



# **St. Anne's Episcopal School**

**Family Handbook  
For  
Lower School**

**Academic Year 2021-2022**

**[StannesDE.org](http://StannesDE.org)**

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Middletown, DE 19709**

We extend a warm welcome to all St. Anne's Episcopal School's returning and new families! The SAES Family Handbook(s) contains school and community policies and information which we hope you find useful. The policies of the handbook(s) may be modified, amended, or terminated at any time at the discretion of SAES. Any questions or concerns relating to the contents of this document should be addressed to Barry L. Davis

## **Academic Curriculum**

The St. Anne's curriculum is interdisciplinary and thematic to facilitate coherence in the educational experience and is designed to help children see connections between what they are learning in school and the world in which they live. The faculty and administration recognize that students better internalize concepts, skills, and content if they are seen in a number of different, meaningful contexts. In addition, research indicates that the clearer the connection between the materials learned at school and to life outside of it, the better the chance of retention of what is taught. The St. Anne's curriculum follows a sequential development of skills in order to give students a strong foundation to succeed in their academic careers.

## **Assessments and Report Cards**

The purpose of assessment in the Lower School is to highlight each student's progress, to document specific goals, and to communicate each child's unique learning styles. Assessments are tailored to grade-level curriculum documents and provide information about a child's learning needs and the teacher's role in meeting those needs. Since evaluation is active and ongoing, opportunities for formal communication occur four times during the school year utilizing the parent-teacher conference and report card format.

## **Attendance**

Every child is expected to attend school daily unless the child is truly ill or there is a family emergency. If your child cannot attend school, please email [absent@stannesde.org](mailto:absent@stannesde.org) or call the school at 302-378-3179 to report the absence or early dismissal. Messages can be left on our voicemail system if you call before 7:45 AM. At that time, arrangements can be made to pick up the missed assignments. A student who is absent due to illness is responsible for completing and returning any missed work. Students will be given the same number of days they are absent to complete the work. If a student is absent for more than five consecutive days, parents may be required to supply a doctor's note upon the child's return to school.

## **Back to School Night**

Parents/guardians are invited to attend Back to School nights to hear directly from the division heads and teachers about the coming school year. These evenings are usually held during the first two weeks of school. More information will be forthcoming in The Heron.

## **Birthdays and Parties -Mirrored in All School**

Recognizing that birthday celebrations are significant events in the lives of many children and that there are times that party guest lists must be limited, SAES asks that the following guidelines be considered in sensitivity to others' feelings:

- Mail invitations to parties to the homes of invited guests unless the entire class is invited. Class lists may be obtained from your child's teacher.

- Please ask your child not to speak of the party at school out of respect to those not able to be included.
- Please do not send gifts or sleeping bags to school.
- Please arrange pick-ups away from school.
- A small (lunchtime) treat is appropriate. Please consult your child's teacher in advance as food allergies and class time must be considered.
- Deliveries of flowers, other food, gifts, and other celebratory items are not permitted.

## **Car Line**

### **AM Drop Off**

Children should arrive at school by 7:55 am. Students should be dropped off at the red doors. Children in grades 1-4 will gather in the dining room until it is time to head to their classrooms.

### **PM Pick Up**

Students will be dismissed at 3:15 pm from their divisions to a designated waiting area until their names are called via walkie-talkie.

Parents should enter the car line in the main parking lot, give your child(ren)'s name to the teacher on duty, proceed to pull up to the main circle, and wait for your child to get into the car. Staff members will be present to assist with car loading. Please do not get out of the vehicle or leave your vehicle unattended in the circle at any time. We ask that all vehicles please stay in a single file lane on the right side of the circle. There will possibly be Primary School cars in the left lane. If you need to come into the building, please park in the parking lot and walk-in.

Please note that these procedures are in place to ensure each child's safety.

Parents must provide to the school the names in writing of those who may or may not pick up a student from school. If children have a change in their usual end-of-day schedule, parents must notify the school in advance of the change.

**Parents must send all transportation changes via email to [cit@stannesde.org](mailto:cit@stannesde.org) and copy the child(ren)'s teacher or advisor.**

Last-minute changes are discouraged, but should they need to be made, please be sure to follow the protocol listed above as well as calling the Main Office to ensure that your request has been received.

## **Code of Conduct**

All members of the Lower School community at SAES abide by the following principles based on the core values of respect, responsibility and compassion.

- We respect ourselves, our teachers, our classmates, and all members of our school community.
- We respect the personal space of schoolmates and teachers.
- We use appropriate voices for inside and outside activities.
- We demonstrate calm, quiet manners when passing through the halls.
- We agree to resolve conflicts with words.
- Before we speak, we consider these things:
  - Are our words true? (Respect)
  - Are our words necessary? (Responsibility)
  - Are our words kind? (Compassion)
- We give thanks for the beauty of our school environment and care for the plants and animals living here.
- We share and care for all school equipment.
- We follow the dress code.
- We leave gum, toys, electronic equipment, and other distracting possessions at home.
- We obey all requests and instructions given by adults working at the school.
- We are truthful and honest at all times.
- We include everyone in playground activities, lunchroom conversations, and other school projects.
- We take active roles in designing and implementing service projects.
- We seek understanding of others' opinions and celebrate the diversity of talents, cultures and traditions within our community.
- We give our best efforts in all school assignments and homework tasks.
- We encourage and support each other in times of struggle and acknowledge and celebrate our successes.
- We worship together and seek opportunities for spiritual growth.

## **Cubbies**

Each student is assigned a hall cubby in which extra clothing, coats, books, backpacks, etc. can be stored throughout the day. The cubbies are open and it is a lower school policy that children should not bring money, cell phones, or other valuables to school unless the teacher may hold them for the child.

## **Discipline**

We strive for consistency of rules throughout the Lower School and in our Extended Care programs. We expect students to conduct themselves with dignity and respect at all times.

Guidelines for appropriate behavior are modeled by adults in the community and practiced as part of the Lower School curriculum. If a child experiences difficulty with behavioral aspects of school life, the following discipline process is used to support more positive personal growth;. St. Anne's core values of respect, responsibility, and compassion guide our discipline process:

- If a child is unable or unwilling to abide by the code of conduct guidelines, the teacher counsels the student in private.
- If a child does not respond positively to such direction, an opportunity to step away or other appropriate steps may be warranted.
- The child is directed to a quiet space under the direct supervision of a teacher and encouraged to reflect on his or her actions.
- The teacher revisits the issue when the child is more open to dialogue and amenable to talking about modifying his or her behavior in a more appropriate manner. The teacher and child discuss the situation, work through issues and come to a resolution.
- When necessary, the teacher calls home and informs parents of the incident as well as the interventions used to resolve the problem. The teacher encourages the parents to discuss the issue and the agreed-upon outcomes with their child.
- The teacher documents the incident, the resolution to the situation, and the discussion with parents (if applicable).
- The next day or shortly thereafter the teacher reviews the situation with the child, discusses the outcome, and clarifies any questions that the child might have.
- If behavior improves, the teacher may call home and share this positive news with parents.
- If infractions continue to occur, a conference with the teacher and parents and/ or the teacher, parents, and members of the administrative team may be warranted. Depending on the age of the child and the issue in question, the student might be included in part of this meeting as well. The issues and outcomes of this conference are recorded in written form.
- If the outcomes of this conference and the specific interventions do not help the child modify his or her behavior in a positive manner, additional steps may be warranted.

Each case will be handled on an individual basis.

### **Dress Code**

Students should attend school properly attired in clothes that are neat, clean, and in good repair. Common sense should dictate parental and student choice of school clothes. SAES students are expected to accept this responsibility, and the school depends upon the cooperation of the entire school community in adhering to the spirit of this code.

The SAES Dress Code includes enough flexibility that students can dress for any weather, but they should keep in mind that many of their classes may meet outdoors. Students should come to school prepared for classes both indoors and outdoors, depending on the teacher/class.

#### Shirts

- Solid Navy Blue or White polo shirts, Green Polos for 8th grade
- Appropriate shirts include: collared shirts (polos, button-downs, rugby, etc), blouses, crew or v-neck sweaters
- SAES logo tee shirts, polo shirts, sweatshirts
- Short sleeve or long sleeve collared shirt (golf, oxford, turtleneck or blouse).
- All shirts, like all clothing, must fit well; nothing too small, too tight, or too big

#### Pants/Trousers

- Solid Navy Blue or Khaki/Tan
- Jeans - must be neat, clean, and in good repair
- Cargo pants
- Athletic shorts are not permitted on non-PE days
- All pants, like all clothing, must fit well; nothing too small, too tight, or too big
- Belts must be worn with shorts and pants that have belt loops if a shirt is tucked in.

#### Shorts, Skirts, Skorts, and Jumpers

- Skirts, shorts, and dresses must be at fingertip length or below (when arms are resting down at sides), even with leggings or tights underneath
- Skirt or dress length should be no shorter than *three inches* above the knee
- Must be worn at the waist, no hip huggers or low-rise.

#### Outerwear

- Outerwear and Sweatshirts: Dress code appropriate shirts must be worn under all outerwear including SAES sweatshirts and jean jackets (without holes, tears, or rips)

#### Shoes

- Must be worn at all times
- Should be appropriate for weather, terrain, and classroom activities.
- Open-toed shoes are not permitted

#### Prohibited Items:

- Any clothing displaying offensive logos, labels, and phrases
- Tube tops, halter-tops, spaghetti straps, or dresses with similar tops
- Visible undergarments
- Oversize clothing, undersize clothing,

#### Jewelry, Hats, Hair, and Makeup

- We ask that students refrain from wearing items that distract from the learning environment.
- All jewelry must be small and appropriate for school. Multiple bracelets, earrings or necklaces are not permitted.

- Hair must be neat, clean, and out of the face and eyes.
- Hair must be a natural color; color and style should not be distracting to others.
- Clothing should be label or emblem-free. Please mark all clothes with your child's name.

Every student in grades PS – 6 will need to have the following items which can all be kept at school:

- 1 pair of rain boots
- 1 pair of rain pants and 1 raincoat
- 1 raincoat
- Sneakers with rubber soles (these may get dirty)
- \*PS families will need to purchase a specific rain suit -- details of which will be provided by their teacher

### **Out of Dress Code Days**

Dress Down Days/Spirit Days:

- These days are not “Dress Down” days, but rather are days to “Dress Up” to celebrate school spirit.

Exceptions to Dress Code: Students, who cannot, for legitimate reasons, wear appropriate shoes or clothing, are expected to bring a note from a parent to the Coordinator of Student Life before classes begin that day. Provided the excuse is acceptable and not habitual, no penalties will result.

Interpretation of these rules allows for some individuality of expression, but students who are out of the dress code may be issued an appropriate consequence.

Uniforms can be purchased from [Tommy Hilfiger](#), [Land's End](#) (use Preferred School Number 900074451). Heron Sports attire can be purchased from [BSN team sports](#).

### **Field Trips**

Field trips are an important part of the school experience. All school-sponsored field trips will be supervised by members of the faculty and will require a completed parental/guardian permission slip. All school regulations will be enforced on these trips and students are always expected to conduct themselves in a manner befitting SAES.

Parents/guardians may be asked to chaperone class trips. SAES asks that parents should only volunteer their services if they can provide coverage for younger siblings. No additional children may accompany classes on trips or on school-provided transportation. If there is no room on school transportation, parents may be asked to provide their own transportation to the class trip.



## **Homework**

We expect that homework will represent a student's best work. It is not meant to be something to just "get done." Recommended homework times and policies will also be discussed at Back to School Night in September. Parents should feel comfortable contacting their child's teacher if questions or concerns arise about homework. Homework will generally not be assigned over school vacations or major holiday weekends.

## **Learning Materials and Supplies**

The Lower School Teachers will purchase the classroom supplies for all of the students entering Kindergarten through 4<sup>th</sup> grade. The ordering will be done through our Business Office. There are many benefits associated with this process. We would like to provide one-stop shopping and lighten the load as families prepare for re-entry following summer vacation. We also want to ensure that we purchase supplies specific to each grade level since some of the materials are available only through certain commercial vendors. Additionally, this process will yield cost savings to families as the school will be able to procure substantial discounts because a bulk order will be placed. The plan is to distribute the supplies to children during the first week of school and each family's school account will be charged with the first billing.

Students entering Pre-School and Pre-K will receive a list of supplies needing to be purchased from their teacher prior to the start of the school year.

## **Parent/Teacher Conferences and Communication with Faculty**

Twice a year, in October and March, parents and teachers meet in a conference format. This interactive exchange of information, questions, and ideas, provides the foundation for a productive home and school partnership with the success of each child as the primary goal.

Parent conferences may also be scheduled at any time by a parent, or teacher, if necessary. A parent can schedule a conference by calling the school office or by contacting the teacher directly via email. *Please do not call the teachers at home or on their cell phones to schedule conferences.*

The following guidelines will help to direct communication in the most productive way:

- If you have a brief question about school work or class procedures, contact the teacher via their SAES email (first initial. last name @stannesde.org) or leave a message in their voice mailbox at the school office. You may also write a note to the teacher and have

your child deliver it. The teacher will respond with an e-mail or a phone call. Teachers will attempt to return calls within 24 hours.

- Concerns involving students and classroom procedures are most appropriately directed to the teacher. Questions concerning school policy should be directed to the Assistant Head of Faculty Development and Student Curriculum.
- If a conference is necessary, you may make your request through an email, a written note, or a phone call to the teacher so that a mutually acceptable time may be scheduled. If a conference with the teacher is not satisfactory, a conference may be requested with the Principal but only after the matter has been first addressed in a teacher conference.
- “Drop-in” conferences before or after school are not workable at any time. Teachers and administrators schedule their use of time carefully and have duties that are particularly heavy at both the beginning and end of the day.

### **Problem Solving**

Students in the Lower School utilize a variety of conflict resolution programs to solve problems. The faculty recognizes that children at different developmental levels respond best to specific age-appropriate practices. Consequently, the following programs were reviewed and selected since they incorporate similar language, provide logical and sequential instructional models, and encourage even the youngest students to take an active role in decision-making and problem-solving.

When a problem arises, faculty and students decide the best way to resolve the dispute. If the problem is considered small, children can use advice from the Kelso Program in resolving the problem. This program is both a simple and concrete conflict resolution tool that empowers even the youngest children with the ability to determine their own behavior. Kelso is an endearing and helpful frog character who demonstrates nine prosocial strategies for solving problems. Although the teachers at St. Anne’s recognize that most children can learn to solve small problems independently, at the onset of the program it is sometimes helpful for the teacher to guide and prompt the children with the question, “What would Kelso do in this situation?” The possible responses include:

- Tell the other person to stop
- Go to another activity
- Share and take turns
- Talk it out
- Walk away
- Ignore it
- Apologize
- Make a deal

- Wait and cool off

If the problem continues or is deemed to be more serious, children seek guidance from adults in using the I-to-I method. With time, patience, and practice, children in the Lower School begin to gain comfort with the I-to-I model and eventually make attempts to resolve problems without teacher assistance. The rules of an I-to-I are:

- Children listen and take turns speaking.
- Students use only respectful words with “I” statements like, “I would like you to...” or “I don’t like it when you...”
- The participants agree to come up with a plan for change.

The process of an I-to-I includes the following steps:

- Children identify the behaviors that contribute to the conflict. These would be the “I” statements.
- Participants use active listening techniques when responding to “I” statements like, “I heard you say that...”
- Each person involved in the conflict is given the opportunity to engage in the above steps.
- The parties agree to create a plan to resolve the conflict. The students might consider negotiation or compromise when developing a workable solution.
- The students agree to stick to the solution.
- With guidance from adults, the students propose natural or logical consequences in the event that the workable solution is not followed.
- The participants bring closure to the process with positive actions like shaking hands or smiling.

### **Promotion**

In the rare case of a student repeating a grade, it is the school's policy to place that student in the other teacher's section for the second year. This allows for a new experience, perspective, and opportunity. At the same time, the first teacher, along with the Director of Learning Support, will inform the second teacher on important notes about the student's learning style, emotional growth, and other relevant facts. If there are extreme circumstances that would prohibit the child from changing teachers (ex: his or her parent teaches the other class) the school will address this issue on an individual basis.

### **Report Cards**

Formal report cards are provided in January and June. Cognitive, social, affective, and metacognitive skills are assessed in relation to each child’s developmental stage of maturity; therefore this evaluation is documented with checklists, continuum of skills, and narrative reports. Performance rubrics and portfolio assessments are also used in place of number or letter

grades since they provide more detailed information about a child's growth and development. These practices enable teachers to personalize individual reports and to profile the unique experiences of each student's life at school.

### **Tardiness and Early Dismissal**

If children are late to school, they must sign in at the Main Office. the classroom. If a child needs to be dismissed before the end of the day the parent must communicate this to the Homeroom Teacher. The parents will then sign the child out of school in the Main Office.

### **Testing**

Although we do not participate in the Delaware State Testing Program, we do prepare all students for the kind of tests they will encounter in the future, including standardized tests like the CTP4, SSAT, as well as other formal and informal assessments to measure progress.