TABLE OF CONTENTS

About St. Catherine's School .......................................................... 2
Academic Life ................................................................................. 7
Advising ........................................................................................ 15
Afterschool & Summer Activities .................................................. 16
Athletic Program .......................................................................... 17
Attendance .................................................................................... 18
Bookstore and Café 2010 ............................................................... 22
Campus & Facilities ........................................................................ 23
Carpool, Student Parking Guidelines, and Arrival Times .............. 26
Community Built on Honor ............................................................. 29
Dining ............................................................................................ 35
Dress Code ..................................................................................... 36
Libraries ........................................................................................ 38
Parental Involvement ..................................................................... 40
Schedules ....................................................................................... 43
School Communications ............................................................... 47
Service Learning ........................................................................... 49
Spiritual Life & Chapel ................................................................... 50
Student Health & Wellness ......................................................... 51
Student Leadership & Clubs ......................................................... 54
Technology Responsible Use ....................................................... 56

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Please note: This document is updated regularly. For the most up-to-date version, please visit www.st.catherines.org.
ABOUT ST. CATHERINE’S SCHOOL

The Founding of the School
While educating girls for college was a daring idea for most people in 1890, it wasn’t for school founder Virginia Randolph Ellett. She knew that young women would embrace the rigorous work of higher education—if they received the right preparation. Before long, the School’s academic reputation grew to the point where it was the principal reason for Richmond’s selection as the eighth city worldwide to offer the Bryn Mawr entrance exam. With a curriculum described at the time as being “classical and revolutionary,” the School was the first in Richmond to send girls to college.

In 1917, the School was incorporated and moved to its present site in the Westhampton area of Richmond. It was sold to the Episcopal Church in 1920 and renamed for St. Catherine, the patron saint of young women. Virginia Randolph Ellett, or Miss Jennie, who had relinquished her headship some years earlier, continued to teach and live at the School until her death in 1939. To this day Miss Jennie is remembered fondly as a pioneer in women’s education and as a woman who never ceased educating herself. She also is remembered for the earnestness of her endeavor to educate others and her spirit of joy and fun. While Miss Jennie’s mission of preparing young women for college remains at the heart of St. Catherine’s, the School has evolved over the last 125 years. In Virginia Randolph Ellett’s day, English, history, and French were considered to be the most important subjects for young women, and the School reflected this in its curriculum.

Today, while those departments remain strong and innovative, science, technology, engineering, and mathematics courses are emphasized equally. The curriculum also focuses on world languages, including instruction in Spanish and Chinese beginning in junior kindergarten. In addition, the curriculum includes a JK-12 leadership program, fine and performing arts, athletics, and service learning. St. Catherine’s has embraced technology and all the ways in which it enhances education. The Wright Library gives students access to the most current research methods available. With an expert faculty, excellent facilities, a healthy endowment, and highly motivated students, St. Catherine’s has a bright future. Virginia Randolph Ellett provided the foundation for greatness in the first century and that legacy continues in the School’s second century. St. Catherine’s will continue to give its students the best possible preparation for their college years and beyond. Our girls are well prepared to compete in a complex, ever-changing world.

Mission
St. Catherine’s School provides a rigorous education that prepares girls with diverse perspectives for a lifetime of learning, leadership and service in a global community.

Core Values
To fulfill our Mission, we take these values as core:

Pursuing academic excellence — We cultivate intellectual habits in which we take joy in learning through energetic inquiry, analytical and creative thinking, and continual striving to reach new levels.

Developing character — We teach individuals to live with integrity, responsibility, confidence, compassion, and respect for themselves and others.

Nurturing spiritual growth — We enable each person to deepen her faith through worship, reflection, humility, and the recognition of God in every human being.

Celebrating individuals — We recognize the unique gifts and potential of each person and help each to recognize the strength that comes from differences.

Building community — We build up community within and beyond the School through teaching social responsibility, inclusiveness, and leadership to prepare each person to serve others and contribute to healing the world.

Diversity Statement
St. Catherine’s School is committed to providing an inclusive educational environment. We actively engage students, families, faculty, and staff from diverse backgrounds and experiences. Our school community respects the differences in ethnicity, race, religion, sexual orientation, and socioeconomic status. Consistent with the School’s Mission, St. Catherine’s fosters in our students, and expects from all others, respect for the dignity and wholeness of every person.

School Motto
“What we keep we lose; only what we give remains our own.”

Instituted circa 1925, the School Motto is attributed to Louisa Bacot Brackett, headmistress from 1924 to 1947. She discovered the epitaph carved on a tomb inside a small church in England. For more than 90 years, the biblical phrase has inspired St. Catherine’s students to lead lives of leadership and service.
Symbols of the School

The School Seal

The seal is the official symbol of St. Catherine’s School. It features the symbols and virtues of St. Catherine of Alexandria, Egypt. It is used on official school documents, formal stationery, school rings, publications and promotional items.

The symbols and virtues of St. Catherine are:

- **The Book** — The open book of the scholar: knowledge and purpose.
- **The Ring** — The ring of the bride of Christ: loyalty and faith.
- **The Wheel** — The spiked wheel on which the Emperor tried to kill her: courage and sacrifice.
- **The Palm** — The palm of the martyr: determination and victory.
- **The Crown** — The crown, the reward of the martyr: hope and fulfillment.

The School Logo

The school logo is used in advertising, marketing, day-to-day communications, informal stationery, publications and promotional items. The logo includes a unique quatrefoil. This four-cornered design is described as follows:

**Traditional** — Inspired by the School Seal, four marquis shapes represent a cross and the four quadrants of the School Seal.

**Symbolic** — The five intersecting areas in the center represent the School’s Core Values and the virtues of St. Catherine of Alexandria.

**United** — One symbol to unify the entire school community, regardless of age, gold or white (school colors).

**Enduring** — Lines are never-ending, representing the lifetime connection of all community members.

The Daisy

The daisy is the beloved school flower and continues to be included in time-honored traditions such as the Daisy Chain at graduation and the renowned Daisy Days community event. The daisy is used as a decorative element and remains a symbol for the Lower School’s Code of Conduct.

School Prayers, Hymns and Songs

Prayer and Benediction

Help us, O God, to remember, through the example of Jesus Christ, that what we keep we lose; only what we give remains our own.

May our Lord Jesus Christ, who lives and reigns with the Father and the Holy Spirit, be near us to defend us, within us to possess us, around us to preserve us, before us to guide us, behind us to justify us, and above us to bless us. Amen.

Jerusalem – School Song

And did those feet in ancient time
Walk upon England’s mountains green?
And was the holy Lamb of God
On England’s pleasant pastures seen?
And did the countenance divine
Shine forth upon our clouded hills?
And was Jerusalem builded here
Among these dark Satanic mills?

Bring me my bow of burning gold!
Bring me my arrows of desire!
Bring me my spear! O clouds, unfold!
Bring me my chariot of fire!
I will not cease from mental fight,
Nor shall my sword sleep in my hand,
Till we have built Jerusalem
In every green and pleasant land.

- William Blake

Alma Mater Song

St. Catherine’s, we praise thee,
To thee a hymn we sing
Let praise and devotion
From every heart now ring
Our loyalty and love for thee
Forever true will be.
Through all the years
Thy light will shine
And gleam ever bright.
St. Catherine’s, all hail thee!
We’ll love through all our days
Thy spirit undying
To thee, Alma Mater, praise!

- Margaret Page ’51 and Marion Ryland ’51
School Hymn
Father in heaven, who loveth all,
O help thy children when they call,
That they may build from age to age
An undefiled heritage.

Teach us to rule ourselves alway,
Controlled and cleanly night and day,
That we may bring, if need arise,
No maimed or worthless sacrifice.

Teach us to look in all our ends
On Thee for Judge and not our friends;
That we, with Thee, may walk uncowed
By fear or favor of the crowd.

Teach us delight in simple things,
And mirth that has no bitter springs;
Forgiveness free of evil done,
And love to all beneath the sun.

- Rudyard Kipling

Gold Team Alma Mater Song
To the Golds
To our team
We entrust to you
All our hopes
All our faith
Love sincere and true
Keep it e’er in your heart
Strive to worthy be
Though we win
Though we lose
Loyal Golds to thee

White Team Alma Mater Song
To all Whites we sing in triumph
All our age old praise
To our loving Alma Mater
Sung throughout our days
Through our victories, through defeat
Always it will be
White we love you
White we’re for you
Hail all hail to thee.

Traditions and Celebrations
Many different activities and celebrations in the spirit of friendship make St. Catherine’s a special place. Some are traditions dating back to the early-to-mid 1900s, while others have evolved over time, bonding classmates and the entire community, and honoring the School’s history. The following is a snapshot of special traditions with brief descriptions of some of the things students and parents may look forward to experiencing:

Opening Worship Service and Welcome Back Celebration
The academic year begins with the opening worship service for grades 4–12, held on the Green during the school day for students, faculty, and staff. The service is followed by a brief, all-school celebration. The senior girls escort the kindergarten girls to the celebration, and the senior gold and white team captains are introduced and lead all the students in cheers. The Head of School gives a welcome address and challenges everyone to make it a great year.

Gold and White
Gold-White games and contests have been a tradition at St. Catherine’s since 1926. Every girl and all faculty and staff are members of either the Gold team or the White team. If a mother, sister, or other relative attended St. Catherine’s, the student automatically joins that same team. Students who are the first in their families to attend St. Catherine’s are placed on a team by a random drawing. The teams participate in activities throughout the year that encourage teamwork, sportsmanship, loyalty, and friendly competition between students in all grades. On designated days, girls wear gold or white clothing to show their school pride. In Lower School, these activities are often cooperative in nature. A cup is awarded in May to the team accumulating the most points during the year.

St. Catherine’s Day
For more than 50 years, the senior class and the Upper School faculty have selected a senior who best represents the ideals associated with the School’s patron saint, Catherine of Alexandria. The identity of this student remains a secret until she presents a speech to the student body at the St. Catherine’s Day worship service in the fall. St. Catherine’s Day honorees from previous years are invited back to campus for this event, followed by a special reception in their honor.

Founder’s Day
A tribute to the School’s founder, Virginia Randolph Ellett, this celebration takes place in January and includes a chapel service and the Gold-White cheer rally during the school day for students, faculty, and staff.
Grandparents’ and Special Friends’ Day
Students invite their grandparents or special friends to spend a few hours with them on campus on a day in April. Guests enjoy student performances, exhibits, and classroom visits. This event alternates between divisions every other year with Lower School held one year and a joint Middle School/Upper School event the next year. Middle and Upper Schools will host this event in April 2016.

Daisy Days
St. Catherine’s annual spring carnival, Daisy Days, is organized by the Parents’ Association as a fundraising and community event for the School. This two-day event includes a shopping extravaganza with more than 70 vendors in the Kenny Center, a garden shop with plants and flowers from a local nursery, and a carnival on Saturday. The carnival is open to the Richmond community and includes rides, games, performances, music, food, and contests. All students, parents, faculty, and staff are invited to participate and bring friends. Many parents and student volunteers are needed for the event, both during the week and in the months prior. Please contact a Parents’ Association representative or Lane Sanderson in the Development Office at lsanderson@st.catherines.org to get involved.

Reunion Weekend for Alumnae
Alumnae return to campus each April to celebrate their class reunions. Weekend activities include a Head of School reception for all classes, career day speakers, an alumnae art exhibition, a special luncheon, and individual class parties.

Lower School Traditions
Colonial Day — This celebration takes place each fall in conjunction with St. Christopher’s School. Grade 3 girls and boys dress in Native American or colonial attire and enjoy a fun-filled celebration that includes learning about life in Colonial times through role playing, crafts, and colonial games.
Kindergarten Thanksgiving Celebration — In conjunction with St. Christopher’s, girls and boys gather for a fall harvest celebration of different cultures.
The Christmas Gift Service for Grades 1-4 — Parents of these students are invited to join us for this traditional Lower School Christmas Service. The Christmas story is read from the Bible along with a pageant presented by grade 4 students. Beautiful music is provided by the choir, strings ensemble, and students in grades 1, 2, and 3.
JK/K Christmas Service — Parents of these students are invited to this Christmas service in Bannard Chapel. Junior Kindergarten students present a Nativity Play and Kindergarten students provide beautiful music.
Lower School Play for Seniors — As a farewell tribute to the senior class, grade 4 students present a musical play. After the performance, traditional songs are sung by the Lower School students and the seniors, and refreshments are provided for all.

Final Assembly — Parents are invited to attend this traditional closing day ceremony at the end of the year.

Middle School Traditions
Grade 8 Family Celebration — Near the end of the school year, students in grade 8 celebrate with their families, highlighting their passage from Middle School to Upper School. Their families are invited to enjoy dinner and participate in an evening of fun, music, reminiscing, and community fellowship.
Joint Thanksgiving Service — This worship service is led by Middle School students from St. Catherine’s and St. Christopher’s. Students share experiences, give thanks through the spoken word, and sing songs with peers and teachers.
Final Assembly — Parents are invited to the Middle School Final Assembly to celebrate the end of the school year and to honor our students in grade 8. This is a mandatory event held in the evening for students in grades 5-8.

Upper School Traditions
Ring-Candlelight Service — This evening worship service celebrates the beginning of the transfer of student leadership from the senior class to the junior class and is held in the spring when juniors receive their class rings.
Lower School Play for Seniors — As a farewell tribute to the senior class, grade 4 students present a musical play. After the performance, traditional songs are sung by the Lower School students and the seniors, and refreshments are provided for all.
Junior/Senior Banquet — This banquet honors the seniors and is presented by the junior class. The theme is kept secret until the night of this year-end event. During the festivities, the faculty, staff, and school leadership are toasted through song by members of the junior class. The school officials then toast the senior class in return.
June Queen and June Scholar — The senior who best represents her class and exemplifies the School Motto in her daily conduct is selected as June Queen. The senior whose scholarly record is the most outstanding is named June Scholar. June Queen and June Scholar are honored at the graduation ceremony.
Baccalaureate/Commencement — Baccalaureate is a joint service with St. Christopher’s preceding commencement ceremonies for both schools. The service is a celebration to honor the two senior classes.
Held on the Green, commencement marks the end of a girl’s educational journey at St. Catherine’s. The ceremony ends with the traditional Daisy Chain, during which the newest alumnae officially hand off their leadership to the
rising seniors by passing the chain of daisies over to them. Everyone in the school community is welcome to attend.

To find out dates and times for these different events, please visit news and calendar on the School website at www.st.catherines.org.
ACADEMIC LIFE

St. Catherine’s Academic Objectives
1. A student will master basic skills and knowledge as determined by each department and be able to apply them in her daily life.
2. A student will practice critical thinking and apply a variety of intellectual approaches in all of her courses.
3. A student will demonstrate mastery of skills and knowledge through a variety of assessment tools.
4. A student will transfer knowledge between disciplines.
5. A student will be able to produce high quality written work for a variety of purposes and audiences.
6. A student will be able to speak confidently and correctly, both formally and informally.
7. A student will demonstrate integrity by taking responsibility for her learning, actions, and possessions.
8. A student will consider the feelings of others and demonstrate respect for individual and cultural differences.
9. A student will be exposed to and work on management techniques in order to be able to organize her life, both personally and academically.
10. A student will provide service to the School and the community.

St. Catherine’s Curriculum
St. Catherine’s administration and faculty, informed by the School’s Mission and professional standards, are solely responsible for the setting of curriculum. Each division works with the academic departments to decide what material is important and developmentally appropriate by subject and by age. All students are expected to complete the School’s curriculum at each level.

Division Philosophy

Lower School Philosophy
The Lower School is committed to the intellectual, physical, emotional, social, and spiritual development of each student. We strive to maintain an affirming, caring, and academically challenging community that will support inquiry and the risk taking necessary for learning. Our curriculum balances expectations for excellence and a sensitivity to individual differences in development and learning style. Using a wide range of strategies that support the many different strengths and interests of our students, we strive to create a learning environment where students will develop critical thinking skills and will engage in creative and flexible thinking. Through the spiritual life of the School, intentional instruction, and nurturing relationships between students and teachers, students learn to act with integrity and consideration for others.

Middle School Philosophy
The Middle School is a cohesive community designed to nurture and challenge girls during early adolescence. The School values academic excellence and encourages students to ask questions, to seek creative solutions and to take risks as a part of learning. To facilitate this process, the curriculum stresses critical thinking, openness to a variety of perspectives, a balance between creative and skill-related activities, and offers multiple opportunities for success. The Middle School places equal emphasis on the moral development of each student by also providing opportunities to develop personal integrity, leadership skills, and a sense of self as a world citizen with a desire to serve the community. Through the curriculum and the spiritual life of the School, each girl is encouraged to recognize her own uniqueness and respect differences in others. Teacher support is critical both in academics and in areas of social, cultural, and emotional development. Because of the great diversity in developmental rates and student needs, the Middle School seeks to provide a stable and reassuring environment and to foster joy in learning for each constantly changing adolescent.

Upper School Philosophy
The Upper School meets St. Catherine’s Mission of providing a rigorous college preparatory curriculum and preparing each individual girl for leadership and service in a global community through the breadth of curricular and co-curricular choices and by the flexibility of the program that allows each girl to pursue her own interests in depth. A strong advising program, close relationships with teachers both in and out of the classroom, engagement in the community, and self-reflection are central to this personal growth. While Upper School students are introduced to the major academic disciplines, the curriculum emphasizes skills that help students synthesize learning across the disciplines and that prepare students for success in the 21st century: critical thinking, advanced research, problem solving, collaboration, and written and oral communication. In addition, the rich offerings in the visual and performing arts nurture creative thinking and expression and X-Term, which involves student driven co-curricular group activities, independent research projects, and internships, provide extensive opportunities for experiential learning.

Central to the philosophy of the Upper School is the increased independence of our students. With this independence comes the responsibility each girl has to live with integrity, to contribute to a positive community, and to use her unique gifts to make the world a better place.

Coordination
Our offerings in each department and division are enhanced by our coordination with St. Christopher’s, a partnership that affords our students with a co-educational experience at different levels throughout school. Opportunities begin in
Lower School with coordinated events and increase during a girl's tenure at St. Catherine's. A shuttle service is provided throughout the day to allow easy transition between the two schools during the school day. In addition, numerous extracurricular activities including the theatre program, swimming, and a number of clubs are coordinated. As a result, our girls benefit from outstanding single-gender leadership and classroom opportunities while receiving experience in co-educational settings as well.

**Course of Studies**

**Lower School (Junior Kindergarten-Grade 4)**

All students receive instruction in reading and language arts, mathematics, social studies, science, Mandarin Chinese (not available in JK), Spanish, music, dance, physical education, art, religion, technology, and library.

**Middle School (Grades 5-8)**

Students take English, math, history or geography, and science all four years of Middle School. Students also take either Mandarin Chinese or Spanish all four years unless they are in the resource program. There is a different sixth academic subject at each grade level:

- Grade 5 — Study Skills
- Grade 6 — Thinking Skills
- Grade 7 — Bible
- Grade 8 — Latin

In addition to six academic subjects, students take physical education and technology classes, and a rotation of performing and visual arts classes each quarter among which include the following classes: art, music, dance, theatre, and technical theatre. Students in grades 7 and 8 have some electives in these classes. In addition, a personal growth class is taught at each grade level by one of the school counselors.

**Upper School (Grades 9-12)**

**Graduation Requirements**

One unit of credit is given for two semesters of study in each subject area. To graduate, a student must earn twenty academic credits in Upper School, distributed as follows:

- English — 4 credits
- Mathematics — 4 credits
- Science — 3 (2 with lab) credits
- World Language — 3 credits
- History — 3 credits
- Religion and Philosophy — 1 credit
- Fine Arts — 1 credit
- Electives* — 1 credit

Students are expected to take a minimum of four academic courses each semester and five academic courses are recommended. When a student drops a course after the add/drop period, her transcript will show withdrawn passing (WP) or withdrawn failing (WF), depending on her academic standing at that time. Some flexibility in meeting requirements is allowed for those who enter as students in the junior or senior year.

*An elective is any course not required for graduation. It may carry departmental credit (for example, the fourth year of a world language or history) or elective credit (for example, Quair or Journalism). Elective courses are offered provided there is sufficient demand.

**Upper School Physical Education and Health**

Upper School students must have four units in physical education (one unit in fitness and three electives) and two units of health to graduate. Health must be taken in grade 9 and 10, and four units of physical education must be spread over the four years of Upper School, one unit per year. Physical education and health carry no academic credit and do not figure into the grade point average.

Ninth grade students must take Fitness to meet their physical education requirement. Girls who participate in St. Catherine’s Athletics program may meet their physical education requirement in grades 10, 11, and 12 by participating in a sport for a full season. Students may petition the Director of Physical Education for permission to meet their physical education requirement outside of school. Permission is generally only granted to girls whose activities require an intensive time commitment.

**Upper School Service Learning Graduation Requirement**

To live our School Mission and Core Values, all Upper School students are required to complete Service Learning in order to graduate. Twenty-five hours of service is required each year for a total of 100 hours prior to graduation. For more information, visit the website at www.st.catherines.org/communityservice and click on the Internal Community Page button.

**Grades and Academics**

Report cards are available online periodically throughout the year. Lower School and Middle School are on a quarter system. Upper School is on a semester system with two interim progress reports during each semester. Parents will receive emails notifying them that grades are ready for review. Parents can access report cards on the password-protected SaintsNet via the website.

**Lower School Grading Scale**

The Lower School grading system is standards-based. Standards identify important knowledge and skills students are expected to achieve at each grade level. A standards-based report card communicates what students know, understand and can do with far more detail than traditional letter grade report cards (e.g., A, B, C grading). With a
standards-based report card, students, parents/guardians, and teachers have a much clearer understanding of what has been learned and what learning goals are yet to be achieved. Information from the report cards is a helpful tool for school and family partnerships to improve student learning and achievement. Instructions for accessing report cards will be sent at the end of each marking period.

The grading scale descriptors for the core academic subjects in the Lower School report cards differ by grade level.

Junior Kindergarten students receive progress reports twice a year during parent teacher conferences.

For kindergarten to grade 2, the following grading scale is used:
- Progressing (P): The student is learning to apply the concept/skill with support
- Meeting (M): The student demonstrates thorough understanding of the concept/skill and is able to apply the concept/skill with support.
- Exceeding (E): The student demonstrates thorough, in-depth understanding of the concept/skill. Her performance is characterized by self-motivation and the ability to apply the concept/skill with consistent accuracy, independence, and a high level of quality.

For grades 3 and 4, the following grading scale is used:
- Needs improvement (N): The student has difficulty understanding and applying key concepts, processes, and skills to grade level expectations.
- Satisfactory (S): The student understands key concepts, processes, and skills to grade level expectations, but needs support to apply them.
- Good (G): The student understands and applies key concepts, processes, and skills to grade level expectations.
- Excellent (E): The student consistently applies and extends key concepts, processes, and skills above grade level expectations.

Social Development and Work and Study Habits are marked in the same manner throughout the Lower School from kindergarten through grade 4.

- Commendable
- Satisfactory
- Needs improvement

All special subjects in the Lower School report card use the same grading scale for kindergarten through grade 4. For specials, the following grading scale is used:
- Progressing (P): The student is learning to apply the concept/skill with support.
- Meeting (M): The student demonstrates thorough understanding of the concept/skill and is able to apply the concept/skill with consistent accuracy, quality, and independence.
- Exceeding (E): The student demonstrates thorough, in-depth understanding of the concept/skill. Her performance is characterized by self-motivation and the ability to apply the concept/skill with consistent accuracy, independence, and a high level of quality.

Placement into Lower School Classes
Near the end of the school year, current classroom teachers, resource teachers, guidance counselor, Assistant Director, and the Director of Lower School meet to discuss the class placement of students. Placement is based upon academic and social issues and considerations that relate to a student as an individual and the class as a whole. Many factors are carefully analyzed to create a balanced class. It is not the practice of St. Catherine’s to accept parental requests concerning class or teacher placements; however, parents are welcome to share their perceptions and observations of their daughter with the current teacher during the spring conference. This dialogue will be one factor among many in helping us to make the best selection for the student and class.

Summer Work
Teachers at each grade level assign summer work to all incoming students for their grade level. Summer work includes reading, math, and writing. Each grade level provides book choices and/or a required book. Copies of the required reading selections are often available for purchase during the Lower School Spring Book Fair. Math work takes on a variety of formats from studying basic math facts (required) to practicing skills using online resources. Writing assignments are often related to the reading choices and are grade-level appropriate. Rising first grade students may be asked to draw a picture and write a simple sentence to go along with it, while older students may be asked to write a reflective piece. Summer assignments are noted in the end-of-year Lower School push page that goes out in June. Parents may access the summer assignments on the school’s website at the same time they can access their daughter’s final marking period report card.

Middle School Grading Scale
St. Catherine’s Middle School reports as follows:

**Excellent**

- A+ = 98-100
- A = 95-97
- A- = 92-94
Good
B+ = 89-91
B = 86-88
B- = 83-85

Satisfactory
C+ = 80-82
C = 77-79
C- = 74-76

Needs Improvement
D+ = 71-73
D = 68-70
D- = 65-67

Failing
F = 64 and below

Signing Test Papers
All Middle School teachers send test papers home to be signed until conference time in mid-October. This helps inform parents about the student’s progress. After the first nine weeks’ grades, some teachers continue to request parent signatures after that time, but if not, any parent who would like to continue signing papers should request it of the teacher. A Middle School goal is that students ultimately take responsibility for keeping parents informed about their academic progress, rather than relying on signed test papers to transmit this information.

Honors Designation
Students in grade 5 receive letter grades for the first time, as they transition from the Lower School grading scale of E (excellent), G (good), S (satisfactory), and N (needs improvement). In order to give the girls time to adjust to the Middle School letter grade system and to emphasize the process of learning, rather than the grade itself, we do not begin the designation of Honors or High Honors until grade 6.

High Honors are awarded to those students in grades 6-8 who earn an average above an A- with no grade below an A-. Honors are awarded to students with a B+ average and no grade below a B.

Examinations
Students in grades 5-7 take mastery tests or complete authentic assessment projects near the end of the school year, and students in grade 8 take exams in order to demonstrate knowledge or proficiency in academic areas.

Advancement to the Next Level/Grade
A year-end grade average below a C- in any academic course will require summer work in order to progress to the next grade level. A final grade below a C- in English, Math, or a world language will require successful completion of summer work with evidence of mastery in the subject in order to take the next level course in that discipline. Students cannot advance to the next grade level with 3 or more year-end grades below a C-. Students not in Mandarin Chinese or Spanish cannot advance to the next grade level with 2 or more year-end grades below a C-.

Summer Work
Teachers or administrators may recommend or require that students do work with a tutor or through a skills building class during the summer to be prepared for the next year. Teachers will send a summer work form home, which includes a list of topics to be studied as well as any other requirements. It is then the parents’ responsibility to make summer arrangements for their daughter. Work should be completed by August 15, and parents must return the signed summer work form to the Middle School office by that date. Required summer work must be satisfactorily completed and approved by school personnel before the student can be enrolled in the next level course in that subject.

Upper School Academics
Grading
St. Catherine’s reports grades as letters A to F, with A designating excellent work and F designating failing work. A final grade below a C- in any course may require administrative and departmental approval to take the next level course in that discipline. Approval may be conditioned on successful completion of summer work or other requirements.

When a student enters St. Catherine’s, she must have earned a C- or above in a course to receive transfer of credit from another institution.

Upper School Grading Scale
A = 95-100
A- = 92-94
B+ = 89-91
B = 86-88
B- = 83-85
C+ = 80-82
C = 77-79
C- = 74-76
D+ = 71-73
D = 68-70
D- = 65-67
F = 64 & below
Grade Point Average (GPA)
GPA will be computed on an 11-point scale as follows:

A = 11
A- = 10
B+ = 9
B = 8
B- = 7
C+ = 6
C = 5
C- = 4
D+ = 3
D = 2
D- = 1

Note: 2 points are added to the grade value of honors and AP courses when computing GPA.

Examinations
Examinations are administered at the end of each semester according to a prescribed schedule coordinated with St. Christopher’s. No changes are made in this schedule except by the Director of Upper School. Exams count 25 percent of a student’s semester grade.

Honors
The Head’s List designation is awarded to those students who have earned a grade point average of A with no grade lower than A- and who are enrolled in five academic classes. Honors designation is awarded to those students who have earned a grade point average of B+ with no grade lower than B and who are enrolled in five academic classes. Honors courses are weighted for the GPA.

Cum Laude
Modeled after Phi Beta Kappa, the Cum Laude Society is dedicated to honoring scholastic achievement in independent secondary schools. The top ten percent of the junior class and the top twenty percent of the senior class are selected to the honor society based on students’ GPA. Honors and Advanced Placement courses are weighted when calculating the GPA. Students (and their parents) are notified that they have been selected for the Cum Laude Society, approximately a week before the induction service, which takes place each spring.

Academic Probation
Any Upper School student whose grade point average falls to C- or lower will be considered on academic probation. The faculty who teach, coach, and advise the student may meet to determine how best to guide her and to monitor her study time and approach to learning. A student on academic probation will not be eligible for re-enrollment until her record has been evaluated and found to warrant re-enrollment.

Transcripts
The transcript is a cumulative record of academic work and credits earned towards graduation. Transcripts may not be altered except in the case of an error, omission, or addition of information not originally available. All courses, including summer school courses for which credit is given, will be shown on the transcript.

Credits
A student will not receive partial credit for a year-long course if she withdraws from the course or her schedule precludes her from attending the full course. In exceptional cases, a student may arrange with the permission of the Director of Upper School, department chair, and subject teacher for course work to be completed through independent study. When a year-long course is dropped after one semester, the grade received will show on the transcript, but no credit will be awarded. If a student fails a course, she may repeat it for credit.

Dropping a Course
When a student drops a course after eight weeks in a one-year course or four weeks in a semester course, her transcript will show ‘withdrawn passing (WP)’ or ‘withdrawn failing (WF)’ depending on her academic standing in the course at that time.

Summer School Credit
Summer courses taught through the Brilliant Summer Program or at St. Christopher’s must be pre-approved by the appropriate department chair and the Director of Upper School if credit is to be awarded by the School. Students may also petition the Director of Upper School for permission to take select courses from the Online School for Girls to count toward graduation credits. St. Catherine’s rarely accepts for-credit summer courses taken at other institutions as it is required that students fulfill their 20 credits towards graduation with classes taught at St. Catherine’s or St. Christopher’s. There is a summer school application form that students are expected to submit prior to taking a course. It is the student’s responsibility to have the transcript of work completed in summer submitted to the academic office in order to receive credit. Summer school courses are not averaged into the GPA. Courses taken as preparation for the same course at St. Catherine’s will not be awarded credit by the School.

Many students take enrichment courses over the summer. These courses are valuable experiences for a student’s overall development, and the student should submit a copy of any certificates of completion to her advisor. These courses are not recorded on the St. Catherine’s transcript, but a copy of the transcript from the summer program may be sent to colleges with St. Catherine’s transcript.
X-Term
X-Term is a special, year-long enrichment program, coordinated with St. Christopher’s. Freshmen participate in a grade-level service learning course that encourages community interactions and develops leadership and teamwork skills. Sophomores and juniors join learning cohorts to study a topic of interest to them with a faculty mentor. A list of the proposed cohorts is available in early fall and sign ups take place in October at a special fair. Seniors are encouraged to develop, plan, and execute an independent project or internship with the support of a faculty mentor. International and domestic trips also will be offered. Students meet with X-Term groups from November to April. One to two half days are dedicated to X-Term in January and February, as is the full week the week prior to the spring break vacation. For specific dates, see the school calendar. X-term participation is mandatory and all students earn a pass/fail grade for the program.

Upper School Academic Enrichment
Educational activities that fall outside of regular academic departments are considered academic enrichment. These include X-Term, independent projects and internships, trips, Service Learning, guest speakers, field trips, class-level activities, drug and alcohol education, health and wellness, diversity education, and international studies.

X-Period
X-Period is a weekly activities and assembly period that meets on Thursday block days. The time is used for speakers, recitals, assemblies, X-Term meetings, grade level activities, traditional events, clubs, and student organizations. X-Period is not a free period. Students must attend all required events and participate in clubs and organizations during this time. This is not a time to schedule private lessons or tutor sessions nor can students leave campus without permission.

Summer Internship Program
Rising seniors have the opportunity to participate in the Summer Internship Program that exposes students to meaningful work experience. The program is facilitated with the support of the Parents’ Association and places students from both St. Catherine’s and St. Christopher’s into one or two week (or longer) internships in the Richmond area, such as advertising and marketing agencies, banks, doctor’s offices, hospitals, law firms, and local government offices.

International Study
Students interested in studying for a semester or year out of the country need to follow the steps listed below to ensure a smooth departure from and return to St. Catherine’s.
1. The student (parents are welcome) must meet with the Director of Upper School to determine the impact of studying abroad on the student’s course selection and to assure that graduation requirements can be met.
2. The parents should meet with the Business Office staff to be sure that financial arrangements and enrollment commitments are clear to the family and the School. Parents should also be aware that tuition and fees will not be prorated for the time away from school.
3. Parents must notify the Admissions Office in writing by March 1 of the plans for their daughter. Dates of departure and return should be clear, and the Admissions Office will require a complete transcript of student work undertaken during the time away from St. Catherine’s.

Homework
St. Catherine’s believes that homework is important to building sound independent work habits, while reinforcing skills and concepts taught in the classroom or, conversely, introducing content and concepts that will be reinforced in the classroom. The time required to complete daily homework should not preclude a student from pursuing after school activities, athletics, service to her community, and time with family. Daily homework builds in frequency and duration throughout a student’s years at St. Catherine’s. Suggested timeframes for homework completion will vary from student to student and with what courses she is taking as she progresses through the curriculum.

Homework Tips:
It is quite difficult to delineate universal guidelines for parents about homework because what applies for one student may not be appropriate advice for another student. Since the students’ present work habits are likely to become the blueprint for their future approach toward independent work, we offer these basic recommendations:
1. Be sure that your daughter is recording all of her homework responsibilities.
2. Set a time for homework to be started. Some students may wish to start their work the moment they arrive home. Others may need time to unwind. Allow your daughter to make this decision with you. Once the starting time has been established, try to stick with it each night during the school week.
3. Guide your daughter to work at the same place every night. If questions are frequent, perhaps locate her near where you are available – at the dining room or kitchen table. Others may prefer the isolation of their own room. In any case, the work area should be away from the distractions of television or other siblings, and it should be consistent.
4. Encourage your daughter to complete the most difficult assignments first. Some children can benefit by taking a short break between assignments.
5. Help them with the process, but avoid giving answers. You want to prevent dependence on you.
6. Most of all, try to be patient, understanding, and encouraging. Your reaction to your children when they are doing their homework, and especially when they are having difficulty with that work, has much to do with future attitudes and habits. It need not be a battle. In fact, it can be a pleasant time for sharing and interaction.
7. Remember as a student progresses through Middle and Upper School, some of her homework assignments may be pledged, meaning that she is not to receive unauthorized help with her assignment from a parent or tutor.

Lower School Homework
The primary aim of homework in the Lower School is to develop good home study habits. It is extremely important that the place where a student studies meets her needs and is conducive to concentration. Homework should be a successful experience. If your daughter cannot finish her homework in the scheduled time, she should seek help from her teacher on how to study and how to organize her time more efficiently. If she continues to have trouble, the parent is urged to ask for a conference with the teacher at the earliest possible time. In addition to regular homework assignments, pleasurable reading is always encouraged! Students also are expected to practice their math facts for 10 minutes each day. Our Lower School girls should have ample time to pursue their own interests outside of school.

Junior Kindergarten and Kindergarten
Homework, in the traditional sense, is not as much of a part of this age as it is of the primary grades and beyond. However, inasmuch as the parents are the “first teachers,” important learning takes place in the home through the daily routine of activities. Parents can assist their young children by encouraging curiosity and support for learning in everything the student does. Spontaneity is the key to working with young children. It is never too early to begin good study habits. Remember that young children will model the adult’s attitude about work. Moreover, kindergarten parents are encouraged to reinforce concepts and skills the students are learning in class, such as sight words, phonics, early math skills, fine motor skills, and beginning handwriting.

Grades 1 – 4
Homework assignments and projects are assigned as an extension and application of material introduced at school. Although the following is a time guide, please note that there will be individual variation.

- Grades 1 and 2 - Approximately 30 minutes, four times per week. Typically, children are asked to practice their math concepts, read with an adult, practice spelling, and complete activities to reinforce their word study. Children may be assigned to complete work that was not finished in class.
- Grade 3 – Approximately 30 to 45 minutes, four times per week with occasional long-range assignments.
- Grade 4 – Approximately 40 to 50 minutes, four times per week, with occasional long-range assignments. Students are expected to use a synthesis of skills in completing assignments.

Middle School Homework
Expectations for homework increase as a student moves through Middle School. Homework is not optional. It provides essential practice, reinforcement, and instruction. If homework is not done, the classroom teacher decides the best way to handle the situation. A student's grade in a class may be negatively affected by having incomplete homework.

Weekend Reading
Middle School weekends provide a change in routine from nightly homework. Instead of having course assignments, students may have a 30-minute mathematics assignment and be asked to read an approved book of their choice for 1 to 1.5 hours. They may be asked to make a written response to their reading in a journal. The Wright Library provides various Libguides to help students with their selection of appropriate books.

Upper School Homework
The amount of time students spend on homework in Upper School will vary from student to student based on several factors, including the number of courses she is taking and the level of those courses, whether or not she has a free period in the day during which she can complete homework, and how she utilizes her weekends. It is not unusual for Upper School students to have several hours of homework each night and over the weekend. If a student has a concern about how long it takes to complete her nightly homework, she should speak with her teachers and set up an appointment to meet with the Learning Specialist. Working with her teachers, a student can become more efficient in completing her assignments as well as learn new study skills to help her transition to the demands of college-level course work.

Academic Resources for Students
From time to time students who are thought to have the potential for success at St. Catherine’s may experience difficulty in our academic program. In this situation, the student is referred to the appropriate Learning Specialist. In some cases the student may be asked to complete an
educational evaluation. If a learning difference is discovered, the teachers, Learning Specialists, and Division Directors should be informed so that they can work together to determine how to best meet the needs of the student. Any forms that teachers complete to assist with educational evaluations are mailed directly to the requesting specialist.

**Learning Specialists**
Lower School – Mary Minor Taylor, Sherry Gregory, Katherine Applewhite  
Middle School – Susie MacLeod  
Upper School – Diane Vaccarino

**Lower School Resource**
Students in grades K-4 are assessed at the beginning of the school year to determine their skill levels in reading and spelling. Students who are at the beginning stages of reading and writing receive resource support in a small group for their language arts instruction. Students in grades 3–4 receive extra support, as requested by the classroom teachers, in both math and language arts. The resource team also monitors the progress of any student who is experiencing academic difficulty and stays in communication with the classroom teachers, parents, and Director and/or Assistant Director of Lower School, as needed.

**Middle School Academic Services**
There are three components to Academic Services:
1. Students in grades 5–8 have one or two Extra Help periods per week. Extra Help gives the student an opportunity to ask specific questions or obtain further instruction from a teacher.
2. In grade 5, all students have a study skills class that is designed to teach the students to apply study techniques to their content courses. All students take Thinking Skills in grade 6 to help them organize their thinking and teach them to critically analyze and synthesize information.
3. If a student in grades 6–8 is identified through educational testing as having a specific learning difference, she is eligible to enroll in the formal resource program. This program takes the place of the student's world language study during the middle school years and is designed to give additional instruction and support in content area classes.

**Extra Help**
Middle School Extra Help period gives the student an opportunity to ask specific questions or obtain further instruction from a teacher. Extra Help is held one to two days per week. A student may ask to see a teacher, or a teacher may ask to see a student by 8:30 a.m. of the day she is to attend the session. If the student fails to go to Extra Help as requested by a teacher, the teacher will determine the consequence for that action. Extra Help is a good time to clarify questions or get needed support.

**Upper School**
**The Learning Center**
All grade 9 and new grade 10 students are assigned to the Learning Center during free periods in her schedule for the first grading period; thereafter, any student who earns an incomplete, a C– or lower in any subject, or two C’s in any combination of classes during any grading period will be assigned to study hall and additional support. Students may also be assigned to study hall in the Learning Center on the recommendation of a teacher, advisor, or administrator at any time during the school year. Students who are identified with a learning difference also are supported and monitored through the Learning Center.

**Tutoring Procedures**
**Lower School**
If it is determined that outside tutoring is appropriate, the Lower School resource teachers will assist the parents in selecting tutors and arranging convenient scheduling.

**Middle and Upper Schools**
When a student has academic difficulty in class, her first step should always be to meet with the teacher, as necessary, until the difficulty is managed. If a teacher recommends a tutor or if a student and her family feel that outside tutoring is necessary, we recommend notifying the Learning Specialists and working with a tutor who knows the School and its expectations well. Names of such tutors can be secured from members of the department, from Susie MacLeod in Middle School or Diane Vaccarino in Upper School. During the day, Middle School students may be tutored during Extra Help or a study hall, and Upper School students may be tutored during free periods in the Turner Hall Learning Center. A student may work with her tutor after school in the library.
ADVISING

The advising programs in Middle School and Upper School help support the core value of celebrating individuals and building community. The advisor is the person who has the best overall view of an individual student's progress. Advisors get to know each student as a unique learner, to encourage her participation in school life, and to support her academic and personal development. As a student progresses through Upper School, the advisor provides guidance for planning her academic schedule, meeting her graduation requirements, making choices, and being held accountable for her performance and management of time. The advisor is also the main contact for parents who have questions or concerns.

Advisory groups provide an intimate environment where students get to know one another better and participate in special activities and projects together. Middle School and Upper School advisories differ, as is appropriate at each developmental level.

Middle School

Homeroom/Advisory

A Middle School student begins and ends the day in homeroom with her advisor. She also goes to her homeroom advisor at the beginning of Extra Help. One day a week, each homeroom has advisory time together for special activities. Each homeroom collaborates and enjoys small discussion groups, projects, and socializing together.

Every Middle School student serves as a member of her homeroom’s leadership team. Activities are planned around themes for Service Learning and outreach, multiculturalism, honor education, and school life. Homeroom groups may wish to team with other homerooms to sponsor large projects. Homerooms report on their activities at the weekly Friday assemblies. Each homeroom elects a representative to work with class officers to plan leadership activities.

Upper School Advising and College Counseling

Upon entering grade 9, a student is assigned an academic advisor in the Upper School based upon a student questionnaire and input from her grade 8 advisor. New students are frequently put in the same advisory with their school-assigned buddy. The goal is for the student to have the same advisor all four years of Upper School. In this way, an advisor gets to know the student very well. At the end of each academic year, however, students have the opportunity to request an advisor change by completing a form and listing three choices for an advisor. Very few students request an advisor change, which is a testament to the strength of the advising program.

Upper School students meet with their advisors every Thursday morning from 7:55-8:20 a.m. Advisory groups are small; each advisor typically has between 6-12 advisees, and the groups are composed of students in all four grades. Older students have an opportunity to discuss announcements and topics of interest or concern with younger students and to work on service projects or an advisory activity together. Every year, advisory groups discuss the All-Upper School summer reading selection as well as presentations by guest speakers.

Prior to scheduling courses, the advisor also meets with advisees individually to help make sure that each student is on track to meet graduation requirements, including the Service Learning and fitness requirements, and that she is appropriately challenging herself in her course selection. The advisor also supports an advisee, if need be, at a meeting of the Honor and Disciplinary Council.

College Counseling

St. Catherine’s employs two college counselors whose offices are located in the Arcade. All students and their parents are invited and encouraged to use the office resources and to seek the advice of the counselors whenever questions arise about college preparation, selection, or admissions. College counseling is an ongoing process throughout Upper School: introductory information is given in grades 9 and 10, and specific group work begins in grade 11. Individual work with a college counselor is required for girls beginning in the Fall of their junior year. Seniors work intensively with their counselor through the application and decision-making time period. For more information, visit www.stcatherines.org/collegecounseling and https://www.facebook.com/groups/StCatherinesCollegeCounseling/
AFTERSCHOOL & SUMMER ACTIVITIES

After School Hours
Monday-Thursday, 5-7 p.m. (Grades 7-12)
Monday-Thursday, 7-9 p.m. (Grades 9-12 only)

Students in Grades 7-12 who stay after school to participate in athletics, theatre, or other planned school activities should work in Wright library. For more details see the School website.

Extended Day
After school care is offered through the Extended Day Program for students in JK-grade 7 at St. Catherine’s and St. Christopher’s. Extended Day is located at St. Christopher’s School. Enrollment takes place annually and the program offers various schedule choices for families. Extended Day makes accommodations for parent/teacher conference days and some professional days when school is closed, opening as early as 7:45 a.m. The facility is closed on major holidays and during a refurbishment period in August. For details about Extended Day schedule and closings, go to st.catherines.org/calendar for the Major Dates Calendar. For further information about Extended Day, contact Carol Logue at St. Christopher’s at (804) 282-3185, ext. 382.

Brilliant Summer
Summer at St. Catherine’s is Brilliant! During the summer, our campus is transformed into a unique experience for boys and girls ages three through grade 12. There are hundreds of choices during the summer – something for everyone!

- Academic enrichment and for-credit courses
- Day Camps (half-day and full day options)
- Sports Camps

Registration begins each February with enrollment on a first-come, first-served basis.

For more information, go to www.stcatherines.org/summer
ATHLETIC PROGRAM

St. Catherine’s offers competitive interscholastic athletics in 15 sports: basketball, cross country, diving, field hockey, golf, indoor track, lacrosse, track and field, sailing, softball (fast- pitch), soccer, squash, swimming, tennis, and volleyball. Students in grades 7-12 are eligible to participate in the athletic program and a high percentage of our girls choose to do so. We offer varsity and junior varsity teams, as well as grade 7 and 8 teams for some sports. St. Catherine’s competes against public and private schools during the season and competes for league championships in the League of Independent Schools and for state championships within the Virginia Independent Schools Athletic Association. Teams generally practice/compete five to six days per week (some grade 7 and 8 teams are four to five days per week). Several sports have games, meets, or practices on weekends and holidays. Students who want to try out for a team should be aware of their academic responsibilities, as well as their team responsibilities.

“The Athletic Handbook for Parents and Students” is a must read for all participants in the athletic program. The Athletic Handbook contains all pertinent information on athlete expectations, schedules, parent guidelines, sportsmanship code, and many other topics (the Athletic Handbook is mailed to all families annually in June; it is also a downloadable document on our website under parent information—updated every June). Due to the extensive time commitment required for interscholastic athletics, students will have to make choices that allow for team membership. All practices, competitions, and team meetings are required activities for team members. Athletes at the varsity and junior varsity level are expected to participate in conditioning and strength training several weeks prior to the start of the season. Several teams have limited roster space and therefore have tryouts to determine the team roster.

All students in grades 7-8 will receive an electronic Google form via their St. Catherine’s email address to use to sign up for athletics, approximately one to two months before the start of each season. The fall season is August to November (required practices begin two weeks prior to the start of school on August 17, 2015 with some variation by sport); the winter season is November to February; the spring season is February to May. Please note that sport seasons do not run concurrently with St. Catherine’s semesters. It is a privilege to be a member of a St. Catherine’s School athletic team. As members of the St. Catherine’s School community, student athletes must respect community policies and rules. St. Catherine’s student athletes are expected to make their academic work a priority and to make choices that will maximize their health, athletic performance, and team’s success. As a member of a team, athletes are expected to demonstrate dedication, sportsmanship, commitment, and integrity.

Detailed information on the athletic program including schedules can be found on our website: www.st.catherines.org/athletics.

Fall Sports
Cross Country
Field Hockey
Sailing*
Tennis
Volleyball

Winter Sports
Basketball* *
Indoor Track
Squash*
Swimming & Diving

Spring Sports
Golf*
Lacrosse
Soccer
Softball
Track & Field

* Sailing is for Upper School only. Squash and golf are mainly Upper School teams. Students in grades 7 and 8 may try out if they have prior experience in the sport.

** Although competitive school athletic teams start in grade 7, St. Catherine’s does offer a recreational girls basketball league for grades 5 and 6. This league is made possible by St. Catherine’s parents who coordinate and coach the teams during the winter season.
ATTENDANCE

School attendance is paramount. Though homework can be made up, notes copied and tests taken at a later time, a student can never recapture lost classroom interaction. In addition, making up assignments while keeping up with new material is difficult for most students. We ask parents not to make plans that take students out of school except for a genuine emergency or a major family event, such as a wedding or a sibling’s graduation. To facilitate planning, we publish a major dates calendar well in advance of the school year. We respectfully request that families observe vacation dates, neither leaving early nor returning late from holidays. Chapel, advisory meetings, class meetings, assemblies, athletic practices/after school fitness, and X-periods are important components of school life and are regarded as classes. If a student misses the academic day due to illness, she is not permitted to participate in extra-curricular activities such as sports or performing arts that same day, without the express permission of her division director.

Excused Absences
Absences due to illness1 or a family emergency are considered excused. Please do not send your daughter to school if she is ill or injured.

When to Keep Your Daughter at Home
If a student has the following symptoms, please do not send her to school:

- A temperature of 100 degrees or higher within the previous 24 hours
- Diarrhea within the previous 24 hours
- Vomiting within the previous 24 hours
- Undiagnosed rashes, skin eruptions, or lesions
- Any contagious illness, such as meningitis, pertussis, chicken pox, etc. Parents should notify the School immediately if their daughter has a contagious disease
- Any other contagious condition such as strep throat or pink eye (inflamed, irritated eyes or drainage from eyes must be evaluated by a healthcare provider to determine if the condition is contagious); such conditions require a minimum of 24 hours of prescription medication prior to returning to school
- Untreated cases of head lice

Please refer to the Student Medical Information Section in the General School Information portion of the handbook for details on the School’s medication and health policies.

1Absences are counted, whether or not they are excused. The School reserves the right to determine whether an absence is excused or unexcused.

Reporting Illness or Emergencies
For safety reasons, it is vitaly important to know each student’s whereabouts during school hours. Parents are asked to call or email their daughter’s division office no later than 8:30 a.m. to report an absence due to illness or emergency. Parents should not call or email this information to a classroom teacher or advisor, but rather only to the attendance contact for the division.

Attendance Contacts:
Lower School – Katherine Bowles, (804) 281-7143, ext. 3082, kbowles@st.catherines.org
Middle School – Lizzie Wilson, (804) 281-7144, ext. 3067, lwilson@st.catherines.org
Upper School – Kathy Hieber, (804) 281-7145, ext. 3069, usattendance@st.catherines.org

A parent’s failure to call in a student’s absence may result in consequences for the student, depending on the division.

Missed Assignments due to Absences
Teachers are eager to help students who miss time due to illness and welcome parent support in collecting make-up work. As students become older, the responsibility for communication about assignments shifts appropriately to the student, who is expected to check the website and to contact her teachers to arrange for missing assignments. In this way, we teach responsibility and empower students to be self-advocates in their own education.

Lower School – Parents are asked to call the Lower School by 8:30 a.m. when their daughter is absent to make a request for homework. Assignments that have been requested by this time can be picked up at the close of the school day from the homework basket located in the Lower School foyer.

Middle School – Students should check the website to access homework and assignments when absent. If a student misses a test, quiz, or assignment deadline because of absence, the student must see the teacher on the first day back at school to make arrangements for completion of missed work. A student who is absent is responsible for completing work within three days of her return. Projects are due on the day the student returns to school. No teacher will accept work that is overdue past one week, except in the case of extended absence due to prolonged illness or family crisis. In this case, a plan for make-up work should be made between the student and her teachers.

Upper School – Students should check the website to access homework and assignments when absent. It is the student’s responsibility to make up her work in compliance with her teacher’s policies when classes are missed. In general, a student can be expected to turn in a previously-
assigned paper or project immediately upon her return or to take a previously-announced test or quiz on her first day back to school. For other work, a student may be given up to three days to catch up after her return and should arrange due dates with her teachers. Make-up work that is not turned in by the agreed upon date will receive a failing grade. In case of an extended absence due to illness or family crisis, a student will work with the Upper School Learning Specialist, her advisor, and her teachers to create a schedule for completing assignments.

An incomplete on a report card must be made up within two weeks of the student’s return. The School recognizes that there is a genuine emergency, students and families are expected to observe vacation dates, neither leaving early nor returning late from holidays. The School provides a major date calendar well in advance of the school year to assist parents with planning. The School recognizes that there are some rare exceptions to this expectation, which must be approved in advance by the Division Director.

For a planned absence, a parent should notify the attendance contact and division director at least three days in advance for administrative approval. In addition, an Upper School student must take a planned absence card to her teachers for signatures prior to her absence and discuss what work will be missed. This form must be turned in to US attendance 24 hours prior to the absence.

**Lower School Early Departure**

Students leaving school early must be released through the Lower School Office. Teachers will not release students from classrooms. Students will only be released to individuals listed on the registration forms or as emergency contacts. A student must be excused by note or, in case of emergency, by telephone call, if she is to leave School before her regular dismissal time. Students must be signed out before their departure. Medical appointments should be made after school hours whenever possible. If they must be made during the academic day as a planned absence, the school requests that they be made during your daughter’s lunch or recess periods.

**Middle School Early Departure**

Parents should send a note with their daughter to be given to the Middle School Administrative Assistant no later than 8:30 a.m., the day of the early departure (or parents may email Lizzie Wilson at lwilson@st.catherines.org by 8:30 a.m.). Parents must pick up their daughters in the Middle School Office in Washington Hall for early dismissals. Students cannot ride bikes, walk to appointments, or meet parents outside for early departures. For safety reasons, it is necessary that parents come in to the Middle School Office to pick up their daughter.

Please make sure the student is also aware of the early dismissal time, so that she can meet you in the Middle School Office at the appointed time. Medical appointments should be made after school hours whenever possible. If they must be made during the academic day as a planned absence, the School requests that they be made during your daughter’s lunch or extra help periods.

**Upper School Early Departure**

Upper School students must sign out for early departures in the designated areas. They may then meet a parent outside for pick up or drive themselves to their appointment. When students return to School in the middle of the day, they must sign back in. Failure to sign out or sign in will result in a consequence.

**Unexcused Absences**

An unexcused absence may carry a penalty, such as detention, assignment to study hall, or work hours depending on the division. Cutting class or going off campus during the academic day without the express permission of the division director or Dean of Students are serious offenses. Any student who violates this rule will be subject to disciplinary action up to suspension, and her parents will be notified.
**College Visits for Upper School Students**

The School recognizes the importance of visiting college campuses and bringing college representatives to our campus; however, time missed from classes also can have a negative effect on a student’s grades. Therefore, we encourage students to treat college visits judiciously.

**Students planning college visits should follow the requirements set by the college counseling office:**

1. Bring a note from a parent stating the dates of the college visit at least two days prior to the visit and obtain a card from the college counseling office.
2. Present the card to each teacher whose class will be missed. Each teacher will initial the card to approve or write “not advised” if the student cannot afford to miss the class.
3. The student must return the card to the college counseling office at least two days prior to the visit.

**Morning Arrival and Tardiness**

Being punctual instills character and helps develop leadership skills. The School asks that parents and students make every effort to arrive to School on time. Children start their day at quite a disadvantage when they arrive after classes have already begun. In addition, students who are late to chapel or assembly may miss important announcements and information.

**Lower School**

Students are considered tardy if they arrive at 7:55 a.m. Parents must escort their daughter to the Lower School Office if there is no adult on duty outside and sign her in if she is tardy. An office staff member will ensure that your daughter gets to her class. The office will monitor students who are habitually tardy and/or absent and communicate with parents as needed.

**Note about Lower School Arrival for Grades JK – 4**

Students in grades JK-4 may be dropped off starting at 7:30 a.m. and should go directly to the playground. Between 7:30 and 7:55 a.m., Upper School students and Lower School faculty supervise the children. Starting at 7:30 a.m., there will be one adult located at the Lower School drop-off area. Beginning at 7:45 a.m., Lower School teachers are on carpool duty at Lower School, McVey parking lot, and the green top/playground.

With the exception of inclement weather, children are not allowed in the building prior to 7:55 a.m. without permission from a teacher. On days when the weather is not conducive to staying outside, students should enter the building from the playground or main entrance and proceed down the steps to the multi-purpose room. In case of inclement weather, teachers supervise the drop-off areas and the multi-purpose room.

**Middle School**

Students check in with their homeroom teachers beginning at 7:50 a.m. After 7:55 a.m. a student is considered tardy. If a student arrives at School after 7:55 a.m., she must first sign in at the Middle School Office before going to her homeroom or classroom. If there are unusual circumstances to explain the tardiness, the student should bring a note from her parents, or parents should call the Middle School Office (804-281-7144) no later than 8:30 a.m. The School reserves the right to determine if the tardy is excused or unexcused. The consequence for three unexcused tardies at any point in the quarter is an afternoon detention. An additional three tardies during the same quarter will result in an early morning detention beginning at 7:15 a.m.

**Note about Middle School Arrival:** The Middle School building opens by 7:30 a.m. Students in grades 5-7 who arrive early should wait outside on the Green at the Miller statue until the bell rings at 7:45 a.m. Grade 8 students have the privilege of going directly to their homerooms when they arrive.

**Check-in, Check-out Middle School Student:** Students check in every morning during their homeroom period. At the end of the day, they check out with their homeroom teacher to say goodbye and to receive information to take home. Our check in and out process is a safety procedure to ensure that we are always informed of the comings and goings of students while they are in our care. Failure to check in or out upon arrival or departure from the School will result in detention for the student.

**Upper School**

A student arriving at School after 7:55 a.m. is tardy and must sign in at the College Counseling Office. She must bring a note or have a parent contact the Upper School stating why the tardiness occurred. After checking in, the student must report directly to the Library Lecture Room (M, W, F), class meeting location (Tu), her advisor’s room (Th), or to class if after 8:30 a.m. The School reserves the right to decide whether the tardy will be excused or unexcused. When a student receives an unexcused tardy, she will receive an appropriate consequence. Tardiness to class will be handled by the individual teacher. Chronic tardiness will be reported to the Dean of Students.

**Note about Upper School Arrival:** Bacot and Turner Halls are open at 7:30 a.m. Students may arrive and wait in the Ellett Commons, the Arcade, or Wright Library until 7:50 a.m. Students should not be in other parts of the buildings unless they are meeting with a teacher.

**At School after Hours:** If an Upper School student remains on campus after 4 p.m. and is not involved in a structured
activity, she may be in the Ellett Student Commons until 5 p.m. After 5 p.m. she must report to the library or the location of a designated activity. The library is open for Upper School student use until 9 p.m. Monday through Thursday. No other area on campus should be used after 5 p.m. without a teacher present.

**Parents Out of Town**
When parents go out of town during the school week, they should notify the division office and attendance contact, and provide the appropriate information (e.g. name, phone number, address, etc.) regarding the person(s) responsible for their daughter during the parents’ absence.
BOOKSTORE &
CAFÉ 2010
The School Bookstore is stocked with most items listed on the JK-grade 8 supply list and most Upper School required textbooks. Both used and new textbooks are available. In addition to textbooks, the bookstore carries an extensive selection of school supplies and Saints spirit wear and gifts.

Bookstore
Location
Brackett House on St. Catherine’s Lane
(804) 288–2904, ext. 3346

Regular Bookstore Hours
(Regular hours begin Aug. 17, 2015)
Mon.-Thurs. — 8:30 a.m.–3:45 p.m.
Fri. — 8:30 a.m.–1 p.m.
(Closed during School holidays)

Summer Bookstore Hours
Mon.-Thurs. — 9 a.m.–1 p.m.
Fri. — 9 a.m.–noon
(Closed during School holidays)

Payment Options
Cash, personal checks, credit and debit cards, SAINTSCard, and the bookstore account. Contact Bookstore personnel for details on how to set up a bookstore account.

Café 2010
Café 2010 serves a variety of snacks and beverages. St. Catherine’s parents, alumnæ, and volunteers are welcome to hold meetings for small groups. Go to www.st.catherines.org/cash for guidelines and reservation requests. Purchases in Café 2010 may be made with cash, credit card, or with a SAINTSCard. All students in grades 5–12 are issued a debit SAINTSCard that can be preloaded by parents at www.st.catherines.org/cash.

Location
Dining Hall

Hours
Mon.-Fri. — 7:30 a.m.–4 p.m.
(Closed during School holidays)

Summer Hours
Mon.-Thurs. — 8:30 a.m.–1:30 p.m.
CAMPUS & FACILITIES
St. Catherine’s encompasses 16 acres with buildings designed by prominent New York architect Hobart Upjohn. The School is listed on the Virginia Landmarks Register and the National Register of Historic Places. St. Catherine’s owns 145 acres in nearby Goochland County, which is currently used for additional athletic facilities and outdoor education activities.

Armfield Science Center (including Mullen Hall)
Students have access to a 16,155 sq. ft. facility featuring an independent student research laboratory, five laboratory classrooms, four science prep rooms, an 80-seat conference room to host special guests and speakers, collaborative study spaces, and business-style conference rooms for interactive discussions. Renovations were completed in 2012.

Kenny Sports and Fitness Center
The 72,000 sq. ft. facility includes an indoor eight-lane competition pool, a three-court gymnasium, fitness center, health classrooms, athletic and security offices, and a 4,000 sq. ft. weight room.

The Arcade
The Arcade connects Ellett Hall and Bacot Hall and houses College Counseling and a student leadership meeting space for the Upper School. Directly outside the Arcade is the Boarders’ Terrace.

Bacot Hall
The first floor contains the School’s main office, offices for the Head of School, the Admissions Office, the Director of Upper School, classrooms, and a formal reception room. The second and third floors house grade 7 and 8 classrooms and additional science laboratories. Bacot Hall was renovated in 2009.

Blair Hall
Blair Hall houses the Business Office and apartments for resident faculty and staff.

Brackett House
The School Bookstore is on the first floor of Brackett House. The Bookstore carries general school supplies, including binders, notebooks, pens and pencils, as well as clothing, sports accessories, batteries, gift items, stamps, and spirit items. It is open year-round.

Dining Hall and Café 2010
The Dining Hall includes Café 2010 and it serves all three divisions. Café 2010 provides a variety of snacks and beverage options. It also is a meeting place for students, parents, and alumnae groups.

Ellett Hall
Ellett Hall houses Upper School classrooms, faculty offices, Student Commons, and a senior class lounge. It was renovated in 2008.

Guigon Hall
Guigon Hall contains spaces for private music instruction and group rehearsals.

Miss Jennie’s
Built in 1929 by the alumnae for their beloved teacher and founder of the School, Virginia Randolph Ellett or Miss Jennie. The house is home to event planning and the marketing and communications office, and provides meeting space.

Development Office
The newly renovated Development Office is located on Cary Street Road next to the Jones Building. It houses the Alumnae and Development Offices. The house is used for alumnae gatherings and meetings as well.

Jeffrey Hall
Jeffrey Hall houses the Junior Kindergarten program.

McCue Hall
McCue Hall houses Lower School grades K-4, including the Lower School art studio and library. In addition, the lower level houses the Grace Branch Moore Fine Arts Center for grades 9-12, with designated spaces for ceramics and a photography dark room.

McVey Hall
McVey Hall is home to the Theatre Department and Ampersand (joint Upper School Theatre Group with St. Christopher’s), the Dance Studio, and the Joni Dance Program.

Turner Hall
Turner Hall houses the Wright library, Upper School classrooms, the Learning Center, a lecture hall, and faculty offices. It also is home to Bannard Chapel, which was renovated and expanded during the summer of 2011.

Washington Hall
Washington Hall houses grade 5 and 6 classrooms, science laboratories, Middle School administrative offices, the Harrison Art Center, and the Kenan Flagler Auditorium. It was renovated in 2010.

Visit the homepage for a virtual tour of our campus at www.st.catherines.org.
Campus Map
1. Bacot Hall - main office, Head of School, Admissions, Middle and Upper School classrooms
2. Dining Hall and Café 2010
3. Washington Hall - Middle School, Kenan-Flagler Auditorium, Harrison Arts Center
4. Kenny Sports and Fitness Center
5. Scene Shop
6. McVey Hall - Theatre and Dance
7. McCue Hall - Lower School
8. Grace Branch Moore Fine Arts Center
9. Turner Hall - Wright Library, Bannard Chapel, Boardroom, Upper School
10. Eillett Hall - Upper School
11. The Arcade - College Counseling, Boarders’ Terrace
12. Guigon Hall - Music
13. Armfield Science Center – Mullen Hall
14. Blair Hall - Business Office
15. Brackett House - Bookstore
16. Jeffrey Hall - Junior Kindergarten
17. Miss Jennie’s – Alumnae Relations, Marketing and Communications
18. Head of School’s Residence
19. Tennis Courts
20. Development Office
21. Community Garden

Goochland Fields
12950 River Road, Richmond, VA 23238
1. Field 1 Field Hockey, Soccer, Lacrosse
2. Field 2 Field Hockey, Soccer, Lacrosse
3. Field 3 Field Hockey, Soccer, Lacrosse
4. JV Softball Field
5. Varsity Softball Field
6. Field House
CARPOOL, STUDENT PARKING GUIDELINES, & ARRIVAL TIMES

Please remember that morning drop off is more congested in the first two weeks of school as people readjust to the school schedule. Please plan accordingly and give yourself extra time.

Campus Safety Expectations
In order to create the safest environment for our students, we ask that all members of our community adhere to these expectations for student arrival and dismissal on campus:

- Students must be dropped off in the designated areas for each division.
- No students may be dropped off in the Turner Hall (by library) parking lot, on St. Catherine’s Lane or on Maple Ave. Crossing the street in these areas places students at unnecessary risk.
- When dropping off students in designated areas, students must exit the car on the passenger side nearest the sidewalk.
- Any students riding the city bus, biking, walking to/from School, or parking on the street must always cross at the Grove Ave./Somerset Ave. intersection, where a crossing guard is located.
- No Lower School children are allowed to use St. Stephen’s Episcopal Church as a drop-off or pick-up location. The carpool line is the only designated place for entering and/or exiting the school to pick up or drop off a student.
- Drivers should not use cell phones while in the carpool lines.
- Drivers must remain in their vehicles.
- Parking in the carpool line is not permitted.

Student Parking for Juniors and Seniors

- Only juniors and seniors are allowed to drive to school.
- All students who drive to school must register their cars with the Dean of Students’ Office and display their assigned parking decal clearly at all times.
- Only St. Catherine’s seniors are permitted to park in designated spaces at St. Stephen’s Episcopal Church. Cars not parked in the designated areas are subject to towing without notice.
- Juniors must park on the street. Note: The east side of Maple Ave. and the east side of Somerset Ave. are no-parking zones (see carpool map for more details).
- No students are allowed to park on either the St. Catherine’s or St. Christopher’s campuses during the academic day, even during exam periods. Cars violating this requirement are subject to towing.

ARRIVAL & DISMISSAL TIMES

Arrival Times

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DROP-OFF TIME</th>
<th>DROP-OFF LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>JK</td>
<td>7:30-7:55 a.m.</td>
<td>In front of McCue Hall (LS Building)</td>
</tr>
<tr>
<td>K-2</td>
<td>7:30-7:55 a.m.</td>
<td>In front of McCue Hall (LS Building)</td>
</tr>
<tr>
<td>3-4 and K-2 with sisters in grades 3-8</td>
<td>7:30-7:55 a.m.</td>
<td>McVey Hall Parking Lot (enter from Grove Ave.)</td>
</tr>
<tr>
<td>5-8</td>
<td>7:30-7:55 a.m.</td>
<td>In front of Washington Hall (MS building, enter from Grove Ave.) OR McVey Hall Parking Lot</td>
</tr>
<tr>
<td>7 and 8</td>
<td>7:30-7:55 a.m.</td>
<td>In front of Bacot Hall (main building on Grove Ave.)</td>
</tr>
<tr>
<td>9-12</td>
<td>7:30-7:55 a.m.</td>
<td>In front of Bacot Hall (main building on Grove Ave.)</td>
</tr>
</tbody>
</table>

Dismissal Times

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PICK-UP TIME</th>
<th>PICK-UP LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>JK</td>
<td>3 p.m. M-Th 2:15 p.m. F</td>
<td>In front of McCue Hall (LS Building)</td>
</tr>
<tr>
<td>K</td>
<td>3 p.m. M-Th 2:15 p.m. F</td>
<td>McVey Hall Parking Lot (enter from Grove Ave.)</td>
</tr>
<tr>
<td>1-2</td>
<td>3 p.m. M-Th 2:15 p.m. F</td>
<td>In front of McCue Hall (LS Building)</td>
</tr>
<tr>
<td>3-4</td>
<td>3:30 p.m. M-Th 2:45 p.m. F</td>
<td>In front of McCue Hall (LS Building)</td>
</tr>
<tr>
<td>5-8</td>
<td>3:25 p.m.</td>
<td>In front of Washington Hall (MS building, enter from Grove Ave.) OR McVey Hall Parking Lot</td>
</tr>
<tr>
<td>7-8</td>
<td>3:25 p.m.</td>
<td>In front of Bacot Hall (main building on Grove Ave.)</td>
</tr>
<tr>
<td>9-12</td>
<td>3:30 p.m. US classes end</td>
<td>In front of Bacot Hall (main building on Grove Ave.)</td>
</tr>
</tbody>
</table>
Carpool Map

Grades 7-12
Drop-off/Pick-up

Grades 5-8
Drop-off/Pick-up

JK-Grade 2 Drop-off
JK and Grade 1-4 Pick-up

K-2 with sisters in grades 3-8 Drop-off
Grades 3-4 Drop-off
K Pick-up
(Enter on Grove Ave.)
Lower School Pick-up
Promptness in picking up the girls at their various dismissal times and locations is greatly appreciated. If parents have an emergency and there is to be only a short delay, children may wait in the Lower School foyer. If parents routinely have difficulty picking up the girls on time, they should contact the Lower School Director to discuss alternative plans. A note is required if a girl is to go home with someone other than the regular driver or will not be going to Extended Day (if that is her typical dismissal procedure). Notices about any change in a student’s typical dismissal procedure need to be received in writing or by phone call to the Lower School Office (not the teachers) by noon (except in case of emergency) to give us enough time to inform the girls of the change. Students will be released only to those individuals identified by parents/guardians. As an added safety precaution, the School will make a copy of the driver’s license of any person who is not on record as a regular driver picking up a student.

Definition of a Lower School walker: Girls in grades 3 and 4 who have written permission from their parents to walk from School to home at the end of the school day are “walkers.” A permission form can be found on SaintsNet under Papers for Parents. Girls should walk with an older sister or as part of a group. In the event of inclement weather, each student should have an agreed-upon alternative plan to walking home. This plan should be communicated with the homeroom teacher and the Lower School Office. No student will be allowed to leave the school premises to walk home in the event of an electrical storm. Parents will be called as necessary.

Middle School Late Pick-Up
If a parent needs to pick up a student after 3:30 p.m., the student may wait at the Middle School in Washington Hall until 4 p.m. After that time, the Middle School will be locked. Any student not picked up by 4 PM will be sent to the Library to await pick-up by her parents. It is not safe for a student to wait alone in the Maple Ave. parking lot. If a family has a special circumstance, please contact the Middle School Office.
COMMUNITY BUILT ON HONOR

The students, faculty, and parents of St. Catherine’s form a community based on trust, which relies on the honor and integrity of each member. This trust is assumed to be the basis of all relationships, both academic and personal. The honorable person is truthful, does not misrepresent people or situations, and deals honestly and justly with others. At St. Catherine’s, lying, stealing, cheating, or any form of misrepresentation is a violation of honor. Honor is so important to St. Catherine’s that the School reserves the right to discipline any student for a breach of honor, whether the violation takes place on or off campus.

St. Catherine’s students learn about honor in age-appropriate ways throughout their experience in grades JK–12.

Lower School Virtues Program

Teachers, students, and administration work together to build a sense of community within the Lower School and St. Catherine’s as a whole. The Lower School Virtues Program is designed to establish a solid foundation in moral and ethical behavior in our girls. The Virtues Program is woven into the curriculum and reinforced throughout the year. The family component of this program ensures that we are all working together to help our girls know and stand up for what is right.

In Lower School, teachers are guided by a student’s age and maturity in dealing with matters of honor. Early in her experience at St. Catherine’s, a student is taught the Lower School Code of Conduct and that a St. Catherine’s girl is among other things, honest and respectful. For a very young student it is clearly inappropriate to label some of her actions as a violation of the honor code and to mete out consequences. Rather, teachers treat each situation as an opportunity for learning and for helping instill in a student a growing concept of honor. In the upper elementary grades, teachers communicate first with the student and then, if needed, with the parents. If a pattern of unacceptable behavior continues, the Director and/or Assistant Director of Lower School, the classroom teacher and/or the Lower School counselor discuss the problem and decide on an appropriate course of action. When appropriate, the School may refer parents to a resource outside of School.

Middle School Honor System

Middle School is a time for students to deepen their understanding of honor and integrity, and students are expected to take responsibility for their own academic work and behavior. Assignments and tests must be signed with the pledge, “I have neither given nor received help on this work.” Each faculty member has the responsibility of making clear to the class what is acceptable and what is dishonorable practice on assignments for a class.

The Middle School Honor System is administered by an Honor Committee composed of faculty members, Director of Middle School, and the faculty chair of the Honor Committee.

When a question of honor arises, the faculty member involved will discuss it with the student. If deemed necessary, the student and her parents are asked to meet with the Honor Committee. The Honor Committee will develop a plan to help the student learn from the experience and avoid the same problem in the future. Repeated violations will result in more serious consequences.

Upper School Honor System

In Upper School, students are expected not only to take responsibility for their own academic work and their actions, but also to hold their fellow students to high standards of honor and integrity. Building honest, wholesome relationships with peers and adults requires mutual expectations of honesty. Therefore, Upper School students must write the following statement and sign all work submitted for a class: “I have neither given nor received any unauthorized help on this work, nor am I aware of any breach of the Honor Code.”

Group work must be pledged and signed by all members of the group. Each faculty member will make clear to his or her classes what is acceptable and what is dishonorable practice on assignments for class. If a student has any questions, it is her responsibility to consult a teacher for clarification.

If a girl observes a breach of the Honor Code, it is her responsibility to the community as a whole to confront the person and ask her to come forward to the Dean of Students or to report the infraction directly to the teacher or to the Dean of Students.

Examples of honor violations include, but are not limited to, the following:

1. Submitting all or part of any product done by another person as her own work.
2. Submitting a paper, all or part of which was taken from sources including paper, electronic or other media without crediting each source (plagiarism), each student must be familiar with proper citation forms. Ignorance is no defense for failing to properly cite sources.
3. Discussing any aspect of an examination, test, or quiz already taken by a student with a student who has not taken it.
5. Taking notes into a quiz, test, or exam.
6. Lying or misrepresenting oneself, no matter the significance of the issue at hand.
7. Handing in a product for credit in one course that has already received credit in another course without acknowledging that fact.
8. Signing in or out for one place and going to another or signing in and out for another student.
9. Checking in to a class or school activity and leaving without expressed permission before its completion.
10. Taking someone’s book and using it in a class without her consent.

The Honor and Disciplinary Council
The Upper School Honor and Disciplinary Council serves an important student governance role in the School. The Council consists of three faculty members and students from grades 9–12, whose role is to offer a peer review to any student who has potentially breached the Honor Code or broken a major school rule and to provide a recommended disciplinary response to the Director of Upper School. Each case is handled individually and the process may be altered depending on the circumstances in question. When a case is reported, the following actions are usually taken (order may vary):

1. The Dean of Students investigates the allegation, documents the facts, meets with the appropriate faculty, staff, students, and/or others as needed, relevant to the case.
2. The Dean of Students meets with the student and her advisor (or another faculty member of the student’s choosing).
3. If the Dean determines that a violation of the Honor Code has occurred, the process continues.
4. With the assistance of her advisor, the student writes a statement to present to the Council.
5. The Dean of Students remains with the student when she calls a parent and talks with the parent, as needed.
6. The student and her advisor (or chosen faculty advocate) meet with the Council. The Council questions the student about her intent, her actions, and the repercussions. This dialogue is intended to help the student understand her mistake, her responsibility to herself and to the community, and her alternatives should a similar situation occur in the future. The student leaves, and the Council deliberates and reaches a decision on an appropriate disciplinary recommendation. The Council’s deliberation is confidential.
7. The student chair of the Council and the faculty chair of the Council meet with the Director of Upper School. The Director considers their recommendation.
8. The Director of Upper School meets with the student to discuss the School’s response.
9. The Director of Upper School calls the student’s parents to convey information about the meeting.
10. In instances when the Director of Upper School is unavailable, or in cases of a second offense, the Head of School also considers the recommendation. In situations where the Honor and Disciplinary Council is unavailable or where special circumstances exist, the Director of Upper School, the Dean of Students, and the Honor and Disciplinary Council advisor may assume the role of the Council.
11. St. Catherine’s is a community that generally believes students in the Upper School can learn from a serious infraction and should be offered a second chance in the community unless the offense is so egregious as to potentially endanger the health or reputation of the individual or the School. It is typical practice for a student who comes before the Council for a first offense to be put on probation, in addition to other consequences up to and including suspension. She will be on warning for honor offenses until her graduation. Lying to the Honor and Disciplinary Council is considered an additional offense and may be grounds for dismissal.
12. During the week following a student’s meeting with the Council, she is required to meet and work with her college counselor in order to prepare a written statement regarding her actions. The School will make this statement and/or notice of disciplinary action available to any college or program that requires such information as part of the student’s application.
13. In order to promote understanding and responsibility, the student chair of the Council holds educational discussions with the Upper School student body throughout the year that are not connected directly with a particular case.

St. Catherine’s Code of Conduct
St. Catherine’s works to support our girls’ understanding of acceptable behavior within the community, awareness of the law, and the development of a personal code of conduct. At the center of our community is the expectation of respect for one’s self, for other students, adults, and for property. The primary philosophy behind our disciplinary rule is to permit students to learn from their own mistakes and the mistakes of others. We promote a peaceful, non-threatening environment where students feel safe taking appropriate risks.

Discipline, A Summary Statement
Rules and regulations are enforced, depending on the division, by the administration, faculty, and student leaders. The absence of a rule does not constitute approval. A student may be subject to consequences for some behavior not mentioned in this handbook.
The School reserves the right to discipline, suspend, or expel a student for an act, committed on or off campus, if, in the School's sole judgment, such an act discredits the School or indicates that the student may be a detrimental influence to the School and/or others.

**Anti-harassment Rule**
St. Catherine's seeks to promote a safe community that respects the dignity of all people and a learning environment where students show kindness and consideration towards fellow students and others. Behavior that harasses, intimidates, bullies, threatens or hazes individual members based on things such as race, color, sex, sexual orientation, national origin, religion, age, disability, economic status, or personal qualities is prohibited and will lead to disciplinary action. This behavior may include that which is reasonably perceived by another to be threatening, intimidating, or violent, including practical jokes or pranks.

The School reserves the right to discipline behavior that occurs in texting or on social media sites, whether written during or after school hours. Any incident of harassment must be reported directly to a division administrator, and cases may be reviewed by the Honor and Disciplinary Council.

**Weapons**
The possession of firearms, explosives, all types of fireworks, other ammunition, knives, and weapons is prohibited on campus and is a violation of Virginia law. This includes anything that can be mistaken for a weapon. Violations of this rule will result in disciplinary action and may be referred to the appropriate authority for further review and possible action.

**Lockers**
Students in Middle and Upper Schools are issued lockers and must use only the locker they are assigned. Students are expected to purchase locks to prevent the loss of personal belongings. To avoid a fire hazard, the locker area, especially the hallway, must be kept clear of book bags and other items. It is the students' responsibility to keep the locker area neat and presentable at all times. Lockers must be emptied the last day of classes before final exams.

School authorities reserve the right to search persons, lockers, and any other places or articles of property on the School premises at any time. Any items prohibited by law or by School regulation will be confiscated.

**St. Catherine's Rule on Student Alcohol, Tobacco and Other Drug Use**
St. Catherine's and St. Christopher's Schools share a common mission in promoting the full development of each student's potential and in challenging each student to build an understanding of personal integrity and respect for civic responsibility. We prohibit the possession, distribution and use of alcohol, tobacco, and other drugs by our students as an integral component of this common mission.

**We recognize that:**
- Use of alcohol, tobacco, illegal drugs, or improperly used prescription drugs by our students is prohibited by Virginia law and undermines respect for civic responsibility.
- Use of these substances impairs one's judgment and may threaten the safety of both the user and of those around him or her.
- Use of these substances may lead to long-term health problems, compromising one's ability to develop his or her full potential.

In order to fulfill our Mission, St. Catherine's and St. Christopher's Schools will:
- Evaluate each incident on a case-by-case basis, and violations of this rule will be handled as a disciplinary matter. Our schools use different processes to do this, as we are independent schools. Actions including suspension or expulsion are possible disciplinary responses; other responses may be appropriate for health concerns. If the circumstances are such that it is believed a violation of Virginia law has occurred, the appropriate authority will be contacted for further review and possible action.
- Address each potential infraction of our alcohol/drug use rule without regard for the location of the event, including situations arising on or off campus and on the campuses of other schools.
- Protect the health and well being of our School communities by reserving the right to expel a student who is found in possession of alcohol or drugs with intent to distribute them.
- Inform parents that they may jeopardize their children's enrollment at either or both of our schools if they choose to host parties at which they serve alcohol to minors or know that it is consumed on the host premises.
- Recommend to our students and their families professional evaluation if we suspect that students' health or safety may be at risk due to alcohol or drug abuse. Our schools reserve the right to require testing when we have reason to believe a student is under the influence of drugs or alcohol; we also reserve the right to require professional evaluation and on-going counseling for students if we determine that the threat to their health or safety warrants it.
- Continue to build and improve a comprehensive coordinated educational program for our students and parents. We believe it is essential to begin this program with parents of younger children to help them in...
Lower School Code of Conduct and Discipline

The Lower School Code of Conduct states that a St. Catherine’s girl is expected to be:

- Kind
- Honest
- Respectful
- Polite
- Responsible

When a student acts in a manner that is inconsistent with the School’s community standards, it is the responsibility of the School and her parents to educate her about inappropriate behavior. Inappropriate behaviors, which include, but are not limited to the following, will be addressed:

1. Violation of the Code of Conduct
2. Hurtful language
3. Harassment of any kind (verbal, physical or written)
4. Disrespect shown to any community member
5. Disrespect for property

Each Lower School teacher establishes a clear set of consequences for misconduct, lack of responsibility in following through with homework, and other classroom issues. Infractions of the Code of Conduct will be dealt with on an individual basis. Sometimes, a parent conference with the Director and/or Assistant Director of Lower School and/or teachers may be required. The goal is for parents, teachers and administrators to work together in helping the student learn from her mistake.

Few students go through their academic journey without some minor infractions, and a few occasional reports create no major concern and carry no penalty other than discussion, review, and counseling with teachers and administrators. Initial examples of inappropriate behavior by a student are handled by teachers, the guidance counselor, and/or the Director and/or Assistant Director of Lower School. However, when counseling does not correct a behavior and a student begins to accumulate significant numbers of disciplinary reports because she is continually disruptive to the educational process, she could become subject to probation, suspension, and/or dismissal.

Middle School Expectations

Students must assume the responsibility for transporting notes, books, homework, lunches, supplies, and other materials to and from School. They will not be allowed to call home for these things. If home and the School work together on this matter, girls will learn to be more responsible in their organizational habits.

Use of cell phones is not allowed on campus during the school day unless for educational purposes and with permission from the teacher. Cell phones should be left in the student’s locker. Students may use them outside the school buildings after 3:30 p.m. School phones in the gym and in other campus areas are off-limits to Middle School students during the school day. Detention will be given to those who do not follow the phone rules. Misuse of cell phones will result in confiscation of the phone. A parent will then need to pick up the cell phone from the Director of Middle School.

Middle School Detention

Failure to follow school rules will result in students serving detention for 40 minutes (30 minutes for grade 5 and 6 students) after school on Wednesdays. Pick up time after detention is 4 p.m. for grade 5 and 6 students and 4:15 p.m. for grade 7 and 8 students. Students who have sports, music lessons, dance, etc. will miss these activities in order to fulfill their detention requirement. Teachers will inform the student of her required detention duty. Students must report to detention promptly or serve additional time for tardiness.

Upper School Code of Conduct and Discipline

Upper School students are expected to exercise common sense and maturity about living respectfully together in community. They are expected to be punctual and to come prepared for classes, to care for personal possessions and for school property, to clean up common areas, and to dress appropriately for school. Infractions may be assigned for such things as tardiness, for failure to sign in and out appropriately, for cell phone violations, for dress code
violations, for leaving book bags and sports bags in off-limit areas, and for driving or parking violations.

Students receive a penalty after an infraction is turned in to the Dean of Students. Penalties include having detention (7:15 a.m. detention), work hours, loss of free periods, and/or after-school detention. Students may not attend athletic practices or rehearsals if serving after-school detention. After multiple infractions, a student may be put on disciplinary probation and a letter will be sent home notifying parents. If the problem continues, the School will then request a meeting with the parents, and further consequences up to and including suspension may follow. Serious infractions are dealt with by the Honor and Disciplinary Council, which recommends consequences to the Director of Upper School. The process followed for a disciplinary offense is the same as the process for an honor offense. The student will be on probation until her graduation. Examples of serious violations include the use or possession of alcohol at a school event and harassment. Other violations of school rules, such as smoking, truancy, vandalism, and the accumulation of minor infractions, are handled by the Dean of Students or the Honor and Disciplinary Council, depending on the nature of the offense.

Upper School Expectations

Cell Phone Rules and Use of Electronic Equipment
1. Upper School students may use their cell phones outside the buildings and in the following areas:
   a. Student Commons
   b. Wright Library (Students are not allowed to make or take phone calls, but are otherwise permitted to use their cell phones in the library)
   c. Senior Lounge
   d. Café 2010 and Dining Hall (Please remember courtesy dictates one does not use a phone while eating with others.)
2. Students may use cell phones in the classroom for educational purposes only and with permission from the teacher.
3. Ringers must be turned off indoors, and students may not use phones as watches in class.
4. Students may listen to music on their phones or iPods during free periods in common sitting and study areas, as long as the sound is not bothering anyone else.
However, students may not watch TV shows or movies on cell phones or computers (See Responsible Use Rule and Laptop Program Rules).
5. If a teacher or student leader sees a student misusing a cell phone or personal computing device in class, the student’s phone will be turned in to the Dean of Students. The student will lose her phone for the following day. For the second offense, the student will turn the phone in to the dean’s office for a week at the beginning of school and pick it up at the end of each day. Repeat offenders will have other consequences.
6. Once a student turns in her phone, she may not use another cell phone (i.e., a friend’s phone) on campus to make a call. She must report to the dean’s office and ask to make a call. Violations of this rule may be viewed as an honor offense.
7. These expectations also apply to St. Christopher’s students on St. Catherine’s campus.

Driving and Parking
1. Due to the high demand for parking spaces and concern for our neighbors, only juniors and seniors are permitted to drive to school. All students who drive to school must register their cars with the Dean of Students’ Office and display the parking decal on their cars at all times.
2. Some families may be able to demonstrate a compelling need for their sophomore daughter to drive on an as-needed basis. The dean’s office will handle these permissions on a case-by-case basis and provide a temporary note to be displayed in the dashboard. Sophomore drivers must adhere to parking rules.
3. No student may park her car on campus during the academic day, even during exam periods; if a student does so, the car may be towed. Students are expected to respect our neighbors and not block driveways.
4. Only seniors are permitted to park in the St. Stephen’s Episcopal Church parking lot, and they must park in designated areas. Cars that are parked outside of the designated area are subject to towing without notice.
5. Juniors are allowed to park on Grove Ave, Somerset Rd, and Maple Ave. (where designated). The east side of Somerset is a NO PARKING ZONE. The east side of Maple Ave. is also a NO PARKING ZONE.
6. Sophomores who receive permission from the Dean of Students to drive to school may park on the west side of the second block of Somerset or on Three Chopt Rd. in front of St. Stephen’s Episcopal Church only.
7. Students, including seniors, may not drive their cars to St. Christopher’s at any time during the academic day, nor may they park in the lots at St. Christopher’s at any time during the academic day.
8. Students are reminded that they should store books in their lockers, not in their cars. The School strongly recommends that students lock their cars.
9. St. Stephen’s Episcopal Church parking lot is off-limits for student parking after dark Friday until Monday morning.

Shuttle Service
During the academic day, a shuttle operates on a schedule between St. Catherine’s and St. Christopher’s. Students must have parental permission to ride the shuttle bus. A student...
must make every effort to get to the shuttle stops immediately after her class ends. If a student misses the shuttle bus, she should wait for the next one. Shuttles run between classes, but not during classes.

**School Trips and Events at Other Schools**
All major School rules apply for off-campus trips, in addition to the following basic rules:

- It is the girl’s responsibility to know the departure times and to be prompt. Buses will not be held for anyone.
- Girls must always report to the chaperone in charge.
- The bus driver’s and the chaperone’s instructions are to be strictly obeyed.
- A girl must not leave the group at any time. At theaters and concerts, girls are to be in their seats throughout the performance.
- When visiting another school, girls are expected to abide by the rules and customs of that school, as well as follow St. Catherine’s expectations and rules.
- Any violations of rules while on trips are reported to the Dean of Students.

**Student Guests on Campus**
If an Upper School student intends to bring a guest to campus, her parent/guardian must notify the Dean of Student’s office and get permission. All guests need to sign in and sign out at the main office and wear a visitor’s nametag during their visit. Students are reminded that they should accompany their guests at all times and in all places on campus. The guest is subject to school rules.

**School Dances**
Upper School dances are held from 8–11 p.m. Students must arrive at dances no later than 9 p.m. Once a student and her date, if she brings one, enters the dance, she/they are expected to stay until the end. Parents must be called if a student needs to leave early.
### DINING

#### Lower School
Kindergarten through grade 2 students eat in the Lower School Multi-Purpose Room and bring their own lunch and drink. Junior Kindergarten students eat in the JK building. Students in grades 3 and 4 have the choice of bringing their own lunch or purchasing a school lunch plan. Students in grades 3-4 who bring their own lunch may purchase a beverage plan. Parents indicate their choice of a lunch or beverage plan on the registration form and are billed accordingly. A charge will be made for lunch when a student forgets to bring her lunch. This is to be paid to the Lower School Administrative Assistant the following day.

#### Middle School
Middle School students have these options: 1) purchase a lunch and beverage, 2) purchase only a beverage, 3) bring a lunch and beverage from home. These choices are made in September, but may be changed in December for the spring. Students who have forgotten their lunch may sign up in the office for a lunch on a particular day. Lunch debts are paid in the Middle School Office.

Students eat at assigned tables with their classmates. Table assignments change periodically.

#### Upper School
School lunch is available in the Dining Hall 12:25-1:15 p.m. Exceptions are made with explicit permission from the Director of Upper School or the Dean of Students. The Dining Hall is off-limits when Lower School and Middle School students are at lunch.

Food orders from off-campus vendors may not be placed during the academic day by any student. Only faculty and staff may order food to be delivered for special occasions. Food vendors brought on campus for fundraising events must be pre-approved by the Development Office, the Business Office, and Division Director.
DRESS CODE

St. Catherine’s students are expected to look modest, clean and neat, and to dress appropriately for School. The requirements for dress change as a student changes divisions.

In Lower School, the dress code allows students freedom in what they wear while recognizing that clothes should be comfortable and conducive to learning. Clothing should also be safe, suitable for the weather conditions, and appropriate for participation in all activities.

In Middle School, clothing should reflect a student’s self-dignity, while it expresses her individuality.

In Upper School, when our girls are part of the coordinate program with St. Christopher’s, we want all students to be taken seriously, to be respected for their minds, and to be ready to learn. Our students’ attire must reflect these ideas. Though it is incumbent upon the parent and student to understand what appropriate dress means, St. Catherine’s has developed a set of guidelines to aid the students’ dress.

Lower School Dress Code

Acceptable Attire
- Dresses, skirts, jumpers, and skorts that are four inches above the knee or longer
- Long pants that are loose fitting
- Blouses or shirts that come below the waistband when hands are held over the head
- Shorts that are four inches above the knee or longer (from the opening of school through Oct. 31 and from Spring Break to the end of school)
- Athletic shoes are ideal for school since they protect feet and prevent accidents
- Flat shoes with backs or straps
- Only athletic shoes may be worn on the playground

Not Permitted Attire
- Platform shoes or clogs or sandals without backs
- Blue denim in any form (jeans, shorts, skirts, skorts, jumpers or dresses)
- Biking, boxer, or athletic shorts
- Sweat pants, athletic pants, or leggings
- Leggings without a tunic top, skirt, or dress (T-shirt tops may not be worn with tight pants)
- Oversized T-shirts, athletic shirts, or souvenir shirts
- Dresses or shirts that are backless or have straps less than two inches wide (width of three fingers)
- Hats, caps, or bandanas worn to school must be removed when entering the building
- Jewelry is discouraged, but if worn, it should be kept to a minimum
- Umbrellas are not permitted for safety reasons

Acceptable Physical Education Attire
- Shorts that are four inches above the knee or longer (from the opening of school through Oct. 31 and from Spring Break to the end of school)
- Long pants that are loose fitting
- Lands’ End navy chino skirt or two-button stretch skirt available in two styles (this is the only permissible skirt to wear to P.E. and only the short versions are allowed)
- Leggings and footless tights may be worn under the skort when the weather gets colder
- Athletic shoes are required (tie or velcro tennis shoes)

Acceptable Attire for Rainy Weather
- Raincoats with hoods should be worn as the students travel outside the building for lunch and special classes
- Rain boots

Dress Code Infractions: The first and second time an infraction occurs, a note will be sent home notifying parents. The note will need to be signed and returned to school. On the third infraction, the parents will be called to bring appropriate clothing for their daughter.

Lower School Saints Field Trip Attire
To promote safety and to have a positive impact on our School identity, St. Catherine’s Lower School students must wear the Saints Field Trip Attire for off-campus events such as field trips. Required items are available for purchase through Lands’ End.

Saints Field Trip Attire Required Items
- Maize polo shirt (short or long-sleeved; School Seal required) with navy skort*, navy skirt, navy shorts, or navy pants OR
- Navy mesh polo dress (short or long-sleeved; School Seal required) OR
- Navy knit ruffle bottom dress (short or long-sleeved; School Seal required)

For cold weather, each student must have a sweater (maize or navy) with the School Seal. You may choose from these options:
- Fine gauge cardigan
- Drifter V-neck sweater
- Button front drifter cardigan
- Fleece shawl collar cardigan

Only white leggings or tights may be worn with the dress or skort when the weather becomes cooler.

Parents may choose to purchase either the polo shirt or dress and either the cardigan or sweater. All of those items must be embroidered with the School Seal.
* Skort must be purchased through Lands’ End only. All other bottoms (navy skirt, navy shorts and navy pants) are optional and may be purchased from any store.

**How to Order From Lands’ End**
Lands’ End www.landsend.com/school or (800) 469-2222. Lands’ End Preferred School Number is 900149485 and the school name is St Catherine (There is no period after “St.”)

**Optional Mix and Match Attire**
Many parents have also inquired about mix and match items that would make selecting clothing an easier process in the morning. Lands’ End website for St. Catherine’s approved dress code items includes various tops and bottoms in a variety of color choices. The School Seal or quatrefoil symbol are optional on the mix and match attires.

**Middle School Dress Code**
- Dresses, skirts, nice pants, or shorts that are modest, neat, and clean are required for school.
- Skirts, dresses, and shorts should not be shorter than 4 inches above the knee.
- Students wearing clothes that do not meet this standard will be denied the privilege of wearing shorts to school.
- Students cannot wear inappropriately low or revealing tops, halter tops, strapless tops, or dresses or spaghetti straps. Tank top straps must be at least two inches wide and must cover the student’s back. Racer backs are not allowed.
- Clothing that exposes the midriff or undergarments is unacceptable.
- On specially designated jeans days, no jean shorts, frayed jeans, or jeans with holes will be allowed.
- If leggings are worn, they must be covered by a tunic top, skirt, or dress that is four inches above the knee or longer. No jeggings are permitted at school.
- For reasons of safety and noise reduction, students are asked to wear shoes that are no more than two inches in height and have a back or strap around the heel so the shoe will stay on the foot. Platform shoes and clogs are inappropriate for daily school activities. The best shoes for daily school wear are tennis shoes.
- Students who fail to follow the dress code will be required to call home for appropriate attire.

**Special Dress**
On special occasions (e.g., services at St. Stephen’s Episcopal Church, field trips, speakers, etc.) skirts, dresses, or dress slacks are required. Jeans and flip-flops may not be worn. During exams the dress code is relaxed. Sweat pants and athletic shorts are allowed as long as they follow the dress code for length and appearance. Athletic shorts must be worn with spandex shorts that meet the dress code for length.

**Team Uniforms**
When an athletic team wears its uniform to school, a Saints team t-shirt must be worn with the uniform. Students may not wear their own t-shirts.

**Upper School Dress Code**
- Shorts and skirts should not be shorter than four inches above the knee.
- Jeans may be worn, but must adhere to the standards for neatness and appropriate fit.
- Tank top straps must be at least two inches wide and must cover the student’s back. Racer backs are not allowed.
- Clothing that reveals bra straps, cleavage, midriff or navel is not school attire.
- No tight fitting clothes, including skirts (no “body con”).
- No leggings, unless under a dress that is in dress code. No jeggings.
- Patched, torn, sloppy or frayed clothing will not be allowed at any time.
- Athletic clothing (i.e., sweat suits, warm-ups and gym shorts) is not permitted during the academic day.
- No bare feet or cleats in any buildings.
- No pajamas (even on grunge days or exam days).
- No costumes except when approved in advance. The first time a student receives a dress code infraction, she will receive a warning and be sent to the Dean of Student’s office for appropriate attire. The second and subsequent times, she will receive a work hour to be completed within a week.

**Special Dress**
On special occasions (services at St. Stephen’s Episcopal Church, field trips, speakers, etc.) skirts, dresses, or dress slacks are required. Jeans and flip-flops may not be worn. During exams the dress code is relaxed. Sweat pants and athletic shorts are allowed as long as they follow the dress code for length and appearance. Athletic shorts must be worn with spandex shorts that meet the dress code for length.

**Team Uniforms**
When an athletic team wears its uniform to school, a Saints team t-shirt must be worn with the uniform. Students may not wear their own t-shirts.
LIBRARIES

By providing a variety of learning materials and services, the two St. Catherine’s Libraries strive to follow the School’s philosophy of fostering a love of learning, encouraging individual curiosity, and involving students in intellectual discovery beyond the classroom.

The Lower School Library

The Lower School Library maintains a collection of picture, chapter, and nonfiction print books as well as periodicals to address the diverse recreational and informational needs of students from the JK through grade 4. Additionally, the Lower School Library provides a strong and diverse collection of online resources (e.g., databases, maps, ebooks) available through the virtual library page of the St. Catherine’s School website. There is also a collection of books available for parents to check out on a variety of topics, including child development, education of girls, and literacy.

JK – grade 2 students visit the library weekly with their class. During each class, students have a library lesson and time to check out books. Grades 3 and 4 use a flexible schedule model, visiting the library to supplement class projects and research assignments as needed and scheduled by their teachers. Designated times have been established for students in grades 3 and 4 to check out books for recreational reading.

Learning responsibility through the care of library materials is one of the cornerstones of the library program. The number of books a student may check out is determined by the student’s grade level; students must return books each week before being allowed to check out new items. The librarian should be notified immediately if a book is lost or damaged. Students whose lost books are not found by the end of the school year will be charged a flat replacement fee of $20.00 for a hardback book and $7.00 for a paperback book.

Parent volunteers are welcome in the Lower School Library with parents typically signing up on Parents’ Night to volunteer once a month during their daughter’s scheduled library period. Volunteer jobs include shelving books, helping students find materials, and other library-related work as needed. The library sponsors two book fairs each year, one in the fall and one in the spring. Information regarding the book fairs is provided to parents prior to the events.

Wright Library

Wright Library supports the community’s informational and recreational reading needs and is an extension to learning in the Middle and Upper Schools. All students and school employees are welcome to make use of the library’s print and electronic resources.

Wright Library maintains a collection of fiction and nonfiction print books, periodicals, and DVDs to support the academic and leisure reading needs of students in grades 5–12 as well as a strong and diverse collection of online resources (e.g., databases, periodicals, ebooks, streaming video) available to the community 24/7 through the library page of the St. Catherine’s School website.

The library staff is available to help 7:30 a.m. – 5 p.m. Monday through Thursday and 7:30 a.m. – 4 p.m. on Friday. Additionally, faculty proctors are on duty Monday through Thursday in the Wright Library from 5–9 p.m. Students in grades 7 and 8 may use the library until 7 p.m. and Upper School students may use the library until 9 p.m., as noted below.

Circulating library materials (print and DVD) are checked out for up to three weeks at a time, after which materials must be returned or renewed. Current issues of periodicals do not circulate; limited back issues of periodicals may be checked out for three weeks with the majority of our journals and magazines accessible electronically in our database collection. Reference materials may be checked out at 3:30 p.m. for overnight use only and must be returned by the next day. Reserve books and articles, unless otherwise noted, are circulated under the same guidelines as reference books and students are encouraged to make use of the photocopier and electronic versions of reference and reserve books in lieu of removal when applicable. Overdue notices are sent to the St. Catherine’s email account for each student. Since availability is important to everyone’s learning, failure to return or renew materials in a timely manner could result in detention for Middle School students or work hours for Upper School students. Taking books, periodicals, or DVD materials from the library without checking them out or asking permission of a librarian is an honor offense, so students should always make use of the self-checkout stations or ask a library staff member for assistance.

Middle School

Students in grades 5 and 6 do not have after-school library privileges but are welcome during the school day. Students in grades 7 and 8 who have research needs or who participate in sports, theatre, or other planned school activities are welcome to enjoy the Wright Library after school, these students must be in the library by 3:50 p.m. All Middle School girls who take advantage of the library after school should do the following:

1. Sign in at the front desk and sign out before leaving.
2. Because the goal is provide a safe, supervised place for students, all girls must be inside the library space where there is an adult on duty. Students are welcome to sit and work on any of the sofas or chairs, at a group table, in an

...
individual study carrel, or in the Library Commons room.

3. Students are welcome to bring water in a tightly sealed container with a spill proof lid but sodas and juices are not allowed. In keeping with the community attitude of respect and care for school spaces, students will clean up after themselves and throw away wrappers as well as clean up any debris and surfaces. Being respectful includes thinking about the learning environment and ensuring that a student’s snack is not disruptive to others.

Students who demonstrate a lack of respect for the space or the learning of others must meet with the Dean of Middle School before being allowed to return to the library during after-school hours.

Upper School
Because older students experience a busy schedule and may need a comfortable space for individual or group projects in the evening, the library offers Night Study Hall to make the space and resources available Monday through Thursday from 7-9 p.m. For security and accountability purposes, students must sign in and out with the proctor on duty.

Collaborative work is an important component of academic life at St. Catherine’s and the Wright Library provides spaces to support group work for Upper School students. Students are always asked to be respectful of the learning of the students around them. Those groups needing a higher noise level in their work are welcome to request the use of one of the classrooms or common areas with the understanding that these rooms should be left the way they are found, especially regarding whiteboards and furniture placement.

Upper School students are welcome to bring water, in a tightly sealed container with a spill proof lid, and snacks and eat them in any area of the library. We do ask that the respect for school property and one another extend to cleaning up, especially in regard to crumbs and wrappers. Students should make sure that their snack does not disturb other around them either with sound or smell and are always welcome to check with the library staff member on duty to see if a room is available if they would like to eat as a group. Texting is welcome in the Wright Library but students are asked to stand outside the glass doors if there is a call they must take or make in order to not disturb others. Putting phones on a do not disturb setting to muffle loud vibration or alert sounds is a great example of digital etiquette.

The library staff exists to help students and faculty to achieve their best. Whether it is collaborating with faculty on research projects or helping individual students one-on-one, the school community should feel free to make use of the people and resources of Wright Library. Recommendations for materials are always welcome and the library staff enjoys hearing about the latest book students or adults have read!

Using Other Libraries
Upper School students also enjoy the privilege of borrowing materials from St. Christopher’s Library and should ask one of the librarians if help is needed. Students are encouraged to use their local city or county library. Because of the intensive preparation for college level work, St. Catherine’s juniors and seniors also enjoy borrowing privileges at the University of Richmond and Virginia Commonwealth University but are encouraged to access these resources after the resources of the school and their public library system have been exhausted. Permits to use the UR or VCU libraries can be obtained from a St. Catherine’s librarian. Since a St. Catherine’s librarian will be notified if borrowed books from either of these libraries are overdue, be sure to return anything borrowed in a timely manner otherwise work hours may be assigned and borrowing privileges suspended.

Books belonging to other libraries must be returned to those libraries. Any such books returned to Wright Library will be held until claimed by the student, with stiff fines being levied by the lending institutions so please avoid this whenever possible.

Honest Scholarship and Documenting Sources for Middle and Upper School
St. Catherine’s students must always use honest scholarship in the work they produce for school and the library staff supports students and teachers in this endeavor. Honest scholarship includes citing sources for direct quotations, as well as ideas or words that are summarized or paraphrased. Research and documentation skills are taught throughout the curriculum and apply to every academic discipline. To assist students in citing sources, the library subscribes to NoodleTools, an online resource for organizing research projects from start to finish which can be accessed from home and school. With NoodleTools, students can create notecards and rough drafts, share their work with peers or teachers to review and edit, build citations for each resource used, and generate works cited documents or bibliographies. NoodleTools even has an interactive feature that will help students paraphrase the work of others without plagiarizing.

Access to NoodleTools and the password needed to re-authenticate accounts each year is available through the secured Library Databases page available on the Library page of the St. Catherine’s School website. If a student has any problems accessing the NoodleTools site, they should ask a librarian.
PARENTAL INVOLVEMENT

Parents play an essential and positive role in our School. Not only are parents advocates for their children, they also support faculty and administration through extensive volunteer activities and events. As a member of the St. Catherine's community, parents agree to subscribe to keep the School's Mission, follow its rules, and abide by its decisions. However, most teachers and administrators would agree that trust and mutual respect are the most essential underpinnings of effective working relationships with parents. Parents support a school climate of trust and respect by communicating concerns openly and constructively to the teacher or administrator closest to the problem. St. Catherine's encourages parents to work productively with teachers and administrators by staying informed about their daughter and important events in the life of the School. The School welcomes thoughtful questions and suggestions and expects that, while parents may not agree with every decision made by the School, in most cases, the parent and School will find enough common ground to continue a mutually respectful relationship.

Volunteer Opportunities

The Parents' Association

Parents' Association (PA) promotes a close community, cooperation, and communication among the administration, faculty, staff, parents (or guardians), and students at St. Catherine's School. The PA provides volunteer support for student activities, fundraising projects, and the welcoming of new families. It offers parent education programs and opportunities for social interaction, some of which are coordinated with the St. Christopher's community.

All parents or guardians of students enrolled at St. Catherine's are members of the PA, as well as the Head of School and appointed representatives. There are no dues or membership fees. The PA Board consists of a president, vice-president, secretary, treasurer, two representatives from each school division, and chairs and specified members of standing committees. It meets several times a year and parents are encouraged to attend. Board members are chosen by the nominating committee and elected by the Board-at-large each spring. The president of the PA serves on St. Catherine's Board of Governors.

To get involved with the Parents' Association, sign on to SaintsNet and go to Parents' Association under “Papers for Parents.” There you will find a Volunteer Survey Form, which allows you to sign up for different events, as well as access PA contact information.

Lower School Room Parents and Grade Representatives

There is a room parent for each section of a grade in the Lower School. The room parent serves as a liaison between the School and the class parents, reporting on class activities.

Room parents attend meetings with the Director of Lower School and the PA division coordinator, assist the classroom teacher by organizing parent volunteers for special class events and field trips, welcome new parents, set up telephone trees, remind parents of upcoming events and organize Teacher Appreciation Week.

Each grade, beginning with Junior Kindergarten, has two grade representatives, one from St. Catherine's and one from St. Christopher's. Grade representatives work with committees of volunteers to offer at least two social and/or Service Learning events over the course of the year for their specified grade level. Lower School grade representatives from St. Catherine’s schedule their own coordinated meetings with grade representatives from St. Christopher’s.

Middle School and Upper School Grade Representatives

Each grade in Middle School and Upper School has two grade representatives who serve as liaisons between the School and the grade’s parents, reporting on class activities. Grade representatives attend several meetings a year with the Division Director, the PA division coordinator, other PA representatives, and interested parents or guests, welcome new parents, set up telephone trees, remind parents of upcoming events, organize Teacher Appreciation activities and work with other volunteers on grade-level social and/or Service Learning events throughout the year. Events may involve parents only, or students only, or both parents/students and some are coordinated with the same grade level at St. Christopher’s.

Parent Education Committee

The PA’s Parent Education Committee offers educational opportunities to parents with programs and events focused on a single division and others appropriate for all parents. Some programs and events each year are coordinated with St. Christopher’s. Parent volunteers are needed to work on specific events as well as assist in accumulating resource materials for parents.

Arts Committee

Parents whose children are involved in music, dance, and other arts activities are encouraged to volunteer to work with the PA’s school-wide Arts Committee and to provide volunteer support for grade specific activities.
Upper School Service Learning Representative
The Upper School Service Learning representative helps support Service Learning opportunities offered by grade representatives to parents and students, particularly those coordinated with St. Christopher’s. When there are ways in which parents can help with Service Learning opportunities offered to the students (e.g., transportation, picking up needed supplies), the Service Learning representative coordinates those efforts as well.

Parent and St. Catherine’s Expectations

What Parents Should Expect from St. Catherine’s:
1. St. Catherine’s recognizes that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
2. St. Catherine’s clearly articulates its Mission, Vision, and Core Values — as well as its program and curriculum — to parents during the admissions process and encourages dialogue among parents, students, faculty, and administration.
3. St. Catherine’s provides an excellent college-preparatory education taught by qualified teachers in a safe, supportive, and welcoming environment.
4. St. Catherine’s seeks and values the parents’ perspective and concerns regarding the student and the School.
5. St. Catherine’s teachers and administrators are accessible and responsive to parents and model candid and respectful dialogue.
6. St. Catherine’s applies and enforces rules and policies in a fair, consistent, and equitable manner.
7. St. Catherine’s keeps parents well informed through all forms of appropriate communication, including online resources, letters and publications, conferences, telephone calls, and email.
8. St. Catherine’s does all it can to ensure each family’s right to privacy in communications and administration of School business.
9. St. Catherine’s offers and supports a variety of parent education opportunities and suggests helpful ways for parents to be involved in the educational process.
10. St. Catherine’s is a good steward of its financial resources and conducts itself in a responsible manner.

What St. Catherine’s Expects from Parents:
1. Parents recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
2. Parents nurture a love for learning by providing a home environment that encourages a positive attitude and good study habits while modeling respect, honesty, civility, and good sportsmanship in all aspects.
3. Parents maintain honest and open communication about issues concerning their daughters.
4. Parents seek a healthy balance between high academic and extracurricular expectations and realistic goals for their children, understanding that adversity is a natural and necessary part of development.
5. Parents involve themselves in the life of St. Catherine’s through staying informed, volunteering, and attending performances and events.
6. Parents share with St. Catherine’s any religious, cultural, medical, or personal information that the School may need to best serve the student.
7. Parents respect the expertise and professionalism of the faculty, and if there is a difference of opinion, parents communicate directly with faculty or administrators who are best able to address their concerns.
8. Parents are familiar with and support St. Catherine’s policies and procedures, particularly the Honor Code and rules governing the use of drugs and alcohol by students and academic honesty.
9. Parents respect the right to privacy of all individuals connected with the School and will not disseminate any confidential information about the School.
10. Parents meet their financial responsibilities to St. Catherine’s and give thoughtful consideration toward supporting Annual Giving and capital campaigns.

St. Catherine’s School admits students without regard to race, color, religion, sexual orientation, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available.
SAFETY & SECURITY

Security Office Location: Kenny Center Foyer
On-duty Security Guard: 804.938.8054
Director of Security/Non-emergency:
804.288.2804, ext. 3310

The safety of our students is our top priority. Members of the School community are urged to report any unusual or suspicious circumstances or strangers to the main office, the Director of Security, or a security guard. If you find yourself in a situation that requires assistance from Security, please contact the officer on duty at (804) 938-8054.

The propping open of any locked door is strictly forbidden. The gym, art building, and library may be used after hours with permission and with faculty or staff supervision.

Visiting Campus
When you or other guests visit campus, please enter through the main entrances (listed below), sign in, and receive your visitor sticker. You will need to sign out before leaving campus as well.
- Bacot Hall – Main School entrance and Upper School; doors facing Grove Avenue
- Washington Hall – Middle School entrance; doors facing Maple Avenue
- McCue Hall – Lower School entrance; doors facing parking lot along St. Catherine’s Lane
- Kenny Athletic Center – doors facing the Green

Blackboard Connect Emergency Notification Service
St. Catherine’s has the ability to communicate quickly and reliably in the event of a school emergency. Blackboard Connect notifies parents and staff by phone and/or text within minutes.

The system pulls from the emergency contacts listed in student profiles on SaintsNet and calls the telephone numbers for all of the school families at the same time. Telephone information in a parent’s profile is linked to the emergency contacts channel of their children. Up to five telephone numbers per student can be called from the database. The home number, cell numbers, and business numbers provided on registration forms will be used. For Upper School students, their cell phone numbers may be used if that number is listed in their profile. This will enable the student to be reached even if she is in class at St. Christopher’s. The successful delivery of information is dependent upon accurate contact information for each family. Therefore, it is crucial to update your SaintsNet profile when you have changes. Parents can verify and update emergency contact information for their daughter by signing-in to SaintsNet, in child’s profile, go to “Emergency Contacts,” and click on “Manage” to make changes. For questions please contact mystcsupport@st.catherines.org.

Receiving Blackboard Connect emergency calls:
If the Blackboard Connect message stops playing, press any number on your telephone keypad and the message will replay from the beginning. Blackboard Connect will leave a message on any answering machine or voicemail.

Blackboard Connect is used only for select information.
St. Catherine’s will not use this system for daily notices or special announcements. That information can be found on the school website or communicated through other vehicles.

Fire and Safety Regulations
1. St. Catherine’s is a non-smoking campus. It is absolutely forbidden for any person, adult or student, to smoke in any building or on the grounds. It also is forbidden for any student to have in her possession cigarettes, matches, lighters, or candles.
2. Tampering with fire boxes, smoke detectors, or fire extinguishers is prohibited.
3. Locate fire boxes and exits in your rooms.
4. Teachers have plans that include alternative escape routes from each building
5. The campus has doors that are kept closed during an emergency. Halls and stairways must be kept unobstructed at all times.
6. Electrical extension cords must be used sparingly and placed where they are not a hazard. Surge protectors are encouraged.

Fire Alarms
Buildings on campus have fire alarms (a combination of horns and strobe lights), which are triggered by smoke detectors, pull stations, and heat detectors. The system has its own auto dialer that notifies the fire department and the St. Catherine’s security staff of all alarms.

Fire, Severe Weather/Tornado, and Lock-down Drills
The School will periodically conduct fire, severe weather/tornado, and lockdown drills. Everyone should remember the serious purpose of these drills. A comprehensive response plan has been disseminated to faculty and staff members. Each teacher will instruct his/her students pursuant to the plan for her/his area.
## Lower School Schedule

<table>
<thead>
<tr>
<th>Subject</th>
<th>Junior Kindergarten</th>
<th>Kindergarten</th>
<th>Grades 1 and 2</th>
<th>Grades 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Daily instruction within the classroom</td>
<td>Daily instruction</td>
<td>Daily instruction</td>
<td>Daily instruction</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Daily instruction within the classroom</td>
<td>Daily instruction</td>
<td>Daily instruction</td>
<td>Daily instruction</td>
</tr>
<tr>
<td>Science</td>
<td>Daily instruction within the classroom</td>
<td>Daily instruction</td>
<td>Daily instruction</td>
<td>Daily instruction</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Daily instruction within the classroom</td>
<td>Daily instruction</td>
<td>Daily instruction</td>
<td>Daily instruction</td>
</tr>
<tr>
<td>Art</td>
<td>Daily instruction within the classroom</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
</tr>
<tr>
<td>Chinese</td>
<td>Not formally introduced</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
</tr>
<tr>
<td>Computer/Technology</td>
<td>Exposure provided within the classroom</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
<td>Done in conjunction with library; time varies depending on the objectives and assigned project</td>
</tr>
<tr>
<td>Dance</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
</tr>
<tr>
<td>Library</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
<td>Done in conjunction with technology; time varies depending on the objectives and assigned project</td>
</tr>
<tr>
<td>Music</td>
<td>Daily instruction within the classroom</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
</tr>
<tr>
<td>Religion</td>
<td>Exposure provided within the classroom</td>
<td>Flexible throughout the year</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
</tr>
<tr>
<td>Spanish</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
<td>Weekly instruction</td>
</tr>
</tbody>
</table>
Middle School Schedule
GRADE 5 SCHEDULE

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom: 8-8.25</td>
<td>Chapel: 8-8.25</td>
<td>Think Tanks: 8-8.40</td>
<td>Chapel: 8-8.25</td>
<td>Assembly: 8-8.15</td>
</tr>
</tbody>
</table>

GRADE 6 SCHEDULE

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

Key: PA = Performing Arts, Q = Quarter Classes
## Middle School Schedule (continued)

### GRADE 7 SCHEDULE

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extra Help: 11:30-12</td>
<td>LUNCH: 12-12:25</td>
<td>Advisory: 11:30-12</td>
<td>Lunch: 11:30-12:05</td>
</tr>
<tr>
<td>LUNCH: 12-12:25</td>
<td>LUNCH: 12-12:25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE/Q: 12:30-1:10</td>
<td>Period: 12:30-1:55</td>
<td>Period 5: 12:30-1:55</td>
<td>PE/Q: 12:30-1:10</td>
<td>Period 4: 12:10-12:50</td>
</tr>
<tr>
<td>Q/PE: 2:45-3:25</td>
<td>Study Hall/PE: 2:45-3:25</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### GRADE 8 SCHEDULE

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extra Help: 11:30-12</td>
<td>LUNCH: 12-12:25</td>
<td>Advisory: 11:30-12</td>
<td>Lunch: 11:30-12:05</td>
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<td></td>
</tr>
<tr>
<td>Key: PA = Performing Arts, Q = Quarter Classes</td>
<td></td>
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<td></td>
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</tbody>
</table>
## Upper School Schedule

### WEEK A

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapel: 8-8:20</td>
<td>Gr.-Level Meetings: 8-8:20</td>
<td>Chapel: 8-8:20</td>
<td>Advisor Meetings: 8-8:20</td>
<td>Chapel: 8-8:20</td>
</tr>
<tr>
<td>Period B: 12:55-1:40</td>
<td>Period B: 12:55-1:40</td>
<td>Period 4: 2:05-3:30</td>
<td>Period X: 2:30-3:30</td>
<td>Period B: 12:55-1:40</td>
</tr>
<tr>
<td>Period C: 2:45-3:30</td>
<td>Period C: 2:45-3:30</td>
<td>Period X: 2:30-3:30</td>
<td>Period C: 12:55-1:40</td>
<td>Period A: 2:45-3:30</td>
</tr>
</tbody>
</table>

### WEEK B

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapel: 8-8:20</td>
<td>Gr.-Level Meetings: 8-8:20</td>
<td>Chapel: 8-8:20</td>
<td>Advisor Meetings: 8-8:20</td>
<td>Chapel: 8-8:20</td>
</tr>
<tr>
<td>Period C: 12:55-1:40</td>
<td>Period C: 12:55-1:40</td>
<td>Period 4: 2:05-3:30</td>
<td>Period X: 2:30-3:30</td>
<td>Period C: 12:55-1:40</td>
</tr>
<tr>
<td>Period A: 2:45-3:30</td>
<td>Period A: 2:45-3:30</td>
<td>Period X: 2:30-3:30</td>
<td>Period A: 2:45-3:30</td>
<td>Period A: 2:45-3:30</td>
</tr>
</tbody>
</table>

### WEEK C

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapel: 8-8:20</td>
<td>Gr.-Level Meetings: 8-8:20</td>
<td>Chapel: 8-8:20</td>
<td>Advisor Meeting: 8-8:20</td>
<td>Chapel: 8-8:20</td>
</tr>
<tr>
<td>Period B: 2:45-3:30</td>
<td>Period B: 2:45-3:30</td>
<td>Period X: 2:30-3:30</td>
<td>Period B: 2:45-3:30</td>
<td>Period B: 2:45-3:30</td>
</tr>
</tbody>
</table>
SCHOOL COMMUNICATIONS

St. Catherine’s utilizes a variety of methods to communicate with the School community. In order to ensure that you receive all official communications, it is vital to keep all contact information up-to-date. You can make these changes by logging on to SaintsNet on the School website and updating your Profile under the Account page, or by contacting a division office.

School Website- www.st.catherines.org
The school website is the most accurate, up-to-date resource for calendar information, campus news and happenings, school delays and closing information, sports schedules and scores, arts events, and dining hall menus. A special activity group for each division is updated weekly and contains news, photos, announcements, downloads, and links. An alumnae page features news and upcoming events. There is also a Giving Page where you may make online donations to the School.

Email
Every teacher and administrator checks his/her email account regularly. Email to teachers or administrators should not be used for time-sensitive or urgent communications such as notices to teachers about attendance, early dismissals, or late arrivals, changes in carpools or transportation, or requests for homework. These messages must go directly to the division office personnel. St. Catherine’s email should not be used for solicitations.

Pushpages
The School uses an email communication tool called a “pushpage” to send information to parents on a variety of subjects. Pushpage emails may contain school-wide news and events, division information, or health alerts. Parents should check their email program to allow emails from stcatherinesva@pushpage.org and stcatherinesva@schoolnotifications.org.

At-A-Glance — At-A-Glance email messages are sent weekly during the school year. These messages provide information about the upcoming week, school-related news, fundraisers, and Parents’ Association updates.

Notifications (optional email and text notifications)
Notifications service allows you to receive school announcements via email or text enabled devices when they are posted on the school website. You can receive emergency/weather alerts, health, classroom, and athletic announcements.

NOTE: To setup optional Notifications, choose Account in the SaintsNet menu bar and select “Getting Started” to begin.

Social Media
St. Catherine’s utilizes social media such as Facebook and Twitter as another outlet of communication. Weather updates as well as general news, photos, and other happenings around campus will be posted through these channels. This is not a primary form of communication for the School, but it is used to enhance your experience:
• facebook.com/StCatherine
• twitter.com/StCathersRVA
• twitter.com/tscheckelhoff
• pinterest.com/StCathersRVA
• youtube.com/SaintCathersRVA
• instagram.com/instasaints

School Publications
St. Catherine’s NOW is a biannual magazine for the St. Catherine’s community and is published by the Marketing and Communications Office in collaboration with the Alumnae and Development Office. This publication celebrates connections and captures the life of the School through reporting that adheres to high journalistic and literary standards.
The Quair, the student yearbook, is distributed at the end of each school year.
Atelier is the Upper School literary arts magazine consisting of student and faculty poetry, essays, and works of art, published annually at the end of each school year.
The Arcadian/Forum is the Upper School newspaper and editorial magazine.
The Room is the Middle School newspaper.

Inclement Weather
School Closings
If the School closes due to inclement weather, dangerous driving conditions, or another emergency, an announcement will be posted on:
• St. Catherine’s website- www.st.catherines.org
• St. Catherine’s Facebook and Twitter sites
• Channel 6 News
• Channel 8 News
• Channel 12 News
• WRVA Radio 1140

The School generally does not close early once the school day has begun. However, parents may call for their children before dismissal time if they have concerns about worsening road conditions in their area. St. Catherine’s and St. Christopher’s work together to address weather closings. It is unusual for the schools to have different closing times.
If school is in session, student drivers and parents are expected to use good judgment if conditions are unsafe for travel.

In the event of an extended closing caused by force majeure or an event beyond control (e.g., fire, flood, Act of God, war, government action, act of terrorism, epidemic, pandemic or natural disaster) which renders performance impractical, illegal, impossible or inadvisable, the School may continue to operate on a distance-learning basis.

**Lower School Communications**

**Telephone**
The Lower School Office number is (804) 281–7143; the School’s main office is (804) 288-2804. Children may use the school telephone only for essential calls, and before making such calls, must get permission from a teacher or director. Lower School students are not permitted to bring cell phones to School.

**Conferences and Reports**
Junior Kindergarten parents confer frequently with the teacher, both formally and informally. JK progress reports coincide with the formal conferences. In Kindergarten through grade 4, parents receive report cards four times a year. Formal conferences for JK-4 are scheduled twice a year, one in the fall and another in the spring, though parents may schedule an appointment with the teacher or the director at any time during the school year though parents may schedule an appointment with the teacher or the director at any time during the school year.

Interim reports and/or conferences are provided as needed during the year for any student who is experiencing difficulty.

Messages may be left with the Lower School receptionist or via email to the teacher. Please allow a reasonable amount of time for the teacher to get back to you. If the issue is time-sensitive, contact the Lower School receptionist.

**Newsletters/Blogs**
Parents will receive regular communication from the classroom teacher via blogs or newsletters available on the web. The purpose of the newsletter is to give parents an overview of what units of study will be covered over the coming weeks. Parents should understand that teaching is a fluid and organic process so some of the topics that had been planned may not have been completed. In such cases, parents may see the same topic in the next newsletter. All major project and test dates also will appear on the newsletter so parents can support their daughters with time management. Keep in mind that test and project due dates may have to be adjusted based on specific classroom needs.

A Lower School newsletter is published at the end of every month. It highlights events that take place in each grade level and in specials. It also provides a calendar of upcoming events. Parents also may access a Lower School blog created by the Director of Lower School to get a glimpse of daily life in the Lower School. The newsletter and blog may be found on SaintsNet.

**Middle School Communications**

**Messages**
If there is an urgent message for a student during the school day, parents may call the Middle School Office at (804) 281-7144. Parents also may leave an important message for their daughter on the student message board. After hours, parents may leave a voice mail message for the Middle School by calling (804) 281–7144. In case of emergency, parents may leave items in the office for student pick-up when necessary.

**Middle and Upper School Communications**

Teachers, coaches, and other school personnel communicate with students in a variety of ways. Each Middle School and Upper School student is given a user ID and a school email account, which teachers use to send information and notices. All students should make sure their user ID and email accounts are working at the beginning of the year and notify their divisional technology coordinator if they experience trouble. General notices, information, and notes for Upper School students also are posted on the message boards in their division. Each student is responsible for checking her email, the website, and the message board on a daily basis and for responding in a timely fashion to messages. Not getting a message because it was not read is not a valid excuse. In addition, students who submit work to teachers as email attachments should ask for a receipt or reply. It is the student’s responsibility to make sure work was received.

**Lost and Found**

Lost clothing, books, and other items are placed in respective lost and found areas, designated per division (listed below). These areas are periodically cleaned out and unclaimed items are donated to charities. We recommend that students label their personal items and encourage them to not bring valuable items or money to school.

- **Lower School** — Closet outside of the Lower School Assembly Room
- **Middle School** — Grades 5 and 6: closet on the first floor of Washington Hall; grades 7 and 8: closet in second floor stairwell of Bacot Hall
- **Upper School** — Wooden chest in the hallway of Ellett Hall
SERVICE LEARNING
Our School Motto, “What we keep we lose; only what we give remains our own,” defines our service commitment. Service and giving are at the core of the St. Catherine’s School Motto and our Mission. By engaging in service learning and completing community projects, St. Catherine’s students in grades JK–12 are supported in developing a lifelong commitment to serving others and their community. Through service, the school strives to empower young people and help them make connections to what is meaningful and powerful in their lives.

St. Catherine’s School engages its members in service to the community for three essential purposes:
• To develop commitment and strengthen character education, while teaching students about the importance of philanthropy
• To support community needs and long-term partnerships
• To demonstrate a central part of our identity as an Episcopal School

Ultimately, Service Learning empowers young women to serve the common good and answer the call of vocation. Vocation as defined: “where your deep gladness and the world’s deep hunger meet.” — Fredrick Buechner

Service Projects
St. Catherine’s service projects typically fall under the following three categories:
1. Student driven projects
2. Service Learning as part of a class
3. Community partnerships
   a. Long-term support
   b. Support of short-term organizational needs

Service Learning project suggestions will be reviewed and given full measure of consideration, but annual commitments are limited. To ensure each project receives the appropriate review and that St. Catherine’s does not make commitments that cannot be fulfilled, the school has a project approval process. In addition, if the Service Learning project requires fundraising, a fundraising permission form must also be submitted for approval.

Service Learning Organizations
Each division has a student leadership organization dedicated to Service Learning.
Lower School – Outreach, named yearly, for students in grade 4 – Ashley Miller, Faculty Sponsor
Middle School – SOCKS (Serving Our Community Kids Style)
   – Sherry Oelkers and Ali Bonnell, Faculty Sponsors
Upper School – Service League – Rev. Drew Johnson, Faculty Sponsor

The faculty sponsors serve as the Division Service Representatives and meet on a regular basis to coordinate efforts among divisions and to approve Service Learning Project Proposals.

Upper School Service Learning Graduation Requirement
St. Catherine’s Upper School has a 25-hour per year service requirement for each Upper School student for a minimum total of 100 hours.

Each student must log her volunteer hours found at www.st.catherines/communityservice. Each student should log her individual hours, even if she participates in an all-school service project. A student is expected to log her hours annually no later than May 1. Seniors must log their hours no later than the week after spring break. Completing the form immediately after hours are completed is strongly recommended.

Students may start to accrue hours the summer before their year of study. Thus, any hours completed in the summer before a student enters grade 9 can fulfill the grade 9 requirement of 25 hours. Students may not, however, “roll-over” hours from year to year as we intend for students to be engaged in service each year in Upper School. Students who complete more than 25 hours per year are encouraged to log those additional hours as they help teachers, advisors, and college counselors know a student well, and it helps the school in determining students who qualify for awards related to voluntarism.

A student may receive service learning credit for as many as five hours of Service Learning for service performed on campus. Thus, volunteering for Daisy Days or St. Christopher’s Fall Festival, working for a lower school teacher, weeding in the community garden, or ushering for Ampersand all count five hours toward the Service Learning requirement. However, the hope is that a student not only works to better the Saints community, but also goes beyond the walls of the campus to encounter new communities.

Students who do not complete service hours one year will have to complete those hours in the summer or the following year. The student’s transcript will reflect a “fail” until the hours are completed and documented. Seniors who do not show progress toward meeting their requirement by the end of first semester risk losing their senior privileges until they fulfill their hours. Failure to complete the service requirement prior to graduation will result in holding a student’s diploma until the requirement is completed.
SPIRITUAL LIFE & CHAPEL

St. Catherine’s is a member of the National Association of Episcopal Schools (NAES) and Church Schools in the Diocese of Virginia (CSDV). The St. Catherine’s School Chaplain and religious teachers assist in fulfilling the School’s Mission and purpose.

St. Catherine’s Episcopal identity is expressed through the following principles and ideals as articulated by NAES:

- School Worship that is creative, inclusive, draws fully upon the liturgical resources of The Episcopal Church and is a regular part of school life for all faculty and students.
- Community Life, in which reflection, prayer, and matters of the spirit are honored and cultivated and the physical, mental, and emotional health of all are supported and nurtured.
- Religious Formation and Study that is meaningful, academically substantive, and age-appropriate, and in teaching the Christian tradition, fosters dialogue with other faith traditions.
- Social Justice, which is the integration of the ideals and concepts of equity, justice, and a just society throughout the life of the school; the embracing and honoring of diversity; and the inclusion of Service Learning and service-learning as an integral part of the life of the school.

For more information, visit www.episcopalschools.org/episcopal-schools/episcopal-identity.

Worship is a significant part of our community life at St. Catherine’s. We gather for chapel by division on a regular basis to celebrate special events in the life of the School, the church, and the world around us. We follow the Episcopal tradition, but welcome voices from diverse religious traditions as well. Students and faculty in all divisions are encouraged to participate in leading worship as readers, speakers, musicians, acolytes, and ushers. Guest homilists are a regular part of our chapel services. Middle School and Upper School students may participate on worship planning committees for their division, as well as join the Altar Guild. Students are required to attend all regularly scheduled services.

Weekly Chapel Schedule

Lower School
Junior kindergarten students attend Lower School Chapel periodically. Students in kindergarten through grade 4 attend chapel in the Lower School Assembly Room at 8:15 a.m. on Mondays and Fridays. On Wednesdays, the School Chaplain conducts a service at 8:30 a.m. in Bannard Chapel, and birthday prayers are said. On Fridays chapel is held in the Lower School Assembly Room and is student and teacher-planned.

Middle School
Middle School Chapel is held every Tuesday and Thursday from 8-8:25 a.m. in Bannard Chapel.

Upper School
Upper School Chapel is held every Monday, Wednesday, and Friday from 7:55-8:20 a.m. in Bannard Chapel.

Several special services are held at St. Stephen’s Episcopal Church or other venues. They include the opening service in September (on the Green in 2015-2016) for grades JK-12, the St. Catherine’s Day Service (grades 4-12), the Christmas Gift Service (grades 1-4), Lessons and Carols (grades 5-12), and the Middle School joint Thanksgiving Service. Other special services during the year include, but are not limited to, the Junior Kindergarten-Kindergarten Christmas Service, Ash Wednesday, Palm Sunday, Maundy Thursday, Good Friday, and Easter. Worship services from other religious traditions also are offered throughout the school year.
STUDENT HEALTH & WELLNESS

Philosophy
The School seeks to promote the physical and emotional health of each student to advance the well-being, academic success, and lifelong achievement of the whole student. To that end, school nurses and counselors facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning.

Health Records/Health Insurance
Prior to the start of school, each student must have the necessary completed electronic health forms on file with the school nurse and athletic trainer. Electronic health records are managed through our partnership with CareFlow, LLC. This online medical record system enables school nurses to chart student visits and track students with chronic medical needs. Student medical records remain confidential and accessible only to faculty and staff members on a need-to-know basis, which is determined by the School nurses. The CareFlow website is a secure, password protected site and all health information submitted to CareFlow is kept confidential. You can access CareFlow on SaintsNet. No student is able to participate in any preseason sport or preseason leadership activity, begin classes, or join any other school activity until all forms are properly completed. Additionally, every student at St. Catherine’s must have health insurance. The name of the insurance carrier, the enrollment number, and the name of the policyholder must be entered into CareFlow, LLC.

When to Keep Your Daughter at Home
If a student has the following symptoms, please do not send her to school:
- A temperature of 100 degrees or higher within the previous 24 hours
- Diarrhea within the previous 24 hours
- Vomiting within the previous 24 hours
- Undiagnosed rashes, skin eruptions, or lesions
- Any contagious illness, such as meningitis, pertussis, chicken pox, etc. Parents should notify the School immediately if their daughter has a contagious disease
- Any other contagious condition such as strep throat or pink eye (inflamed, irritated eyes or drainage from eyes must be evaluated by a healthcare provider to determine if the condition is contagious); such conditions require a minimum of 24 hours of prescription medication prior to returning to school
- Untreated cases of head lice

Students should not be sent to school ill or injured to be diagnosed by the nurse. It is not within the scope of practice for the School nurse to make a medical diagnosis.

Head Lice:
Please notify the School nurse if your daughter has head lice. Once your daughter’s hair has been treated and mechanically combed with a nit comb to remove lice and nits (eggs), she may return to school. Upon return to school, it is the parents’ responsibility to ensure that the student reports to the Health Clinic to be assessed by the school nurse before returning to class. The school nurse will determine if a student is lice free and able to return to the classroom. It may be beneficial for the parent to be present while the nurse checks the student, as this is often a useful time for questions and education. St. Catherine’s follows the National Association of School Nurses position statement on lice in the school community: The management of lice should not disrupt the education process. Children found with head lice will be referred to parents for treatment. Data does not support school exclusion for nits. Please refer to Health News on the St. Catherine’s website for helpful information about lice.

Concussions:
Students suspected of sustaining a concussion while at school will be referred for evaluation by an appropriate healthcare professional experienced and licensed in concussion management in accordance with the Code of Virginia. If diagnosed with a concussion, students cannot participate in physical activities such as recess, dance, P.E., athletics, or other after-school activities until they are able to attend a full day of school without concussion symptoms, as determined by the healthcare professional. The School’s athletic trainer will make the final evaluation when an athlete is able to return-to-play, after the healthcare professional has cleared the student to return. The school nurses will coordinate the return-to-learn process for all students, as directed by the healthcare professional. For more information, refer to the Parent-Student Guide to Concussions located on SaintsNet under Papers for Parents.

Medication Policies
All medication, whether over-the-counter (OTC) or prescription, must be administered by school personnel. All medication brought to School must be in the original prescription bottle or original container for OTC medications. Prescription medication requires a Permission for Medication form signed by the parent and healthcare provider. Parents are responsible for communicating with school staff and developing a plan for administering medication during the school day. The student is responsible for going to the clinic at the appropriate time to receive medication. There will be no sharing of medications (prescription or over-the-counter). Providing medication to someone other than to
whom it is prescribed is illegal and will result in disciplinary action.

Students are not allowed to carry medication with them. As an exception, students may carry inhalers, insulin pumps, Epi-Pens, or other emergency medications with them if a Permission for Medication form has been signed by the parent and a healthcare provider and is on file with the clinic. Students prescribed prescription or emergency medications to self-carry are expected to have them in their possession at all times. This includes field trips, athletic events, and after-school activities. Parents are responsible for making sure their daughter self-carries her emergency medication.

Please note: The School has OTC medications available for student use for pain/discomfort, fever, cough, congestion, skin rashes, cuts/abrasions, etc. Parents may elect to have the school nurse give OTC medication to their daughter when appropriate by indicating such on their daughter’s electronic health form.

HEALTH CLINIC HOURS AND LOCATIONS
Lower School: Mon.-Fri., 8 a.m. -3:30 p.m., McCue Hall
Middle and Upper School: Mon.-Fri., 8 a.m. -3:30 p.m., Bacot Hall lower level

A nurse is on duty during Health Clinic hours. Students should be aware of both locations, as they may have to report to a specific clinic depending on staffing patterns.

Visiting the Clinic During School Hours
Lower School
Lower School students must receive permission from their teachers before visiting the Health Clinic. Younger students or those needing special help will be escorted to the clinic by a teacher or buddy.

Middle School
When a Middle School student needs to go to the clinic, she must notify the teacher whose class will be missed. Students should sign out in the Middle School Office before reporting to the clinic and sign back in before returning to class.

Upper School
When an Upper School student needs to go to the clinic, she must notify the teacher whose class will be missed. Students may report directly to the Health Clinic during breaks or free-periods. Students too sick to stay in school must be evaluated by the school nurse. If a student needs to go home sick, parents will be notified and directed to the appropriate location for student pick up. Upper School students who have parental permission may drive themselves home. Upper School students attending class on St. Christopher’s campus may see the St. Christopher’s nurse for health care. If the student requires medication or needs to go home sick, the St. Christopher’s nurse will notify the St. Catherine’s nurse to coordinate the administration of care.

Shared Parenting When a student’s parents, the first parent reached will be updated on the student’s health. It is the responsibility of the notified parent to communicate pertinent information to the other parent(s).

Illness and After School Activities
Any student missing an academic class because of illness will be restricted from participation in after-school activities (e.g., athletics, dance, drama) for the remainder of that day. Exceptions to this rule may be made by the director of the appropriate division.

Crutches
If a student comes to school on crutches, she must first report to the nurse with a doctor’s note explaining the reason/injury, current treatment plan, and protocol to be followed at school. Students on crutches will receive permission to use elevators. Any student on crutches will be expected to attend all classes. Even if she cannot participate fully, it is important to be present for classes so as not to fall behind in lessons. Students on crutches who must attend class at St. Christopher’s should contact the nurse to review transportation needs.

Counseling Services
Lower School
Counseling services in the Lower School are provided to enhance the social and emotional development of each girl, JK through grade 4. Services that are provided can include: individual counseling, group counseling, classroom guidance lessons, and consultation with parents, faculty, and outside health care providers. Students may be referred to the Lower School Counselor by faculty members, parents or, often, the girls refer themselves. The counselor meets regularly with the Director and/or Assistant Director of the Lower School and the two resource teachers to ensure the emotional, as well as academic, needs of each student are being met. Students may meet with the counselor in the Lower School on a wide range of topics. Some of those topics may include peer relations, peer pressure situations, family issues, and stress related issues. Group classroom/group lessons may include friendship issues, peer pressure lessons, stress management, transitioning to the Middle School, divorce/stress, and anxiety related issues. Groups are offered in a variety of settings, including lunch groups, recess groups, early morning chapel groups, and during the activities period. Groups are a wonderful way to build a sense of cohesion and build a sense of trust and support for each other. The Lower School Counselor may be contacted with any concerns or questions.
Middle School
The Middle School Counseling Department provides services to assist students in normal growth and development relating to academic, social, personal, and emotional concerns that interfere with their all around health and welfare. Counseling services in the Middle School include individual and group counseling, as well as required Personal Growth classes for students in grades 5-8. Services for parents include individual consultation, educational enrichment programs, and book discussion sessions. Students may be referred to the counselor by the Director of Middle School, the advisors/teachers, parents, and through self-referral. Counselors collaborate and work as a team with teachers, administrators, and school/community resources. Confidentiality is key in the counseling relationship between the student and the counselor. Counselors also serve as an advocate for the students. When a student requires additional services, the counselor will refer the parent and student to appropriate community resources. There are two counselors in the Middle School, one to support grades 5 and 6 and another for grades 7 and 8. The counselors also are responsible for overseeing merit awards, advisory programs, strong circle activities, and the grade 7 and 8 dialogue nights with St. Christopher’s School. The Personal Growth classes taught in grades 5-8 are Aware, Transition, Passages, and Connections. Each student takes the class for one quarter. The purpose of these classes is to enhance understanding of the self and others and to increase interpersonal and social skills. The guidance classes further encourage students to share their belief systems, question media influences, listen to varying points of view, consult with parents, and ultimately make healthy choices for themselves.

Upper School
The Upper School Counseling Program offers a safe haven for students struggling with behavioral, emotional, or substance abuse issues. The Upper School counselor provides support and guidance in an effort to empower students for growth. Students may meet with the counselor individually for support on a wide range of topics such as interpersonal relationships, problem solving skills, and coping skills. Group sessions are offered in an effort to help students to overcome life’s obstacles by learning skills relevant to shared concerns. Groups foster a sense of trust and support for members with the hope that students will develop the lifelong skill of building a personal support system. The counselor’s other responsibilities include consultation with parents and faculty, coordination of school and community resources, and crisis intervention. Students may be self-referral or referred by faculty, parents or other students. Dr. Karen Brockenbrough is the Upper School Counselor and can be contacted with any concerns.

Upper School Community Assistance Team (C.A.T.)
The Community Assistance Team, or C.A.T., is a referral team whose goal is to get help for students with ongoing behavioral, emotional, or substance abuse issues before they become a disciplinary issue. C.A.T.’s job is not to provide formal counseling or therapy, but to express concerns and suggest possible resources a student or family may use. The ultimate goal of C.A.T. is to promote student health and safety by providing a safe environment for addressing adolescent issues. The Community Assistance Team is comprised of the Upper School nurse, the School Chaplain and an Upper School counselor. The Community Assistance Team consults with local mental health professionals when appropriate.

Anyone in the community may make a referral by directly contacting a member of the Community Assistance Team. While C.A.T. is not connected with the discipline system, students and their families may not use the C.A.T. process as a shield from the discipline system. Students working with the C.A.T. program who violate the School’s rules are still subject to the appropriate sanctions. Additionally, if a referral exceeds the health and safety of an individual and extends into the overall welfare of the community, C.A.T. is obligated to report that activity to the discipline system. Similarly, alcohol-related parties knowingly hosted by parents or involving large numbers of students may become administrative matters.
STUDENT LEADERSHIP, CLUBS & ORGANIZATIONS

St. Catherine’s has a JK-12 Leadership Curriculum in order to fulfill our mission of preparing students of diverse perspectives to lead and serve in the global community. The curriculum defines leadership as “a process whereby an individual influences a group to achieve a common goal. The process of leadership is more important than the title or the power.” The goals of the Leadership Curriculum are as follows:

- To develop in every student an awareness of her own leadership potential
- To assist students in developing personal leadership skills that enable them to act responsibly in all aspects of their lives
- To provide students with opportunities to learn and practice leadership skills while still in school
- To develop a community of leaders who have the desire and ability to serve others and contribute to the world

At each divisional level, students will be introduced to core elements of the curriculum as is appropriate for their age and developmental level:

- Students should learn to identify, acknowledge, and respect their own strengths and weaknesses and recognize the strengths of others.
- Students should learn that leadership can take many shapes and forms, including the traits, skills, and behaviors of leadership as listed by age group.
- Students should have the opportunity to practice leadership in varied academic, extracurricular, and service situations.

Lower School Leadership

All Lower School students participate in a variety of opportunities to develop their leadership skills. All the girls take an active role in creating weekly class chapels and speaking in front of parents and peers. Lower School’s student ambassador initiative involves girls in all grades in greeting prospective parents and students during Admission visits. Lower School students in grade 4 take on additional leadership roles such as Safety Patrol and ambassadors and assistants during Discovery Day. They assume the primary role of readers during a variety of school chapel services, and they have the responsibility of raising and lowering the American flag.

Middle School Leadership

Every Middle School student is encouraged to take an active leadership role during the year, with many opportunities to practice clearly defined age-appropriate leadership skills both inside and outside the classroom, including working on team-building skills during collaborative projects, organizing Service Learning and club activities, and sharing during chapel services. Each Middle School student leads her parent(s) and advisor in a student-led conference in the spring to talk about her growth and progress during that school year. In addition, the Middle School elects leaders from each grade level to the Student Leadership Team, which runs the weekly assembly and organizes student dances and other student activities.

Upper School Leadership

In Upper School students have the opportunity to embrace significant formal leadership roles on the Honor Council, in student governance and peer advising, on Gold/White teams and Service Learning, and on publications. Student Leadership elections for these positions are coordinated through the office of the Dean of Students, in the spring of each academic year. In most cases, those positions are held by upper-class students. A major goal of the leadership program is to develop the leadership talents of as many students as possible. A student may, therefore, serve in only one of the following positions: Head of Honor and Disciplinary Council, Student Council President, Co-Heads of Peer Advisors, Class Presidents, Co-Heads of Service League, Gold/White Captains, Editor or Co-Editor of the Arcadian/Forum, Editor or Co-Editor of the Quair, Editor or Co-Editor of the Atelier.

In rare cases, an exception may be made. Students may, however, hold other positions related to these organizations, hold offices in other student organizations, be on teams, or be members of other organizations.

Student Organizations, Performing Arts Groups, and Extracurricular Activities

St. Catherine’s encourages student involvement in extracurricular activities. Working with Service Learning, clubs and organizations, student government, performing arts groups, publications, and athletics can bring students great joy as well as provide wonderful opportunities for learning and for developing self-expression and leadership. Advisors, faculty sponsors, and coaches work with students to help them make well-informed decisions about their use of time outside the classroom. It is the School’s hope that students will engage themselves fully in those activities or organizations that truly spark their interests and feed their curiosity. Thoughtful consideration should be used in making choices so as to not overcommit. Students are encouraged to talk to their teachers, advisors, or the Dean of Students to express interest in others clubs and/or organizations.

Lower School Extracurricular Activities

Beginning in grade 3, the girls are given opportunities to join Choir and Strings and to perform in a variety of community events as representatives of the school. Band is an additional option beginning in grade 4. Student groups such as Outreach, Inclusion, and Ecology allow the grade 4 students to explore passions and take an active role in each group’s
objectives and yearly projects. In addition, Robotics teams provide students in grade 4 with an opportunity to collaborate toward a selected problem and present in front of other teams in the state and an adult panel of judges at competitions.

Middle School Extracurricular Activities
Middle School students may enjoy participation in a wide variety of student Think Tanks and activities which meet on Wednesdays and Fridays. Think Tanks help develop leadership skills by allowing our students the time and opportunity to get actively involved in real-world issues through research, consulting with experts, and problem-solving.

Middle School Performing Arts
Middle School students are involved in performing arts ensembles on Wednesdays and Fridays. A wide variety of choices include Band, Strings, Choir, Handbells, Guitar, and Dance (i.e., La Petite Joni for grades 5 and 6, Just Joni for grades 7 and 8, and Joni Fusion for grades 5-8). Some of these groups require an audition.

Middle School students also have quarterly classes that include a variety of art, music, theatre, and dance opportunities.

Upper School Extracurricular Activities
In addition to the leadership organizations in Upper School, students have a wide selection of co-curricular activities available to them. In any given year, depending on student interest, there are over thirty clubs an Upper School student may join. Upper School Clubs are student run with a faculty advisor. They meet at different times depending on when members are available: before school, during long-lunches on Thursdays, after school, and in the evenings. Some clubs are coordinated with St. Christopher’s. Clubs may not meet after school hours on campus without a faculty chaperone. Clubs may not engage in fundraising or design t-shirts without prior approval from the Dean of Students.

In addition to student-run clubs, students may participate in visual arts, music, dance, and theatre, and they may work on the staffs of three publications: Arcadian/Forum (newspaper), Atelier (literary magazine), and Quair (yearbook).

Senior Music and Dance Recitals
Each year, outstanding senior music and dance students have the opportunity to present at the senior dance recitals. This honor is reserved for those students who have demonstrated a commitment to the music or dance program at St. Catherine’s and who have excelled on their instrument or in the Joni Rodman Dance Company. Students must apply for a senior recital in the spring of their junior year, and approval is determined prior to the start of the senior year. In determining who will present in a senior recital, the jury will consider specific criteria designated by the department. Please contact the Chair of the Music or the Dance Department for more information.

For a complete listing of clubs and co-curricular activities, see the divisional pages on the website.

INSPIRE Festival of the Arts
INSPIRE Festival of the Arts is a school-wide celebration of the Visual and Performing Arts Programs that is held in partnership with St. Christopher’s every other year. This event or series of special events is filled with special performances and collaborations by the Schools’ many performing ensembles, and typically includes poetry readings, faculty and student art exhibits, a Wearable Art Fashion Show, interactive art projects, and a silent auction.
TECHNOLOGY RESPONSIBLE USE

All use of technology at St. Catherine’s must be consistent with the ethical and personal principles that our community feels are important. Members of our community are acting as representatives of the School and are expected to use technology resources in a responsible way. This document sets forth the guidelines for technology use that support a healthy, safe, and successful environment.

While there are divisional differences that can be found below, all St. Catherine’s users of technology are expected to observe and adhere to the following policies in order to support this positive and safe environment for everyone:

1. When students communicate via technology, they must adhere to the same standards of respect and courtesy that govern communication. This includes, but is not limited to, emailing, posting on social networks, texting, and/or calling on a phone. Threatening, harassing, obscene, or derogatory communication is unacceptable and will not be tolerated. This behavior may include that which is reasonably perceived by another to be threatening, intimidating, or violent, including practical jokes or pranks. Please keep in mind that sites that allow for anonymous postings are typically conducive to the aforementioned behaviors. Best practices recommend not engaging in anonymous sites or applications.

2. No member of our community may send what is considered to be a “sexting” message, be it on a phone, computer, or other device. It is illegal.

3. Students must adhere to terms of agreement for any and all digital applications used for sharing content and/or communications. This includes email providers and social media. Please note that all of these applications require users to be 13 years of age or older. This does not include St. Catherine’s email addresses.

4. Students may not access the files and accounts of others, and may not impersonate another in any way.

5. Students must keep all personal information (passwords, address, etc.) off of public spaces.

6. Students may use only their own usernames and passwords. Passwords may not be shared with other students.

7. Students must acknowledge copyrights and other legal protections.

8. Students may not attempt to subvert network security, nor may they alter network software or hardware without the direct permission of the network administrators.

9. It is prohibited to use the School’s network for illegal, commercial or wasteful activities; personal devices may not access any school Wi-Fi network.

10. Failure to observe the policies listed above may expose a student to consequences that include potential honor violations and/or disciplinary consequences.

While the School supports the concept of privacy in communication, all communications over the network are legally accessible by the network administrators in the performance of their duties.

Lower School

The Lower School boasts a 1:2 technology program with a minimum of one device available for every two girls in junior kindergarten through grade 4. The program includes a mixture of iPads and laptops to prepare our girls with the tools and skills they need for the 21st century, including the ability to use the technology and create with it.

Internet access and other online services available to students and teachers offer a multitude of global resources to enhance the educational experience. Throughout the school day, Lower School students are supervised while using the St. Catherine’s network and the Internet. Filters are set up to block our computers from accessing the vast majority of undesirable sites.

Lower School students may not bring portable electronic devices on campus without prior approval from the Director of Lower School. Portable electronic devices include but are not exclusive to iPads, cell phones, smart phones, smart watches, iPod Touches, tablets, Nooks, Kindles, etc. Devices brought to School will be confiscated and returned to the student’s parent(s). Lower School students are not permitted to have any social networking accounts such as Facebook, Instagram, or Twitter, nor are they to have personal email accounts.

Guidelines for technology use are covered at the beginning of each school year and both the student and her parents must sign the rules.

Middle School

Students have increasing access to instant information through the use of technology. As St. Catherine’s and St. Christopher’s Schools have put into place additional computer resources and capabilities, we recognize the responsibility of our Schools to ensure the proper, safe and secure use of this technology. All use of technology at our two Schools must be consistent with the ethical and personal principles that our communities feel are important.

Students and parents are asked to become familiar with St. Catherine’s Responsible Use Rule and to sign and return it to the School in August. In addition, as the 1:1 laptop program begins in grade 7, students and parents must understand and agree to the “Rules and Regulations” as well as the potential consequences for improper use as outlined below.

St. Catherine’s Laptop Program

The laptop program at St. Catherine’s school is specific to grades 7-12. The program includes hardware, software, on-campus support and issue resolution, loaners during any necessary repairs, AppleCare warranty, and insurance coverage for damage or loss. Training and communications to students and parents occur throughout the laptop program and include topics such as proper laptop care and digital responsibility.
Laptop Insurance Coverage
The cost for insurance coverage can escalate if laptops are not properly cared for as outlined in the “Rules and Regulations” section below. Students must alert the technology help desk at St. Catherine’s of any laptop damage within one school day of the occurrence.

Liquid or moisture damage of any kind is not covered under the AppleCare warranty, and must be submitted to insurance for coverage of repair or replacement. This includes spilled drinks, rain damage, or any moisture within the vicinity of the laptop.

Laptop chargers will be replaced if the issue is covered under the AppleCare warranty. Negligent damage or loss of chargers will not be replaced by the school, and will be the responsibility of the student.

The following insurance deductible scale applies to each student for the 3-year span of a laptop’s insurance coverage:

<table>
<thead>
<tr>
<th>Liquid / Moisture Damage:</th>
<th>Occurrence</th>
<th>Student / Family Responsibility</th>
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<tr>
<td>Third + Incident(s)</td>
<td>Full Family Responsibility</td>
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<th>Other (non-liquid) Damage:</th>
<th>Occurrence</th>
<th>Student / Family Responsibility</th>
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<tr>
<td>Second Incident</td>
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</tr>
<tr>
<td>Third + Incident(s)</td>
<td>Full Family Responsibility</td>
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</tbody>
</table>

Laptop Program Rules and Regulations
1. Laptops must always be in a school-issued case or school-issued cover
2. Students will only take laptop out of case once instructed
3. Charger must come to school each day
4. Students must treat laptop with care
5. Students must keep their laptop’s desktop clear and files organized
6. Students may not leave laptop unattended at any time
7. Students may only use their own school-issued laptop
8. Laptops must not be exposed to liquids or moisture of any kind
9. Any laptop covering must keep school-issued label visible
10. At the end of the day, students must shut down laptop and charge overnight

During the instructional day, unless instructed by a teacher, students shall not:

1. Use non-educational games or music
2. Use laptop and/or access internet sites for non-teacher directed activities
3. Send email or other electronic messages (other than for academic purposes)
4. Access personal web pages
5. Download or stream music, games, or videos at school
6. Attempt or complete a sales transaction on the school network

Students are not permitted, at any time, to:

1. Share passwords with other students
2. Change the name of the laptop (for example, MS—19-MBP, Student)
3. Alter any administrative settings or parental controls on the laptop
4. Have inappropriate files or other inappropriate digital media
5. Use laptop or other electronics to share or distribute information that was intended to be individual work (e.g., homework, projects, answers to questions)
6. Change or delete browser or history preferences, or otherwise disable tracking of browsing history in any way
7. Illegally use or transfer copyrighted materials
8. Add, modify, or delete files except in their own student folders
9. Share files unless approved and directed by the teacher
10. Record class/teacher/students unless permission is granted by the teacher or student
11. Reconfigure the preloaded software, or use the computer for hacking, and/or electronic trespass
12. Attempt to manipulate the school Internet filter
13. Send emails to class distribution lists (to the “Class of 2020” for example), as the email addresses are meant for teacher and administrative use only
14. Have pornographic, obscene, threatening images or writings
15. Use an Ethernet jack with their laptop at school or attempt to access faculty/staff Wi-Fi
16. Bully, threaten or harass another member of the community

Potential Consequences
Students are expected to observe and adhere to the policies outlined above. Potential consequences for not following the Technology Responsible Use Policy will be determined by administration, and may include an Honor and/or Disciplinary hearing and further consequences. Please note: If Virginia or federal law is violated, police will be notified, and the student may be taken to a hearing with a disciplinary hearing officer.
Upper School
We strive to give our students an excellent learning experience that would not be possible without access to state-of-the-art technologies. Students and faculty use technology in order to foster collaboration, global engagement, and critical thinking skills. The same basic rules of respect, honesty, integrity, and common sense that apply to all interactions at the School also apply to the use of technology. Whether in an online or face-to-face setting, students are acting as representatives of the School and are expected to adhere to the guidelines of this Technology Responsible Use Policy.

Students are expected to act as good digital citizens at all times and not just when on the school’s campus or network. This includes, but is not limited to, the following:

1. Students must manage their time well at school, including minimizing digital distractions (games, social networking, etc.) especially during class.
2. Students must take charge of their own digital footprint and ensure that any words, photos, and videos online reflect the values of integrity, honor, and leadership we instill in our students.
3. Students must continue to adhere to the Rules and Regulations of the St. Catherine’s 1:1 Laptop Program as outlined above.