

St. Pius X Student Handbook

PURPOSE OF THE STUDENT HANDBOOK

The handbook is not intended to cover every possible issue, event or circumstance that may arise during the course of the year. However, it does establish a broad set of rules and guidelines that emanate from and seek to advance Gospel teachings. All parents and students are expected to read and agree to abide by the rules and regulations outlined in this handbook. Should situations arise whereby a component of this handbook needs to be changed, modified, or altered, the principal, in consultation with the pastor, reserves the right to make such changes.

SAINT PIUS X PARISH SCHOOL MISSION

For more than fifty years, the faculty, family, parish and community of St. Pius X Catholic School have worked in partnership to provide a positive, Catholic, value-based environment designed to develop life-long learning skills. We believe our Catholic faith, traditions and service are essential in order to provide for the spiritual, academic, emotional, physical and social needs of the whole child.

SCHOOL INFORMATION

History

St. Pius X Catholic School is located in Indianapolis, IN on the campus of St. Pius X Parish Community near East 71st Street and Keystone Avenue. It is a member of the North Deanery in the Archdiocese of Indianapolis. The school was opened in the fall of 1955 with grades one through four. At that time, there was one-hundred and thirty five students, four teachers, eight classrooms and a gymnasium/auditorium. Currently, St. Pius X School has an enrollment of approximately four-hundred and forty students in grades Kindergarten through eighth grade. There are two classrooms for each grade with an average enrollment of twenty four students per grade. Grades Kindergarten through grade five are in self contained classrooms, while grades six through eight are in a middle school setting with content area teachers for literature, English, science, math, social studies, Spanish and religion. Sixth and seventh grade students also receive instruction in art, music, health, physical education, library research, technology and eighth grade students receive additional instruction in speech and debate. The administration staff consists of the principal and part-time assistant principal. Including the principal and assistant principal (who both teach) as well as a three-person resource department, there are thirty full and part-time teachers at the school and an additional five instructional assistants at the school. The teachers follow the curriculum prescribed by the State of Indiana and the Archdiocese of Indianapolis.

Administration, Faculty and Staff Listing

Principal/8th Grade Debate: Mr. Ted Caron
Assistant Principal/8th Grade English/
8th Grade Great Books: Mrs. Theresa Desautels
Administrative Assistant: Mrs. Mary Cates
Assistant to the Principal: Mrs. Melanie Hoffmire
Kindergarten: Mrs. Bev Tierney/Mrs. Laura Farrell
Kindergarten Assistants: Mrs. Kitty Gerdes/Mrs. Carrie Ernst
1st Grade: Mrs. Jeanine Ritter/Ms. Jeanie Warrick

1st Grade Assistants: Mrs. Joan Schurwon/Mrs. Connie Winchester
2nd Grade: Mrs. Marsha Austin/Mrs. Susan Stocker
2nd Grade Assistant: Mrs. Karen Bolt
3rd Grade: Ms. Alice Mattingly/Ms. Vanessa Prickel
4th Grade: Mrs. Pam Alonzo/Mr. Kevin Doyle/Mrs. Mary O'Brien
5th Grade: Mrs. Mary Chriss/Mrs. Linda Kavanaugh
6-7th Grade English/6th Grade Religion/
8th grade Speech: Mrs. Jenny McNulty
6-8th Grade Literature/8th Grade Great Books: Mrs. Kathy Taber
6-8th Grade Math: Mrs. Nancy Ringwald
6-8th Grade Science: Mrs. Rhesa Hansen
7th Grade Religion: Mrs. Peg McEvoy
8th Grade Religion: Mrs. Angie Hyre
6-8th Social Studies/
6th Grade Social Studies Concepts: Mr. Mike Jennings
Spanish: Ms. Karen Pollack
Art: Mrs. Carol Wagner
Library/Media Specialist: Mrs. Lynn Ratkey
Music: Mrs. Gwen Kirch
PE/Health: Mr. Pat White
Technology Coordinator: Mrs. Vickie Bastmagel
Resource Program: Mrs. Jan Davis/Mrs. Judy DeGan/Mrs. Julie Cook
School Counselor: Mrs. Elizabeth Baratz

Accreditation

Saint Pius X Catholic School is fully accredited and certified by the Indiana State Department of Education. Our school has also received accreditation from the North Central Association Center for Accreditation and School Improvement.

Our annually-reviewed School Improvement Plan, required for accreditation, contains three goals which are based in large part on data collected from standardized and locally-developed assessments as well as parent, student and teacher surveys. The goals are as follows:

- ❑ Students across grade levels will improve comprehension and analysis of nonfiction and informational text.
- ❑ Students will improve empathy for their fellow classmates.
- ❑ Through the creation of a comprehensive review of marketing strategies, the school will maintain and/or increase student enrollment.

The teachers and principal at the school continually assess these goals and, using the data, make improvements to school curricula and classroom instruction. The Indiana Department of Education makes determinations about the accreditation status of the school on a three year cycle.

Catholic Identity

The mark of a good Catholic school can be found not simply in the icons and symbols hanging in the school, but, more importantly, in the witness the teachers, administration and staff provide to the Gospels; the priority the school assigns to community and parent involvement; the excitement students and teachers show for weekly mass and other faith-building experiences; and the commitment parents, teachers and students make to the practice of Christian values. St. Pius X Catholic School is a place aiming to teach and reinforce Catholic values and traditions. Our commitment is to graduate students who are not only prepared for the rigor of the high school curriculum, but also equipped to make decisions that are based on a love of God, self and others.

Each month, we celebrate a certain Gospel value essential to understanding Jesus' message of love and service to others. These values often serve as the basis for teachers' religion lessons and weekly mass preparation. In addition, daily prayers done as a school revolve around these values and seek to help students understand what they mean in the context of their lives. These values also serve as the basis for weekly recognition awards we give to students (i.e. "Helping Hands" award) for demonstrating a commitment to living out these values. While these Gospel values change each year, here it is a sample of those we emphasize routinely:

Perseverance	Forgiveness	Humility
Honesty	Gratitude	Reverence
Compassion	Teamwork	Patience
Respect	Responsibility	Service
Community	Sacrifice	Justice
Hope	Love	Faith

Role of Parents

In the 2005 document, *Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium*, the United States Conference of Catholic Bishops reiterated the Church's message that parents stand as the primary educators of their children. The Catholic school exists to assist parents in the Christian formation of their children. In this Handbook, the term parent refers not only to a student's natural or adopted parent, but also to a student's non-parent legal guardian or to any person or agency authorized to act in place of parents. Parents are expected to display an attitude of respect and support toward the school, the staff and the educational process by supporting the school's mission and commitment to Christian principles; participating fully in school programs that are developed to support the education of their children; and remaining informed about and involved in the religious instruction of their children.

Religion Curriculum

The K-8 religion curriculum places an emphasis on both foundational Catholic teachings and values while, at the same time, helping students to understand how Jesus' message of love and service relate to their own lives. The 2nd grade curriculum is heavily focused on sacramental preparation as both Reconciliation and First Eucharist take place during this time. The middle school religion program is uniquely designed to integrate service experiences into the curriculum. Middle school students are also exposed to a more critical examination of Catholic social teaching as it relates to the unique challenges of the modern world. The religious curriculum is based on the guidelines outlined in the Archdiocesan religion standards.

Special Religious Traditions

St. Pius X involves students in several religious traditions that make our school such a spirit-filled place:

- ❑ Weekly Mass—Perhaps the most important of our traditions, weekly mass serves as the cornerstone of our effort to inculcate in students a deep sense of faith. It is a spirited event for the entire parish community to come together in prayer and celebrate the gift of the Eucharist.
- ❑ Morning Rosary—1st-5th grade students gather routinely outside their classrooms to say the rosary together. It's a wonderful event that many students in later grades remember fondly.
- ❑ Veteran's Day Celebration—1st grade students organize a tribute to our nation's veterans in the context of the mass.
- ❑ Christmas Play—a 3rd Grade Christmas production that culminates with the Nativity story; the 2nd Grade performs as a chorus in this event.
- ❑ Christmas Caroling—5th graders visit a nursing home to entertain with singing and conversation.
- ❑ Living Way of the Cross—a very moving version of the Stations of the Cross led by the 8th grade class. This tradition is presented during Holy Week for the entire parish community.
- ❑ Baby Shower for Jesus—Held on the last day of school before Christmas recess, students bring items for babies in need and present these at the altar as a "Shower gift to Mary for Jesus."
- ❑ Advent/Lent Services-- Prayer services held on Monday afternoons during Advent and Friday afternoons during Lent that focus student attention on preparations for the birth, death and resurrection of Jesus.

Retreats

Retreats are an important part of our effort to help middle school students, particularly, recognize their unique call to Christian leadership and service. Seventh graders attend a day-long spiritual retreat at Our Lady of Fatima Retreat Center, and eighth graders attend an overnight spiritual retreat at St. Meinrad Archabbey. Long considered a hallmark of the eighth grade year, this retreat is a moving experience for our students as they come to better know, love and serve God.

Student Recognitions

Because developing individual talents and doing one's best are important virtues in a Catholic community, students are recognized for these behaviors in a special way. These recognitions are designed to help the students see the value of going beyond themselves to reach out to others and live the Gospel values. These recognitions are school-wide and do not include individual classroom recognitions presented by classroom teachers.

- ❑ "Caught Ya"-- A recognition given by individual teachers, staff, or parents directly involved in aspects of teaching or supervision meant to encourage and recognize positive behaviors ("Caught ya being good"). Students will be awarded a "Caught Ya" ticket which will be entered

- in a weekly raffle for prizes from the “Principal’s Prize Box.” Tickets will be drawn at random after Mass, and particular examples of “Caught Ya” behaviors may be recognized publicly as well.
- “Helping Hands Award”— A recognition from a staff member to any student who embodies our monthly Gospel value in small but significant ways. Students will have their names displayed with a brief description of their actions/values. There is no limit to the number of students who will be recognized with this award.
 - “Student of the Month”—Each teacher will have the opportunity to select one student from his/her class who demonstrates exceptional effort in achieving academic goals. This is not an award that necessarily recognizes a student who is the most academically able; it will recognize a student whom the teacher believes has exerted the most effort to achieve success.
 - Other Recognitions –Students will be recognized for perfect attendance and class honor roll achievement, as well as other individual recognitions, such as scout awards, contest winners, championship athletic teams, etc.

Academic Curriculum

The Indiana Academic Standards and, in religion courses, the standards for the Archdiocese of Indianapolis, are used as the basis for all curricular decision making. Copies of these standards documents can be found by accessing the Indiana Department of Education web site (www.doe.in.state.in.us) and the Archdiocese of Indianapolis web site (www.archindy.org/occe). Regular classroom instruction for K-5th grades is enhanced by teachers specializing in art, music, Spanish, physical education and health, and library and media. Often, these grade level and “specials” teachers coordinate integrated projects designed to engage and challenge students. Technology and media are integrated in the curriculum, with teachers utilizing the computer lab and library for in-class projects and presentations.

Through a series of “rotating explore classes,” the middle school students are also exposed to subjects such as health, music, art and technology. In addition, sixth graders are expected to take a weekly “Social Studies Concepts” class that focuses on current event topics relevant to the social studies curriculum. Sixth graders are also required to take a year-long study and research skills class as a way to facilitate the academic transition into middle school. Eighth graders are expected to take both a speech and debate class as well as “Great Books” seminar that focuses discussions and writings around classic books from the literary canon.

All 6-8th grade students take separate classes in English grammar and literature each year. Teachers often collaborate on writing projects to integrate the two courses. This approach has proven very effective in providing students foundational skills in writing and grammar as well as cultivating a sincere love of reading. All 6-8th grade students are exposed to Spanish at increasing frequencies throughout the middle school experience (sixth graders take it twice per week; seventh graders three times per week; and eighth graders three times per week).

Criterion-based standardized tests, such as ISTEP+ (Indiana State Test for Education Progress Plus—used in grades 3-8) and IRDA (Indiana Reading Diagnostic Assessment—used in grades K-3) are used to evaluate students’ performance in meeting reading (and reading comprehension), writing and mathematics standards (science knowledge is also assessed in fifth and seventh grades). ISTEP+ results from the past several years reveal consistent high-performance among our students. These results have earned St. Pius X the 2007 No Child Left Behind Blue Ribbon Award and the highest rating of excellence (“exemplary”) from the Indiana Department of Education. Classroom-level assessments, such as tests, quizzes and

projects, are designed and assessed by teachers and serve as the basis for assigning quarterly grades. In addition to grades in each of the core subjects, conduct grades, based on the number of behavioral referrals recorded each quarter, are listed on report cards as well.

As a simple way to encourage critical thinking, reading and math skills, the school encourages students participate in the following weekly activities meant to enhance these skills and bring students together around a common goal:

- *“Math Moment”*—Each week, the students in each class complete a grade-appropriate math or logic problem that challenges their critical thinking skills. Students must submit all work. Answers are scored and “winning” classes are recognized for their efforts.
- *“Monday Mystery”*—Each Monday morning, students are read a riddle-like scenario (often implicating historical figures or events) then asked to determine what is happening. Students place their guesses in the “Mystery Fishbowl” at the front office and students’ answers are randomly selected. Prizes are awarded to the winners.

Grading Scale

Saint Pius X Catholic School uses the grading scale provided by the Archdiocese of Indianapolis. The grading scale is posted on every progress report and report card. The scale is as follows:

95 to 100 %	=	A
86 – 94%	=	B
76 – 85%	=	C
70 – 75%	=	D
69% and below	=	F

Honor Roll Guidelines

The purpose of the honor roll is to recognize students who excel in their academic classes. All middle school students and, beginning with the third quarter, fifth grade students, will be recognized for honor roll distinction. To be included on the honor roll, students must have the grade of A or B in conduct and have no D or F on the report card for the grading period. Honor roll is published periodically in the school newsletter and is used as a basis for determining some eighth grade graduation awards.

- *Class Honors*: to recognize students with straight A’s on the report card, including conduct
- *High Honors*: to recognize students who have a total grade point average of 95% and above
- *Honors*: to recognize students who have a total grade point average of 90 – 94.9%
- *Honorable Mention*: to recognize students who have a total grade point average of 86 – 89.9%

Fifth Grade Honor Roll Calculation

The percentage grades from each of the special classes (computers, art, music, physical education, health, library and Spanish) are figured to compute a specials class average. The specials class average is averaged together with the percentage grades from the core subjects (religion, reading, English, spelling, math, science and social studies) to calculate an overall average grade.

Middle School Honor Roll Calculation

The percentage grade from the quarterly “rotating explore class” (music, art, health, technology/media, speech and debate) is averaged together with half of the grade from any ongoing weekly class (e.g. physical education) to calculate a specials class average. This computing system is used so as to balance the varying frequency of the rotating explore and weekly classes. The specials class average is averaged with the percentage grades from the core subjects (religion, literature, English, math, science and social studies) to calculate an overall average. The Spanish class is included as part of the ongoing, weekly component of the specials class average in sixth grade. Given the increased emphasis on Spanish starting in the seventh grade year, 7-8th grade Spanish is included as one of the core subjects. Graded assignments associated with such classes as “Social Studies Concepts” (sixth only) and “Great Books Seminar” (eighth only) will be averaged together with the core course most closely aligned with the curriculum of these classes (e.g. “Social Studies Concepts” will be averaged with sixth grade social studies and “Great Books Seminar” will be averaged with eighth grade literature).

Examples of Middle School Honor Roll Calculation:

6th Grade

Rotating Explore: Study Skills—Grade: 95%

Spanish—Grade: 92% (computed as $\frac{1}{2}$)

Physical Education—Grade: 94% (computed as $\frac{1}{2}$)

Specials Average: $[(95/100) + \frac{1}{2}(92/100) + \frac{1}{2}(94/100)]/200=94\%$

94% is then averaged with the six core classes to derive an overall average.

7th Grade

Rotating Explore: Art—Grade: 90%

Physical Education—Grade: 94% (computed as $\frac{1}{2}$)

Specials Average: $[(90/100) + \frac{1}{2}(94/100)]/150=91.3\%$

91% is then averaged with the seven core classes (Spanish included) to derive an overall average.

8th Grade

Rotating Explore: Speech—Grade: 84%

Physical Education—Grade: 94% (computed as $\frac{1}{2}$)

Specials Average: $[(84/100) + \frac{1}{2}(94/100)]/150=87.3\%$

87% is then averaged with the seven core classes (Spanish included) to derive an overall average.

Report Cards

Report cards are distributed approximately every nine weeks. They are due back on Wednesday of the following week. In addition to printed reports, parents and students in (grades 4-8) may access academic progress via the Internet using Edline, a secure, on-line grade access and

communication portal. A valid screen name and password must be used to gain access to Edline and these can be obtained by contacting the school's Technology Coordinator.

Extracurricular Activities

Extracurricular activities are an important extension of the mission at St. Pius X. Because God has blessed each one of our students with special gifts and talents, it is incumbent upon the school to provide students multiple opportunities to express these gifts. We strive to provide students athletic and non-athletic experiences as part of a well-rounded and balanced extracurricular program.

CYO Sports:

- ❑ *Girls:* kickball (4-8th), soccer (4-8th), volleyball (4-8th), basketball (4-8th), cross country (4-8th), track (4-8th), softball (7-8th), cheerleading (3-8th)
- ❑ *Boys:* football (3-8th), basketball (4-8th), baseball (7-8th), soccer (4-8th), cross country (4-8th), track (4-8th), wrestling (3-8th)

“SPX-tras”: An after-school, “club” program designed to provide students with non-athletic opportunities such as scrabble, euchre, cooking, Mad Science, guitar and chess.

Other Non-athletic Opportunities:

- ❑ *All School:* Cub Scouts; Boy Scouts; Girl Scouts; after-school art classes and art show; hobby show; service projects; Spelling Bowl.
- ❑ *Middle School Experiences:* Mock Trial, Geography Bee, science fair, an annual school theatre production and the Cathedral Soup Kitchen service outreach.

Student Leadership Opportunities:

- ❑ *National Juniors Honors Society*—the St. Pius X chapter recognizes the academic, leadership, citizenship and service contributions students make to the school and parish community.
- ❑ *Class Officers*—8th grade students are eligible to serve in this role. Elections are held during the 8th grade retreat at St. Meinrad.
- ❑ *Leadership Retreat*—7th grade students participate in an day-long retreat at Our Lady of Fatima Retreat Center

Extended Care

An after-school care program is offered from 3-6pm on days when school is in session for a full day. This program offers study hall and a variety of other activities such as crafts, computers, fitness and outside play for any St. Pius X student enrolled in grades K-8. Teachers and staff members at the school are responsible for organizing and administering the program as well as supervising the students during after-school hours. Fees are posted at registration and are subject to change. School medical/emergency forms are used unless other instructions are given. A student may be restricted from attending extended care if he/she becomes a discipline problem or if the parents are delinquent in paying the associated fees.

Lost and Found

Lost and found items are located by the bench in the main lobby. Parents are asked to check for lost items at this location. Periodically all items are thrown away or sent to charity.

School Pictures and Yearbook

Taken in the fall and spring of each year, individual and class pictures, respectively, will be offered to families for purchase. A school yearbook is also available for purchase in the spring.

Tuition and School Fees

Prior to making tuition payments, the school requires each family to provide the school a non-refundable deposit and sign a payment agreement indicating how it plans to make tuition payments for the year. Failure to make tuition arrangements with the school in a timely fashion could result in a child not being assigned to a class. Once the initial deposit and payment agreement is signed, annual tuition is collected starting in the late spring either in one lump sum or monthly through a tuition management company contracted by the school. Tuition assistance is available for those in need. Please contact the parish business office for the appropriate paperwork and information on our procedures.

The tuition fees are determined by the parish Finance Committee, made up of parishioners and school parents. Any changes in the fees from year to year will be made public in the spring. There are several considerations when determining the school's tuition. First of all, the school must account for several parish and school budgetary items that are bound by Archdiocesan guidelines. For example, the Archdiocese sets the salary schedule as well as the health care costs for any teacher or employee working in North Deanery Catholic schools. Thus, even the smallest percentage increase in teacher salaries or health care costs must be accounted for when setting tuition. In addition, the parish is committed to setting tuition at rates comparative to other North Deanery Catholic schools and, more importantly, commensurate with the exceptional education offered at the school. Furthermore, it is important for us to consider the extent to which the parish subsidizes the difference in cost between the rate of tuition and the actual cost of a child's education. The parish views the school as one of its primary ministries and, as such, subsidizes a significant percentage of our school operating expenses. Evaluating the extent to which the parish budget reflects a reasonable and proportional level of support to the school is an important consideration in establishing the school's tuition rates. Lastly, determinations concerning tuition must also reflect the costs associated with school initiatives or programs designed to serve the interests of the students. Even with a PTO that has and will continue to support some of the instructional and technological needs of the school, continued progress in the areas of foreign language, resource and technology as well as the ongoing professional development of our teachers requires a certain level of financial commitment.

Although tuition serves as the most important source of school operating expenses, additional fees may be collected to cover certain school programs or activities (see Resource Program). Students may also be charged a fee for misuse or replacement costs of textbooks or library books or for any damage to school property. Fines are set according to the extent of the damage. If any fees (extended care, 8th grade expenses, tuition, resource fees, library fees, textbook fees, hot lunch bills, etc.) remain outstanding at the end of the school year, student report cards and records will not be released.

Resource and Enrichment Program

Our resource program provides academic support to students who are facing academic challenges. In many cases, our resource specialists work within the regular classroom to provide academic assistance. For uniquely challenged students, these specialists will schedule time outside of class to work with students. Prior to being admitted into the resource program, parents, teachers and our resource specialists meet to discuss potentially effective accommodations and instructional strategies that might benefit the child. In some cases, public and/or private testing is needed, the results of which can lead to an Individual Catholic Education Plan (ICEP) or Individual Education Plan (IEP). These plans, developed with the input of multiple persons involved in the educational life of the child and, often, with the assistance of township personnel, become the blueprint for classroom and extra-classroom support.

One of the goals of any good school is to provide students with learning experiences that are suited to the academic level and style in which they learn. As such, the school offers an enrichment program for selected 2nd, 3rd and 4th grade students. Although, due to staffing, scheduling and space restrictions, the number of students admitted to the program will be limited, the program will offer students quality supplementary learning experiences that will target the reading and writings levels of selected students. The specific goals underscoring the program are three-fold:

- ❑ To provide students an opportunity to engage in small-group learning focused on advanced reading, writing, discussion, and, in some case, math skills
- ❑ To provide students opportunities to complete engaging and challenging projects outside the classroom that relate to grade-appropriate themes
- ❑ To offer students the opportunity to explore alternative literary genres that extend beyond what is typically found in the textbook

Students participating in the program will be offered instruction outside of their regular classroom two days per week (tentatively scheduled for Monday and Fridays).

The parents of students who participate in the resource and enrichment programs are charged an additional fee. The fee is based on the amount of time a student utilizes in-class or out-of-class support services. The fee structure for this program is as follows:

Tier I: Assistance Provided to Students Outside the Regular Classroom

- ❑ \$100 per semester per # times seen per week (Example: Student seen twice per week: \$100 x 2 = \$200 per semester)

Tier II: Assistance Provided to Students in the Regular Classroom or for Support During Tests

- ❑ \$50 per semester for test and/or in-class support

Class Officers

Each fall, eighth grade students discern for the representatives of their class at the St. Meinrad retreat. Each student will have the opportunity to prayerfully discern one person whom they feel will best represent the ideas and needs of his/her class. Students may discern that they are personally

best for the job and may offer their own name as a possibility. The school encourages students to select the best student to represent the class, rather than using popularity as the primary criterion. Rather than electing a president and vice-president, the class officers, as they did this past year, will operate as a leadership team.

School Commission

The Saint Pius X School Commission meets bimonthly with the principal to consult about issues relating to various school policies, the accreditation process, annual school or administrative goals and the school budget process. The Commission also serves in a consultative capacity for the principal and Parent-Teacher Organization. The Commission does not make decisions on the day-to-day operations of the school. Individuals wishing to address an issue with the Commission must contact the chairperson one week prior to the scheduled meeting in order to be placed on the agenda. People interested in becoming a member of the Commission go through a discernment process each spring. General meetings are always open and guests are encouraged to attend to observe the proceedings.

Parent-Teacher Organization

St. Pius X Catholic School is blessed to have an active school/parent organization which helps to support the needs of students at the school through fundraising efforts and other volunteer projects. Parents purchasing a School Directory automatically become members of the PTO. PTO meetings are held monthly at various dates and times.

Scrip Program

Scrip is a term that means “substitute money.” Parents who purchase scrip are given negotiable gift certificates and prepaid cards that are used just like cash. Our scrip volunteers purchase large amounts of gift cards from grocery stores, department stores and other retailers around Indianapolis. Because the scrip is purchased with cash up front, the participating retailers offer a substantial discount. The Scrip volunteers purchase the scrip at a discount and resell the certificates to families for full face value. The discount—from two to twenty percent—goes toward financial aid, tuition subsidies, as well as programs and services at the school.

SCHOOL POLICIES

Application and Admissions Policy

The Open Enrollment period, in which new families can apply for admission into the school, begins on January 1 and extends to March 31. During this time, applications will be accepted for children entering grades 1-8 in the fall of the upcoming school year and for students entering kindergarten in the fall of the following school year (in order to be granted admission into kindergarten, students must be five years of age prior to August 1 of the year they are entering the school). During the Open Enrollment period constituting January 1 -March 31, 2008, students entering 1-8th grade in August 2008 and students entering kindergarten in August 2009 are invited to apply. Families of students in grades 1-8 are notified of their acceptance into the school or status on the waiting list in the early spring. Admissions and waiting list notifications for families of kindergarten students are distributed no later than one year prior to the first day of school. Families are invited to apply after the Open Enrollment period, however the child’s admission status will be based on whether open positions are still available.

Applications can be picked up in the school office or found online at www.spxparish.org (click on "SPX School"). Completed applications should be sent to the school office (Attn: School Enrollment) and include the per child application fee. Receipt of the application fee ensures that the application will be processed, however this cannot guarantee that every child will be accepted to the school. Once a child has been accepted to the school, a registration packet will be sent out which contains tuition payment information, a list of pertinent school policies and procedures and forms to be completed.

As is often the case, more students apply to the school than we can accommodate. In such cases, the school develops an ordered waiting list to draw upon should an opening become available. Children of current families with active parishioner status at St. Pius X are given first priority for admission (to be considered an active parishioner at the school, a family must have completed and returned a current stewardship pledge card to the parish office). The number of children seeking admission and the date the family registered in the parish are further considerations in cases where multiple children of active parishioners are applying for a select number of openings. The children of non-parishioners will be accepted to the school when both of the following conditions are met: 1) there are available positions in the respective grade and 2) no children of active parishioners reside on the waiting list at the time the application is received.

The pastor and principal are given the discretion to make determinations regarding which students will be admitted into the school. No student applying to the school will be discriminated against on the basis of race, gender or national origin.

Absentee and Tardy Policy

A student is considered absent if he or she misses some part of the school day. A full-day absence is recorded if the student is not in attendance at any time during the school day. A half-day absence is recorded if the student is present for a minimum of two hours. Each time a student is absent, a parent should phone (466-3361) or email (attendance@spxparish.org) the school prior to 10am unless a letter has already been sent to the office for a pre-arranged absence. If a call is not received by 10am on the day of the absence, parents will be called to confirm the absence.

Students not in their classroom prior to 8am will be considered tardy. When students are late to school due to a doctor or dental appointment, a pass from the medical professional must be presented upon arrival if the absence is to be excused. Late-arriving students without such a pass will be considered tardy. All late-arriving students will be issued a tardy slip prior to proceeding to the classroom. The school will accumulate the number of minutes a student is tardy and, for each two hour block of time, he/she will be given a one half-day unexcused absence. Students consistently absent or late to school are subject to disciplinary action by the principal.

Early Dismissal

Should a student need to leave school before the regular dismissal time, a note from the parent giving the time and reason for the dismissal should be presented to the office upon arrival at school that day. The office staff member will communicate the details of the dismissal to the teacher. At the dismissal time, the parent must come to the office to meet the student and sign him or her out.

Excused Absences

Upon their return to school (or before), students should provide the school office with the appropriate verification for an excused absence. All illnesses of more than three days require a written note from a doctor or other medical professional.

Generally speaking, student absences will be considered excused if one or more of the following circumstances is present:

- The student suffers injury or illness.
- The student has an appointment to see a medical, dental, or other health care professional
- The student experiences a serious illness, injury or death to a member of his/her immediate family.
- The student gives his/her service as a page for the IN General Assembly.
- The student is subpoenaed or ordered to appear in court, attend counseling or participate in a judicial proceeding.
- The student will be attending an educational experience (decisions about what experiences qualify as educational will be made on a case-by-case basis at the sole discretion of the principal)

Unexcused Absences

All other absences not outlined above will be considered unexcused absences. Family vacations of any kind will be considered unexcused. The school will accumulate the number of minutes a student is tardy and, for each two hour block of time, he/she will be given a one half-day unexcused absence.

The principal reserves the right to request a conference with the parents and, after, retain a student in his/her current grade or, if appropriate, dismiss a student from the school should the number of unexcused absences or tardies detract from the student's ability to meet the academic standards associated with that grade.

Homework Policy for Absent Students

If a student is absent, a parent must call the school office by 10am to request homework. Notice will be given to the teacher indicating how work will be picked up. It shall be the responsibility of the student on the day of his/her return to arrange with the teachers for make-up work. All schoolwork missed because of an excused absence may be made up within the number of school days that are double those of the absence. Students leaving early or arriving late to school due to an excused absence—thereby missing one or two classes only—are expected to complete all required assignments on the pre-assigned due date. Students should seek out the teachers of the class(es) they missed with any questions related to schoolwork. Schoolwork missed because of an unexcused absence or tardy is expected on the pre-assigned due date. A teacher is not obliged to accommodate students who fail to complete long-term projects or assignments as a result of an unexcused absence. Students should check with the teacher upon their return if they have any questions about their assignments.

Absent Parents

When one or more parent is out of town, please provide the office and teacher a written notification of the absence. In addition, parents should please include the phone number of the person(s) in charge during their absence and which person(s) will be picking up the student from school.

Shadowing Policy

Eighth grade students are afforded the opportunity to take time out of school to shadow at local public or Catholic high schools. These shadow opportunities are very important as they help ease any tension a child may be experiencing about the transition into high school. Students have up to two days to shadow at the high school(s) they are interested in attending. These days are not counted toward a student's absent total for the year. If a student feels the need to shadow at another high school, the third day is counted as an unexcused absence. Following a shadowing experience, teachers will expect that the assigned academic work is completed upon a student's return to school. Students should contact another student to receive notice of the required assignments.

The school shadowing form requires signatures of each of the middle school teachers and must be turned into the office no less than one day prior to the shadow date. Students may not shadow during the first quarter and only five students will be allowed out of the building on any given day. Shadowing forms will be distributed to students at the beginning of the year, with additional forms available in the school office.

Discipline Policy

Underscore any thoughtful school discipline policy is a firm commitment to improve student behavior through the use of consequences and, if appropriate, incentives. To do this, the school enlists the help of teachers, staff members and parents to communicate the rules clearly to students so that they understand the expectations assigned to them. Equally as important as explaining the rules, students should also be made aware of how the rules reflect important elements of Christian and civic living.

Parents and teachers should help students remember that an individual's conduct is a reflection of the way in which he/she respects oneself, his/her peers, his/her school and the Church. Students are afforded the opportunity to make a conscious decision as to how they should act in certain situations. In this sense, behavioral consequences don't just "happen" when students misbehave during the school day. Rather, students' poor decisions lead a teacher or administrator to issue a consequence that seeks to help students realize their mistakes and use them as opportunities for personal growth.

Classroom teachers are expected to handle the majority of behavior problems within the classroom. Teachers will determine when a student's behavior calls for a behavioral referral and/or some other way of providing notice to parents. Parents are encouraged to contact the teacher directly with any questions or concerns regarding the behavior. The principal may become involved in situations in which students are consistently disruptive, disrespectful or unmotivated. Students are subjected to the rules not only within the walls of the school, but also at school-related events, such as field trips, athletic competitions or other extra-curricular activities.

Behavioral Expectations of Students

In most cases, behavior referrals are given to students after a teacher has provided several warnings. Thus, prior to the referral being given, a student has had the opportunity to correct his/her behavior. Violations that result in referrals include but are not limited to the following behaviors:

- ❑ disrespectfulness (body language, tone of voice, words)
- ❑ disruptiveness (any behavior which interrupts instruction)

- disobedience (disobeying a known classroom/school rule or adult request)

In most cases, referrals will be given to the students on the day of the infraction and are to be returned to the issuing teacher the following day (in the case of middle school, the issuing teacher will then ensure the referral is forwarded to the homeroom teacher). Teachers will keep record of total referrals received, and these will be reported on progress reports and report cards.

Behavior Consequences and Discipline Board

If a student receives three behavioral referrals *during a semester*, he/she will receive a detention to be served the day following the third referral at 7:15am. Parents will be notified of the detention by the teacher through either a notification form or a phone call. If a student receives three behavior detentions *during the year* (the number of detentions carry over from one semester to the next) the student and/or parent will then appear before the Discipline Board composed of three teachers and an administrator. Should the principal determine it necessary, a Discipline Board meeting may be called for such behaviors that call for consequences more serious than a behavior referral or detention.

The purpose of the Discipline Board is threefold:

- 1) To review the infractions leading to the behavior referrals and detentions;
- 2) To allow the student and parents an opportunity to explain the possible reasons for this behavior;
- 3) To consider what specific modifications the student needs to make in his/her behavior as well as what, if any, strategies the school might employ to respond more effectively to the needs of the student.

Following the meeting with the Discipline Board, the student and parent(s) will be provided written notice of the consequences for the student's poor behavior. Depending on the nature of the behavior infractions leading up to the Discipline Board meeting, consequences may include multiple lunch detentions, an extended detention, extra-curricular restrictions, or a half or full-day in-school suspension. In this same written notice, the student and parent will also be provided with a behavior plan that is based, in large part, on the discussion during the Discipline Board meeting. Should the student continue to exhibit inappropriate behaviors, the student will be subject to further disciplinary action which may entail a longer suspension or, in certain circumstances, expulsion from the school (in the event a student is expelled from the school, tuition would not be refunded). Subsequent disciplinary consequences will be subject to the discretion of the principal in consultation with the members of the Discipline Board and/or the pastor.

There are certain behaviors for which a student may be issued a detention or suspension without the prior involvement of the Discipline Board. In such cases, it is important to note that a student will still be afforded some degree of due process (i.e. presenting the student with the charges against him/her and asking them to respond). These behaviors may include but are not limited to cheating, fighting, stealing, vandalism, harassment, swearing, extreme disrespect or violent behavior, abuse, or the use of threatening or profane language.

Detentions will be served with either the student's teacher or, in the case of middle school, with the teacher administering the detention period during that week. Middle school homeroom teachers will track the number of referrals and detentions issued to students and keep in contact with

the rest of the teachers as well as the principal as to students' behavior status. In-school suspensions will be served with either the principal or assistant principal. Students will be assigned an extended project or assignment to complete during the suspension. Students serving a suspension are prohibited from participating in any extracurricular activity, including athletic practices and competitions, during the day or evening of the suspension.

Suspensions and Expulsions

Suspension is defined as a temporary removal of a student from attendance in classes or at school and school activities as a penalty for serious or repeated misconduct. Suspensions can be served "in school" — the student is not allowed to attend classes and school activities, but stays at school; or "out-of-school" — the student is not allowed to attend school and school activities. Suspensions can generally be from one to ten school days in length and may be served with or without credit for school work completed during the suspension (this decision is made by the principal).

Expulsion is defined as long-term or permanent removal of a student from attendance at school and school activities as a penalty for extremely serious or repeated misconduct. Expulsions are usually for not less than the remainder of a semester, up to and including permanent removal from attendance at the school.

In all cases involving removal of a student from classes or from school attendance, a simple procedural fair process is to be afforded the student and parents that includes (1) notifying the student of the offense in which he/she has been charged and (2) a meeting with school officials in which the student and/or parents are allowed to hear a recitation of the infractions and a summary of evidence. Students will also be provided an opportunity to tell his/her side of the story. This will be followed by written notice to the student/parents indicating them of the decision to suspend, expel, or opt for an alternative consequence.

Academic Consequences for Behavior Infractions

The total number of behavioral referrals accumulated during the course of each quarter will be reflected in a conduct grade on the report card. Note that while a student's conduct grade is based on the number of behavioral referrals issued in the span of one quarter, behavior detentions reflect the number of referrals issued within a semester's time. The conduct grade does not affect a student's academic average, however, any grade of "C" or below would disqualify a student from the Honor Roll for that quarter. Furthermore, a grade of "F" in conduct excludes a student from participating in extracurricular activities. The principal will assess a student's behavior between the end of the quarter and the distribution of next quarter's progress reports to make a determination as to whether a student would be permitted to regain his/her eligibility.

The following scale will be used to determine the letter grade for conduct on the report card:

<u>0 referrals</u>	<u>100%</u>
<u>1/2 referrals</u>	<u>94%/90%</u>
<u>3/4 referrals</u>	<u>85%/80%</u>
<u>5/6 referrals</u>	<u>75%/70%</u>
<u>7+ referrals</u>	<u>69% or below</u>

If a student receives an immediate detention without the prior issuance of referrals, the highest grade for which he/she will be eligible is a “90.” In the case of an immediate suspension, the highest grade will be “80”. Additional referrals issued during the course of the quarter could negatively affect a student’s conduct grade even further.

Organizational Expectations of Students

Unlike behavioral referrals, which are given for behavior infractions, organizational referrals are given to students in grades 3-5 who, for whatever reason, do not satisfy certain classroom requirements. Organizational referrals would be issued to students in such cases whereby they fail to complete an assignment in a timely manner; not return certain tests or papers with a required parental signature; or lack the necessary materials for class. Similar to the procedures outlined for a behavior referral, if an organizational referral is issued, the referral is to be returned the following day signed by a parent. In the case of missing work, a student in grade 3-5, in addition to receiving an organizational referral, will also suffer academic consequences similar to those used for middle school students (see below).

Students in grades 3-5 who accumulate an unreasonable number of organizational referrals (as determined by the individual teacher) will be required to attend a morning help session with the teacher. If organizational problems continue for a student, the teacher may resort to other means to help improve the child’s organization. These may include scheduling routine help sessions with the student and/or requesting a parent conference. When a student’s lack of organization is sourced in disrespectfulness, disobedience or some other behavior issue, the teacher may issue behavioral referrals and/or an immediate detention as a consequence.

While middle school teachers will not issue organizational referrals to students, they do expect students to complete schoolwork on time and to come to class prepared. When an assignment is not turned in on time, it will be due the following day in which case the student will receive half-credit. If the homework is submitted more than one day late, the teacher will not credit the student with having completed the assignment. Parents are encouraged to utilize Edline to monitor the consistency of their children’s homework grades. In those cases of students demonstrating consistent irresponsibility in submitting homework or coming to class unprepared to learn, the teacher will communicate his/her concern to the parents in the form of an email, phone call or a parent conference.

Promotion and Retention Policy

In most cases, a student who begins the year in a certain grade will move on to the next grade at the conclusion of the year. Promotion takes place as long as the school anticipates that the student will be able to perform at the academic, social and emotional level appropriate for the next grade level. In certain situations, however, students struggling with academic or social issues may benefit from repeating a year in the same grade. Retention will be considered in cases where the child is achieving significantly below ability and/or grade level or is struggling to adjust to the social or emotional maturity levels of his peers. If retention is to be considered, the teacher(s) involved will confer with the principal to discuss the progress the child has made during the year as well as what growth the teacher(s) anticipates from the child during the remainder of the year. Depending on the results of the meeting, the principal may request that the parents participate in a conference to discuss the decision further as well as identify some goals the child would be asked to meet at some point before the end of the school year. The principal and parents would set a timetable to review these

benchmarks and make a final decision regarding the possibility of retention. Should the parents and principal disagree, the final decision as to whether a child is retained rests solely with the principal.

Civility Policy

A civility policy is designed to promote mutual respect among all members of the St. Pius X School community on those occasions in which teachers and parents disagree about the way a situation should be handled. While all teachers and staff members welcome feedback and diverse points of view, it is important to realize that they should be afforded the same level of respectful treatment that parents expect in return. When disagreements arise, it is paramount that such encounters take place without the child present. Further, given the mutual care and concern that exists for the child, teachers/staff members and parents should communicate in a constructive way that reflects the respect both parties have for the dignity of the individual.

With these parameters in mind, the following actions are unacceptable in the context of the classroom, front office area or any other part of the school building:

- Loud and/or offensive language or cursing, or the use of insults in conversations, letters, e-mails, faxes or other forms of communication.
- Threats that communicate an individual's intention to do physical or emotional harm to the health or safety of a teacher, school administrator, staff member or student.
- Actions that seek to damage or destroy school property.
- Behaviors that otherwise impede or disrupt the learning experience of students.

Any parent or student who believes he/she was subject to unacceptable or disruptive behavior on the part of any staff member should bring such behavior to the attention of the principal. If a parent or student believes he/she has been subject to unacceptable or disruptive behavior on the part of the principal, the parent or student should bring such behavior to the attention of the pastor.

Any individual who is in violation of this policy may be directed to leave the school by the principal, assistant principal, or other authorized school personnel. If the person refuses to leave the school, the principal or other authorized personnel shall seek the assistance of law enforcement. Any teacher who is subjected to threatening or demeaning language from a parent or visitor should caution the other individual(s) and, if the behavior continues, terminate the conversation. If the meeting or conference is taking place at school, any employee may request that the administrator direct the speaker to leave the school building.

Bullying Policy

Inspired by Jesus' message to "Love one another as I have loved you," we, the St. Pius X community, commit to the following:

- Providing a safe environment for students
- Promoting appreciation and acknowledgement of all students

- Encouraging students to develop personal interests
- Encouraging students to speak up for themselves and others
- Providing opportunities for students to be heard
- Encouraging students to treat others with respect and dignity at all times

According to the National Youth Violence Prevention Resource Center, almost 30% of youth in the United States are estimated to be involved in bullying as either a bully, a target of bullying, or both. Although an all-inclusive definition of bullying is hard to come by, bullying behaviors typically include deliberate teasing, harassment, intimidation, humiliation, taunting and/or ridicule. Bullying behaviors are often patterned, featuring one or more students subjecting another (or others) to repeated exposure to intentional physical or emotional abuse. This behavior manifests itself in the form of physical contact, verbal assault, purposeful exclusion, obscene gesturing or other aggressive acts that cause the victim to feel fearful or socially ostracized. More serious instances of bullying can result in physical injury or emotional trauma.

In addition to more obvious forms of bullying, bullying others through any electronic means, often called “cyberbullying,” is also unacceptable in the context of a Catholic school. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web-site creations or postings (including blogs). Any student, faculty, or staff member who feels that they have been victims of cyberbullying should report this to the principal. Sanctions may include the loss of computer privileges, a behavior referral, or immediate detention or, for major infractions, immediate suspension or expulsion from the school.

An important element to any bullying problem is the role of the bystander who observes the behaviors. All students should be encouraged to stand up for victims and report bullying behavior. These reports do not make “tattle tales.” Rather, responsible reporting from bystanders promotes Christ-like behavior and dignity for both the victim and bully.

If a student is caught engaging in bullying behavior, consequences, depending on the severity of the situation, may include one or more of the following: a behavioral referral, a loss of extracurricular privileges, a written or public apology, an immediate detention or suspension. It may also be necessary to bring the students and/or their parents in for a mediation session. Repeat offenses will result in increased consequences and may lead to a student being expelled from the school.

Harassment Policy

Harassment in any form is expressly prohibited. All reports of unwelcome, offensive or inappropriate conduct will be promptly and thoroughly investigated and students in violation of this policy will be subject to appropriate corrective or disciplinary action, which may include suspension or expulsion. Sexual harassment may include but is not limited to the following behaviors:

- unsolicited and unwelcome comments of a sexual nature;
- sexually explicit comments that are demeaning to females or males;
- sexual advances or requests for sexual contact;

- ❑ sexually-oriented "teasing";
- ❑ display of sexually explicit or visual material;
- ❑ deliberate physical contact such as patting, pinching or brushing against another's body suggestively or offensively.

Other forms of harassment include the use of violence, force, coercion, threat, intimidation, fear, or other comparable conduct which makes another student uncomfortable or unable to make the best use of the educational opportunities offered at SPX. This also applies to students who urge other students to engage in such behavior.

A student subjected to or observing such behavior from another student should report the incident to a teacher, staff member or principal or, if the incident takes place outside of school, the student should report it to the appropriate person of authority (coach, youth minister or other adult). Prior to the issuance of any consequences, the student will be permitted to respond to the charges made against him/her. A conference with the parents and/or other involved persons (this may or may not include the student depending on the severity or sensitivity of the allegations) may also be held. Possible consequences for harassing behavior may include restrictions from extra-curricular activities or suspension or expulsion from school.

Internet Use Policy

The school is pleased to offer students access to the Internet through our computer lab, library/media center, and classrooms. Internet access at St. Pius X School is considered a privilege and may be revoked if abused. The purpose of the school's Acceptable Use Policy is to ensure that Internet usage at school is for constructive educational goals and is consistent with the Christian philosophy of the school. Because the Internet provides access to computer systems located all over the world, families should be aware that some material accessible on the Internet may contain material that is controversial, inaccurate, vulgar or potentially offensive. Although St. Pius X has an internet filtering system that screens for inappropriate sites, the school cannot ensure that all content accessible on the Internet is acceptable for student consumption.

The Acceptable Use Policy outlined below should be read and signed by each student and parent at the beginning of each year. In addition to this Policy, resources that may be helpful to school families interested in learning more about acceptable Internet practices are available on Edline or on "Gab from the Lab" (the Internet site maintained by the school's Technology Coordinator).

Students are expected to behave in accordance with the following guidelines while using technology at St. Pius X Catholic School:

- ❑ Students must get permission from a teacher before using technology (this includes televisions, digital cameras, computers, iPods or video equipment).
- ❑ Students will work only within the assigned program and stay on task.
- ❑ Students will not alter the computer desktop, making changes in the Control Panel and/or installing and uninstalling software without explicit permission from the teacher or Technology Coordinator (this includes changing the background, screen savers, etc.).

- ❑ Students will not use a diskette, CD, flash drive or any other storage media from any source other than the school without explicit permission of the teacher or Technology Coordinator.
- ❑ Students will not post any pictures or videos of other students on a web site open to the public (e.g. You Tube, MySpace).
- ❑ Students will not search through another student, teacher or staff member's electronic folders or files.
- ❑ Students will not use teacher computers.
- ❑ Students will treat computer hardware and all other technology resources with respect.

The following guidelines pertain to Internet use:

- ❑ Students must receive permission from a teacher to use the Internet.
- ❑ Students will follow all teachers' instruction for Internet usage.
- ❑ Students will not reproduce transmitted or copyrighted material without explicit permission.
- ❑ Students will not use the Internet as a vehicle for bullying or harassing other students.
- ❑ Students will not use the school's Internet account to access personal e-mail, chat rooms, instant message accounts (to send or receive), or download unknown files without specific permission.
- ❑ Students should not use the Internet to meet unknown people and, as such, should not share any personal information with anyone.
- ❑ Downloading, copying, installing, or transmitting commercial software, shareware or freeware without explicit permission from the school's Technology Coordinator.
- ❑ Students will use the Internet for activities that are consistent with the educational objectives of St. Pius X Catholic School (a good rule of thumb for students is to avoid accessing any information or material that you would not want a teacher or parent to see).

Parents are encouraged to monitor student Internet and e-mail use at home. Students accessing instant messages, e-mails, and websites from home and using these mediums to inflict harm on another student, teacher or staff member at the school will be subject to disciplinary action from the school. Any violation of the Acceptable Use Policy may result in a student receiving a behavior referral or immediate detention or he/she may lose his/her computer privileges at the school. In more serious cases, violating this policy may lead to an immediate suspension or expulsion.

Alcohol, Tobacco and Illegal Drug Policy

Any student found in possession of, using, or under the influence of alcohol, tobacco, or illegal drugs will have his/her parents immediately notified and asked to participate in a conference (some occasions may require the student be present at the conference). After providing the student an opportunity to respond to the charges, he/she may be subjected to the possibility of an immediate suspension or expulsion from school and/or significant restrictions to his/her participation in extracurricular activities. Consultation with the school counselor or an outside counselor may be required depending on the severity of the situation. This policy applies to behaviors taking place on the school premises or at an off-campus, school-sponsored event. If the school becomes aware of a student's use of these substances outside of school, the principal will contact the parents and offer to serve in a consultative or facilitative role so that the child may receive the psychological or medical help he/she needs.

Weapons Policy

Weapons are not allowed on school grounds or at school-sponsored events. A weapon includes knives and guns as well as objects such as pens, pencils, books, straws or utensils that may be designed to inflict harm on another. Weapons will be taken from students or others who bring them onto the school property, and the parents will be contacted immediately. Depending on the severity of the situation, parents may be contacted and asked to participate in a conference. After having an opportunity to respond to the charges against him/her, possible consequences include a behavioral or lunch detention, restriction from participation in extracurricular activities, or, in severe cases, immediate suspension or expulsion. It is up to the discretion of the principal as to whether law enforcement officials should be contacted.

Health Policies

Asbestos Notification

Saint Pius X Catholic School does contain some asbestos in non-friable, sealed locations throughout the school. Asbestos is contained in floor tiles throughout the school that are now sealed under the carpet. It is considered safe and is inspected on a regular basis. All maintenance personnel are trained to work safely around the asbestos. The asbestos abatement plan is on file in the principal's office and may be reviewed upon request. This notice is required by law.

Pest Control Policy

From time to time it is necessary to apply pesticides in the school. These applications will be conducted by certified pesticide applicators during times when students and staff members are not present (school vacation periods). If you would like to receive notice of all pesticide use in our school, please contact the school office in writing. A record of pesticide applications is kept on file with our parish business manager.

Automated External Defibrillator (AED)

The school has an AED machine located in the main lobby next to the front office window. It is protected by an alarmed case, which means that if the case is opened, the paramedics will be notified immediately. Teachers and parish staff members are trained in the use of the equipment. The American Red Cross provides the following description of an AED: *An AED is a device about the size of a laptop computer that analyzes the heart's rhythm for any abnormalities and, if necessary, directs the rescuer to deliver an electrical shock to the victim. This shock, called defibrillation, may help the heart to reestablish an effective rhythm of its own. An AED is easy to operate. It uses voice prompts to instruct the rescuer. Once the machine is turned on, the rescuer will be prompted to apply two electrodes provided with the AED to the victim's chest. Once applied, the AED will begin to monitor the victim's heart rhythm. If a "shockable" rhythm is detected, the machine will charge itself and instruct the rescuer to stand clear of the victim and to press the shock button.*

Emergency Information

The school keeps emergency information for each family. Parents should inform the office if any of this information changes during the school year.

Illness

We recommend that parents keep a child at home if he/she appears ill. If a child should become ill while at school, the secretary, principal, or volunteer nurse will contact the parent using the emergency information available in the office. Parents should report any communicable diseases (pneumonia, scarlet fever, strep throat, chicken pox, mono, head or body lice, pink eye, etc.) to the office. In these cases, the principal may need to

notify other families regarding the possible spread of infection.

Health Services and Medications

Although the school does not employ a registered nurse, the Marion County Bureau of Community Health Nursing provides the school with a registered nurse to administer the scoliosis screening for students in 5th and 7th grade, the audiometric (hearing) testing for 1st, 4th and 7th graders and the visual testing for 1st, 3rd and 8th grades. Each school day between 11am-1pm a volunteer is on duty in the nurse's station to take care of any simple medical needs that may arise. At other times, the school secretary or volunteer in the office will assist students in need. If a student's medical needs supersede the ability of a volunteer or staff member, the principal or secretary will contact emergency services.

If it is necessary that a child take medication during the school day, parents should send it in a labeled prescription bottle with a set of signed, written instructions regarding the specific administration time and dosage amount (the school cannot dispense unlabeled medication sent in a plastic bag). Non-prescription medication (including analgesics such as aspirin, acetaminophen, ibuprophen, cough drops, cold remedies and other over-the-counter medications) must be in the original container in which it was purchased. Please provide medicine cups/spoons as necessary for liquid medication as well as a description of any side effects associated with the medication. All medications will be kept in the school office with the appropriate instructions, and only the volunteer "nurse", principal or secretary will supervise their distribution to students. Students are not permitted to carry medications (including analgesics, herbs, enzymes, etc.) on their persons without explicit permission from the principal.

A Prescription Medication Form should be completed in cases where a prescription medication is required on a routine basis. This form should be completed by the parent and doctor, and must be on file at the beginning of each school year in order for the medication to be dispensed from the office. A new form must be filed at the beginning of each school year.

It is reasonable to assume that individuals at the school are able to serve a facilitative role in the medical treatment of students. That is, if a student becomes ill at school or requires an ice pack or bandage, the school, with part-time volunteers and a responsive front office staff, is able to provide care. If urgent care is necessary, an individual at the school would immediately call emergency services to the school followed by a call to the parents. While waiting for emergency services to arrive, individuals at the school would provide whatever assistance they could to help the student. However, without a full-time nurse or medical professional employed by the school, it is not legally or ethically appropriate for non-medically trained individuals at the school to assume roles that call upon them to make routine medical judgments about the health or medical needs of a student. Determinations about the extent to which the school can accommodate the medical needs of a student will be made by the principal in consultation with the pastor.

Per a recently-adopted Archdiocesan policy, the school will view the administration of Tylenol to students according to the same standards as outlined for other non-prescription medications. **This means that the school will no longer purchase Tylenol for the school to administer to students.** If a parent wishes for his/her child to be given Tylenol, he/she must (1) supply the Tylenol and (2) provide the school advance written permission (email is acceptable) for the staff or volunteer to oversee self-administration of the Tylenol. Parents should provide the

Tylenol in a Ziploc bag in the original container. Please write the child's name clearly on the bag. Parents wanting to send Tylenol for more than one child need only send one bottle of Tylenol provided that both children take the same kind. Written permission should be provided for each child who is to receive it, and include the reason(s) the medication is to be taken, the appropriate dosing information, any anticipated side effects and any other instructions designed to help the staff member/volunteer administer the medication properly. The school will no longer administer Tylenol to students unless these conditions are met.

School Counseling Services

Our school counselor, a licensed social worker contracted with Catholic Social Services, is available for individual or group counseling of students and for consultation with teachers, parents, and the principal. Parents, teachers or the student him/herself may contact the counselor directly to request a meeting. Students in grades K-5 wanting to meet with the counselor may do so no more than one time without parental consent. Future sessions require parent permission. While middle school students are free to see the counselor on multiple occasions without consent, the counselor will most commonly contact the parent as a helpful course of action. Sessions are held during the school day and are free of charge. The counselor has a list of resources for outside referrals available at the parents' request.

Homework Policy

The following guidelines serve only as a way to help parents and students gauge how much time, on average, a typical night of homework may take at each of the three grade levels. These time parameters are average times only and should not be viewed as minimums or maximums:

- ❑ Primary students should spend 45-60 minutes per night
- ❑ Intermediate students should spend 45-60 minutes to an hour per night
- ❑ Middle School students should spend 60-120 minutes per night

Homework includes more than just written work. It also includes reviewing or recopying notes, reading library books and working ahead to prepare for long-range projects or upcoming tests. Parents are encouraged to help support the school in promoting these kinds of supporting activities even if a student's homework is completed. Students who are involved in time-consuming extracurricular activities, such as athletics, should be reminded that academic assignments must receive their highest priority. Failing to complete assignments or performing poorly on major assessments because of weeknight extracurricular commitments is unacceptable in the eyes of the school.

To ensure that students do not miss an extended amount of schoolwork, parents should make every effort to schedule vacations during the summer and school breaks. Vacations are not considered excused absences and, as such, it is up to the discretion of the teachers as to whether the schoolwork made-up following a vacation time will be counted for full credit. It is the responsibility of the student to make arrangements to make up quizzes and tests missed in his/her absence.

School Hours

SCHOOL RULES AND PROCEDURES

7:30am	Building unlocked; supervision in the gym
7:45 am	First bell rings; all students dismissed to classrooms
8am	Tardy bell; classroom instruction begins
3pm	First dismissal
3pm	Second dismissal
3:30pm	Doors to classroom wings are locked
3-6pm	Extended Care

Arrival and Dismissal Procedures

Due to security concerns, our doors will not be unlocked until 7:30am. The school will assume responsibility for students between the hours of 7:30 and 3:30pm on regular school days. As long as students are on the premises, they are under the authority of personnel on duty and are subject to school rules. From 7:30 to 7:45 those students who must arrive early are to report to the gym. They will be supervised there until 7:45 at which time all students will be dismissed to their classrooms. All students are marked tardy if arriving after 8am.

In the interests of establishing an orderly entrance and egress of cars and so to protect the well-being of each child arriving to school, please adhere to the following procedures when dropping children off and picking them up before and after school:

Arrival Procedures:

- Please drop off all students in the coned areas at the front door only.
- Pull forward to the last cone (near Shalom House) to ensure as many cars in the line as possible to alleviate traffic on Sarto Drive and 71st Street.
- Do not drive out of the line or pass cars ahead.
- If you must come into the building during morning arrival, please park in the north lot. No one should park in the south lot and come into the building since this impedes the drop-off procedure.
- Do not drop off children in the north lot unless you are coming into the building with them.
- Do not drop off any children behind Ross Hall or on the adjoining street.

Dismissal Procedures:

- Drivers need to be parked in the lot, **with car engines off**, no later than 2:55 PM. Please form lines behind each of the cones.
- Once parked, parents and younger children accompanying parents are asked to stay in their cars. Parents are asked not to come into the school lobby to wait for their children. Students are dismissed to the South lot and should find their car quickly.
- Once the bell has rung at 3pm or after the south parking lot is full (whichever comes first), no additional cars will be allowed to enter. Parents arriving after this time are to drive to the north lot where they are to wait in an orderly manner until the teacher on duty removes the rope. Once the rope is removed, parents should drive around into the front lot and park in the same manner previously outlined for first dismissal. If the North lot is full, parents should circle the block and park cars, heading south, adjacent to the football fields on Sarto Drive.

Parents should allow the cars to exit the North lot before proceeding behind them.

- ❑ Parents expecting to pick up during second dismissal should be at the school no later than five minutes prior to the 3:15 bell. Once the 3:15 bell is rung and students are released, the teacher on duty will replace rope and no additional cars will be allowed to enter the front lot. Parents working in the school building for any reason should wait to leave until the second dismissal is completed.
- ❑ Students remaining after the 3:15 PM dismissal who are not under the supervision of a coach or parent will be sent to Extended Care.
- ❑ Parents will be billed \$3.50 per carload. If the students are picked up later than 3:45, regular fees will be charged.
- ❑ Any student who needs to be picked up prior to the first dismissal due to a personal appointment, can be picked up at the school office, using the church parking lot. A written note must be sent to the office prior to the early pick-up.
- ❑ On early dismissal days on which school is dismissed at either 11:15/11:30am or 12:45/1pm, there is no extended care available. For this reason, parents should be at the school promptly to pick up their children.

Walkers

Any student who will be walking home from school will need to have a signed letter of permission from the parent/guardian on file in the school office. This letter should be provided to the school office prior to the student making arrangements to walk home. No student may ride his/her bike to or from school.

Lunch and Recess Schedule

11:10 – 11:35	Primary Lunch
11:35 – 12:00	Primary Recess
11:40 – 12:00	Intermediate Lunch
12:00 – 12:20	Intermediate Recess
12:20 – 12:55	Middle School Lunch and Recess

Milk Program

The school is pleased to be able to offer milk at a low cost to students through the Federal Milk Program. Milk fees are paid at the beginning of the school year and cover a student's consumption of milk for the entire year.

PTO School Lunch Program

Volunteers from the PTO operate a school-sponsored lunch program for our students three days per week for a minimal price. Every attempt is made to make the lunch nutritional and pleasing to the students. Notifications concerning menus and order deadlines appear frequently in the school newsletter. Orders for the month should be made during the month prior, and no order will be processed until payment is received.

Lunch Procedures

It is expected that students behave in an appropriate manner while eating lunch in Ross Hall. Any misbehavior during lunch may result in a behavior referral, loss of lunchroom privileges and/or immediate detention. Teachers, administrators and/or instructional assistants provide supervision

during each of the three lunch periods. On those days when students bring their own lunch to school, students should enter Ross Hall quietly through the North door (nearest the office), get their milk and find a place to sit at one of the tables. On the days of a school-sponsored lunch, students should enter Ross Hall through the South doors (by the stage) and line up closest to the East wall. Students may talk quietly while waiting to receive their lunch.

The following rules should guide behaviors while in the lunchroom:

- ❑ Students may talk quietly to the people at the lunch table using inside voices.
- ❑ Students should use acceptable table manners which includes not touching others' food.
- ❑ Students are not to throw food or other objects.
- ❑ Students should wait for a teacher to dismiss them before leaving their seat.
- ❑ When lights go out, stop talking and join in praying.
- ❑ When students are dismissed, they should walk to the trashcan, throw away trash, and pour excess milk into the bucket provided. Students should follow the procedures explained by the teachers when cleaning up the mess at the table and on the floor.
- ❑ On days when students bring their own lunch, they should place the lunch box in the large basket at the door to be carried to the room following recess.
- ❑ When the teachers dismiss you, quietly and slowly exit to the playground for recess.

Playground Supervision

Although students should enjoy their time on the playground, they are expected to adhere to certain rules that provide for the safety and order of all students during recess. A group of parents provide the supervision on the playground and will communicate with the teachers in situations where a student has acted violently or inappropriately toward another student. Based on the recess supervisors' observations on the playground, students may be asked to sit out of a game as a consequence for inappropriate behavior. More serious behavior issues could result in a behavior referral, loss of recess privileges, or an immediate detention, suspension or, in extreme cases, expulsion. Behavior incidences that occur on the playground will be reported to the classroom teacher or principal who will determine the appropriate consequence. The role of the recess supervisor is not to impose disciplinary consequences on students nor is it to communicate formally with parents (by phone or email) as to what transpired on the playground. The classroom teacher or principal will assume these responsibilities.

The following list of rules has been constructed to guide students' behavior while at recess:

- ❑ Students should use equipment as it is meant to be used (e.g. students should use the swing and slide one at a time and avoid stopping or climbing up the slide)
- ❑ Students should seek permission before going back inside the building or retrieving balls that have rolled off school grounds.
- ❑ Students are not permitted to engage in wrestling, boxing, tackle football or any other aggressive play during recess (one-hand touch football and tag are allowed on the grass area only).
- ❑ Students should treat other students respectfully by including them in games and apologizing when necessary.

- Students should stay in the designated play area unless given other instructions by the recess supervisor (students are not allowed beyond the building on either end or beyond the last black pole of fencing by the baseball diamond).
- Students should respect the authority of the recess supervisors by responding quickly and politely when the whistle is blown (a short whistle indicates that the supervisor is trying to get a student's attention and a longer whistle indicates it is time to line up to reenter the building).
- Students should reenter the building quietly and respectfully.

Should there be inclement weather, supervisors will monitor recess in the gymnasium. Students are expected to bring games, books or puzzles from their classrooms to use during recess. Indoor recess is not a time to play sports, tag or engage in any of the kinds of physical activity typically associated with outdoor recess. The same expectations of respectfulness apply regardless of where recess is held.

Communication

Parents, teachers and staff can communicate effectively in a variety of ways, such as letters, e-mails, phone calls or formal/informal conferences. When a parent initiates contact with a teacher, the teacher will make every effort to respond to the parent within forty-eight hours. When a parent or teacher wishes to conference, it is expected that an appointment be made in advance rather than seeking out a teacher without his/her prior knowledge during the school day. Any written communication from the parent should be addressed to the teacher and sent in a sealed envelope.

Edline provides another means by which school can communicate with parents. Using Edline, parents can find the most recent newsletters, an up-to-date calendar, classroom announcements, school presentations, meeting minutes, principal emails, student grades (in grades 4-8) and school documents and forms. Parents may contact the school Technology Coordinator with any questions concerning their Edline account.

In keeping with the church's policy of subsidiarity, any questions or issues concerning students should be addressed with the person(s) most familiar with the situation, beginning with the classroom teacher, continuing with the principal and, if necessary, ending with the pastor.

Take-Home Envelope

The youngest child of the family will be responsible for bringing home all school communications, including the take-home envelope which is sent home every Monday. After reading the materials inside the envelope, parents should sign the outside of the envelope on the appropriate date and return it to school the next day with their youngest child. Should parents be returning items in the envelope, simply check the "enclosures" box on the envelope. The homeroom teacher and school office will know to remove something from the envelope. An organizational referral may be given in circumstances in which students consistently fail to return the envelope on time.

Conferences

Conferences between parents and teachers are held once per year in the fall (kindergarten and 1st grade parents are provided a second conference date in the winter). Fall conferences for all grades K-8 will be scheduled by the school office and parents will be notified of their conference time in advance. If a parent wishes to contact a teacher at another time, this may be done by calling the school office—whereby parents can leave a message for the teacher—or sending an email to the teacher. As a general rule, parents are asked not to call a staff member at home.

Separated or Divorced Parents

In cases of separated or divorced families, the parents should provide the school with the necessary legal paperwork concerning custodial rights. The school will attempt to accommodate each parent in its routine communications and distribution of student grades (i.e. progress reports and report cards) and other pertinent school or student information. However, there is an expectation that separated or divorced families would establish a communication plan—to be shared with the school—that would ensure each parent is provided the necessary information about the child's experiences at the school.

When conferences are scheduled, while the custodial parent is encouraged to include the non-custodial parent in the conference, scheduling and communication of such conferences will be organized with the custodial parent only. In order to protect student confidentiality, only parents (custodial and non-custodial) will be allowed to participate in conferences. Step-parents may be included in the conference if the custodial parent approves.

Honor Code

Cheating on homework or tests or deliberate plagiarism of any kind is a serious offense. Middle school students (and parents) will sign an honor code stating that all work completed will be done themselves. Students caught cheating or plagiarizing on any schoolwork (this includes talking during tests, looking at another student's paper, or discussing class work after a teacher has instructed the students not to) may receive an immediate detention and/or suspension. In consultation with the principal, the teacher has the authority to determine whether the student will be required to redo the assignment for partial credit.

Eligibility Requirements for Participation in Athletics and Extracurricular Activities

If, on a quarterly progress report, a student earns a D/F in any subject area course or as part of the conduct grade, the student may be placed on academic and athletic probation. Probationary status brings no disciplinary consequences, however it should serve as a formal reminder to the student that steps need to be taken to improve his/her academic performance.

If a student earns the grade of "F" on a quarterly report card, the student may become ineligible for all athletic contests, practices and extracurricular activities (including "SPX-tras," dances and middle school youth ministry gatherings) until the earliest time as the distribution of the next progress report. Taking into account the student's prior academic record as well as other mitigating academic, social or emotional issues that may be present, the principal will determine the student's eligibility status on a case-by-case basis and will communicate with the parent(s) at the conclusion of the quarter regarding a student's status. Prior to making the decision, the principal may opt to convene a conference as a way to consult with the parents, teachers and student to explore the circumstances behind and reasons for the student's poor academic performance. Should a student be prohibited from participating, reinstatement in athletics or other extra-curricular activities is contingent upon the child earning the grade of "C" in all subject areas (not only those for which he/she earned a failing grade) by the time of the next quarter's progress report.

Rules Governing Conduct on School Premises

The following rules and procedures govern the behavior of students, parents and visitors while on school premises:

- Students may not leave school grounds during the school day without the explicit permission of the office or express written permission from the parent. Any parent leaving the school with a child should be certain to sign the child out at the front office.
- Students are not to return to school for a practice or event until it is scheduled. Extended Care will be utilized for those students who do not have transportation home at the time of dismissal.
- Students are not permitted to use personal music/game devices, PDAs, cell phones, pagers, laser pointers, cameras or any other electronic device unless he/she has received permission from a teacher or principal. If found in possession of a student, these items may be confiscated.
- Students are not to bring toys or games from home unless requested by the teacher for a class project or event. Students interested in playing games or cards during lunch may check them out with the school office.
- No student may ride a bike to school.
- No student or adult is permitted to smoke on school property—this campus is smoke-free.
- Visitors and volunteers must sign in at the school office and wear a visitor's badge during their time at the school.
- When parents, students and visitors are in the building for other any extracurricular or parish activities they are expected to treat the school building and adults present in the building respectfully. If actions are not be permissible during school hours, they are not permissible in the building at other times.

Photo Release

The school will notify parents when it intends to use a photograph and or likeness of a student for the marketing of our school and parish. Parents objecting to the use of their child for such purposes should contact the school in writing.

School Closing and Delayed Starts

In the event of severely inclement weather or an issue regarding a mechanical or electric issue at the school, the school may be closed. School closing information will be announced on the four local television stations as well as radio stations 1070AM (WIBC), 1430AM (WXNT), 107.9FM (WNTR) and 99.5FM (WZPL).

In recent years, a delayed start was not used. On snowy mornings where travel conditions may have been dangerous, the school allowed parents and teachers to determine whether it was safe enough to bring children to school on time. While this policy was helpful for those that were required to be at work at a certain time, for some parents and most teachers such a policy may still establish a tacit expectation that they arrive to school on time. Without the school imposing a delay, parents may feel as though a child would be missing schoolwork if brought to school late. Furthermore, without a delay in place, the burden on teachers (particularly those traveling from outside the surrounding area) to arrive to school on time may even be more pronounced as the school, to some extent, relies on their supervisory presence to accommodate those students who arrive on time.

For these reasons, a two-hour delayed start may be used as a last resort in circumstances in which travel conditions may significantly improve in the later morning hours. In such cases, school for students in grades 1-8 and full-day kindergarten will begin at 10am. Half-day kindergarten classes—and, if the delay occurs on a Monday or Friday, extended day kindergarten classes as well—will not be held on such days. An adjusted schedule will

not be used for middle school; classes will begin at 10am with the class originally scheduled for that time. Middle school students will be permitted a one-day reprieve on assignments associated with the missed classes.

Field Trips

Students are exposed to many field trip experiences during their time at St. Pius X. For example, eighth grade students take an annual class trip that enhances an aspect of the curriculum; fourth grade students take an overnight trip to CYO Camp; fifth-sixth grade students attend “Exchange City,” an annual, day-long event that integrates economic, business and math problem solving skills in the context of a real-life scenario; and students in all grades enjoy experiences at the pumpkin patch, storytelling venues, “Meet the Author” read-alouds, Beef and Boards and other local theatre productions.

Although there may be some occasions in which parents are asked to transport their and/or other children to a school-related event, buses will be used to transport students on most school-sponsored field trips. A comprehensive permission slip will be sent home at the beginning of the school year asking parents to provide consent for a student’s participation in and transportation to an off-campus event. This permission slip will need to be signed in order for students to attend the off-campus event—permissions communicated by phone will not be accepted. Teachers will communicate directly with parents prior to leaving on a field trip.

During, bus trips, students are expected to uphold the same standards of behavior required of them at school. As such, students must remain seated at all times; items may not be thrown around or outside the bus; students must talk in quiet voices and follow directions given by the bus driver and chaperones; and students must pick up all garbage and belongings when leaving the bus.

In the event that a parent volunteers to drive and/or chaperone, he/she should be aware that he/she assumes the liability for the safety of the students. Furthermore, parents who volunteer to chaperone are responsible for making sure the children assigned to them are either with them or accounted for by another parent. All drivers must have proof of insurance on file in the school office, and must have completed the associated child protection requirements outlined elsewhere in this document. Parents should not make unscheduled stops to fast food restaurants or other places that have not been communicated in advance to parents.

School Safety Procedures

In the event of a school time or non-school time crisis, the teachers and staff at the school will initiate a set of prepared emergency response procedures. Procedures are in place for situations involving everything from minor accidents at school to more serious safety issues such as bomb or death threats, weather emergencies, hostage crises and gun or weapon threats. The principal reviews these procedures with teachers and staff members periodically. Should one of these events take place, the principal will use whatever method is most expedient and available to communicate quickly with parents. In certain emergency situations, the school may need to be locked down. In such cases, parents wanting to pick up a child will not be allowed to enter the school. The safety of students is our first priority in any crisis situation.

In order to provide for a safe exit from the buildings in the event of fire or tornado, regular drills are held throughout the school year. Fire and tornado drills are practiced and a record of dates and times for such drills are sent to the Indiana Department of Education in accordance with state law.

Child Protection Training

All St. Pius X and Archdiocesan employees and volunteers, who will interact with children in any way, must complete VIRTUS training. VIRTUS training consists of a one-time, three hour class and, following, a once-per-month online training bulletin in and about which all volunteers must read and answer questions. Participants must register online for the training; sign in at the session; receive a completion certificate; and stay current on bulletins in order to volunteer in child-related activities at the school. In addition, all volunteers and employees must submit to a background check and sign an Archdiocesan policy acknowledgement form. Good for five years, the background check costs \$15 and is typically returned within a few business days. Both forms are available in the main office read and sign.

Uniform Policy

St. Pius X enforces a dress code that is required for all students in the school. The purpose of the school uniform is rooted in the belief that learning experiences are optimized in the context of a structured environment. Although there are many elements inherited in such an environment, requiring students to adhere to a dress code helps to establish a structure conducive to learning. While School Belles Uniform Company has all uniform items available for purchase, parents are not required to purchase any item from the company other than the red or green uniform shirt, plaid jumper, skirt or skirt. Other uniform items may be purchased at either School Belles or at any local clothing store as long as they meet the requirements outlined herein. If you are uncertain as to whether or not a clothing item meets the uniform requirements, please bring it into school for review prior to washing or removing the price tags. Parents are expected to help the school enforce the following components of the dress code policy:

- ❑ Boys and girls are required to wear either a white turtleneck or white collared knit shirt—both of which may be purchased at any clothing store—or the red and green collared shirt that is available only from the uniform company. Colored T-shirts or shirts with lettering are not to be worn under uniform shirts.
- ❑ Girls are required to wear either the plaid jumper, skirts, navy cotton-blend or corduroy slacks or, in the months August-October and April-June, navy, cotton-blend, walking length shorts; a short or long-sleeved collared uniform shirt; solid white or navy tights or white or navy socks that are visible above the ankle; and sneakers or other flat shoes.
- ❑ Girls are not permitted to wear stretch pants, jeans, cut-offs, knits, leggings, or any item that includes an emblem, label, designer name or monogram. They are also restricted from wearing sandals, thongs, clogs, any other type of open-toed or open-backed shoes, or shoes that are otherwise hazardous to the safety of the students. From December-February, female students are permitted to wear boots.
- ❑ Boys are required to wear white socks that are visible above the ankle and sneakers with either the navy, cotton-blend or corduroy slacks. In the months August-October and April-June, they may opt to wear navy, cotton-blend, walking-length shorts. Boys are not permitted to wear knit or jean shorts. A solid black, brown or blue belt is required if the pants have belt loops.
- ❑ Middle school boys and girls have the additional options of wearing cotton-blend, dress-style, khaki pants or, when permitted, shorts—available for purchase at any clothing store—as well as a black fleece jacket available only through School Belles.

- ❑ As part of the uniform, students are permitted to wear the sweatshirts available from the uniform company. Other sweatshirts, warm-up jackets, or coats may not be worn in the classroom or in the church unless a student receives explicit permission from his/her teacher or principal.
- ❑ All students should have their shirt tucked in to their pants and present an overall neat and clean appearance. As such, girls are not permitted to wear excessive jewelry, make up, nail polish, artificial nails nor should they wear shorts or skirts that are fashioned to be excessively short (i.e. less than two inches above the knee). Boys are not permitted to wear excessively loose-fitting or ripped clothing, jewelry or pants with multiple pockets or zippers along the leg. No student is permitted to maintain a hairstyle or hair length that is inconsistent with the spirit of the dress code.

While the teachers and principal understand that certain dress code violations may be inadvertent, behavior referrals may be issued to students who knowingly and consistently disregard elements of the dress code. As a way to help enforce the dress code, the principal will call on teachers to perform “student uniform checks” as a result of which referrals may be issued. Students not in appropriate uniform will be given substitute clothing to wear or will be sent home to change.

Out-of-Uniform Days

“Spirit Days” are scheduled for the first Friday of each month. On these days, students may wear uniform pants, jeans or purple, gold or white sweatpants. In substituting any uniform shirt with a “Spiritwear” item, students may also feature purple and gold accessories (such as hair ribbons or socks). Athletic team uniforms should not be worn on these days.

Eighth grade students are permitted to wear sweatshirts with the name of their anticipated high school on every “non-Spirit Day” Friday. On “Spirit Days” students are asked to wear a “Spiritwear” item.

There may be other days when students are allowed to wear appropriately presented jeans, jeans skirts or other casual pants (or, if allowed, shorts) along with an appropriate, collared or non-collared shirt. On an out-of-uniform day, the criteria outlined in the dress code concerning the length and appropriateness of certain clothing or the permissibility of accessory items still applies. If a student is not in compliance, the school reserves the right to ask students to call home for a change of attire and/or issue a behavioral referral. Other special out-of-uniform days may be granted during the year at which time any additional information will be communicated.

Dress Requirements for Physical Education

Girls in grades K-5 should wear shorts or slacks to wear during physical education class. It is required that all middle school students change from their school uniforms into a gym uniform consisting of purple nylon-mesh shorts (like the ones used in CYO sports) and a plain white t-shirt. Shorts must be the appropriate length and both shorts and shirts must not be excessively loose or tight-fitting. Students of all grade levels must wear socks and gym shoes that are in good condition. Failure to meet these requirements may result in a behavior referral and/or a reduction in a student’s physical education grade.

Telephone

The use of a classroom or school telephone is for emergencies only. A student must have teacher or staff member's explicit permission to use the phone.

Textbooks

All textbooks used by the students are provided to the students on loan. Students are expected to keep the books covered and in good condition. If students mistreat books or fail to take care of books, they may be assessed a fine or charged to replace the book. Report cards and records may be held until fines are paid.