



Student/Parent Handbook
St. Thaddeus Campus
2026-2027

PS – Grade 4
St. Thaddeus Campus
129 Pendleton Street, SW
Aiken, SC 29801
(803) 644-1122

Grades 5 – 12
Aiken Prep Campus
619 Barnwell Avenue, NW
Aiken, SC 29801
(803) 648-3223

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Mead Hall reserves the right to make changes to the school's policies and procedures, including those contained in the Student/Parent Handbooks.

Welcome to Mead Hall

Mead Hall is an educational community which combines the rigors of a traditional curriculum with the influence of Judeo-Christian values. The school offers a challenging academic program for children in a setting which allows them to realize their potential. The cooperative efforts of parents, faculty, and staff guide students as they develop the confidence and skills for capable leadership.

As the parish day school of St. Thaddeus Episcopal Church, Mead Hall maintains a well-qualified and dedicated staff. Small class sizes allow teachers to assess each student's abilities and needs. Mead Hall is committed to academic excellence based on the mastery of fundamental skills, the development of effective study habits, and a realization of the value of learning. Children are given the opportunity to assume responsibility and make prudent decisions through their learning experiences.

In keeping with the tradition of Episcopal education, Mead Hall welcomes all children to grow in the knowledge and love of Jesus Christ. St. Thaddeus regards Mead Hall as an essential outreach ministry, acknowledging the privilege and responsibility of shaping children's lives.

A Brief History

Mead Hall was established in 1955 under the leadership of the Rev. George H. Murphy, Rector of St. Thaddeus from 1954 to 1957. George H. Mead donated his Winter Colony estate on Coker Spring Road to house the new school as a memorial to his son, George H. Mead, Jr., who was killed in action during World War II.

In the fall of 1957, Joseph H. Harris was appointed Headmaster and remained in that position for the next 27 years. During his tenure, in the fall of 1961, Mead Hall moved to its present location on the grounds of St. Thaddeus Church.

Ties between these two institutions and Aiken Day School, which merged with Aiken Prep in 1989, run deep. For decades the boarding students at Aiken Prep would walk two blocks on Sunday mornings to worship at St. Thaddeus. One of those boys was George H. Mead, Jr.

Momentous changes within the familiar rhythm of school life in Aiken occurred in 2012. Two long-established schools joined forces to create a single PS-12 program on two campuses in downtown Aiken. With an outpouring of community support, St. Thaddeus Episcopal Church embraced the union of Aiken Preparatory School and Mead Hall Episcopal School.

Today, Mead Hall enrolls over 370 students with a wide range of interests in academic, athletic, and extracurricular activities. Small class sizes and a rigorous college preparatory curriculum prepare students for a lifetime of learning and leadership.

Mead Hall is a member of the Palmetto Association of Independent Schools (PAIS) and is accredited through the Southern Association of Independent Schools (SAIS). SAIS is a regional accrediting organization which supports the operational and instructional needs of member schools. Accreditation must be renewed yearly with a site visit every five years. Mead Hall is also a member of the South Carolina Independent School Association (SCISA). Our students participate in academic, artistic, and athletic competitions through SCISA.

Mead Hall Mission and Philosophy

Our Mission Statement:

Mead Hall Episcopal School challenges students to pursue academic excellence, spiritual growth, and moral integrity.

Our Philosophy:

Mead Hall, as the parish day school of St. Thaddeus Episcopal church, is committed to providing the following:

- A firm spiritual foundation to guide a lifetime of moral choices.
- A challenging curriculum which encourages students to fulfill their academic potential.
- A nurturing community which allows students to develop confidence in themselves as capable leaders.
- Opportunities for students to exercise responsibility for their learning and their actions.
- Community outreach projects to teach students the value of service to others.
- The love of Jesus Christ to all students, that with guidance from the Holy Spirit, they may understand their worth as a child of God.

School Motto: *Deo iuvante, labor noster omnia vincet.*

Translation: Pleasing God, our work conquers all.

General Information

Administrative Staff

Head of School	Rev. Dr. Frank Sawyer
Head of Lower School	Joanne Morton
Director of Admissions & College Guidance	Felicia Pontoo
Office Administration	Allie Kistler
School Health Coordinator	Amy Calfee

School Office Information

Office Hours:	7:30 a.m. to 4:00 p.m. each school day
Summer Hours:	9:00 a.m. to 3:00 p.m. Monday through Thursday

Office Telephone:	(803) 644-1122 – St. Thaddeus Campus
Office Fax:	(803) 641-9543 – St. Thaddeus Campus

If you would like to speak with any faculty or staff member, please feel free to call the office. For faculty members who are in class, we will be happy to deliver a message.

Incoming messages for a child or a teacher will be delivered at a convenient time. Except in cases of emergency or sudden change of plans, please make after-school arrangements with your child prior to the start of the school day.

Accreditation and Membership

Mead Hall is accredited through the Southern Association of Independent Schools (SAIS). Mead Hall is a member of the Palmetto Association of Independent Schools (PAIS) and the South Carolina Independent School Association (SCISA).

Emergency Closings

Mead Hall will generally follow the emergency closing and delayed opening schedules of the Aiken County Public Schools; however, Mead Hall recognizes that ACPS may close due to being classified as shelters, having bus routes impacted, etc., which may not necessitate school closure by Mead Hall. When weather or other conditions indicate the possibility of a change in the normal operation of Mead Hall and Extended Care, parents, teachers, and students receive information by several means.

Mead Hall Website: www.meadhallschool.org

Located on the school website, “Severe Weather” under the tab “News & Events” provides current information regarding school closure or opening delay.

Local Media: Mead Hall will also attempt to notify local radio and television stations in the event of school closure or opening delay. You may tune in to the following stations for details.

WAFJ	FM 88.3		Aiken
WBBQ	FM 104.3		Augusta
WJBF	Channel 6	ABC	Augusta
WRDW	Channel 12	CBS	Augusta

Parent/Teacher Organization (PTO)

The Mead Hall Parent-Teacher Organization gives parents and teachers the opportunity to enhance the school’s academic program and community life. The PTO organizes and/or supports the Fall Festival and Teacher Appreciation events.. The PTO holds several fund-raising activities including two Scholastic book fairs, Chick - Fil-A meals, and the Strawberry Festival.

School Visitors

Parents and all other visitors must report to the school office to sign in and out and to receive a visitor’s badge.

Home and School Cooperation

Mead Hall believes that a positive and constructive working relationship between the school and a student’s parents/guardians is essential to the accomplishment of the school’s educational mission. Should questions arise regarding academic progress or classroom policies, a parent or guardian may send a note to the teacher or may contact the school office to request a phone call from the teacher. **This should always be the first step in communication.**

Lost and Found

Please label all personal items, especially all outer wear such as coats, jackets, and sweaters, so they can be claimed if lost. If an item with no name is found, it will be placed in the Lost and Found in the school office. Unclaimed items are donated to a charitable organization at Christmas and at the end of the year.

Tuition

Annual tuition charges are set each year by the Mead Hall Board of Trustees and approved by the St. Thaddeus Vestry. Tuition may be paid annually, semi-annually, or monthly by arrangement with the financial manager. Monthly tuition payments are made through the FACTS Tuition Management Program. Questions concerning your account may be directed to the Financial Manager at 648-3223. If financial difficulties arise, please feel free to speak with the financial manager. In times of financial distress, special arrangements concerning tuition may be made in order to allow a student to complete the entire school year. If tuition payments become more than one month overdue, the Business Office will contact the responsible party. Any further delinquency may jeopardize a student's enrollment at the school.

Tuition Assistance

Several scholarship funds have been established to assist students who, because of financial hardship, may not otherwise be able to attend Mead Hall. Contributions to these funds may be made at any time. Many choose this scholarship fund as an appropriate way to make memorials. All gifts to the school are tax deductible.

Withdrawal from School

All students are accepted for a complete school year. No refund of tuition will be made because of withdrawal, absence, or dismissal, unless a family is transferred outside of the Aiken area. In case of withdrawal for any reason, notice should be made in writing to the school office and a withdrawal form must be completed by the parent or legal guardian.

Re-Enrollment

In the second semester, a re-enrollment email will be sent to parents. Parents may reserve a place for returning students by completing the online re-enrollment by the announced deadline. Priority for registration is given to returning Mead Hall students and siblings.

Student Records

A permanent file for each student is kept in the school office in locked filing cabinets. Access to the information is restricted to the administrative staff, a student's current teacher, and/or DSS officials.

Grievances and Complaints

If a student or parent has a concern or complaint regarding a specific teacher or administrator, communication by the student or parent involved must first be established with that teacher or administrator. Although sometimes difficult, this approach ensures that the grieved party has an opportunity to address his or her concerns directly, and not through a second or third party, and gives the other party a chance to respond. This dialogue encourages positive relationships and communication, and such dialogue can also provide an important learning opportunity for our students.

When a student of an appropriate age brings a complaint home concerning a teacher or administrator, parents should advise the student to approach that person to begin the resolution of this conflict. Conflict resolution is a skill that is strengthened through practice.

If the student is not able to engage in conflict resolution with the teacher or administrator, or is unable to reach a resolution, it is recommended that the parent schedule a meeting with the teacher or administrator involved.

If a complaint is brought to a division head or the Head of School, the student or parent will be asked whether discussion with the teacher has already taken place. If this process has not been initiated as described above, the parent or student will be encouraged to approach the teacher or administrator regarding the issue. When this meeting occurs, the employee should fill out the Parent Conference form, and the form should be signed by each party.

If no resolution is reached in a meeting with the teacher or administration, the parent may file a written grievance to the Head of School. The Head of School will provide a written recommendation in response.

The Board of Trustees is knowledgeable about this policy on conflict resolution. If approached concerning a problem with a teacher or an administrator, individual Board members should inform parents that they do not have the authority to resolve complaints and will not act independently of the procedure outlined above.

St. Thaddeus Campus Policies

School Attendance

Students are expected to be in their classrooms by 8:05 a.m. The school day begins promptly at 8:10 a.m. Children who arrive at school before 7:45 a.m. must be taken by a parent (or other adult) to Extended Care.

Students will be greeted from 7:50 to 8:05 a.m. at the Mead Hall gate on Greenville Street and walk directly to their classrooms. If a parent would like to park and walk their student to the gate on Greenville Street, they must park in front of the Extended Care building and escort the student up the sidewalk to the gate. This is the only Gate that is open for morning drop off. After 8:05 a.m., the student must be brought into the office for late sign-in.

Kindergarten students (PS, PK and K) students are dismissed at 2:20 p.m.

Lower School students (grades 1-4) are dismissed at 2:50 p.m.

Students on the Extended Care reservation list are picked up directly from the classrooms 5-10 minutes prior to carline beginning. Remaining students will wait in their classrooms until their name is called for carline. Upon dismissal, students will walk directly to the gate on Greenville Street. Faculty members will be on duty to supervise the children.

Kindergarten carline will end at 2:30 p.m. and younger siblings will stay in their classrooms until the second carline. Lower School carline will end at 3:05 p.m.

If your child must be picked up by someone not on your pick-up list, you must provide prior written consent. If there are any custody restrictions regarding who may pick up your child, please be sure that a copy of the relevant court order is on file in the office.

Absences

Consistent school attendance requires a commitment from parents, and it teaches the importance of commitment and responsibility to children. Absence from school is sometimes unavoidable due to illness, medical and dental appointments, accident or emergency.

Parents are requested to notify the school office when a student will not be reporting to school. Unavoidable absences will be considered “excused” when accompanied by a written note, and students will be allowed, upon return, to make up the work in the same number of days they were absent. If an absence is anticipated, please notify the office as soon as possible. Students will be allowed to make-up work upon return to school. Students who exceed more than 10 unexcused absences could be in jeopardy of not progressing to the next grade level.

If a student's absence during standardized testing is unexcused, a \$25 make-up testing fee will be charged for each testing day missed.

Early Dismissal

If a student must be dismissed early due to an illness, a medical appointment, or an emergency, a parent must come to the office to sign the student out. If it is known in advance that the student will need to be dismissed early, a written note should be sent to the school and given to the homeroom teacher.

If medical or dental appointments **must** be scheduled during school hours, a written excuse from the parent or doctor is required.

Please note: a student must be present for a minimum of four hours to be counted present for the day and to be eligible to participate in after-school extracurricular activities (i.e. school sports).

Late Arrival

Prompt arrival at school allows children to begin each day with their best foot forward. Students arriving after 8:05 a.m. will be marked tardy and will need to be walked by parents to the Main Office to be signed in. An intervention plan may be necessary in the case of chronic tardiness.

Carline Procedure

For the safety of all involved, please read and observe the following carline procedures:

Please do not get out of your vehicle while in carline. If you need to unlock a trunk, assist in unbuckling your child, or coax a preschooler out of the car, please pull forward well beyond the loading/unloading area so the carline can keep moving.

Please do not allow your child to get in or out of the left side of your vehicle. A staff member will open a door on the right side and assist younger students to the safety of the sidewalk. Placing car seats on the right side of your car is helpful in this effort.

Carline is not a good time to have a parent/teacher conference; teachers helping with carline must devote their attention to the safety of students but will be happy to talk with you at another time.

Negotiating carline each day can be a smooth operation when drivers maintain an attitude of patience, cooperation, and courtesy, bearing in mind the vital importance of the safety of our students.

If your child will be picked up by someone other than those authorized by you on the “Student Information” form, you must provide prior consent. If there are any custody restrictions regarding who may pick up your child, please be sure that proper documentation is on file in the school office.

NOTE: Please display a large, clearly printed sign with your student's individual number in the windshield to help expedite the carline. This is especially important on rainy days. (Each family will be given a carline number at the start of the year.)

Please share these important reminders with anyone who picks up or drops off your children in car line.

Morning Carline 7:50 am to 8:05 am

Enter carline by approaching Greenville Street from Richland Avenue. Drive south on Greenville Street and use the parkway cut-through to approach the gate. Do not enter the car line from Hayne Avenue. This causes confusion at the cut-through and is unfair to those who have been waiting in the proper line. As a courtesy to businesses on Greenville Street, please stay to the far left of the southbound side of the road so patrons to these businesses don't get caught up in our carline.

Morning drop-off for all students is on Greenville Street. Students must remain in their vehicles until an administrator and the student helpers arrive to unload cars. If a child must arrive before 7:45 a.m., he or she should be taken to Morning Care. If you arrive at school after 8:05 a.m. and the gate is closed, go around to Pendleton St., park your car and walk your child to the main office to sign the student in.

Afternoon Carline

2:20 pm to 2:30 pm – (PS, PK, and K)

2:50 pm to 3:05 pm – Grades 1-4

Afternoon dismissal for students in PS through fourth grade takes place on Greenville Street. Students signed up for extended care will be escorted to the extended care building. Carline students will wait for afternoon pick up in their classrooms. When carline ends, students not picked up will be escorted to extended care.

*Students in (PS, PK, and K) students who have siblings in grades 1-4, and are being picked up in carline, will remain in their classrooms and will be released with their sibling(s) during the second carline, unless other arrangements are made in advance.

Please share these important reminders with anyone who picks up or drops off your children in carline. Thank you!

Extended Care

Our Extended Care program offers Morning Care beginning at 7:00 a.m., and after-school care until 5:30 p.m. After-school care includes an afternoon snack, supervised homework time, creative activities, and indoor and outdoor games. This program operates only when school is in session and does not include early dismissal days. Extended Care reservations must be turned in to the office by 2:00 each day prior to attending.

Morning Care drop off is located in the St. Thaddeus gym on Pendleton St.. Afternoon Care pick-up is located at 130 Greenville Street. Please check the Mead Hall website for rates and billing information.

Technology and Responsible Use Policy

Technology is a vital part of the education and curriculum at Mead Hall. In an effort to inform the school community about the safe use of technology and to provide security to those using technology, Mead Hall maintains a Responsible Use policy. This policy provides guidelines governing the use of hardware, software, data, images, networks, and the internet.

At the beginning of each year, all Mead Hall students will be instructed on the appropriate use of technology and information. Parents/guardians and students will sign an acknowledgement indicating that they have read and understand the policy and will agree to comply with it. Infractions against the policy will be considered a serious disciplinary issue.

Please read the Mead Hall Responsible Use Policy and discuss with your child the importance of following the guidelines provided. Your signature on the handbook acknowledgement indicates your understanding and acceptance of the technology policy.

See also: Google Workspace for Education Addendum

RESPONSIBLE USE POLICY for St. Thaddeus Campus Students

Using your device is a privilege, and any privilege comes with responsibility. Here are the expectations when you are using school devices.

How should I use technology?

- I will use my device when a teacher asks me during class, during my own study time or during breaks.
- I will put my devices away when a teacher says it's time for a device break.
- I will ask for permission before downloading any new apps.
- I will take care of any school devices as if they were my own.

What should I do with technology?

- I will use my device to learn new things as assigned by my teacher
- I will check information to verify that it is true.
- I will give credit to the creators of content that is not mine.

How should I interact with other people?

- I will be a good cyber-friend, including being honest and kind online.
- I will let a teacher or parent know before contacting someone online I don't already know.
- I will not share personal information (like home address or birthdate) about myself or others online.
- I will give feedback and comments in ways that make others feel supported.
- I will use appropriate language and won't make others feel uncomfortable because of the things I say.

What happens when something goes wrong?

- When I do something that is not in line with this agreement, I will talk to a teacher or trusted adult who will help me figure out how to make it right.
- I will immediately stop and tell a trusted adult if anything happens on the computer or online that does not seem right or makes me feel uncomfortable.

I understand that using any school technology is a privilege I must earn. If I don't keep my part of this agreement, I understand that privileges may be removed for a time and that I may face additional consequences.

Adapted from *Setting Conditions for Success: Creating Effective Responsible Use Policies for Schools* published by ISTE, in partnership with the Digital Citizenship Coalition, the Consortium for School Networking (CoSN) and the Association of Technology Leaders in Independent Schools (ATLIS)

St. Thaddeus Academic Policies

Report Cards/Interim Reports

Students in grade K-12 receive report cards at the end of each nine-week quarter. (PS and PK reports are issued after the 2nd and 4th quarters. Report cards include a grade for each subject area and effort/conduct for specials classes.

Students in PS, PK, and K receive standards based reports which use the following codes to indicate progress toward mastery:

- / Not yet measured
- B** Beginning
- P** Progressing
- M** Meets

Students in grades 1 through 12 receive numeric grades for academic subjects according to the following scale:

- A** 90 – 100
- B** 80 – 89
- C** 70 – 79
- D** 60 – 69
- F** Below 60
- I** Incomplete

The following subjective marks are given for certain academic and developmental evaluations:

- S** Satisfactory; student routinely performs on grade-level.
- N** Needs to improve; student is not meeting proficiency.

Students in grades 3 through 12 may qualify for the following:

Headmaster's Honor Roll – A's in all academic subjects*, no marks below S

*Grades 3-8 academic subjects (math, language arts, science, social studies)

*Grades 9-12 all credit-bearing courses

The Mead Hall Academic Excellence Award is given to students at the end of eighth and twelfth grade who have achieved the Headmaster's honor roll for the preceding four years.

Homework

Homework is an important part of the learning process and reinforces the formal activity that takes place during the school day. In addition, homework builds organizational and study skills and stresses responsibility.

Students are expected to do assignments in a conscientious manner. It is important that a quiet, suitable time and place for study be provided. Assignments for each subject will be provided on paper and online. Parents are asked to read the assignment pads, check with the student to be sure that the assignments are complete, and initial the pad each day. Failure to complete a homework assignment may result in a consequence such as loss of some recess, lunch detention, or a discipline notice or grade penalty, in addition to completion of the assignment.

Standardized Testing

Standardized testing is administered to students in grades 3-8 in the fall of each school year. The instruments for testing are the achievement and cognitive tests of the Educational Records Bureau.

Textbooks

A set of textbooks is loaned to each student. At the end of the year, the books must be returned in the condition in which they were issued, allowance being made for normal wear. A charge will be made for textbooks which are lost or damaged.

St. Thaddeus Student Health and Safety

Emergency Preparedness

Student safety is paramount and has a high priority at Mead Hall School. In addition to already established safety and security policies and procedures, the Mead Hall emergency preparedness plan includes procedures relating to terrorist-type threats. Mead Hall has also prepared other applicable procedures that support these type emergencies.

Mead Hall continues to work closely with local emergency authorities in an effort to ensure the highest level of protection possible for the students in the event of an emergency at the school. Local authorities have been involved in the development and review of the school's procedures, evaluated shelter areas, and provided guidance, information and other valuable assistance.

All full-time Mead Hall faculty and staff receive training specific to assigned duties and responsibilities. Additionally, a Mead Hall Crisis Response Team, composed of key staff members, exists on each campus to enhance response actions and communications during an emergency.

As part of the overall readiness plan, students and parents must understand and accept certain responsibilities relating to an emergency at the school. Parents must understand the importance of not interfering with or disrupting the faculty and staff in any way as they perform duties and required actions to protect all students from danger.

Mead Hall understands that parent communication is critical during a school emergency. Should an emergency occur at Mead Hall, pertinent information and instructions will be provided on our website, www.meadhallschool.org and via email.

Medications and Illness

School policy requires that a child remain at home when ill for the benefit of the child and the protection of the other students. **Children who have had a fever greater than 100°F or who**

have been vomiting or exhibiting other contagious symptoms within the preceding 24 hours may not be sent to school.

When prescription or non-prescription medication must be given to a child at school, a “Permission for Medication” form must be submitted to the office with the medication. **The school will not give any medication, including over-the-counter medication, without prior written permission. An adult must take the medication in its original container to the office; the container label must indicate the patient name and dosage.** The only over-the-counter medication available in the infirmary is acetaminophen (Tylenol).

If a medication dosing error occurs, the parent will be notified immediately. (This statement is required by the Department of Social Services to be included in the Mead Hall Policy Manual and Student Handbook.)

A child who becomes ill at school will be sent to the school infirmary. The child who does not respond to treatment within 30 minutes or who is seriously ill should be picked up from school as soon as possible.

Should a child contract a communicable disease, parents of the child’s classmates will be notified. Please contact the office if your child contracts a communicable disease.

Infectious Diseases

Employees or students must report to the school the occurrence of all serious infectious diseases that may be transmitted in casual settings. To protect the school population, people with infectious diseases are required to report that information to the appropriate Division Head as soon as possible so that steps may be taken to avoid further transmission and to assure prompt treatment of others who may be affected.

South Carolina Immunization Regulation

State law requires that all children submit Department of Health and Environmental Control (DHEC) Form 2740, “South Carolina Certificate of Immunization.” This form verifies that the child has met the immunization requirements of the state of South Carolina, and an updated copy must be on file in the school office. Students new to Mead Hall should obtain this form from their physician or have this form transferred from their previous school. **DHEC will accept only the state of South Carolina form.**

Child Abuse

Mead Hall School faculty and staff are required by law to report suspected child abuse and/or neglect.

Mead Hall provides a safe and nurturing environment in which children may strive to realize the best of their capabilities. In providing such an environment, the faculty and staff are required to monitor the well-being and safety of all students.

The policy of Mead Hall states that all Mead Hall staff members are required to report suspected child abuse or neglect. Professionals and non-professionals must report evidence of non-accidental physical abuse and neglect, sexual abuse, and emotional (or mental) maltreatment of a child by a person responsible for the child's welfare.

When reports are made, they are done first and foremost "in good faith" with the safety and well-being of the child in mind. All reports issued to Child Welfare Agencies and/or Law Enforcement Agencies are made with the cautious review of the Mead Hall administrative staff.

School Counselor

The School Counselor provides support to Mead Hall students and works closely with the division heads and the faculty to best support our students emotional and social wellbeing.

Parents or guardians who wish to opt a student out of services provided by the Mead Hall School Counselor must submit a written request to the Head of School, the Head of Lower School, or the Head of Middle and Upper School. Such notice must be provided in advance and will take effect only upon receipt and acknowledgment by the School.

St. Thaddeus Student Life

Lower School Code of Conduct

We understand that all behaviors, positive and negative, are means of communication. When a child's behavior is inappropriate, it is important to our teaching staff that we determine the reason for that behavior. This can enable the teacher to teach an appropriate replacement skill and to help the child build stamina to meet the desired expectations.

All teachers will take the time to speak with students about the feelings that led to the inappropriate behavior. All students will be encouraged to use their words to express their feelings and solve their problems. Staff will help students verbalize their feelings and facilitate conflict resolution and problem-solving.

A broad definition of inappropriate behaviors:

- Intentionally harming others (children and adults)

- Defiance
- Deliberate disobedience
- Abusing/vandalizing property
- Inappropriate touching or biting
- Inappropriate language

Staff use a variety of age-appropriate, research-based behavior intervention strategies including:

- Maintaining realistic expectations of children.
- Providing clear and simple limits.
- Preventive practices.
- Modeling appropriate behaviors.
- Positive redirection.
- Teaching of replacement skills.
- Conflict resolution /Problem-solving techniques.
- Providing logical and natural consequences for children's actions.
- Removing children from the situation for their safety and that of others.

Code of Conduct

Teaching staff strive to maintain consistent and open communication with families regarding the progress of their students. You may be notified of minor behavioral incidents in the following ways: email, telephone, written communication or in person. A disciplinary report will be required for more serious incidents. In this case, you may be asked to come in and discuss the incident with your child's teacher and the Lower School Head. The connection between home and school is very important, and children must understand that we are all communicating and working together.

We believe children thrive in an environment where clear and consistent expectations and mutual respect are the norms and where rules are discussed and consistently reinforced. We expect older children to demonstrate age appropriate control over their own behavior and choices. While children will make mistakes, our goal is to help students learn as they grow in self-awareness and self-control.

Should a child's behavior become a consistent problem, further assistance and intervention strategies may be required.

While it is impossible to write guidelines that will cover every possible situation, the general expectations of student behavior while on school property or engaged in school-sponsored activities are listed below. All students must realize that upon the discretion of the Head of School the school rules may be altered at any time to handle an unforeseen situation.

Critical Infractions

Certain actions are so severe that they may warrant immediate dismissal from Mead Hall. A student who is involved with a critical infraction will be assigned out of school suspension until the Review Board meets and makes a determination regarding the specific consequences. If dismissal is not the case, the student will receive a behavior contract that will specify certain expected behavioral changes as well as the immediate consequences.

The school reserves the right to search lockers, backpacks, vehicles, and other personal belongings at any time.

Weapons - All faculty, staff, students, and visitors have the right to feel safe at school. Students will not be allowed to carry, possess, handle, or create any object that could be considered a weapon. Any such items should be reported immediately to a faculty or staff member who will confiscate the item(s).

Major Infractions

The student who violates a major rule may receive a behavior contract that will specify certain expected behavioral changes as well as the immediate consequences. Subsequent major rule violations in the course of a student's tenure at Mead Hall may be considered critical and could also be grounds for dismissal.

Disrespect - Students shall show respect for teachers, fellow students, and their belongings at all times. Faculty and staff expect polite and respectful behavior in the classroom and in all school-related activities. Students shall treat one another in a manner that reflects each person's worth as a child of God. Relational aggression, bullying, and inappropriate physical contact will not be tolerated.

Relational Aggression and Bullying - Relational aggression becomes bullying when it is repetitive, intentional, and power related. Both relational aggression and bullying can be subtle or obvious, in person or online, and involve, but are not limited to, the following behaviors:

- gossip
- exclusion
- taunting
- racial or gender slurs
- exclusive alliances
- physical, verbal, emotional or technological abuse

If a student believes he/she is the target of such harassment, the incident(s) should be reported to parents and school authorities.

Dishonesty - An atmosphere of trust is a vital element of any school community. Faculty, staff, students, and parents must be able to trust one another in all aspects of their interactions. All members of the Mead Hall community will refrain from dishonorable behavior

The faculty of Mead Hall is committed to helping students avoid academic dishonesty and will provide guidelines and expectations. It is the student's responsibility to follow those guidelines and expectations. A first offense will result in disciplinary action which may include detention and/or a zero on the work in question. A second offense may result in in-school or out-of-school suspension or dismissal.

Violations of academic integrity include, but are not limited to, the following:

- plagiarism
- cheating on assignments, quizzes, or examinations
- buying academic papers or teacher materials online or from other students
- giving another student questions or answers to a test, quiz, or homework
- turning in another student's homework as your own
- doing another student's homework
- unauthorized collaboration on academic assignments
- violation of copyright laws
- taking, using, and/or distributing academic material (e.g. exams, class notes, teacher editions of texts) without permission
- sabotaging a fellow student's work

Use of Technology - Unapproved videos or pictures taken during school hours or at school events may not be viewed, shared or uploaded to social media outlets. No unapproved videos or pictures may be viewed or shared with others during school hours or school events. See the Acceptable Use Policy for details.

School Property - School facilities, equipment, and textbooks are provided for student use throughout the school year. Students shall treat school property with care. Replacement costs for damaged property or lost or damaged books will be billed to the family.

School Grounds - For their own safety, students may not leave school without permission. School opens at 7:50 a.m. Students arriving before 7:45 a.m. or staying on school grounds past 3:05 p.m. must report to Extended Care. Students are not allowed to stay on campus without supervision

Minor Infractions

A student who commits a minor rule infraction will typically receive a Discipline Notice. Such notice may be given via phone call home or written communication. Generally, the accumulation of Discipline Notices will result in further action. Multiple minor rule violations in the course of a

student's tenure at Mead Hall may be considered a major rule infraction and corresponding consequences will be assigned. Below are general expectations we have for students:

Decorum - Proper manners are expected and will be reinforced in all aspects of school life, including appropriate language, proper lunchroom etiquette, reverence in chapel, and polite communication skills. Good behavior includes following basic school rules such as not running in the hallways, yelling, etc.

Diligence in class - Students shall be prepared to be taught and shall expect to learn through participation in class, cooperation with fellow students, and compliance with faculty, staff, and administration.

Electronic Communication Devices (ECD) - Students may not bring to school any items which would interfere with the learning process. In the Lower School these items include, but are not limited to, cell phones, watches connected to the internet, electronic games, radios, CD or MP3 players, and trading cards.

Appearance - Students shall maintain a neat personal appearance which is conducive to learning. They are expected to demonstrate good hygiene and dress according to the Uniform Policy.

Punctuality - Students shall attend school regularly and punctually. School begins at 8:05 a.m. Being tardy to school, or tardy to a particular class, constitutes a minor infraction.

The Role of Parents

In order to help children learn, it is essential that parents and teachers work together as a team. We recommend that parents follow the following steps:

- Contact your child's teacher to gain a better understanding of the situation.
- Work as a team to brainstorm solutions.
- Provide your child with tools to successfully navigate future situations.

When discussing events with your child at home:

- Remind yourself that your child's telling of an event may be a small part of a bigger story and perceived differently than it was by others.
- Help broaden your child's perspective and problem-solve.
- Ask questions such as:

“What was your role in the situation?”

“How would the teacher or a friend describe what happened?”

“Why do you think it happened?”
“What could you have done differently?”
“Who can help you at school?”
“What do you think you will do next time?”

It may appear to parents that the school has not handled a situation appropriately. The student may have an interest in allowing the parents to believe that is the case. Parents should contact the teacher or administrator before drawing conclusions. Parents who have entrusted their child to the school’s care must trust that the school is acting in the child’s best interest.

If another parent calls you about an incident that occurred in school, please encourage that parent to speak directly with the appropriate teacher or staff member. Talking with groups of parents whose children are not directly involved in the incident will likely exacerbate a situation rather than help resolve the issue.

Above all, please keep us informed if there are changes at home that might affect behavior at school. Events that go on at home can have an impact on a child’s ability to function at school.

Chapel Policy

Spiritual development is a central part of the mission of Mead Hall as an Episcopal school. In addition to sacred studies classes, all students are expected to attend chapel as a part of the regular school week. Chapel is a school event not an extracurricular event, and thus, is an integral part of the education of Mead Hall students.

- Students in grades 1-12 are expected to wear their formal uniforms on chapel days. Blazers and sweaters will be required from October through March or as directed by the administration.
- Students are expected to be punctual in gathering for the walk to chapel, to travel to and from chapel with safety in mind, and to carry themselves with an awareness of the impression we make as the Mead Hall community.
- Students are expected to be reverent and respectful during chapel. Students are encouraged to engage in the service by participating in the readings, songs, and Eucharist. At the least, students should be quiet and contemplative during the service. Misbehavior during chapel will be treated with the same disciplinary actions as misbehavior during academic classes.
- Students and their families are expected to honor our corporate worship time by scheduling appointments, extracurricular events (e.g. equine or gym hours), and other academic classes (concurrent or dual enrollment classes) for times other than chapel hours. However, we recognize that some conflicting circumstances are unavoidable and will be considered on a case by case basis by an administrative committee.

- Unexcused absences from chapel will be treated with the same disciplinary actions as skipping an academic class.

Uniform Policy

Mead Hall students wear a uniform to school each day. Proper attire and personal grooming permit students and teachers to focus on the important work of learning. Parents have a crucial role in helping their children understand the value of the dress code and providing their children an appropriate selection of clothing. The Mead Hall uniform guidelines are written concisely for the sake of simplicity; school faculty and staff may be called upon to decide whether a clothing item or hairstyle is permissible. The Uniform Policy guidelines can be found on the Mead Hall website: www.meadhallschool.org.

Lunch

Lunch is served daily in the cafeteria. The monthly menus are posted in the office and are also published on the Mead Hall website. Students may choose the main menu item, the salad bar, or a sandwich. The price of lunch is included in tuition. Students are encouraged to eat the school lunches, but lunches may be brought from home under the following conditions:

- There will be no reduction in tuition.
- When students bring their own lunch, the lunches should be well-balanced and nutritious.
- Preschool and Lower School students may not bring soft, sparkling, or sports drinks.
- Parents may not bring fast food lunches to students at school in PS-grade 4.

Parents are welcome to join their child for lunch. The cost of lunch is \$5.00. When having lunch with a preschool or kindergarten child, we ask that parent and child sit at a visitors' table; the "excitement" of lunch guests distracts our youngest children from eating their lunch.

Field Trip Information

Mead Hall academic field trips are planned to enhance learning and to provide opportunities and experiences that are not available in the classroom.

Dress code for field trips:

Mead Hall formal uniforms will be worn on all field trips unless teachers approve other appropriate clothing.

Field trip chaperones:

In order to transport students on a Mead Hall field trip, drivers must have a copy of driver's license and insurance information on file in the office. Chaperones sign in and out in the school office and obtain a name badge. To ensure the proper supervision and safety of our students, please do not bring siblings or other children along when chaperoning a field trip. The teacher will be responsible

for the itinerary, meals, and snacks on field trips. In PS-grade 4, parents should not bring or purchase additional food, drink, or other items for students.

Library

A visit to the school library is a part of each student's week in grades PS-4. Students may check out a book for a period of one week. A charge will be made for library books which are lost or damaged.

Athletic Booster Club

The Mead Hall Athletic Booster Club was formed to help create interest in the school's athletic program, to further school spirit, and to support the development of a competitive athletic program. The Booster Club organizes various fundraisers throughout the year and also facilitates concessions at athletic events.

Addendum - Google Workspace for Education

This year we will continue to utilize Google Workspace for Education, a web-based platform that can be accessed anywhere. This platform consists of a set of education productivity tools including Gmail, Calendar, Drive, Docs, Slides, Sheets, Classroom, and more.

All students in grades 5K-12 receive a Google Workspace for Education student account also known as their MeadHallSchool account. Through this account, students are granted access to appropriate Google services necessary for their education here at Mead Hall. These services, such as Google Classroom, allow students to view lessons and complete assignments, communicate with their teachers, and collaborate on group projects.

Mead Hall believes it's important for parents to understand how their children use Google services in the classroom. This addendum helps communicate with parents and guardians about their students' use of Google services and any third-party services (sometimes referred to as third party offerings) accessed with Google Workspace for Education accounts.

Google services your student might use:

Google Workspace for Education offers two categories of Google services:

- **Core Services** are provided under our school's Google Workspace for Education agreement, where students may access and use the following "Core Services" offered by Google (described at [Google Workspace Services Summary](#))
 - Assignments
 - Calendar
 - Classroom
 - Cloud Search
 - Drive and Docs
 - Tasks
- **Additional Services** (like YouTube, Google Maps, and Google Earth) are designed for consumer users and can optionally be used with Google Workspace for Education accounts if allowed for educational purposes by a school's domain administrator. This addendum explains more about [the differences between Core and Additional Services](#). Specifically, your child may have access to the following "Additional Services" based on their grade level here at Mead Hall:
 - Google Maps
 - Google Earth

Mead Hall Episcopal School manages which Core and Additional Services our students can access with their accounts. We also note which services Google allows users under 18 to access, so that we can share information about those services with parents as needed. By default, all users not designated as 18 and over get an age-restricted experience for some Google services.

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from Google Workspace for Education accounts in its Google Workspace for Education Privacy Notice. You can read that notice online at the [Google Workspace for Education Privacy Notice](#).

Although Mead Hall can provide consent for the Core Services we enable, the additional services require parent or guardian consent for any student under the age of 18. By signing the student handbook acknowledgement, Parents and Guardians are giving consent for access to the additional services and Third-Party Offerings Mead Hall Episcopal School deems necessary for the student's education. All Google Services are reviewed annually to determine whether students truly need access in order to complete their education at Mead Hall Episcopal School. This review is completed by the Director of Technology with input from the Faculty and the Senior Administrative Team at Mead Hall Episcopal School.

Third Party Offerings your student might use:

If we allow users under the age of 18 to access third-party services with their Google Workspace for Education account, we will list the application below after it has been properly vetted based on these requirements:

- It is used for educational purposes only
- It protects sensitive student and staff data
- It is connected to the curriculum
- It enhances student learning and engagement

Our Director of Technology enables access to these third-party services with your student's Google Workspace for Education account, and authorizes the disclosure of data, as requested by the third party services after a thorough review of their privacy policies. The names and additional information about these approved third-party services is available below:

- Hapara - Hāpara's classroom and instructional management tools give educators visibility into the whole learning process and drive students to take ownership of their learning with Chrome browser screen monitoring and a powerful AI web filter, learning is active and safe.
 - [Privacy Policy](#)
 - [Terms of Service](#)
- Canva - Canva for Education is the learning-based extension of Canva, where interactive, immersive teaching and learning can take place virtually. It's also great at encouraging creativity, enhancing collaboration and streamlining work.
 - [Privacy Policy](#)
 - [Canva for Education Additional Terms](#)
- Code.Org - Courses and activities for students to learn coding.
 - [Privacy Policy](#)
 - [Terms of Service](#)
- Zearn - Zearn is the top-rated math learning platform that helps kids explore concepts, discover meaning, and make sense of math.
 - [Privacy Policy](#)
 - [Terms of Service](#)
- Thinklink.schoolspecialty.com
 - [Privacy Policy](#)
- [TypingClub](#) (EdClub.Com)
 - [Terms of Service](#)
 - [Privacy](#)

Mead Hall Artificial Intelligence (AI) Position Statement

Purpose & Philosophy

At Mead Hall, we believe that education is a deeply human endeavor rooted in mentorship, curiosity, and the relationships between students and teachers. While we recognize the transformative potential of Artificial Intelligence (AI), specifically **Generative AI** (tools like

ChatGPT and Gemini), we view these as supplements to, not replacements for, the critical thinking and creativity that define our students.

Our goal is to prepare students for a world where AI is prevalent, ensuring they are not just users of technology, but ethical, discerning leaders who understand its limitations.

The Human Touch & The Honor Code

The use of AI at Mead Hall is an extension of our **Responsible Use Policy (RUP)** and is anchored by the **Mead Hall Honor Code**.

- **Authenticity:** Central to our mission is the pledge that *"all submitted work will be my own."*
- **The Teacher as Guide:** The "responsible use" of AI varies by subject and assignment. Therefore, **students must receive express permission in writing from their teacher or an administrator before using any AI tools for submitted schoolwork.**
- **Integrity:** Unauthorized use of AI or failure to provide proper citation is considered a violation of the Honor Code and will be treated as plagiarism.

Guiding Principles

The following principles guide the appropriate and safe use of AI and address current and future educational goals, teacher and student agency, academic integrity, and security. We commit to adopting internal procedures to operationalize each principle.

- **Educational Purpose:** AI should be used to enhance learning, rather than for mere convenience or to bypass the learning process.
- **Critical Discernment:** We recognize that AI tools are designed to predict patterns rather than guarantee truth; therefore, its output can be inaccurate, misleading, or incomplete. Our school will strive to equip students and faculty with the skills to determine AI inaccuracies and reliability.
- **Adherence to existing policies.** AI is one of many technologies used in our schools, and its use will align with existing policies to protect student privacy and protect against harmful content. We will not share personally identifiable information with consumer-based AI systems. We will thoroughly evaluate existing and future technologies and address any gaps in compliance that might arise.
- **Education of our staff and students about AI.** Promoting AI literacy among students and staff is central to addressing the risks of AI use and teaches critical skills for students' futures. Students and staff will be given support to develop their AI literacy, which includes how to use AI, when to use it, and how it works, including foundational concepts of computer science and other disciplines.
- **Exploration of AI opportunities and addressing the risks.** In continuing to guide our community, we will work to realize the benefits of AI in education, address risks associated with using AI, and evaluate if and when to use AI tools, paying special attention to misinformation and bias.

- **Advancement of academic integrity.** Honesty, trust, fairness, respect, and responsibility continue to be expectations for both students and teachers. Students should be truthful in giving credit to sources and tools and honest in presenting work that is genuinely their own for evaluation and feedback.
- **Auditing, monitoring, and evaluating our school's use of AI.** Understanding that AI and technologies are evolving rapidly, we commit to frequent and regular reviews and updates of our policies, procedures, and practices.

Responsible vs. Prohibited Use

While AI can be a powerful tool for differentiation and skill development, the following boundaries apply to all members of the community:

1. Prohibited Academic Use

- a. Submitting AI-generated text, code, or images as original work.
- b. Using AI to complete assignments without explicit teacher approval.
- c. Over-relying on AI to the point where personal critical thinking or original argument is diminished.

2. Prohibited Behavioral Conduct

- a. **Harassment & Bullying:** Using AI to create or manipulate media (deepfakes, voice cloning, etc.) to impersonate, intimidate, or harm others is strictly prohibited and subject to disciplinary action.
- b. **Data Vulnerability:** Sharing confidential school data or private student information with AI platforms.

3. Proper Documentation

- a. If a teacher grants permission to use AI, students must transparently disclose its use.
- b. This includes citing the tool used and explaining how it contributed to the final product.

Scope & Evolution

This policy applies to all students, faculty, staff, and third parties interacting with Mead Hall's digital ecosystem. As AI technology evolves, so will our guidance. This document will be reviewed at least annually to ensure it continues to protect our students' privacy and upholds the academic excellence of Mead Hall Episcopal School.

Note to Parents & Students: Digital devices and AI tools are privileges. By adhering to these guidelines, we ensure that technology serves our community's values rather than compromising them.

Citations:

- Adapted and edited from *Sample Guidance*, by Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit. Accessed 02/21/2024. This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).
- Google for Education, Google LLC (2025) A Guide to AI in Education. Retrieved from [A Guide to AI in Education](#). *Applying Google's AI Principles to our Work in Education*, Accessed 04/17/2025.

Gemini and LM Notebook were used to assist with editing and compiling of this document. The original ideas and sources are cited above with the final editing and revision completed by the Director of Technology. All facts have been verified that were generated by AI for accuracy.