arizona. To help prevent damage to the skin, students are encouraged to protect themselves from overexposure to the sun when they are outdoors. We encourage all parents to adopt appropriate protective measures. For sun safety, the School recommends the following measures:

- Hats and Protective Clothing: Students are encouraged to wear, as necessary, articles of sun-protective clothing (e.g., hats, long sleeves, etc.) outdoors throughout the year. A copy of the prescription will be attached to the permission slip and filed in the nurse's office.
- Sunscreen and Lip Balm: Students are encouraged, year-round, to use sunscreen and sun-protective lip balm.
- Sunglasses: When outdoors (only) students are allowed to wear sunglasses that protect the eyes from UV rays.
- Shade Options: During the School year, students will be encouraged to utilize existing shade or indoor areas for congregation and recreation.
- Health Services: The School and the School nurse shall promote, reinforce, and support, as able, sun-protection efforts for students, families, and staff.

EXTREME HEAT POLICY

In alignment with the guidelines from the Arizona Department of Education, St. Michael's School has established this Extreme Heat Policy to ensure the safety and well-being of all students, staff, and visitors during periods of excessive heat. The policy aims to mitigate the risk of heat-related illnesses by modifying or canceling outdoor activities when necessary. When the National Weather Service issues an Excessive Heat Warning for the Tucson area, or when the heat index reaches or exceeds 105°F, outdoor activities, including recess, physical education, and sports practices, will be modified or canceled.

The following chart outlines specific actions based on the [heat index](#):

Heat Index (°F)	Activity Guidelines
Below 90°	Normal outdoor activities with regular water breaks.
90° - 99°	Outdoor activities with increased water breaks and monitoring. Limited intense physical activities.
100° - 104°	Modified outdoor activities; focus on low-intensity play. Encourage indoor breaks every 15-20 minutes.
105° - 109°	Move all activities indoors. Ensure continuous hydration. Avoid strenuous activities.
110° and above	Cancel all outdoor activities. Conduct all activities indoors in air-conditioned spaces.

ADDITIONAL GUIDELINES

- **Monitoring and Notification.** School administration will monitor weather reports daily. When the National Weather Service issues an Excessive Heat Warning or the heat index is forecasted to reach 105°F or higher, immediate actions will be taken according to the guidelines above.
- **Hydration and Shade.** Teachers and staff are responsible for ensuring students have access to drinking water at all times. Please make sure your student brings a water bottle every day to school. Students will be encouraged to drink water frequently, especially during hot weather. Shaded areas and air-conditioned spaces will be made available for breaks during outdoor activities.
- **Dress Code.** Students should be dressed in lightweight, breathable clothing in accordance with the school dress code. Hats and sunglasses are recommended for additional protection from the sun during brief outdoor activities.

- **Heat-Related Illnesses.** Staff will be trained to recognize the signs and symptoms of heat-related illnesses, such as heat exhaustion and heat stroke. Immediate first aid and medical attention will be provided if a student exhibits any symptoms.

SAFETY AND SECURITY

CUSTODIAL OR GUARDIANSHIP CHANGES

The School honors all current court orders or decrees pertaining to custody situations. It is the responsibility of adults having custody of a student to submit to the School a current, certified copy of the effective court order or decree.

If the status of a student's custody changes after the student's enrollment, the parent(s) or guardian(s) shall notify the School immediately. The parent/guardian submitting the change of custody shall notify the appropriate Division Head in writing and provide the appropriate certified copy of the court order or decree. The School will act in accordance with the most current documentation it has on file.

The School shall not act merely on the desire of one parent to prevent the other parent from seeing the student.

EMERGENCY POLICIES

In the event of an emergency on or off-campus during School or any School-sponsored activity, any able person present—a School employee, a volunteer, a parent, a student—is authorized and directed to call 9-1-1. In the absence of faculty and staff being present on campus on weekends, holidays, or before school has begun or afterschool activities have concluded for any scheduled day, available School personnel or any able person present will respond to any medical or safety-related emergency by calling 9-1-1. As able, the same responder should notify the Head of School.

COMMUNICATIONS

In the event of a campus emergency, the School will call 9-1-1 first and initiate subsequent communication with staff, parents, and families using our Bright Arrow notification system. Bright Arrow provides the capability for the School to send simultaneous voice, text, and email emergency messages to all within the School community.

It is critical that the School and the police have access to all telephone lines and be able to concentrate fully on the situation at hand. In such an event, parents and families are asked to refrain from calling the School and should not come to the School unless instructed to do so.

CONTACT INFORMATION

Families are responsible for providing the School with accurate and reliable emergency contact information. The School requires that each family provide—or update as often as the information changes—a minimum of two (2) reliable emergency contacts for the academic year. Families can change/update this information at any time by accessing their Blackbaud account. In the event of an accident, serious injury, or severe illness or allergic reaction with a student, the School will notify 9-1-1 and the parent(s) or the person(s) listed as emergency contact(s) using the Emergency Contact Information form completed by the family. **This form must be on file before a student may participate in P.E. courses.**

MEDICAL CONSENT

To help facilitate outside medical care in the event of an emergency, parents are required to authorize or deny emergency transport and care by indicating their preference on the Confidential Emergency & Health Information Form. If authorized, this consent allows School personnel to initiate prompt care if the student needs to be transported by car or ambulance for emergency medical care. In such circumstances regardless, the School will contact the parents, the person(s) listed as emergency contact(s), and/or the student's physician.

GENERAL SECURITY PROTOCOLS

The safety and security of our students and staff and of the broader School community are of primary importance. Entry points for School buildings are protected with traditional locks, padlocks, or locked entry gates accessible only with the use of a keypad code, updated each year. While on campus and in our care, students are supervised at all times, for all activities, by faculty and staff employees of St. Michael's School. We expect all guests and visitors to campus to check in at the main office and wear a name tag to confirm check-in, unless attending a large gathering or hosted event on campus or a scheduled meeting directly with a teacher or staff person; faculty and staff are otherwise instructed to inquire with all unaccounted-for visitors, accompany them to the School's office for check-in, or respond as appropriate by calling for help from a colleague or calling 9-1-1. The School also employs a security guard who patrols on campus in the afternoon and early evening to provide additional security.

SECURITY CAMERAS

We utilize security cameras on campus for the protection of our facilities, students, staff, and visitors. No cameras are installed in classrooms, bathrooms, locker rooms, offices, or areas deemed private. Footage is not live-monitored; however, under the discretion of the head of school, the School reserves the right to review footage in the event of vandalism to the facilities or a compromise of safety to our students, staff, and / or visitors.

STANDARD RESPONSE PROTOCOLS (SRP's)

In addition to our general security protocols, the school practices specific emergency drills with students and staff throughout the year. A School Safety Committee, composed of the Head of School, members of the faculty and staff, and the Board of Trustees meet routinely to review safety and security protocols. Additionally, the School has adopted the Standard Response Protocols (SRP) from the "i love you guys foundation." Students and Staff will be training, practicing, and drilling these response protocols several times throughout the year to ensure all personnel on campus are ready to respond to any emergency. The Standard Response Protocols (SRP) are based on an all-hazards approach as opposed to individual scenarios. The SRP's utilize clear, common language while allowing for flexibility. The premise is simple—, there are five specific actions that can and will be performed depending on the incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP's are based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter. See below for the response actions for all five SRPs. Is always followed by the hazard and a safety strategy and is the protocol for group and self-protection.

The School is proud to partner with the "I Love U Guys" Foundation, and is now one of more than 50,000 schools that are utilizing the Standard Response Protocols. To read more about the "I Love U Guys" Foundation and their mission, please visit [Standard Response Protocol](#).

HOLD

Is followed by “In your Room or Area. Clear the Halls” and is the protocol used when the hallways need to be kept clear of people.

SECURE

Is followed by “Get Inside, Lock Outside Doors” and is the protocol used to safeguard students and staff within the building.

LOCKDOWN

Is followed by “Locks, Lights, Out of Sight” and is the protocol used to secure individual rooms and keep students quiet and in place.

EVACUATE

May be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building.

SHELTER

Is always followed by the hazard and a safety strategy and is the protocol for group and self-protection.

SCHOOL RESPONSE TO PERPETRATORS

The School will respond to any behavior of a threatening or a potentially threatening nature made to any individual person or persons within the community with the support of local law enforcement, and will further pursue applicable prosecution to the full extent of the law and/or dismissal of students, employees, or families associated with or responsible for the threat.

PLAYGROUND RULES AND SAFETY (FOR HAROLD BELL WRIGHT PARK)

The following rules and procedures are in place to prevent injury and maintain proper supervision on the playground. Students using School sporting equipment or toys in Harold Bell Wright Park after school must still abide by the School’s rules for using such equipment. The rules and guidelines below apply for the use of the Park before, during, and after scheduled School hours.

BASKETBALL COURT

The basketball court is to be used only for basketball and the game of four- square, as marked by the designated lines. Sidewalk chalk, hula hoops, soccer etc. should not be played on the court. The hoops can be raised and lowered. Older students may be able to adjust the hoops on their own with permission, but younger students will need assistance. Students are expressly forbidden from hanging on the basketball rims.

FIELDS

Students in grades Pre-K-4 may use the large field to the south of the basketball court as long as an adult is supervising them and the field is not being used by Upper School or our P.E. teachers. Students in grades 5-8 may use the play structure and field north of the basketball court as long as it is not being used by Lower School or our P.E. teachers.

PLAY STRUCTURE

Students should never run on the play structure. Balls, jump ropes, and all other sporting equipment are never allowed on the play structure.

PUBLIC STREET / EASEMENT

Only adults are allowed to retrieve balls or other playground items that roll into the street, alleyway, or easement. Students are not permitted to do so.

SANDPIT

Students are welcome to dig, build, and play in the sand as long as there are no families using the baby swings, which hang directly above the sandpit.

SLIDES

Students may only go down the slides, one at a time, feet first. They should never be standing on top of the slide, or hanging off the sides.

SPORTING EQUIPMENT

Students are expected to put away any sporting equipment they use and help clean up the playground before returning to the classroom with their teacher.

- Jump Ropes - jump ropes are to be used only for jumping rope. They should never be tied around a person, the playground structure, or equipment. Students are never allowed to use the ropes for tug of war, nor should they ever be running with a jump rope stretched out between them.
- Hula Hoops - hula hoops should be used for hula hooping. There should never be more than one student inside the hula hoop at a time.

TOYS FOR PRE-KINDERGARTEN

Toys meant for students in Pre-Kindergarten (i.e., tricycles and scooter boards) are to be used solely by the Pre-K students under the supervision of the Pre-K teacher or aide. These toys are permitted in the designated play area adjacent to the Pre-K classroom and at times in the Harold Bell Wright Park during scheduled play or recess time.

SWINGS

Only one student should be on the swing at a time. They should never be standing on the swing or dismounting from the highest point of motion. Students may swing for as long as they wish unless there is someone waiting in line, in which case, each student will be timed for five minutes on the swing. Students waiting to swing may form a line behind the green columns next to each swing. With the exception of our Pre-K students, the baby swings located on the northwest corner of the playground should never be used by any student at St. Michael's.

VOLUNTEER SUPERVISION EXPECTATIONS

Under the supervision of the School's employees who oversee park safety, all parent and family volunteers serving as park monitors are expected to adhere to the following guidelines in an effort to provide safety and supervision on the playground:

- Check in at the main office, pick up a two-way radio and wear a volunteer vest (located inside the equipment bin) and a whistle so that students and faculty can easily identify you as a volunteer.
- Maintain a perimeter around the play equipment so that all students are within view.
- Refrain from talking on the phone or texting while supervising students.
- Engage with all students in conversation and games.

- Require Pre-K to 4 students to have a buddy, and ask an adult for permission, before leaving the playground to use the bathroom or go to the nurse. Students seeing the nurse or using the restrooms during the lunch / recess time must have adult permission and the School-issued pass to enter the School building.
- Notify faculty/staff of any concerns or issues with a student.

VISITORS

Visitors to St. Michael's are required to come to the main office to sign in and to wear a visitor's badge while on campus. Parents are expected to check in at the front desk and get a visitor's badge if their visit to campus is for more than a quick pick-up or drop-off, or for a scheduled meeting with a faculty or staff member.

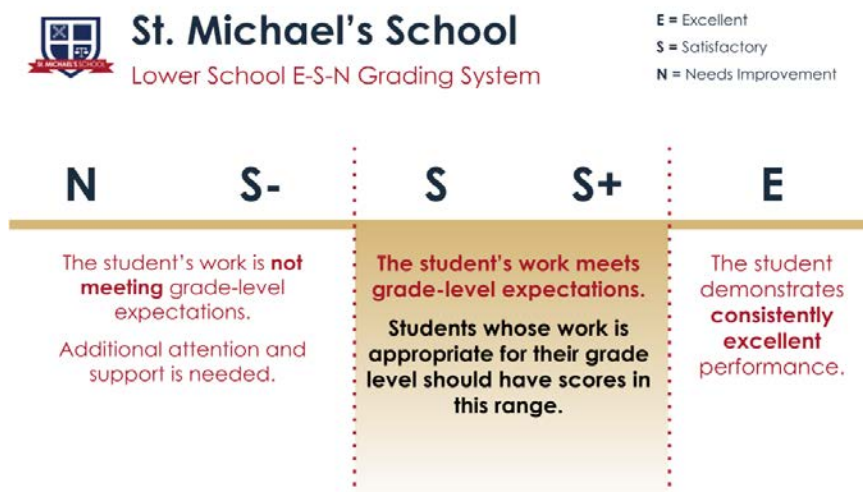
THE LOWER SCHOOL (GRADES PRE-K TO 4)

ACADEMICS

The Lower School academic curriculum is designed to provide comprehensive and well-rounded foundational instruction through hands-on, collaborative, and differentiated practices. Our curricula are structured to allow students opportunities to strengthen their conceptual understanding and application of skills, creating a solid base for future academic success.

GRADING

Students in grades K-4 earn marks of E, S, N for all courses and marks of 3, 2, 1 for Community Standards. Families of students in the Pre-K program will receive regular summary progress reports, but grades are not given.



ACADEMIC SUPPORTS

In the event that a student's work consistently merits scores of S- or N, a parent-teacher meeting may be requested to develop a plan to address this concern. Consistent low academic progress may require tutoring support and may impact continued enrollment or promotion to the following grade.

To assist students in developing a love of learning and achieving at their highest potential, the School employs a part-time reading specialist to assist teachers in assessing students and providing targeted reading intervention as needed. Additionally, the Pre-Kindergarten and Kindergarten classrooms have classroom aides to support individualized instruction.

STANDARDIZED TESTING

Lower School students receive NWEA Map Growth standardized testing three times a year (September, December, April/May). Students in Grades K-1 are assessed for Reading and Math. Students in Grades 2 and up are assessed for Reading, math, and Language. These tests each take approximately 45 minutes to an hour. Students who are absent on test days are able to make up the test later in the month. These assessments help us to identify trends in student achievement across the grades and over time. It is important to remember that any single score is just a snapshot of that student's performance on a

specific day, and scores may be influenced positively or negatively by a variety of factors. A summary Family Report with the scores for the year is sent home with the third trimester report card.

PROGRESS REPORTS

Progress reports are sent out to families at the midpoint in each trimester. They contain grades for all courses as of that moment in time. These are unofficial grades and neither appear on transcripts nor factor into GPA calculations. In addition to the ESN grades, students may receive comments from individual teachers.

REPORT CARDS

Official report cards are prepared and released at the end of each trimester for Grades K–4. Students in Pre-K will receive a written summary progress report. They contain finalized grades for the term (and past terms that year), scores for “Community Standards” as determined by homeroom teachers, and narrative comments twice a year.

DISCIPLINE AND CONDUCT

Our youngest learners range in age from four to ten. Through teacher modeling, guidance, and clear expectations, students are provided ample opportunities to learn from mistakes, develop problem-solving skills, and understand personal responsibility and integrity. Developing and maintaining authentic relationships with each student and his or her family is instrumental in supporting the growth and development of our students into kind and caring individuals. The parent-student-teacher partnership is imperative to the overall success and well-being of each student. Together, we provide an exceptional learning environment that allows our students to succeed, persevere through failures, and become their best.

Students should arrive at School on time, well rested, and ready to learn. St. Michael’s expects every student to conduct themselves with kindness, courtesy, and respect. In an effort to provide a safe and joyful learning environment for all students, behavioral infractions are addressed as outlined in the “Behavioral Expectations and Accountability” section of this Handbook. Consequences are reflective of the student’s age, type of infraction, and number of infractions made over any given period of time.

THE UPPER SCHOOL (GRADES 5-8)

ACADEMICS

The mission of St. Michael’s School is to educate students in mind, body, and spirit. In order to better serve their intellectual development, the following academic policies have been instituted for students in grades 5-8.

- When a student receives more than one grade in a core class that is below a C- on either a progress report or a report card, the student will be put on Academic Warning. He/she will be asked to improve his or her grades during the next grading period to avoid being placed on Academic Probation. A parent conference will be called to enlist the family’s support to improve their student’s academic performance. Possible requirements could include tutoring, monitored homework time, or help with test preparation, along with mandatory after-school study hall (or tutoring instead) at least two times a week.

- When a student who is on Academic Warning fails to meet the goals as prescribed by the administration, or still has more than one core grade below a C- on the next progress report or report card, that student will be placed on Academic Probation. A parent conference will be held, and the student will be required to attend after-school study hall or tutoring at least four times a week. The student may also lose privileges to participate in extracurricular activities, including Middle School overnight class trips, the School musical, after-school sports, and Middle School dances, as determined by the administration. Students on Academic Probation who fail to improve sufficiently by the next progress report or end of trimester jeopardize their continued enrollment at St. Michael's.
- If a student's final year-end grade in a core subject (English/Language Arts, Math, Social Studies, Science, or Spanish/French) is below a C-, the student will be required to do summer work in that content area. The summer requirements will be supervised by, and are at the discretion of, the Division Director, and evidence of completion will be required.

ACADEMIC HONORS

At the end of the academic year, a list will be published indicating the names of Upper School students (grades 5-8) who have earned distinction for superior academic achievement for the year. Those students in grades 7-8 maintaining a 3.9 minimum GPA and no grades below a B- will be named to the Creswell Scholars List. Those students in grades 5-8 maintaining a 3.5 minimum GPA with no grades below a C- will be named to the Head of School Honors List.

GRADING

Students in grades 5-8 earn letter grades for their core academic classes, and faculty prepare written comments for the same at the end of the first trimester. Homeroom advisors prepare a summary written comment at the end of the third trimester. Enrichment courses, such as Music, Art, and PE, will be assigned marks of E, S, or N.



St. Michael's School

Upper School Grading System

The student's work is not meeting grade-level expectations.		The student's work meets grade-level expectations.		The student's work is above grade-level expectations.
F	D	C	B	A
Below 60%	60%–69%	70%–79%	80%–89%	90%–100%
Failure	Minimal Achievement	Competent Achievement	High Achievement	Sustained outstanding achievement
N	S-	S	S+	E
Needs Improvement		Competent Achievement		Sustained outstanding achievement

TESTING

For Upper School, there will be no more than two tests or major quizzes given in one day. In Upper School, a master calendar of tests, quizzes, and projects scheduled will be available to parents through a Google Calendar link in order to help support students in their time management and preparation.

UPPER SCHOOL LATE WORK POLICY

To promote responsibility and the timely completion of assignments while recognizing that circumstances may occasionally impact student performance, the following late work policy will be implemented.

LATE WORK

As a general expectation, late work will not receive full credit. Each teacher will clearly communicate their class-specific late work policy in their course syllabus. Policies may include a reduction in the maximum credit earned for work submitted after the due date.

Assignments not submitted within five school days of the due date will be recorded as a zero in the gradebook. Teachers may also enter a temporary zero for missing work until the assignment is submitted and graded.

TEACHER DISCRETION

Teachers are encouraged to exercise professional judgment when applying this policy. Flexibility may be appropriate in cases involving documented absences, extenuating circumstances, individual learning needs, or other situations that may affect a student's ability to complete work on time.

This policy is intended to establish consistent schoolwide expectations while preserving teacher autonomy to make decisions that best support student learning, growth, and success.

DISCIPLINE AND CONDUCT

Through teacher modeling, guidance, and clear expectations, students can learn from mistakes, develop problem-solving skills, and understand personal responsibility and integrity.

As community members, we give up some personal preferences; we agree to live within certain rules. Students are expected to know the rules, procedures, and expectations of our community, printed in this handbook, posted, or announced during the year, and to live by them responsibly. Students and families should familiarize themselves with the school values, behavioral expectations, and discipline protocols outlined earlier in the handbook.

GRADUATION

In order to graduate, students must pass all of their courses for their eighth-grade year. If student achievement falls below that standard, or if their behavior is unsatisfactory, they may not be permitted to participate in special year-end activities and may not be permitted to graduate until they satisfactorily complete a passing grade for any failing academic work. High school acceptance, admission, and

placement may also be contingent on satisfactory performance and good standing with academics, attendance, and citizenship.

UPPER SCHOOL CLASS TRIPS

Each year, the sixth, seventh, and eighth grades take a class trip in the spring, designed to enrich the curriculum. This is a very special part of the Upper School program and a privilege for students to be able to attend. **For the 2026-2027 academic year, in order to participate in any of the overnight class trips, students must be current with all medical requirements, and must be in good standing with their academics, attendance, and citizenship.** The requirement for good standing for both academics and behavior are outlined as follows:

- If a student is on either Academic or Behavior Probation at the end of the 2nd trimester, he/she will likely not be allowed to participate in the class trip
- If a student on Academic or Behavior Warning at the end of the 2nd trimester is subsequently placed on Academic or Behavior Probation at mid-3rd trimester, he/she may not be allowed to participate in the class trip
- If a student has excessive absences and is not current with his/her work or has not made a serious attempt to make up required work, the student may not be allowed to participate in the class trip

MIDDLE SCHOOL DANCES

Students in grades six through eight who are in good standing with academics, attendance, and citizenship are encouraged and welcomed to attend on-campus social dances hosted by the School and the Student Council, under the supervision of Upper School faculty, two to three times each year. Parent or guardian written permission is required for all dances; a one-time annual permission for all dances will be provided for students prior to the first scheduled dance. Cell phones and all other electronic, video-sharing, recording, and photo-capable devices are not permitted at dances. Snacks and beverages are available for a modest charge. Students are otherwise not permitted to bring their own snacks or beverages.

LOCKERS

Each student in grades 6-8 will be assigned a locker. Students provide their own key locks, and combinations or duplicate keys are kept with the advisor. No decorations are permitted on the outside surface of the locker except in the event of a birthday, in which case they must be taken down within a week. No pictures or materials may be permanently glued or taped to the inside of lockers. Items that are in poor taste will be removed. No food should be left in lockers for an extended period.

2026-2027 St. MICHAEL'S PARENT-STUDENT HANDBOOK
STATEMENT OF RECEIPT AND ACKNOWLEDGMENT

I/We acknowledge that I/we have received, read, and reviewed the Parent-Student Handbook in its entirety, and having read and reviewed the Handbook with our child, we acknowledge and agree to abide by the policies and guidelines contained herein.

Parent (Guardian) Signature _____

Date _____