

St. Francis of Assisi School



PARENT/STUDENT HANDBOOK

2024-2025

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- **Signature Page**

Required- one per student; Please sign and return to the school office.

St. Francis of Assisi School is a co-ed elementary school for pre-kindergarten 2 through grade 8. St. Francis of Assisi School reserves the right to amend the Parent/Student Handbook and parent(s)/legal guardian(s) will be notified of any changes made. This Parent/Student Handbook is an informative booklet for parents and students setting forth the rules and policies of the school and is not intended as an expressed or implied contract.

Overview

Message to Parents & Guardians

Welcome to St. Francis of Assisi School! The entire school community pledges its support to you. May Jesus, the model of all teachers, be our encouragement in this important ministry of Catholic education. Surely, He who said, “Let the little children come unto me” (Mt 19:14) will bless the efforts in His name.

By enrolling a child in a Catholic school, a parent/guardian agrees to the following important responsibilities:

- To be a partner with the school in the education of the child
- To understand and support the religious/moral nature of the school
- To read all communications from the school and request clarification when necessary
- To know who the child’s teachers are and observe parent-teacher conference dates and any special requests for meetings
- To discuss concerns and problems with the person(s) most directly involved, and the administration, before contacting legal authorities
- To be as actively involved in the life of the school and volunteer assistance as possible
- To promote the school and speak well of it to others, including social media, etc.
- To meet financial obligations in a timely manner and support the fundraising efforts of the school when possible
- To appreciate that Catholic education is a privilege that many people do not have
- To encourage the child to take responsibility for his/her school work

Vision Statement (Declaracion de la Vision)

St. Francis of Assisi School seeks to be a joyful center of the New Evangelization that promotes active and engaged learning through faith, discovery, collaboration, and service.

La Escuela de San Francisco de Asís busca ser un centro alegre de la Nueva Evangelización que promueve el aprendizaje activo y comprometido a través de la fe, el descubrimiento, la colaboración y el servicio.

Mission Statement (Declaracion de la Mision)

Drawing on the ideals of our patron saint, rooted in the neighborhoods of Northeast Baltimore, branching out to the wider world, and envisioning a future even stronger than our past, St. Francis of Assisi School forms children for a life of scholarship, spirituality, and

service, rooted in the Catholic faith tradition:

- Scholarship developed through student inquiry, rigorous assessment, and dedication to lifelong learning;
- Spirituality reflected in a joyful relationship with God and compassion for others;
- Service creating a better and more peaceful world as students embrace cultural, ethnic, and social differences

For more than half a century, “not just a school but a way of life.”

LET YOUR SPIRIT SOAR!

Living the Mission

Safe - Promote safety and responsibility in our thoughts, words and actions.

Ownership - Take pride of ownership in our campus, our work, and our mission

Actively engaged - Stay actively engaged in academics, faith, family, and community life.

Respectful - Encourage and model respect, peace, and kindness for all.

Basado en los ideales de nuestro santo patrón, radicada en los barrios del noreste de Baltimore, extendiéndose al resto del mundo, y aspirando a un futuro aún más fuerte que nuestro pasado, la Escuela de St. Francis of Assisi forma a los niños para una vida de conocimiento académico, espiritualidad, y servicio, enraizada en la tradición de la fe católica:

- Conocimiento académico desarrollado a través de investigación, evaluación y dedicación al aprendizaje
- Espiritualidad reflejada en una relación feliz con Dios y compasión por otros
- Servicio creando un mundo mejor y más pacífico, los estudiantes adoptan las diferencias culturales, étnicas y sociales

Por más de medio siglo, “no sólo una escuela, una forma de vida.”

Como Vivir La Misión

Seguro - Promueva la seguridad y la responsabilidad en nuestros pensamientos, palabras y acciones.

Orgullo de la propiedad - Tome orgullo en nuestro campus, nuestro trabajo, y nuestra misión

Activamente comprometido - Manténgase activamente comprometido en la vida académica, la fe, la familia y la comunidad.

Respetuoso - Alentar y modelar el respeto, la paz y la bondad para todos.

¡DEJA QUE TU ESPIRITU SE ELEVE!

Statement of Beliefs

As a Catholic school, St. Francis of Assisi is grounded in the principles of our faith. Among these principles is the belief that we are global citizens made in God's image and likeness. We believe in the power and necessity of diversity to achieve a greater richness of ideas and to foster an inclusive environment. Our diversity and inclusivity is reflected in many facets among individuals, but not limited to, race, ethnicity, national origin, religious belief, gender, age, sexual orientation, socio-economic background, learning style and ability. Every student is endowed with inviolable dignity worthy of our respect. These are the core beliefs of Catholic social teaching. St. Francis of Assisi School, a Roman Catholic institution, believes in:

- Bringing to life, in the city of Baltimore, the values of St. Francis; namely, peace, love, forgiveness, joy, faith, hope, and understanding.
- Inspiring its students to live the Gospel message of Jesus through prayer and service.
- Preparing children for the academic challenges of high school.
- Offering an emotionally secure environment as an extension of the home.
- Embracing cultural, ethnic and social differences.
- Aligning its educational program to the dynamic world in which its students live.
- Affirming the value of a traditional, sequential educational approach.
- Welcoming the time, talent, and energy of parents and family members.
- Enjoying the active support and guidance of its multigenerational parish community.
- Allowing kids to be kids – fully and vibrantly experiencing childhood.

Philosophy

In 1998, St. John Paul II released his papal encyclical entitled *Fides et Ratio* ("Faith and Reason"). He expressed the relationship between human capacities for both faith and reason. As educators, we know divergent thinking requires a creative mind able to reach for the profound and the abstract, while convergent thoughts need rational grounding in facts and logic.

The SFA curriculum serves to engage its students in providing them with the problem-solving skills they will use in all academic areas. This education will provide students with an appreciation for the world God has given them by helping them to achieve a successful balance between their faith in God and their sense of reason.

This cross-curricular approach allows for a growing appreciation for the mathematical precision and beauty of Nature to blossom into creative expressions in the Humanities and Fine Arts.

Educating the whole child means balancing both types of thinking – convergent and divergent. While advancing student’s need for intellectual progress, we also foster a desire to remain connected as branches to the “true vine” who is Christ. (Jn 15:1) In all cases, this model of teaching promotes academic discovery and student-centered inquiry. We believe that this helps guide the student to value the pursuit of Truth – the truth of the Gospel that speaks to us in matters of faith, the sciences, and the fine arts.

St. Francis of Assisi School is committed to preparing students for the world they will one day inherit. The workplace of the 21st Century is one that is increasingly reliant on a set of skills focused on technology, creativity, leadership, collaboration, and problem-solving.

SFA graduates go on to the finest high schools in the region and from there to great success in colleges and adult life. We build critical minds and compassionate hearts here – those are the hallmarks of an education at St. Francis of Assisi School!

History of School

Our story begins with the founding of St. Francis of Assisi Parish in northeast Baltimore. The one-story church was dedicated on May 15, 1927, and served the neighborhood of Mayfield and the surrounding communities for decades. Nestled between lake and woods, the parish became an anchor for the community that came to be known as a “hamlet in the heart of town.”

After many years of growth, the decision was made in the early 1950s to build a new church next to the existing building, and to convert the original 1927 structure into a school. The new school opened in 1955 with four classrooms, an assembly hall, and an office in the building the church had vacated. Three Sisters of Saint Joseph staffed the new school with an enrollment of eighty-eight students in grades 1, 2, and 3. Mass of the Holy Spirit was celebrated in thanksgiving to God for blessings received and to ask God’s care and guidance for the future. Archbishop Francis P. Keough blessed the classrooms during the first days in the new school.

During the summer of 1957, the second floor was added to the school. This gave the school eight classrooms, a library and an office. The first class graduated in 1961 with forty-two students.

In September of 1989, a preschool was established at St. Matthew United Church of Christ. Known as Mayfield Christian Preschool, it was originally co-sponsored by St. Matthew and St. Francis of Assisi and governed by the Mayfield Christian Preschool Board. As time passed, St. Francis gradually assumed operational responsibility for the program, and in the summer of 2008 the preschool was relocated to the first floor of our school.

In the summer of 1997 a third floor was added to our building. This expansion of the facility enhanced the learning environment and made a statement to the neighborhood that SFA is committed to this area and to the city of Baltimore.

The school was approved to offer the International Baccalaureate Middle Years Program starting in 2015, and the Preschool achieved Level 5 recognition from Maryland EXCELS in 2018. May the school continue to energize students and parents and continue to build Christ's Kingdom on earth!

Accreditation

St. Francis of Assisi School is accredited by Cognia through June 2027. In accordance with the Archdiocese of Baltimore, St. Francis of Assisi School met the requirements established by the Cognia Accreditation Commission and Board of Trustees and was thereby accredited by the SACS Council on Accreditation and School Improvement.

International Baccalaureate (IB) Middle Years Program

The Middle School (Grades 6-8) received authorization in 2015 to offer the International Baccalaureate Middle Years Program.

Maryland EXCELS Program

The Preschool is fully licensed by the MSDE Office of Child Care, and was recognized in 2018 by the Maryland EXCELS program at Level 5, the highest level available.



FACULTY & STAFF

2024-2025

Administration

Ms. Arlisa Ledbetter - Principal
Mrs. Kara Sherman - Director of Preschool/ BASC/Elementary Department
Director of Enrollment & Admissions
Lauren Duggins - Administrative Assistant
Sharon Foley - VIRTUS Coordinator
Kathie Nichols - Bookkeeper

Instructional Staff

Lisa Bradford - Preschool 2	Sean Hogan - MS SS, Rel, ELA, Arts
Christina Hill - Preschool 2	Catherine Thibault - 5th - 8th ELA/IB Coordinator
Shamia Hodge - Preschool 3	Fryan Escobar - 5th - 8th Math & Science
Josie Regert - Preschool 3	Alex Gammon - MS Sci, Math, Envr. Sci. & ES Subjects
Kristin Watson - Preschool 3/4	Doreen Williams - K-5, Library, Art, Music, Catechesis
Julie Lin - Preschool 3/4	Kevin Regert - PE
Melissa Flora - Pre-Kindergarten	Nidea Sierra - K-8 Spanish
Katelyn Smith - Pre-Kindergarten	
Caren Samuels - Kindergarten	
Lori Hicks - 1st & 2nd Grade	
Derek Carr - 3rd & 4th Grade	

Adjunct Staff

Dave Rybczynski - Liturgy Coordinator
Dave Pugh - Photographer

Support Staff

Alison Peters - School Counselor
Amy Walsh - Learning Specialist/H.S. Adva.,
Admissions and Marketing Team

Staff member email addresses all follow the same pattern - lastnameinitial@sfa-school.org. Please allow at least one full business day for replies.

School Board Members

Please see the school's website for the list of School Board members.

School Calendar 2024-2025

New to the 2024-2025 school year, St. Francis of Assisi School has included three inclement weather days into the school calendar (Thursday, March 20th, Wednesday, April 2nd, and Wednesday, May 15th). Please note that for each inclement weather day we need to use to close school from August-April, we will take away one of the 3 inclement weather (days off) identified in March, April, and May. Additionally, the school has planned 2 asynchronous 1/2 days for students. Students will be responsible for completion of work posted to students, so that teachers will be given the time to input final grades for the trimester.

Academics

St. Francis of Assisi School is a comprehensive co-ed preschool, elementary, and middle school, partnered in ministry to provide a secure, caring, Christian community of learning for children. St. Francis of Assisi School offers a low student teacher ratio, experienced and well-trained faculty who provide a vibrant, engaging and nurturing learning environment to the students.

St. Francis of Assisi is the first school in the Archdiocese of Baltimore to offer the International Baccalaureate (IB) Middle Years Program. We have a strong curriculum in all subjects but have been recognized for our work to develop a rigorous and challenging program in this area that teaches students how to think, not just what to think. In all grades, we strive to teach cross-curricular lessons that involve the students in active inquiry learning.

Curriculum

St. Francis of Assisi School follows the Archdiocesan Curriculum standards, instructional minutes and the regulations of the Maryland State Department of Education for non-public schools. Courses are updated on a rotating basis every 5 years.

Textbooks

Please check with your child's teacher on the educational resources, such as textbooks, and digital resources, utilized at his or her grade level.

International Baccalaureate (IB) Program

Our International Baccalaureate (IB) Middle Years Program (MYP) informs the overall SFA approach to teaching and learning by emphasizing an inquiry-based approach. Rather than isolating subject areas from one another in the curriculum, instructors are to guide students to apply the content and skills taught by engaging students in inquiry-driven learning activities that allow them to investigate real-world issues and solutions to problems. (For example: the connection between the role of government and the natural world; the use of math and art skills in engineering design projects; the science behind changes in Earth's landforms. Genuine connections exist between social studies and science when it comes to environmental issues concerning laws and civic responsibility.) It is necessary to keep fresh the awareness and use of the many connections evident across all the subjects in the curriculum.

IB-MYP Assessment Policy

The International Baccalaureate Middle Years Program is guided by three core principles: holistic learning, intercultural awareness, and communication. In essence, assessment is simply a form of communication. The word itself is derived from the Latin *ad sedere*, meaning "to sit beside." Effective assessment is a tool that promotes learning by providing guidance to the learner.

During the learning process, the feedback students receive is called ***formative assessment***. It answers the question "How am I doing so far?" The teacher takes on the role of a coach, providing quick, direct, and useful information to the student about his or her learning and growth. In addition, peers can respond and give feedback, and the learner will reflect upon his or her learning in journals or discussions. This information can be used by the student to get better at the task and to deepen and refine his or her understanding of a concept. The IB-MYP places great value on formative assessment, which could also be termed "assessment for learning."

Summative assessment refers to a judgment that is made about a significant, culminating demonstration of learning. A summative assessment looks to see whether a student can show growth in understanding, awareness, and application of skills. If formative assessment

is like athletic coaching, then summative assessment is the sport/game itself. It could also be termed “assessment of learning.” Both types of assessment are important in IB instruction.

Common Practices in Assessment

In designing MYP units of study, teachers “begin with the end in mind.” In other words, they determine what it is that students should know and be able to do at the end of the unit. Then, they design activities and create rubrics to guide students in understanding the qualities necessary for a successful demonstration of learning. Teachers refer to these rubrics throughout the unit. **A final project may take the form of a presentation, an essay, a design project, a research paper, or other significant activities that allow students to demonstrate their understanding of the essential concepts and content of the unit.**

Formative assessment throughout the unit will help students understand what needs to be improved so that they can demonstrate their understanding successfully. Knowledge of content (such as vocabulary) and skills (such as math calculations) will be assessed by the teacher through tasks such as quizzes, tests, and short writing assignments throughout the unit of study. Students will also monitor their own progress through activities such as journal reflections and peer critiques. The most significant assessment will be a rubric-based summative judgment regarding the major project that completes each unit. Researching, designing, creating, and reflecting on major projects are distinguishing elements of the IB. Through guidance in development of IB approaches to learning (ATL), teachers help students develop the skills necessary to become independent learners, such as organizing/completing tasks, demonstrating knowledge, and using task-related techniques.

Recording and Reporting Student Achievement

There are several audiences to whom assessment information should be communicated. First of all, assessment should serve the student: it is a tool to help students understand their own learning so that they can assume greater responsibility and become more independent. Secondly, assessment must serve parents and other teachers: their role as caring adults is to support student learning, and in order to do so, they need to understand where strengths and weaknesses lie. Third, assessment must communicate clearly and efficiently to outside entities, such as the school district and high schools, about levels of achievement.

Assessment structure is consistent across subjects. Each area has four main objectives. Subject groups must address all strands of all four objectives at least twice in each year of the MYP. In all IB subject areas, an 8-point scale is used to make judgments about the level of a student’s achievement on a particular task, in light of the specific criteria for that

subject area. The scale is separated into bands. Generally, they are as follows:

0	The student does not meet a standard described by any of the descriptors below.
1-2	The student shows a limited or partial understanding.
3-4	The student shows adequate or satisfactory understanding.
5-6	The student shows solid understanding.
7-8	The student's work is successful at the highest levels of challenge.

The Archdiocese of Baltimore requires that grades also be reported on a traditional scale. When assignments are graded at St. Francis, the 8-point IB scale translates as follows:

8 = 100%	4 = 80%
7 = 95%	3 = 75%
6 = 90%	2 = 70%
5 = 85%	1 = 65%

- Support/encourage student learning by providing feedback on the learning process.
- Inform, enhance, and improve the teaching process.
- Provide opportunities for students to exhibit transfer of skills across disciplines, such as in the community project and interdisciplinary unit assessments.
- Promote positive student attitudes towards learning.
- Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts.
- Promote the development of critical and creative thinking skills.
- Reflect the international-mindedness of the program by allowing for assessments to be set in a variety of cultural and linguistic contexts.
- Support the holistic nature of the program by including in its model principles that take account of the development of the whole student. (*From Principles Into Practice, 2014*).

IB-MYP Honesty Policy & Philosophy

St. Francis of Assisi School forms children for a life of scholarship, spirituality, and service. As stated in the school handbook the school strives to: 1) develop the strong character and sense of responsibility based on Christian ideals; 2) establish an atmosphere that will enhance all aspects of growth and learning in the child; and 3) provide a supportive climate that will promote the welfare of the individual and the school community.

Academic honesty promotes integrity in all aspects of learning and teaching. It is supported by several of the IB Learner Profile traits:

- **Inquirers:** The students nurture their curiosity and develop their skills for research. They know how to learn independently and with others, giving credit for each contribution.
- **Communicators:** They express themselves confidently and collaborate effectively when appropriate. They cite information gathered from other sources correctly.
- **Principled:** They act with integrity, honesty, and a strong sense of fairness. They take responsibility for their own actions and give credit to the contributions of others.

Expectations

The students will learn and practice academic honesty as they develop their Approaches to Learning (ATL) skills. The students will acknowledge the source of their data, works of art, illustrations, photographs, maps, etc. The students will follow the guidelines given by their teachers in citing information, appropriate for their grade level. Citations will include the author, title of the source, date of publication, and page numbers as applicable. Middle school students will cite the source even when the material is paraphrased.

The students will collaborate on activities when directed and reflect on the contribution of each student in that collaboration. The students will also work independently when requested, supported by their teachers and parents in developing academic integrity. All assignments must be authentic - based on the student's individual and creative ideas, with the ideas and work of others fully acknowledged (*From Principles to Practice* 76).

Academic Misconduct

Academic misconduct is any behavior which results in a student gaining an unfair advantage over another. It includes:

- Plagiarism - representing the work of another as one's own, without acknowledging the source of the information. This includes copying another student's work or using information from another source, even when paraphrased, without citing the source.
- Collusion - allowing one's work to be copied by another

- Duplication of work - use of the same work for different assessment components
- Any other behavior that gives an unfair advantage to a student or affects the results of another student (*From Principles to Practice* 94).

Role of the School

The school will communicate this policy on the school website and will revisit this policy annually to update as needed. The teachers will ensure that students understand the honesty policy and will provide instruction in the ATL skills needed to enable the students to paraphrase and quote information using appropriate citation formats. The school will address incidences of academic misconduct. Consequences may include notification of parents, disciplinary action up to and including suspension. Details are found in the ***Student Discipline*** section of this Handbook. This policy will be reviewed annually by the IB Planning Committee in June. Suggested revisions will be submitted for approval by the principal. New faculty members will be updated on the policy in August.

IB-MYP Language Policy and Philosophy

“Crucial for the success of the programmes is a rich development of language and literacy for all learners. The ability to communicate [...] in more than one language is essential to the concept of an international education that promotes intercultural understanding”. (*Learning in a Language Other than Mother Tongue in IB Programmes, 2008*.)

St. Francis of Assisi School provides language instruction along a continuum. Initially students learn basic literacy skills. The child learns to read and use language as a communicative tool. The child is then able to transfer understanding and concepts when learning another language. (*Learning in a Language Other than Mother Tongue in IB Programmes, 2008*)

The second stage of language instruction is using language to learn. Language is used to develop new meanings and to construct knowledge about the world. Literacy becomes increasingly important in doing this as more abstract learning takes place through dense academic texts in school. The ability to access the language of these texts is referred to as cognitive academic language proficiency or CALP by Cummins (1979, as quoted in *Learning in a Language Other than Mother Tongue in IB Programmes, 2008*).

Third, the student’s instruction culminates in learning about language. The student gains insights into the various genres used by writers to communicate in a purposeful way. The

student also makes effective choices in choosing the best genre for the writing task.

Language Profile

Approximately 90% of the population of St. Francis of Assisi School speaks the English language as the “mother tongue.” The school has a culturally diverse population, with about 20% of our student and faculty community either first or second generation immigrants. Among the countries of origin are Argentina, Bulgaria, Cameroon, Canada, China, India, Pakistan, The Philippines, Sierra Leone, Singapore, and France. Several students are bilingual, but none are bilingual in Spanish, which is our second language of instruction. All students Pre-K to 8th grade are offered Spanish as a second language.

Language Instruction (English)

Since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication. The teachers meet regularly in their departmental groups (primary and middle) to create a dynamic framework to ensure the articulation of language acquisition skills across subject areas and grades. This framework includes phonetic and structural analysis skills; vocabulary development; factual, inferential, and critical comprehension skills; and language expression. The school follows the Archdiocesan Course of Study. At the middle school level this curriculum is integrated with the IB MYP units of study.

“All IB programmes value language as central to developing critical thinking, which is essential for the cultivation of intercultural understanding, as well as for becoming internationally minded and responsible members of local, national and global communities. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development. The six skill areas in the MYP language and literature subject group—listening, speaking, reading, writing, viewing and presenting—develop as both independent and interdependent skills. They are centered within an inquiry-based learning environment. Inquiry is at the heart of MYP language learning, and aims to support students’ understanding by providing them with opportunities to independently and collaboratively investigate, take action and reflect” (*Language and Literature Guide, IBO, 2014*)

Support for Student (Not Proficient in English)

St. Francis of Assisi School uses an inclusion approach to instruction. Students with learning differences progress with the support of a Learning Specialist, Title I services, and

through differentiation, accommodations, and modifications of lessons within the classroom. Adjustments may include the following:

- the use of a pocket translator, translation software
- allowing more thinking time to plan a response
- elaborated input - the provision of more explanation in simpler language
- modeling and reinforcing language
- recasts - restating a response with correct language
- questioning to guide students' thinking and expression
- increased use of student to student verbalization to allow the student the opportunity to practice language skills
- assessment accommodations - reducing assigned material breadth or length of response

Second Language Acquisition (Spanish)

The IB MYP requires the study of at least two languages to support students in understanding their own cultures and those of others. The study of a second language is essential for the cultivation of intercultural awareness and the student's identity as a member of local, national, and global communities. The acquisition of a second language greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills.

At St. Francis of Assisi the second language of instruction is Spanish. In addition to developing proficiency in Spanish, the students gain an understanding of cultural heritage. The instructor encourages an awareness and understanding of the perspectives of people from one's own and other cultures, leading to involvement or service in one's own and other communities. A final instructional goal is to foster curiosity and an interest in lifelong learning.

IB-MYP Inclusion & Special Education Philosophy

At SFA, students are formed for a life of scholarship, spirituality, and service. Scholarship is developed through inquiry, rigorous assessment, and dedication to lifelong learning. Students create a better and more peaceful world by embracing cultural, ethnic, and personal differences as they serve others. It is our expectation that all middle school students will be fully involved in the IB program. Teaching and learning enables students to become actively responsible for their own educational development. We offer accommodations to students with learning differences to enable them to fully participate in instructional activities. This policy is reviewed annually by the IB Planning Committee in

June. Suggested revisions will be submitted for approval by the principal. New staff are updated on policy in August.

IB-MYP Student Support

As teachers develop units of instruction, attention is given to strategies to differentiate instruction to meet the needs of learners. Examples include scaffolding instruction, rephrasing directions, chunking material, varying the reading level of instructional material, the use of cooperative learning, the use of technology for note taking, and the provision of copies of notes. Test accommodations include the use of extended time, chunking or decreasing the amount of material, and varying requirements for written responses.

Support is also offered for students for whom English is not the mother tongue. (See *IB-MYP Language Policy*.) This may include the use of a pocket translator, modeling language, the provision of coach classes, and assessment accommodations and/or modifications.

IB-MYP Student Accommodations

When a potential learning difference is identified, the student may be referred for an evaluation through the zoned public school or a private diagnostician. Results are shared with teachers, recommendations are discussed, and accommodations and/or modifications are agreed upon in a Student Accommodation Plan (SAP). Assessments are stored in a secure location in the Principal's office. The school's Student Advocacy Team (SAT) meets monthly for ongoing review of all SAPs and provides regular updates to teachers on the needs of their students.

Coordination of Services

After a SAP is developed, meetings are held to discuss the student's progress and learning expectations. Parents and staff both take part in analyzing student strengths and needs. The Learning Specialist leads in developing documents summarizing recommendations of the team. Title I also prepares a report regarding student progress to accompany the school report card sent home each trimester.

Staff Development

Professional development is available through Title II funding. In addition to weekly IB planning, staff meetings are held several times a month, with information shared regarding such topics as inclusion, executive function, and ways to scaffold instruction.

Course of Study

St. Francis of Assisi follows the Archdiocesan Course of Study.

Homework

Homework is periodically assigned to support full scholastic development and for reinforcement of skills learned in the classroom. Students should spend appropriate time depending on their grade level and teacher expectations. Homework may include study/review as well as written assignments. In addition, students are expected to read nightly. Students are also expected to drill math facts on a regular basis. Each student in grades 2 to 8 uses a special Homework Book (assignments are listed), so parents can review assignments with their children nightly. In addition, homework is posted online. Parents/guardians are expected to see that their children fulfill their homework responsibilities.

Physical Education

Physical Education is required for each year a student attends St. Francis of Assisi School. All K-8 students must attend physical education classes. Gross motor play for our preschoolers is incorporated into lessons and daily schedules and children go outside to play daily (weather permitting).

“Growing with God” Program

SFA participates in the required Archdiocesan program on human sexuality. The program provides age-appropriate instruction in family life topics from a Catholic perspective. Materials for the program are specified between those written for a parent audience and those for the age group being taught. Student materials are distributed during class time. Parent materials are made available through the Main Office to inform families of the content of these lessons.

Textbooks and Materials

Consumable workbooks, materials, and educational technology services are paid for through the annual Materials Fee. The materials fee is a mandatory non-refundable fee. This fee can not be included in tuition or spread out beyond the 2 months given to pay it. Most hardcover and online textbooks are purchased with funds from the State of Maryland and are the property of the State of Maryland. Lost or damaged textbooks must be replaced by the family.

Exams for Middle School

At the end of the year, students in grades 6-8 will take their final exams. A special schedule will be distributed with the order of the exam administration. Students have graded exams reviewed with them in class; however, they are not sent home. Parents can review the exams by setting up a time to view them at school.

Honor Roll for Middle School

Students in grades 6-8 who demonstrate high academic achievement and who positively impact the learning environment are placed on Honor Roll based on the following criteria:

- Principal's Honor Roll – All A's or better in major subjects (Religion, ELA, Math, Science, Social Studies), all special classes, and no N's or U's in any standards, effort, and conduct including unstructured time. All IB standards in all subjects must be 5 or better.
- Second Honors – All A's & B's (with more A's than B's, meaning a minimum of 3 A's) in major subjects (Religion, ELA, Math, Science, Social Studies), and B or better in all special classes, standards, effort, and conduct including unstructured time. All IB standards in all subjects must be 3 or better.

Preschool Program

Preschool uses the Creative Curriculum in addition to thematic play-based learning. The Creative Curriculum is an approved curriculum by the Maryland State Department of Education for Preschool programs. The Creative Curriculum is broken up into several learning themes which will be used throughout the school year. For more information, parents can refer to the following website: www.teachingstrategies.com.

Screen Time for Preschool Students

Screen time, including television, computers, tablets, or other media devices for Preschool students will be limited to use only in facilitated learning experiences. Screen time will be interactive (touch screen, dancing with music, etc.).

Preschool Promotion

Successful completion of a Kindergarten Readiness Assessment (Brigance, MSDE approved) administered in the Spring as well as readiness and maturity, as evaluated by the classroom teachers and the Preschool Director, are the primary indicators for moving to the next level classroom. Placement into the 3/4's class will be determined by the Director in consultation with the Principal and parents.

Promotion Requirements

Students are promoted to the next grade upon successful completion of all subjects in a given year.

Retention

Students who do not successfully complete the required educational program may be retained at the current grade level. This decision is made by the principal in consultation with the parents after following the timeline described below.

Teachers should communicate with parents on a regular basis regarding the child's progress. By mid-February, the teacher, principal, parents, (and student) review the student's work performance to date and discuss his/her educational needs for the remainder of the year and the possibility of failure and/or retention. This meeting is followed by a written communication to the parents reviewing the content of the meeting, including the educational plan. Students may also be retained for severe attendance and tardy issues during the school year, as determined by the school in consultation with the Department of Catholic Schools.

Graduation Requirements

Students in 8th grade who successfully complete the course of study as outlined by the Archdiocese of Baltimore, will be awarded a diploma at the end of the school year. An 8th grade student must be in good academic, financial and behavior standing in order to participate in the end of the year activities and graduation.

Students in Grade 8 must pass the following subjects in order to graduate: Religion, Language Arts, Math, Science and Social Studies. A student with a failing grade in any one of these areas will be expected to attend summer school or be tutored by persons approved by the administration. A certificate of successful completion must be presented to the principal of the high school and the principal of St. Francis before school reopens. Although the student may attend the formal graduation ceremony, the official St. Francis of Assisi School Diploma will be withheld until all of the above has been accomplished. Diplomas will be issued to those students who have successfully completed eighth grade requirements. The 8th Grade may not be repeated at SFA.

Student Accommodations

SFA attempts to meet the educational needs of all students. If a student appears to have learning differences or other special educational needs, the parent is obliged to have professional educational assessments completed and to supply the documents as a condition of continued enrollment. SFA will attempt to provide the modification of services that are recommended, dependent upon our personnel and facility restrictions.

Individualized Education Plan (IEP) and Process

If a child is not progressing academically, the school may ask the parents/guardians to initiate or the parents/guardians may initiate on their own the process to request a professional consultation and/or evaluation through the local public school system. The evaluative process is generally called the Individual Educational Plan (IEP) Process and begins when a parent/guardian calls 'Child Find.' Following the initial phone call to the Local Educational Agency (LEA) Child Find, parents/guardians are given an initial meeting date within 30 days. At this initial meeting, parents/guardians and school faculty are invited to share their concerns, present information, and discuss whether an evaluation will take place. Catholic school staff, in particular the student's teacher, are a vital part of the process.

If an evaluation is deemed warranted and takes place, recommendations and an academic plan are developed and given to the parents/guardians at the summative meeting following the academic evaluation.

If such a plan is developed and the test results determine that there is a need for accommodations and/or modifications within a student's learning environment, the school administrator will consult with the parents/guardians to determine what accommodations, resources, plans, and school placements may be implemented. When appropriate, a Student Accommodation Plan (SAP) is developed at your child's Catholic School. **St. Francis of Assisi School cannot provide academic accommodations or modifications to any student without supporting documentation from an outside professional source. This policy includes extended time on assessments and standardized testing.**

Guidelines for Documentation of Learning Needs

Documentation to support a need for requested accommodations must:

- State the specific disability as diagnosed, using the most recent DSM classification.
- Be current (in most cases the psycho-educational evaluation, IEP or 504 Plan should be no older than three years).
- Provide a complete educational, developmental, and relevant medical history.
- Describe the comprehensive testing and techniques used to arrive at the diagnosis.
- Provide the professional credentials of the evaluator(s).
- Describe the functional limitations supported by the test results and how these limitations affect learning and testing.
- Describe the specific accommodations or modifications recommended.

If accommodations are required due to a medically-treated issue [e.g. injury, vision impairment, deafness, paralysis, ADD/ADHD (treated with prescriptions), a psychological condition or a physical disability], a letter from a medical doctor must be submitted.

Student Advocacy Team (SAT)

A Student Advocacy Team (SAT), led by the school's Learning Specialist, and including school administration, representatives from each grade division, and the School Counselor, meet regularly to review all students' academic progress, with a particular focus on those students currently working from or potentially in need of a Student Accommodation Plan (SAP). SAPs will be reviewed and updated at least annually by the SAT in consultation with parents/guardians, administration, and classroom teachers.

Field Trips

Field trips are considered an integral part of the school's educational program and a valuable learning experience for students. Field trips are scheduled at various times during the school year. In advance of the trip, a permission form, required by the Archdiocesan Department of Catholic Schools, is sent home. A student will be permitted to attend the trip only if the permission form is signed by the parent/guardian and returned to the teacher by the specified date along with any fee.

If, for some extraordinary reason, a student is unable to participate, the student is expected to attend school on that day and fees must still be paid since the rates we are quoted reflect total participation. Work will be supplied by the teacher(s), and the student will be assigned a classroom in which to work under the supervision of a staff member. If a student is unable to attend because of illness, we cannot promise a refund. Parents must

notify the teacher if a child will not participate in the field trip experience. Students who are kept home from the trip will be marked absent. Parent(s)/Guardian(s) are encouraged to participate as chaperones on field trips as the need arises. However, because of safety and liability factors, pre-school siblings and other school-age siblings are not allowed. We do not permit parents not selected as chaperones to join the group at the trip destination as this creates confusion. All chaperones are required to complete Virtus training.

Book Bags

All students must carry books to and from school in a book bag. Parents are responsible to replace lost or damaged book bags or tote bags.

Academic Integrity

SFA students are to foster and maintain honesty, trust, responsibility, and academic excellence. All members of the school community, including students, parents, and faculty, must be dedicated to this vision. This policy is established to create a positive learning environment and help build students' moral character. The community of St. Francis of Assisi School expects a commitment of academic integrity from all students. Students should produce and submit their own work and refuse to allow or ignore when they are aware that others do not produce and submit their own work. If a student believes an act of cheating or plagiarism has occurred, the student is encouraged to talk to the teacher directly and promptly.

The following actions are considered examples of academic dishonesty:

- Discussing test questions or answers with someone who has yet to take the test
- Using unauthorized aids such as notes or a "cheat sheet" on a test or quiz
- Giving assistance to another student during a test or quiz
- Copying another student's work or allowing another student to copy your work
- "Recycling" work from another course
- Copying information from a source without giving proper citation
- Paraphrasing information from a source without giving proper citation

Every effort will be made to ensure that testing situations are set up in such a way that dishonesty is less of an option. On homework assignments, the teacher will make it clear to parents what the expectations are regarding parental involvement. Increasingly, there are assignments that emphasize collaboration rather than isolated individual performances. It is important to help students distinguish between times when they must work alone, and times when their work involves contributions from others.

The school does not give academic penalties (such as lost points) for cheating or other misbehavior during tests. Instead, the incident will be handled as a discipline infraction and referred to the administration. The teacher may remove the questionable assignment and require it be re-taken. *See the IB Academic Honesty Policy for more detail relevant to Middle School students.*

Report Cards and Interim Reports

Archdiocese of Baltimore report cards will be sent home 3 times a year at the conclusion of each trimester. In addition, the school will send interim reports home for grades 3-8 at the middle of each trimester. A hard copy of student Report Cards and Interim Reports will be sent home with students. For students in grades Kindergarten - 2, teachers will send student work home with feedback in the white folders on Wednesdays. It is also the responsibility of parents to obtain their passwords for PowerSchool and monitor grades for their children in grades 3-8. Parents will be contacted by the teacher by mid-trimester with an interim report. In some cases, where there is a significant drop in grades or performance, a conference may be required.

Archdiocesan Progress Report Grading Codes by Grade Level			
Course	PreK – 2	Grades 3-5	Grades 6-8
Language Arts	Progress Codes	Letter Grade	Letter Grade
Math	Progress Codes	Letter Grade	Letter Grade
Science	Progress Codes	Letter Grade	Letter Grade
Social Studies	Progress Codes	Letter Grade	Letter Grade
Religion	Progress Codes	Letter Grade	Letter Grade
Spanish	Progress Codes	Achievement Comments	Achievement Comments
Technology	Progress Codes	Achievement Comments	Achievement Comments
Physical Education	Progress Codes	Achievement Comments	Achievement Comments
Art	Progress Codes	Achievement Comments	Achievement Comments
Music	Progress Codes	Achievement Comments	Achievement Comments
All Classes		Effort and Conduct	Effort and Conduct

Letter Grades:

A+ = 97-100

C+ = 80-84

A = 93-96

C = 75-79

B+ = 89-92

D = 70-74

B = 85-88

E = 69 and below

PreK-Grade 2 Progress Codes		
Grade	Description	Comments
I	Independent/Proficient	<p>The student understands the concept/skills and works with little or no reinforcement or assistance.</p> <p>The student shows the ability to apply the knowledge or perform skills accurately without instructional support. Student is able to do more challenging work.</p>
P	Progressing	<p>The student's understanding of concepts/skills are developing and are in need of occasional reinforcement and assistance.</p> <p>The student is retaining material and shows the ability to apply the knowledge or skill with little instructional support.</p>

E	Emerging	<p>The student's understanding of the concepts/skills are still at the beginning level and/or need reinforcement and assistance.</p> <p>The student is being introduced to the skill and is beginning to use the skill in context with extensive instructional support. The student needs re-teaching/reinforcement.</p>
NA	Not assessed at this time	

Grades 3-8 Core Subject Subcategories and Specials Classes Achievement Comments		
Grade	Description	Grade
I	Independent/Proficient	97-100
V	Very Good Progress	93-96
P	Progressing	85-92
S	Satisfactory	75-84
N	Needs Improvement	70-74
U	Unsatisfactory/Not Proficient	1-69
NA	Not Assessed at this Time	0

Achievement Comments

I=Independent/Proficient

- Always applies skills or processes with ease and confidence in completing grade level and above academic performance tasks.
- Always demonstrates a thorough understanding of Archdiocese of Baltimore grade level appropriate curriculum strands and objectives taught this trimester.
- Always uses knowledge to skillfully communicate complicated ideas and concepts within the content area.

- Always completes and turns in accurate class work and homework.

V= Very Good Progress

- Consistently applies skills or processes with ease and confidence in completing grade level appropriate academic performance tasks.
- Consistently demonstrates an above average understanding of Archdiocese of Baltimore grade level appropriate curriculum strands and objectives taught this trimester.
- Consistently demonstrates the ability to use knowledge to effectively communicate difficult ideas and concepts within the content area.
- Consistently completes and turns in above average class work and homework.

G= Good Progress

- Demonstrates above average uses of skills or processes in completing required grade level and appropriate academic performance tasks.
- Demonstrates above average understanding of Archdiocese of Baltimore grade level appropriate curriculum strands and objectives taught this trimester.
- Demonstrates above average understanding of important information
- Usually accomplishes purposes of academic tasks.
- Demonstrates average ability to use required knowledge to communicate important information.
- Completes and turns in above average class work and homework.

S=Satisfactory

- Demonstrates meeting the level of expectation.
- Demonstrates average application of skills or processes required to complete grade level academic performance tasks.
- Demonstrates average understanding of Archdiocese of Baltimore grade level appropriate curriculum strands and objectives taught this trimester.

- Demonstrates average knowledge of important information.
- Demonstrates average ability to use required knowledge to communicate ideas.
- Completes and turns in average class work and homework.

N= Needs Improvement

- Makes many errors when applying skills or processes required to complete grade level academic performance tasks.
- Demonstrates an incomplete understanding of Archdiocese of Baltimore grade level appropriate curriculum strands and objectives taught this trimester.
- Demonstrates an incomplete knowledge of important information.
- Unable to use acquired knowledge to correctly communicate important ideas.
- Performance is markedly below grade level.
- Class work and homework fail to meet teacher criteria.

U=Not Progressing

- Unable to perform any understanding of skills or processes required to complete grade level academic performance tasks.
- Demonstrates no understanding of Archdiocese of Baltimore grade level appropriate curriculum strands and objectives taught during this trimester.
- Demonstrates no knowledge of important information.
- Unable to use acquired knowledge to correctly communicate ideas.
- Class work and homework fail to meet teacher criteria.

Effort & Conduct Achievement Comments		
Grade	Description	Grade
O	Outstanding	93-'00
G	Good	85-92
S	Satisfactory	75-84
N	Needs Improvement	70-74
U	Unsatisfactory	0-69

Effort Comments:

O= Outstanding

- Always exceeds the level of expectation
- Immense amount of effort put forth
- Highest level of class participation
- Class work/project/assignment criteria meets highest standards

G= Good

- Most of the time exceeds the level of expectation
- Admirable amount of effort put forth
- Above average level of class participation
- Class work/project/assignment criteria meet above average standards

S=Satisfactory

- Meets the level of expectation
- Adequate amount of effort put forth
- Adequate level of class participation
- Class work/project/assignment criteria meets standards

N=Needs Improvement

- Below average amount of effort put forth
- Below average level of class participation- almost always called on, rarely volunteers
- Class work/project/assignment criteria sometimes meets standards/not all criteria met

U=Unsatisfactory

- Little or no effort put forth
- Little to no class participation- always called on, never volunteers
- Classwork/project/assignment criteria rarely meet standards/criteria barely met
- Students failing two or more core subjects may not be advanced to the next grade level.

Conduct Comments

O=Outstanding

- Always exceeds the level of expectation
- Demonstrates highest level of self-control
- Follows classroom rules
- Makes good choices
- Role model to other students

G=Good

- Most of the time exceeds the level of expectation
- Demonstrates self-control, rarely needs reminders
- Follows classroom rules, rarely needs reminders
- Makes good choices, rarely needs redirected

S=Satisfactory

- Meets the level of expectation
- Demonstrates self-control, sometimes needs reminders
- Follows classroom rules, sometimes needs reminders
- Makes good choices, sometimes needs redirection

N=Needs Improvement

- Has trouble demonstrating self-control, needs reminders
- Has trouble following classroom rules, need reminders
- Sometimes has trouble making good choices, needs redirection

U=Unsatisfactory

- Has difficulty demonstrating self-control, needs constant reminders
- Has difficulty following classroom rules, needs constant reminders
- Has difficulty making good choices, needs constant redirection

Admissions

Application Process

St. Francis of Assisi School (SFA) is a co-ed elementary school for grades Pre-K (2) through 8th. It does not discriminate on the basis of race, color, sex, national origin, religion, age, disability or handicap, gender identity or expression, or protected activity (i.e., opposition to prohibited discrimination or participation in the complaint process). The school is not required to adopt any rule, regulation, or policy that conflicts with its religious or moral teachings. Requests for reasonable accommodations for a student with a disability may be directed to the Principal. Religion is required for each year a student attends St. Francis of Assisi School. All students enrolled in St. Francis of Assisi School must attend and be active participants in mass, prayer services, holy days of obligation, and religion classes.

The school reserves the right to deny attendance to anyone whose behavior is contrary to the teachings and ideals of the school or whose behavior or attitude is disruptive to the functioning of the student body. St. Francis of Assisi School reserves the right to amend the Parent/Student Handbook and parent(s)/legal guardian(s) will be notified of any changes made. This Parent/Student Handbook is an informative booklet for parents and students setting forth the rules and policies of the school and is not intended as an expressed or implied contract.

Preschool

Applications for Preschool are accepted through the online School Admin Portal (www.sfa-school.schooladminonline.org) beginning at the Open House in October. All applications for the waiting list received by November 15th will be placed into a lottery for a position on the waiting list. In January, after current families have had a chance to register, those on the waiting list will be offered the opportunity to register. Siblings of current students are placed at the top of the waiting list, followed by the children of active St. Francis parishioners. Children are expected to be placed at the age level that will enable them to comply with Maryland state guidelines that students entering Kindergarten must be five years old by September 1st. The application fee is non-refundable for students seeking admission to St. Francis of Assisi School.

Kindergarten-Grade 8:

All children applying for admission to grades K-8 submit an application form and records from previous school(s) through the online SchoolAdmin Portal. Grades 1-8 participate in a shadow time after report cards and standardized testing are received. Students are evaluated, typically by testing and by observation in the classroom situation, to determine their eligibility for our school. Copies of report cards and standardized testing scores are

required. Of those eligible, priority for acceptance is given first to siblings of current students, then to children of parishioners. Parishioners are those who are Catholic, properly registered in SFA parish, regularly practicing the faith by weekly involvement and participation in the sacramental life of the church, support to the parish financially according to household means, and actively supporting our parish and church activities.

Initial admission of the child to the school is for a probationary period of up to one year. If it is deemed that this school does not fit the child, the parents will be asked to find another school. **Registration is an implied contract renewed each year between the school and parent. The terms of that contract are subject to the policies in this Handbook.**

Registration

Registration for new students when they have completed an application, meet the requirements for admission, and have been accepted. In order to register for Kindergarten, a child must be five years of age by September 1 of the entry year. A baptismal certificate (unless the child is non-Catholic) and a birth certificate must be presented at the time of registration. In classes where there is a waiting list, families will be contacted when a space becomes available, and will ordinarily have five business days in which to accept the place and pay the **non-refundable** registration fee.

Re-registration

Students abiding by the policies of St. Francis of Assisi School are invited to return for the next academic year. Re-registration requires that all financial obligations have been met and that the fees for the following year are paid. Fees are **non-refundable**. Applications for financial aid from the school require re-registration.

Placement

Students are initially placed using the results of the following:

- School administered placement test
- Teacher recommendation (from sending school)
- Report cards
- Standardized test results

In order to make sure that the school is a good fit for the student, all new students are given a one-year probationary period. Parents will be notified throughout the year if the student's actions and academics are not meeting expectations.

High School Admissions and Visitation Policy

Eighth grade students are allowed up to 3 days for shadow visits to local area Catholic High Schools. While these days are the only excused days off, students will be marked absent since they will not be in the building.

Non-Discrimination Statement

The State of Maryland requires the following statement in the Student Handbook:

“It is the policy of the State of Maryland that all public and publicly funded schools and school programs operate in compliance with:

- (1) Title VI of the Federal Civil Rights Act of 1964; and*
- (2) Title 26, Subtitle 7 of the Education Article of the Maryland Code, which states that public and publicly funded schools and programs may not:*
 - (i) Discriminate against a current student, a prospective student, or the parent or guardian of a current or prospective student on the basis of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability;*
 - (ii) Refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, a prospective student, or the parent or guardian of a current or prospective student because of an individual’s race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability; or*
 - (iii) Discipline, invoke a penalty against, or take any other retaliatory action against a student or parent or guardian of a student who files a complaint alleging that the program or school discriminated against the student, regardless of the outcome of the complaint.”*

The State of Maryland does not require a nonpublic school that is religiously affiliated to enroll, retain, or extend privileges to a student or prospective student who does not meet the usual and regular qualifications, requirements, and standards of the program or school or to adopt any rule,

regulation, or policy that conflicts with the program or school's religious or moral teachings provided that the denial, rule, regulation, or policy is not based on discrimination on the grounds of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability.

Requests for reasonable accommodations for a student with a disability may be directed to Ms. Arlisa Ledbetter or Ms. Amy Walsh.

Religion is required for each year a student attends St. Francis of Assisi School. All students enrolled in St. Francis of Assisi School must attend religion classes and services. We will always teach and act consistent with the tenets of the Catholic Church.

Assessment Programs

Standardized Testing

All Archdiocesan schools administer the achievement test designated by the Department of Catholic Schools in prescribed grades.

Pre-Kindergarten 3, Pre-Kindergarten 4, and Kindergarten Students

Pre-kindergarten 3, Pre-kindergarten 4, and Kindergarten students are administered the BRIGANCE developmental screening in the fall and/or spring.

Elementary Students

Elementary school students in grades 2-8 are administered the NWEA MAP Assessment three times a year to measure growth. Grades 3, 5, and 7 also take the Science Assessment each Spring. Parents are given feedback as to how their child is scoring at the end of the year.

Assessment of Child/Youth Religious Education (ACRE)

All students in grades 5, 8, 9 and 12 are given the ACRE (Assessment of Child/Youth Religious Education) the spring of each school year. This assessment gives information for

growth to each school as it assesses how well the religious education program is forming Christian disciples. This is a school assessment, and no individual student scores are given.

Attendance, Schedule, & Students' Records

School Schedule

Students may arrive at school starting at 7:50 AM and should line up with their class on the Whitetop. (Students who arrive prior to 7:50 AM will be sent to Before Care.) The school day begins at 7:55 AM with the Pledge of Allegiance on the whitetop, except for Trimester 2 and during inclement weather when students directly enter the building at 7:50 AM. Students entering the school building after 8:05 AM will be marked late and will be required to have a parent sign them in at the school office. Class periods in grades K-8 range from 45-120 minutes long. PK-8 students have recess every day. **Preschool students are dismissed at 2:30 PM; Grades K-8 are dismissed from the blacktop at 3:00 PM.** Parents must walk up to the blacktop to pick up their students. Any student not picked up by 3:00 PM (K-8) will be sent to aftercare and charged the daily

drop-in rate. Before Care begins at 7:00 AM. Aftercare ends at 6:00 PM.

7:00	Before Care Opens
7:50	Whitetop Lineup & Carline
7:55	Pledge & Enter the Building
8:00	Carline Ends & Doors Close
8:05	Late Bell & Opening Prayer
2:55	Closing Prayer & Dismissal
3:00	Pick-Up on Whitetop
3:00	After Care Begins
6:00	After Care Ends

Preschool:

Preschool is the ideal time to introduce children and families to the importance of consistent on-time attendance and to encourage strong attendance habits. SFA is a high-quality preschool program that can build early literacy and math skills, as well as develop the social and emotional foundation children need to persist in school. However, preschoolers only receive the full effect of these benefits if they show up at school regularly. What happens in preschool and early education can lay the foundation for good attendance habits in kindergarten and elementary school.

All preschool students must be walked to the classroom and signed in by a parent or chaperone who has provided transportation that day. The school will not admit any preschool student in the building after 9:15 a.m. if the parent/guardian has not communicated with the school the day prior in regards to their lateness. If your child needs to leave school early for an appointment, reentry to school will not be allowed after 10:30 a.m. **Frequent tardiness will result in administrative intervention. Repeated lateness after intervention could jeopardize a preschool student's return to SFA the following year.**

Kindergarten-Grade 8

Regular attendance is considered essential for learning at St. Francis of Assisi School. Students need to develop the work habits and responsibilities required of all of us as we go through life. Students who are absent from school frequently with an inconsistent pattern of attendance (absence of 10 days in a trimester or 20 days or more cumulatively) will be flagged for intervention and possible retention in the current grade, at the discretion of the administration.

Attendance is submitted electronically by teachers during homeroom. Parents are required to contact the school between **7:30 and 7:50 AM** to report the absence of a child on each day of the absence or leave a message on the office voicemail or email. **The child must present a note or an email from the parent explaining the absence to the homeroom teacher on the first day he/she returns to school.** The school reserves the right to require a doctor's note for absences due to illness or injury or need for assessment/evaluation. A child may not return to school until he/she is well enough to participate in all school activities. If a student will be out of school for an extended period, whether continuous or intermittent., parents should consult with the administration regarding appropriate support of the student in fulfilling the school curriculum or alternative arrangements such as home and hospital services through the local public school district.

If a student arrives at school after 12:00 PM, he/she will be marked 1/2-day absent. Absence from school during the academic year due to family vacations is strongly discouraged. Please note that for these types of inadvisable vacations, teachers will not supply work prior to an absence. Missed work may be obtained only upon return. When a parent requests such an extended absence for a child, the request, along with the school's recommendation, is placed in the child's cumulative folder to ensure proper maintenance of the student's permanent record. Students are required to make up all tests, class work, and homework after such absences. Students who are absent from school may not participate in any after school or evening school sponsored events such as sports, dances, etc.

Absences

Regular attendance is considered essential for learning at St. Francis of Assisi School. Students need to develop the work habits and responsibilities required of all of us as we go through life. When a student is absent from school, a parent/legal guardian must telephone the school between **7:30 AM and 7:50 AM** to report the reason for absence. All absences and tardiness become part of a student's permanent record.

There are regularly scheduled vacations and holidays in the school calendar, which is based on mandated instructional days by the State of Maryland and the Archdiocese of Baltimore. Please check these ahead of time when scheduling trips or doctor's appointments. Permission may not be given by any teacher or administrator for students to be absent for extra vacations or holidays. These decisions are the responsibility of the parents. Prolonged unauthorized absences can and will affect students' grades and academic standing. The school cannot be responsible for the consequences of these absences. Personal instruction delivered by the teacher cannot be replicated. Missed work and assignments may only be obtained upon return and provided that missed work assignments may not be available for all absences, as they are dependent upon the nature of the work. **Teachers are not responsible for creating alternative assignments or experiences for absent students.**

Tardiness (coming to school late or leaving school early) is another action that affects a student's readiness to learn. Coming in and/or leaving early, not only disrupts the educational learning for your child, but also those of other students in the class. Parents will be notified in writing for 5 or more tardies and a conference may be requested by the administrative team to address the issue and consequences.

Students who are absent from school may not participate in any after school or evening school sponsored events such as sports, dances, and possibly field trips. After 7 student absences in a trimester, a parent, teacher and administrator conference needs to occur to discuss the potential educational impact on the students academic standing.

After an absence and he/she returns to school, the student must bring a written note to his/her homeroom teacher signed by a parent/legal guardian stating the reason for absence. The school reserves the right to require a doctor's note for absences due to illness or injury

or need for assessment/evaluation. A child may not return to school until he/she is well enough to participate in all school activities including recess.

If a student will be out of school for an extended period, whether continuous or intermittent, parents should consult with the administration regarding appropriate support of the student in fulfilling the school curriculum or alternative arrangements, such as home and hospital services through the local public school district.

Per the AOB policy, a student marked absent for more than 20 instructional days in one school year is considered excessively absent and may result in the student being retained. The administration reserves the right to request a conference with parents of the student with excessive absences and tardies at any point during the school year in order to make parents and students aware of the possible consequences of not attending school on a consistent basis.

Punctuality

Punctuality is essential in all grade levels. Students in grades K-8 are considered late if they are not in the homeroom by 8:05 AM for opening prayer. Any student K-8 arriving after that time must report to the office for a late slip, and must be signed in by a parent or chaperone who has provided transportation that day. Teachers will not admit students to their homerooms without this pass. Tardiness is entered on a student's permanent record. It is the responsibility of the student to check with the homeroom teacher to receive the necessary communication or work that may have been missed due to lateness.

Frequent tardiness may be cause for administrative intervention. Repeated lateness after intervention could jeopardize a K-8 student's return to SFA the following year. **St. Francis of Assisi School discourages early departures and requests that families arrange medical and dental appointments, etc. either after school hours, on Saturdays or during vacation periods. Check the calendar for days when school is not in session.** In case of emergency, the student must submit a note to the office, signed by the parent(s)/guardian(s), on the day of dismissal. The note should include the reason for the request and the time the student must leave school. The parent/guardian must sign the student out from the office. A student will be marked 1/2-day absent if he/she leaves school prior to 12:00 PM.

The pursuit of perfect attendance is not a reason for a child to attend school while sick. Therefore, in the interest of promoting community health, perfect attendance is **not** recognized as a student achievement at SFA.

Truancy

Truancy is defined as a student absenting him/herself from school without parent/legal guardian permission or leaving school grounds without permission during the school day. Truancy may result in disciplinary action up to and including suspension or expulsion and may be reported to the Maryland State Department of Education.

Before & After School Care (BASC)

The Before and After School Care (BASC) Program provides accredited (through Cognia) and licensed child care for children attending SFA in grades Pre-Kindergarten through eighth grade. Before Care services are offered from 7:00 AM to 7:50 AM. Aftercare is available from dismissal to 6:00 PM.

If you register for Child Care services, you are eligible to use the regular services for which you register and drop-in services as needed. Drop-In service will be available for emergency use. SFA Aftercare closes promptly at 6:00 PM and charges additional fees for late pick-up. BASC will not be available on selected days as noted on the school calendar. A surcharge may apply for drop-ins on early dismissal days.

Extended Care: Inclement Weather Procedures

If the school opens late due to inclement weather, SFA Before Care (BSC) will be closed. If the school closes early due to inclement weather, SFA Extended Care will be closed as well. We ask that you make every effort to retrieve your child from school as soon as possible so that our staff can make it home safely.

ExtendedCareRequirements

All students enrolled in Before/After Care services (whether on a regular or drop-in basis) MUST have a completed registration form on file. Students registered for Aftercare services must submit a registration fee. Health forms are required from the State of Maryland for all children who attend Before/After Care programs at SFA. (These forms are the same forms required for Preschool admission, but are different from the medical forms required by the school for K-8.) All forms are available on the school's website.

ExtendedCarePaymentProcedure

The number of contracted days is per week and not an average per month. If my child attends Extended Care less than the contracted number of days in any given week I understand the unused days do not carry over to be used in other weeks. Failure to pay charges by the due date will result in a late fee. In the event the bill is past due over 30 days the child will be removed from the Extended Care program. There is a registration fee of \$50 per child. There are no refunds given for unused days, a decrease in the Extended Care need, or a withdrawal from the Extended Care program.

Fees remain the same for each month, for a total of nine months (September to May). The last week in August and the first week in June are rolled into September and May, at no extra charge. The contracted amount is due each month, regardless of school holidays, family vacations, etc. Parents are required to pay the fee by the due date using the FACTS payment system. It is the responsibility of the parents to notify St. Francis in writing of withdrawal from the program or of any change in the level of attendance. Payment of fees must remain current to ensure the child's continued enrollment in the program.

Before Care is billed on a drop-in basis. Families using Before Care are billed at the end of the month for that month's actual usage.

Drop-Ins: Emergency childcare is available if there is enough space, to families who have registered for child care and have filled out the appropriate forms. Drop-in charges are billed at the end of each month for that month's actual usage.

Supervision Before & After the School Day

The school is not responsible for supervision of students before or after the arrival and dismissal times stated in this Handbook. The school is not liable for any injuries or accidents which may occur before or after the times stated in this Handbook. Parents/guardians are required to follow the times stipulated when dropping off or picking up students. If the student is participating in a scheduled, supervised activity before or after the hours noted above, specific arrangements must be made for drop-off and/or pickup at the designated times. If children are participating in before or after school care, parents/guardians must comply with the rules established by the program for drop-off or pickup.

Walker Policy

All parents who wish for their middle school student to walk and/or ride their bike to and from school either crossing Chesterfield Avenue or Harford Road are required to sign a “**Release of Liability form.**” This is only limited to 6, 7, and 8th grade students. If middle school students have younger siblings the agreement will address that the younger siblings will be released to the parents/guardian on school property.

Rideshare Policy

SFA has an obligation to ensure student safety. All rideshare services are prohibited for all students.

Parking Lot Procedures

Parents of students in grades K-8 are requested to utilize the car line drop-off or park on the street for drop off. Staff members will be available to assist students out of cars until 8:00 AM. During this time, parents are not permitted to park in the school parking lot. Orange cones will be placed on the parking lot to indicate where cars are eligible to pass. As a courtesy to other parents attempting to drop off, the disembarking process should take as little time as possible, and the departing automobile should exit using the alley. Please be aware that residents of Chesterfield and Pelham Avenues also use this alley. Appropriate speed and caution should be taken when exiting using the alley.

Parents of Preschool students are required to park and walk students to their classroom in the morning. ALL students arriving after 8:00 AM, must be accompanied by a parent into the building. Any parent wishing to enter the school before 8:00 AM must park on the street to allow easy access of traffic for parents dropping off.

During the day, the parking lot is used as a recess area and the parking lot will be closed due to student safety. Parents arriving at the school during the day are asked to park either on Chesterfield or Pelham Avenues. Parents must park on the street and walk up to the door to pick up their child. **At the end of the day, all parents must park and walk up to the whitetop to pick up their children.** Parents are permitted to park in the parking lot after 3:15 PM for afternoon pick up. Preschool students will be dismissed at 2:30 PM. Students in grades K-8 will be dismissed starting at 3:00 PM. For the safety of all of our students, we ask that parents pick up children promptly. Students who have not been picked up 10 minutes past their dismissal time will be taken to Aftercare and parents will be responsible to pay a drop-in Aftercare rate.

Inclement Weather

SFA is located in Baltimore City, but pulls a significant percentage of its students and staff from Baltimore County. **Therefore, when inclement weather occurs, SFA follows BOTH Baltimore City AND Baltimore County Public Schools for closings, late openings, and early dismissals. SFA will always follow the more restrictive travel restriction of the two jurisdictions.** For example, if Baltimore County Public Schools are closed, and Baltimore City Public Schools are two hours late, then SFA will be closed for the day. Parents will be notified through our blast email, voice, and text system. Announcements will also be posted on social media.

Whenever City or County schools close or dismiss early for heat, SFA will remain in session as normal because all the classrooms are air-conditioned. Whenever school is closed or if school is dismissed early, all after school activities are also canceled for that day. Weekend activities will be decided on a case-by-case basis. Parents/guardians always retain the right to not send their children to school if they feel travel conditions are unsafe. However, children will be marked absent or tardy if they are not present or are late to school, respectively.

Location & Access to Student's Records

Student's records are maintained in the school office or a designated administrative area. Access to records is governed by the Records Policy.

Records Policy (Family Educational Rights and Privacy Act: FERPA)

St. Francis of Assisi School complies with the Family Educational Rights and Privacy Act (FERPA), which is a Federal law that protects the privacy of student education records. In general, FERPA gives parents certain rights with respect to education records. (The rights granted to parents under FERPA automatically pass to the student when the student turns 18 or enrolls in college.) These rights and related procedures of [school name] are as follows:

Parents have the right to inspect and review the student's education records maintained by the School. Parents should submit to Ms. Arlisa Ledbetter, Principal, a written request that identifies the record(s) they wish to inspect. The School will make arrangements for access and notify the parent of the time and place where the records may be inspected.

Parents have the right to request that the School correct records they believe are inaccurate, misleading, or otherwise in violation of the student's privacy rights. Parents who wish to request an

amendment of the student's records should write to Ms. Arlisa Ledbetter, Principal, and clearly identify the part of the record they believe is inaccurate or misleading and the information they believe should be included in a corrected record. If the School decides not to amend the record as requested, the School will notify the parent of the decision and the parent's right to request a hearing.

Parents generally have the right to consent in writing to disclosures of information from a student's education record. However, there are certain exceptions to the consent requirement, including disclosures under the following conditions:

To School officials who have a legitimate educational interest in the information. A school official is a person employed by the School or the Archdiocese as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person or company with whom the School has contracted to provide a service (e.g., attorney); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibilities or duties to the School.

- To other schools to which a student is transferring.
- In connection with financial aid under certain circumstances.
- To specified officials for audit or evaluation purposes.
- To organizations conducting certain studies for or on behalf of the school.
- To accrediting organizations.
- In order to comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in cases of health and safety emergencies.

The School also may disclose appropriately designated "directory information" without written consent unless a parent objects in writing. The primary purpose of directory information is to allow the School to include this type of information in certain publications. Examples of such publications include a playbill, showing the student's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets.

The School has designated the following as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Honors and awards received
- Date and place of birth
- Dates of attendance
- Grade level

Parents who do not want the School to disclose the above directory information without their prior written consent must notify **Ms. Arlisa Ledbetter, Principal, in writing by Friday, August 30, 2024.**

- A log must be maintained of each request for access to and each disclosure of educational record information other than disclosure to parents or students 18 or older or school officials. The log should contain the name of the person(s), the date, and the legitimate interests the person had in requesting or obtaining the information.
- Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by St. Francis of Assisi School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520.

Discipline

Philosophy of Discipline

St. Francis of Assisi School strives to develop responsible, courteous, self-disciplined boys and girls whose pride in themselves, their parents, their school, and their community is reflected in their behavior. The development of such young people requires a consistent practice of thoughtful, responsible behavior during these formative years. Students are made aware that they are an integral part of the faith community and that their actions affect themselves as well as the entire community. The ultimate purpose is to develop true Christian character and a sense of responsibility: to establish an atmosphere conducive to academic excellence; and to protect the welfare of the individual, as well as the school community.

Students may be disciplined for conduct that occurs on school premises or at school-sponsored events, or for other conduct that adversely affects the interests or reputation of the school regardless of where the conduct occurs. The purpose of good discipline is to:

- Develop students' character and a sense of responsibility based on Christian ideals.
- Establish an atmosphere that will enhance all aspects of growth and learning in the child.
- Provide a supportive climate promoting the welfare of individuals and the community.

Positive Behavior Intervention and Support (PBIS)

The Archdiocese of Baltimore has implemented an evidence and research-based Anti-bullying Program, Positive Behavior Intervention and Support (PBIS). PBIS is a comprehensive framework in which schools focus on our Christ-centered teachings and values to create nurturing, safe, positive, and supportive learning environments. Consistent school-wide expectations are visible throughout the school and students' positive behavior is acknowledged and celebrated. The PBIS framework adopts behavioral interventions into an integrated continuum that is designed to enhance academic and behavioral outcomes for every student.

To maintain a positive learning environment and standards that are consistent with our Christian philosophy, it is essential that students exhibit a sense of responsibility and respect for themselves as well as others (Listed below are some behaviors that are unacceptable:

Disrespect in manner and/or language to each other, including peers, teachers, faculty and staff

Rowdiness

Using the property of others without permission

Dishonesty

Disruptive Behavior

Failure to have necessary supplies for class work

Dangerous Play

Rudeness

Vulgarity

Dress code
violations.

Gum

Harassment of any kind by word or action including but not limited to digital harassment

Possession or consumption of any drug or look-alike drug while at school or while attending a school function

Possession or consumption of alcohol while at school or while attending a school function

Possession of knives/weapons or look-alike knives/weapons

Possession of pornographic material(s) including distribution of both physical and digital

Smoking/using matches/vaping/gummies

Willful destruction of school property

Leaving school property without permission

Theft or extortion

Fighting or threats of violence

Public displays of affection

Harassment

After school activities, while riding on buses to sports games or other school or parish sponsored activities are included in the definition of on-campus conduct.

When it comes to social media, whether posted during school hours, and on school property, or while occurring outside of the school property, if it creates a substantial disruption, the school can take action to support the school environment.

Generally, the teacher will deal with infractions. Should circumstances warrant, the parent and/or the Administration involved will be consulted. In cases of serious or repeated violations, students may be subject to disciplinary suspension or expulsion. The school's fair procedure to be used in cases of possible suspension or expulsion is as follows: The principal will exercise his/her discretion whether the suspension should be served in-school or at home.

While on suspension, the student is still responsible for missed work. After the specified amount of time for suspension, which shall not exceed three consecutive school days, (unless approved in consultation with the superintendent) the student and

the parent(s)/guardian(s) will meet with the Administration for reinstatement. The Administration reserves the right to determine the conditions for reinstatement.

An expelled student forfeits all privileges of the St. Francis of Assisi School student. The Administrator reserves the right not to re-admit an expelled student at a later date. If a student is to be expelled, the student is entitled to a prompt review procedure established by the Department of Catholic Schools. A written request for review must be submitted to the Superintendent of Catholic Schools within 10 working days of the notice of intent to expel. In some cases, parents are given the option to withdraw the student in lieu of expulsion.

The school reserves the right to deny attendance to anyone whose behavior is contrary to the teachings and ideals of the school or whose behavior or attitude is disruptive to the functioning of the student body.

Students are publicly recognized for their achievement in these four value areas:

- **S**afe - Promote safety and responsibility in our thoughts, words and actions.
- **O**wnership - Take pride of ownership in our campus, our work, and our mission
- **A**ctively engaged - Stay actively engaged in academics, faith, family, and community life.
- **R**espectful - Encourage and model respect, peace, and kindness for all.

SFA students are always encouraged to “Let your spirit **SOAR!**” Incentives are provided for varying levels of achievement and key benchmarks for behavior.

Search and Seizure

St. Francis of Assisi School reserves the right to search school property (e.g., lockers, desks), a student's belongings (e.g. bookbags), and areas under the student's control in order to enforce school policies, rules and regulations or otherwise to preserve a safe and orderly learning environment.

Conflict Situations

Conflicts are a normal and healthy part of living and growing. The Administration will implement acceptable conflict resolution techniques to work towards a solution.

Public Department

Students may be disciplined for conduct that occurs on school premises or at school/parish-sponsored events, or for other conduct that adversely affects the interests or reputation of the school regardless of where the conduct occurs. This includes online

behavior.

Student Responsibility

To maintain a positive learning environment and standards consistent with a Christian philosophy, it is essential students exhibit a sense of responsibility and respect for themselves as well as others. Listed herein are behaviors deemed acceptable and not acceptable.

It is expected that students act with respect and courtesy toward teachers and fellow students at all times. Conduct, whether inside or outside school, which is detrimental to the school, is prohibited. Each student is to assume responsibility for complying with school regulations and for caring for school property. Conflicts are a normal and healthy part of living and growing. SFA encourages students to handle conflicts in a non-aggressive, verbal manner and not to avoid them. The goal is reconciliation with each other, a reflection of what God seeks for each of us with Him. The administration will implement acceptable conflict resolution techniques to work toward a solution as needed. SFA asks that each student accept the responsibility for conduct rightfully expected of a student attending a Catholic school. When that does not occur, formal consequences may follow as appropriate.

Code of Conduct & Classroom Behavior

The following are standard classroom policies. Teachers may have other regulations not listed here. Students are bound by both the following rules and by the teacher's rules.

- Students are to be in their seats when class begins.
- They are not to leave their places in the classroom without explicit permission.
- Each student is to have all the necessary materials for the class.
- Students are to be attentive to the teachers and to participate actively in all class activities assigned by the teachers. They are not to do work for another class or read other-than-class-materials, unless given explicit permission to do so by the teacher. Materials for another class or for non-class activities should not be on the desk.
- Each student is to refrain from talking without permission and from talking to others while instruction is going on or study periods or tests are underway.
- Students are to avoid any action that is distracting to the learning procedure underway in the classroom, especially harassing other students.
- Derogatory statements, including, but not limited to racist statements, will not be tolerated.

- Students are responsible for the cleanliness around their chairs, in their desks, etc. Students should dispose of any trash around their desks at the end of the day.
- Students are to refrain from insulting expressions, overt demonstrations of disapproval, and all other behavior disruptive to the classroom situation; they are not to argue about tests, grades and punishments during the class, but rather they should see the teacher after the school day in order to resolve such difficulties.
- The location of desks, the condition of windows, blinds, and lights, etc. are the teacher's responsibility; students are not to regulate these unless directed to do so by the teacher.
- Students should always enter and leave a classroom quietly.
- Eating or drinking must take place only unless permission is granted by the teacher.
- Chewing gum is prohibited throughout the school at all times.
- Any other types of behavior, not specifically stated in this handbook, but which the administration considers to be acts of serious disruptive behavior will be addressed.

Consequences for Inappropriate Behavior

When inappropriate behavior occurs, the PBIS framework calls for intervention based on the severity and intent of the behavior. Two tiers of intervention are used, with supports and consequences that will vary depending on the circumstances. Each student has a responsibility to adhere to school regulations at all times. The violations outlined should not be viewed as a total list since it is impossible to predict all possible rule infractions. The school reserves the right to discipline students for infractions not specifically identified in this section but which the school feels creates a safety concern, disruption to the learning process, a hostile environment for other students, or that violate the spirit of the stated rules.

Tier One Supports & Interventions for Minor Infractions

This level of support is generally handled by the classroom teacher, as the actions of the student most directly affect the classroom setting. Students may be given referrals for inappropriate behavior, including, but not limited to, failure to comply with teacher instructions; failure to follow procedures; uniform violations; or for lack of respect towards fellow students or staff. **Referrals are a warning system used to provide intervention at the Tier One Level, and they are cumulative over the course of each trimester. Students are provided the consequence of detention after accumulating three (3) referrals over the course of the trimester.** Detentions are at times set by the school, and may include service to support the community.

Tier Two Supports & Interventions for Major Infractions

This level of support is generally handled by the administration, as the actions and behavior patterns of the student may affect the overall school. **Once a student has obtained a 4th referral or more it automatically becomes a major infraction which results in an automatic suspension.**

Tier Three Supports & interventions for Mission Infractions

This level of support is handled by the administration, as the actions of behavior patterns of the student are fully incompatible with the mission of the school. In cases deemed necessary by the gravity of the circumstances or the well-being of the school. **Once a student has obtained 3 suspensions within a school year the administration will employ expulsion as a remedy.**

TIER ONE BEHAVIORS: MINOR INFRACTIONS	INTERVENTIONS/ CONSEQUENCES
<ol style="list-style-type: none"> 1. Not following procedures/regulations the teacher has established for his/her classroom. 2. Not showing respect or courtesy. 3. Distracting another student by talking at inappropriate times, writing notes, texting, or email. 4. Chewing gum or eating food at inappropriate times. 5. Not following the dress code. 6. Using inappropriate or vulgar language. 	<ul style="list-style-type: none"> ● Verbal Warnings ● PBIS Referral ● Parent Contact ● Detentions ● Check-In/Out ● Reparations ● Counseling ● Conflict Mediation
TIER TWO BEHAVIORS: MAJOR INFRACTIONS	INTERVENTIONS/ CONSEQUENCES
<ol style="list-style-type: none"> 1. Received 4 minor infractions 2. Threats, bullying, harassment, or racist statements toward students and/or staff. 3. Smoking/vaping on school/parish grounds. 4. Vandalism or theft of others. 5. Blatant or repeated disrespect to others. 6. Truancy or leaving the property without permission. 7. Conduct which damages the school's reputation. 8. Not reporting dangerous behavior/objects. 9. Engaging in fighting or antagonistic behavior. 10. Academic dishonesty, including allowing others to engage in academic dishonesty from your work. 	<ul style="list-style-type: none"> ● Suspension & Parent Conference

<ul style="list-style-type: none"> 11. Other dishonesty, including forging another's name. 12. Possession/distribution, indecent literature, language, or pictures either on paper or electronically. 13. Violating Technology Acceptable Use Policy (AUP). 	
TIER THREE BEHAVIORS: MISSION INFRACTIONS	POSSIBLE INTERVENTIONS
<ul style="list-style-type: none"> 8. Received 3 major infractions 9. Repeated Tier 2 behaviors, or of grave impact to the community at-large. 10. Possession or use any illegal substance in any form on the premises or at any community activity. 11. Bringing dangerous objects to school. SFA reserves the right to designate if an object is dangerous. 12. Violations of public law or other actions that bring discredit to the reputation of the school. 	<ul style="list-style-type: none"> ● Parent Conference & Withdrawal/Expulsion

Suspension

Suspension at SFA means that a child will not be able to attend classes for a period of one to three days. Suspensions will be noted on a student's attendance record in his/her permanent file. Suspensions may be served in school or out of school, at the discretion of the principal.

While suspended, the student is responsible for missed work. During a suspension, he/she will forfeit the right to go on field trips and all other school activities including evening events with the class. Multiple suspensions from class will result in disallowing re-registration for the following year or possible expulsion. The school may recommend or require (as a condition of continued enrollment) psychological evaluation in cases deemed appropriate by the student's behavior.

Expulsion & Involuntary Withdrawal

The school reserves the right to expel or require the involuntary withdrawal of any student at any time when his/her conduct warrants it. Any expelled student forfeits all privileges of the St. Francis of Assisi School student. The expulsion will be noted in the permanent records retained at SFA. The administration reserves the right not to re-admit an expelled student at a later date. In addition, any student found guilty of violating a public law (i.e., shoplifting, cyberbullying) may be suspended or expelled. This includes activity online or

via electronic devices.

The disciplinary policy of St. Francis of Assisi School is cognizant of the overall philosophy and goals of the school. The policy is meant to serve the Christian community and stems from a loving, accepting attitude toward the child as a person of dignity. The following objectives constitute guidelines for implementing the policy:

- The school is obligated to maintain a safe and acceptable learning atmosphere for all students.
- Parental involvement will be sought early in disciplinary procedures.
- Disciplinary action will emphasize developing the student's responsibility for his/her own conduct.
- The establishment of disciplinary rules and regulations is the responsibility of the school administration consistent with the policies established by the school.

The Principal will make any decisions regarding expulsion, in consultation with the Pastor and the Department of Catholic Schools. The decision to expel or suspend will be communicated to the parent/guardian of the student immediately. If a parent/guardian chooses to appeal a decision to expel, he/she must contact the appropriate Associate Superintendent and submit all relevant written documentation.

Bullying Policy

Bullying, harassment, or intimidation (as defined below) of any student is prohibited in all Archdiocese of Baltimore Schools. Retaliation or reprisal against anyone who reports such behaviors or participates in an investigation of a report is also prohibited. Such behaviors are contrary to school life in a Christ-centered community, which respects the dignity and uniqueness of all of God's children. To foster a school environment where all students are educated in a safe and caring atmosphere, all Archdiocesan schools will follow established procedures for bullying prevention, intervention, and response.

Harassment of students on the basis of race, color, sex, national origin, religion, disability or handicap, gender identity or expression, and sexual orientation are also addressed under the Archdiocesan Student Harassment Policy in the Code of Conduct. Suspected abuse or neglect of students is addressed under the Policy for the Protection of Children and Youth.

"Bullying, harassment, or intimidation" means intentional conduct, including written, verbal, or physical conduct or an intentional electronic communication, that:

a. Creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance or with a student's physical or psychological well-being and:

i. Is motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or

ii. Is sexual in nature; or

iii. Is threatening or seriously intimidating; and

b. Occurs on school property, at a school activity or event, or on a school bus, or substantially disrupts the orderly operation of the school.

Electronic technology means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, pager, gaming device, tablet, etc.

Retaliation means an act of reprisal or revenge, i.e., getting back at a person for an act he/she committed (such as reporting misconduct).

The principal or designee will notify the parent/guardian of the alleged victim of a report of bullying, harassment or intimidation within three (3) business days after the incident is reported. The principal or designee will notify the parent/guardian of the alleged perpetrator of a report of bullying, harassment or intimidation within five (5) business days after the incident is reported.

Reporting forms are located in the main office and on the school's website. (Please make sure that a link to the bullying form is posted both here and on your school website). Refer to the bullying policy here [Bullying Policy SS 6.o](#)

Harassment Policy

It is the policy of the Archdiocese to prohibit harassment on the basis of race, color, sex, national origin, religion, age, disability or handicap, gender identity or expression, sexual orientation, or protected activity (i.e., opposition to prohibited discrimination or participation in the complaint

process) in its education programs and activities. Each Catholic school shall adhere to this policy with respect to students. (Employees are similarly protected from harassment by a separate Archdiocesan policy.) A school is not required to adopt any rule, regulation, or policy that conflicts with its religious or moral teachings.

A. Scope

This policy applies to all students in Archdiocesan elementary, middle and secondary schools. The Archdiocese neither condones nor tolerates harassment of students at school, at school-related activities or functions, or in any school-related setting. Harassment of students, whether engaged in by other students, teachers, administrators, or others, is prohibited. Violation of this Policy is grounds for disciplinary action up to and including termination of employment or suspension or expulsion from school, depending on the nature and severity of the offense and the individual's disciplinary record.

B. Prohibited Conduct

a. For purposes of this Policy, "harassment" means verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her race, color, sex, national origin, religion, age, disability or handicap, gender identity or expression, sexual orientation, or protected activity, that:

- i. Has the purpose or effect of creating an intimidating, hostile or offensive environment;
- ii. Has the purpose or effect of unreasonably interfering with an individual's academic performance; or
- iii. Otherwise adversely affects an individual's educational opportunities.

b. Harassing conduct includes, but is not limited to, epithets, slurs, negative stereotyping, or threatening, intimidating or hostile acts that relate to race, color, sex, national origin, religion, age, handicap or disability, gender identity or expression, or sexual orientation. "Sexual" harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of such conduct is used as the basis for educational decisions or has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile or offensive environment.

C. Procedure

a. Any person who believes that a student is being subjected to harassment should immediately report the harassment to any one or more of the following individuals: the student's teacher, the principal of the school, the Superintendent of Catholic Schools. A bullying/harassment form should be filled out.

b. Individuals are encouraged to report harassment early, before it becomes severe or pervasive, so that preventive action can be taken. All complaints will be investigated promptly, thoroughly and impartially, and will remain confidential to the extent possible.

c. Any retaliation, reprisals, or intimidation, whether by the alleged harasser or from another source, directed toward the complaining party or anyone else as a result of the filing or investigation of a harassment complaint is considered a serious violation of this Policy and should be reported immediately.

d. Once the investigation is complete, the school will take immediate and appropriate corrective action when it determines that this Policy has been violated. The complaining party and the complained-of party will be advised of the investigation's findings and conclusions. A report of the findings will be forwarded to the Department of Catholic Schools.

Process

Any person who believes that a student is being subjected to bullying or harassment must immediately report the situation to any of the following individuals: the student's teacher, the principal of the school, and the Associate Superintendent of Catholic Schools. Individuals are encouraged to report the situation early, before it becomes severe or pervasive, so that preventive action can be taken. All complaints will be investigated promptly, thoroughly, and impartially, and will remain confidential to the extent possible.

Any retaliation, reprisals, or intimidation, whether by the alleged harasser or from another source, directed toward the complaining party or anyone else as a result of the filing or investigation of a harassment complaint is considered a serious violation of this Policy and should be reported immediately.

Once the investigation has been completed, the school will take immediate and appropriate corrective action when it determines that this policy has been violated. The complaining party and the complained-of party will be advised. A report of the findings may be forwarded to the Department of Catholic Schools.

Financial Obligations

Enrollment Contract

Each family typically receives the tuition rates and schedule payment plans for the coming school year in January. The tuition policy is determined by the School Board. Parents wishing to apply for financial aid should follow Archdiocesan guidelines by submitting an application to the FACTS Grant-in-Aid Program. Financial aid requests are evaluated by FACTS and summary reports are issued to the Archdiocese and the principal. Ordinarily, families are notified of financial aid in April.

Under the terms of the enrollment contract, after April 15th a penalty of 20% of the total net tuition is applied to withdrawals. All withdrawal notifications must be made to the principal by email or in writing by the April 15th deadline indicated on the enrollment contract.

Upon acceptance of a student and execution of a tuition contract, the full year's tuition shall be considered payable. Unless the child/children listed above withdraw from the St. Francis of Assisi School by a letter sent by certified mail, return receipt requested, or by email and received by the School Principal on or before April 15th, I am liable for and agree to pay twenty percent (20%) of the applicable tuition and 100% and of the applicable fees for said child/children for the upcoming academic year. I further understand and agree that, if the child listed above attends the School for any day of the upcoming academic year, I am liable for and agree to pay one hundred percent (100%) of the applicable tuition and fees for said child/children for the upcoming academic year. Withdrawal, dismissal, expulsion, absences, or illness of said child/children does not release any parent/guardian from any portion of this obligation.

All tuition refunds are contingent upon the school receiving written notice prior to the student's actual departure date and the refund amount will be determined based on the actual departure date. The school reserves the right to withhold all student records (with the exception of Health Records) until accounts have been paid in full. Since individual student accounts are invoiced on a family basis, these policies will affect each child in the family (If

an out-going student leaves a balance due, the younger siblings will not be admitted to school until the outgoing student's balance is paid in full.) No enrollment will be permitted in any other Archdiocesan school while there are outstanding tuition and/or fees.

Tuition Payment Policy

SFA uses the FACTS Tuition Management System. St. Francis does not process tuition payments on site. All families are required to make their payments through the FACTS portal (www.sfa-school.schooladmin.org).

FACTS has two components. The first is the "agreement," which is a series of predictable, scheduled tuition payments (similar to a mortgage or car payments.) The second component is called "incidental billing", which is used for occasional billing for non-scheduled items such as drop-in Aftercare, field trips, or supplies. It is important to note that incidental bills must be paid within thirty days to avoid late fees.

If tuition for the upcoming school year is paid in full by May 31st, the family may avail itself of a 2% discount.

SFA School reserves the right to withhold report cards and transcripts if a family has any past-due balance. If an account is 30 days delinquent the student's attendance will be interrupted until the account has been brought up to date. This means the student will be excluded from school, excluded from school activities, and powerschool access will be turned off until the balance is paid in full and cleared. If an account is 60 days delinquent the student will be required to withdraw due to non-payment. The penalty is not applied in cases of involuntary withdrawal.

The Child Care Scholarship (CCS)

SFA accepts The Child Care Scholarship (CCS) (formerly known as Child Care Subsidy) Vouchers which provides financial assistance with child care costs to eligible working families in Maryland. The program is managed through a centralized vendor called Child Care Scholarship Central (CCS Central). St. Francis does not deduct the scholarship amount from the FACTS account until the school physically receives the scholarship voucher. All families are required to make their payments through the FACTS portal (www.sfa-school.schooladmin.org) at the full tuition rate until the school has received the CCS voucher.

Fundraising

In order to meet the needs of the school that are not covered by tuition or fees, the school sponsors a variety of fundraising opportunities. The school requires participation in at least **two** fundraisers annually. As a requirement of the tuition contract, families who do not meet the minimum levels for the fundraisers, then the amounts will be charged to their FACTS agreement. All families support these fundraisers through sales of raffle tickets, solicitation of donors, and through volunteering. Families are encouraged to support other fundraisers and events to the extent possible within their families.

Volunteer Hours

In an effort to maintain our average of 60 events each year, each family is required to give a minimum of 20 service hours to the school in addition to participating in the school's major fundraisers. Each family will start off with a charge on their FACTS account in the amount of \$400 (\$20 for every 1 hour) in July of every year. As the family completes volunteer service hours, the FACTS account will be credited. In May of each year a final charge equivalent to the hours will be posted to your FACTS account, with the hopes of every family having \$0.

Health

Maryland School Immunization Requirements

A child may not enter school unless he/she has submitted an official immunization record or other appropriate documentation of immunization status. The immunization record must have the month, day and year of each vaccination and be signed by a physician or health department official, and be approved by the school.

A parent/guardian must show a medical contraindication signed by a doctor for his/her child to be excused. In the case of religious objection or medical contra-indication, form DHMH 89, must be submitted and kept on file and be approved by the school. Exempted students are to be excluded from school if there is an outbreak of the disease for which they are not immunized.

All students in Catholic schools, grades K-8 are immunized against diphtheria, tetanus, pertussis, measles, mumps, rubella, poliomyelitis, hepatitis B, and varicella. For Preschool, Hib and prevnar (PCV7) are required. If no immunization documentation is received by the first day of school, the child is not in compliance with the law regarding immunization; therefore, the child will be excluded from school. For missing doses or incomplete information the child has 20 calendar days from the first day of school before exclusion begins.

The school follows the directives of the Baltimore City Health Department and responds to parents'/guardians' requests for individual vision and hearing screening. The testing is usually done for all students in Pre-K, any K not previously screened, 1st, 4th, and 8th as well as for new students in all other grades.

Dispensing of Medication

The administration of medication in school is discouraged. However, if a student's physician recommends that the student receive prescription or over-the-counter medication during the school day, a written order from the student's doctor is required. Medication can only be dispensed with a written order from the student's physician, specifying start and stop date. The original medication container or box for inhalers must be brought to the school. These containers or boxes should include the following: name of medication, directions for use, time for dispensing, name of doctor ordering the medication, date of prescription, expiration date as stated by the pharmacist, strength of medication/dosage, and student's name and grade.

Students may not possess, dispense or distribute medication on their own. Under special circumstances, individual students may be authorized by their physician to carry and self-administer emergency medications (e.g. inhalers, epi-pens). In this case, the school nurse must be consulted. All medication must be delivered to school by a parent/guardian.

Communicable Diseases

Parents must call the school if their child is diagnosed with a communicable disease. The school must notify their county Health Department. All reports are confidential.

Reportable diseases include the following:

- Measles – regular or German (Rubella)
- Tuberculosis (T.B.)
- Whooping Cough (Pertussis)
- Adverse reactions to Pertussis Vaccine
- Meningitis
- Rocky Mountain Spotted Fever
- Food Poisoning
- Mumps

- Influenza (Flu)
- Coronavirus (COVID 19/SARS-CoV-2)
- Lyme Disease
- Human Immunodeficiency Virus Infection (HIV/AIDS and all other symptomatic infections)
- Chicken Pox (varicella)
- Hepatitis
- Animal Bites/Rabies

Conjunctivitis (Pink Eye)

Any student with drainage from the eyes associated with conjunctivitis (pink eye) must be kept at home until under treatment from a doctor and has received three doses of the medication. A doctor's note will be required for readmission to school.

Varicella (Chicken Pox)

Students who have chicken pox are excluded from school until all lesions are scabbed over.

Health Records

Parents are required annually to complete a Health Form listing any allergies, serious medical conditions, medications, and emergency contact information. The school must be notified of any changes that occur during the school year. Completed health records and immunization reports are kept on file in the school office. A public health representative reviews the health/immunization records yearly. A complete, updated record must be in the school office. If a child is absent because of a contagious disease, he/she must bring a doctor's note to the office upon return.

Head Injury

If any injury to the head or any other serious injury occurs to a student, then the nurse will call the parent and send home a report. The report is to be signed by the parent/guardian and returned to school. If the parent/guardian or alternative contact person cannot be reached in an emergency, the school will contact police/ambulance for assistance.

Insurance

The Office of Risk Management, on behalf of the Archdiocese of Baltimore, offers a voluntary student accident plan for school families to purchase. This coverage is an

inexpensive way for families to cover co-pays, high deductibles, and may even provide accident coverage in the event that no other health coverage is available. If a family declines this coverage please be aware that any injuries sustained while at school or during school activities may not be covered by any Archdiocesan insurance policy. For more details regarding purchasing student accident insurance please visit www.archbalt.org/risk.

Allergies

Parents must notify the school of their child's allergies including food allergies. School medication orders must be renewed each year by the physician and the order must be signed on or after July 1. If the student carries an EPIPEN with them, the physician must state this requirement on the order.

Bloodborne Pathogens

A complete Bloodborne Pathogens Standard Exposure Control Plan has been established by the school and can be found on file in the Office.

Vision & Hearing Screening

The school follows the directives of Baltimore county/city Health Department and responds to parent's requests for individual testing.

This testing is usually done for:

- 1.) All new students who have not provided documentation for screening in the past year;
- 2.) All students the year they enter the school in Grades PreK, kindergarten, 1, and 8 or 9;
- 3.) Grade 3 or Grade 4 if funding is available;
- 4.) Any student with a suspected hearing or vision problem as reported by school staff or parents/guardians.

General Use Epi Pens

St. Francis of Assisi School has adopted a policy allowing the availability of stock epinephrine in the health suite for use in the event of an anaphylactic emergency. This

epinephrine is for emergency use during normal school days and is not dependent on allergy history. It is not available outside of normal school hours or on field trips. Students with a known history of severe allergies are still expected to maintain emergency action plans, medical orders, and their own supply of emergency medication.

Naloxone (Narcan)

St. Francis of Assisi School has adopted a policy allowing the availability of Naloxone through the health suite for use in the event of a suspected overdose emergency. This Naloxone is for emergency use during normal school days. It is not available outside of normal school hours or on field trips. As required by the “Start Talking Maryland Act” a communication about the program is provided at the beginning of the school year. For those interested in learning more about the program and administration of Naloxone, please refer to the following resources:

https://youtu.be/pohYzykHs_o and [Pages - Home \(maryland.gov\)](#).

EmergencyForms

Emergency information for each child is to be kept current. It is imperative that the school has an emergency form for each child and that the school is informed immediately of any change in address or telephone number. Children will only be released to the person(s) designated on the emergency form, unless otherwise instructed by the custodial parent/guardian. The school may ask for identification from individuals picking up a child.

Head Injury

If any injury to the head or any other serious injury occurs to a student, then school staff will call the parent and send home a report. The report is to be signed by the parent/guardian and returned to school. If the parent/guardian or alternative contact person cannot be reached in an emergency, the school will contact police/ambulance for assistance.

Insurance

SFA provides parents the option to purchase health insurance for their children.

Head Lice

Students are excluded from school for head lice. A child may return to school when he/she is free from lice and nits. A child must be examined by staff before he/she can

return to class.

Sudden Illness

Parents/guardians may not send a child to school if he/she has vomited, had diarrhea, or a fever (100.0 F) within the past 24 hours. If a child has been sent home from school for any of the above reasons, he/she should not return to school for at least 24 hours or has been symptom-free for 24 hours. Parents/guardians should not send a child to school until his/her temperature has remained normal for a full 24 hours without medication. Students should not be dropped off to school if they are exhibiting any signs of illness or problems.

Medication Procedures

As of August 2021, St Francis of Assisi has adopted a policy allowing the availability of stock epinephrine in the health suite for use in the event of an anaphylactic emergency. This epinephrine is for emergency use during normal school days and is not dependent on allergy history. It is not available outside of normal school hours or on field trips. Students with a known history of severe allergies are still expected to maintain emergency action plans, medical orders, and their own supply of emergency medication.

The administration of medication in school is discouraged. However, if a student's physician recommends that the student receive prescription or over-the-counter medication during the school day, a written order from the physician is required. St. Francis of Assisi School provides a Certified Medication Technicians (CMTs) who is authorized by a delegating nurse to distribute medication under certain procedures.

Medication can only be dispensed with a written order from the student's physician, specifying start and stop date. No medication will be administered in school without parent/guardian authorization and physician's written orders. The original medication container or box for inhalers must be brought to the school. These containers or boxes should include the following: name of medication, directions for use, time for dispensing, name of doctor ordering the medication, date of prescription, expiration date as stated by the pharmacist, strength of medication/dosage, and student's name and grade.

Students may not possess, dispense or distribute medication on their own. Under special circumstances, individual students may be authorized by their physician to carry and administer emergency medications (e.g. inhalers, epipens). In this case the school office must be consulted. All medication must be delivered to school by a parent/guardian.

Regarding medication and prescriptions, parents should note the following procedures:

1. The medication, properly labeled by a pharmacist, must be hand-delivered to the school by the parent/guardian in the original container. The Health Department or school personnel will not administer medication brought to school by the student.
2. The first dose of a new prescription must be started outside of school.
3. The parent is responsible for submitting to the school in writing from the physician any change in dosage or time of giving medication.
4. The school/health personnel will not administer nor be responsible for any medication not prescribed by a physician.
5. Medications must be distributed per doctor's orders. SFA cannot provide increased or reduced dosages based on parent request without documentation by a physician.
6. The parents are responsible for teaching their child the following information regarding medication: Name, Color, Amount to Take, Time to Take Medicine
7. For Preschool students, over the counter medication may only be administered 1 time per illness with written consent from the parents and physician.

Partnership and Communication with Parents

Responsibilities

In enrolling your child in a Catholic School, you agree to certain important responsibilities. These include:

1. To be a partner with the school in the education of your child
2. To understand and support the Catholic mission and identity of the school.
3. To read all communications from the school and to request clarification when necessary.
4. To know who your child's teachers are and to observe parent-teacher conference dates and any special requests for meetings.
5. To discuss concerns and problems with the person (s) most directly involved.

6. To be as actively involved as you can be in the life of the school and to volunteer assistance when possible
7. To promote your school and to speak well of it to others to include, but not limited to, social media platforms.
8. To meet your financial obligations in a timely manner and to support the fundraising efforts of the school when possible
9. To appreciate Catholic education and the benefits of attending a school in a Christ centered environment.
10. To behave appropriately at all school related functions, both inside and outside of the school hours, and whether on school property or third-party sites, and including sporting events.
11. To follow the guidelines of this handbook including non-academic standards and expectations, including related to parking, drop-off, pick-up, and communication with teachers and staff.
12. To demonstrate appropriate behavior and respect to all teachers, staff, and administrators, this includes verbal, written or electronic exchanges.

Support, Partnership, and Compliance by Families

In cases of disregard of the direction of staff members, threats or threatening behavior, serious or repeated noncompliance with school policies or procedures, or other demonstrated lack of support or cooperation, whether by parent, child or other family member, the administration reserves the right to withdraw child/children from the school. Depending on the severity of the breach of partnership with the school, parent, or other family members may be prohibited from entering the campus. In cases of serious or repeated noncompliance by a parent with school policies or procedures, the administration reserves the right to withdraw that parent's or guardian's child/children from the school.

Communication

The parent-school relationship is vital to your child's academic and developmental success. Effective communication between home and school helps make that relationship a positive and productive one. The most effective means of assisting your child's academic growth are checking homework, reviewing tests, inquiring about projects, test results, school activities, etc. If there is an area of concern in regard to the school environment either socially or academically, please contact the teacher involved to discuss your concern. Your cooperation and support are necessary for effective guidance and discipline. Please be very careful not to make statements in your child's presence that would undermine what we are trying to accomplish together with you.

There is one regular communication from the school to all families: which is; "With One Voice," the regular email newsletter. Additionally, informational mailings are made available on the school website www.sfa-school.org. Urgent or emergency communication will be made through the online emergency system, Bright Arrow. Phone calls and emails are sent to the main contact numbers for each family. Each fall, families are asked to update this information.

Whenever a situation occurs that causes concern, the concern should be addressed first at the level at which the situation arose. Therefore, the parents should first contact the teacher involved and then, if necessary, teachers and parents should go to the principal. Staff should be seen by appointment only. If a conference with the principal or teacher is needed, please call the office or send a note/email at least a day or two in advance of the conference date. In the best interest of students, the school welcomes and encourages verbal and written communication between parents and teachers. The most efficient way to reach school staff is through email. Voicemail is also available, but typically is checked only once or twice a day.

Parents whose phone numbers are unlisted must give the school either the unlisted number or a number where the parent(s) can be reached. It is essential that the school has this information in case of an emergency (will be kept in the strictest confidence). Any change of phone number or home address is to be given to the school office and homeroom teacher in writing immediately after the change is effective.

Urgent Messages

If it is necessary for a parent to give an emergency message during school hours, please

contact the office, and we will ensure that the message is delivered. It is essential that students and parents communicate through the school office.

Staff Interactions

SFA Staff members are very dedicated and they work long hours. We ask that you respect their personal time and do not call their home or cell phones for school business. Please also refrain from making connections with staff via social media in order to conduct school business. Please note: Staff members are not permitted to drive students in personal vehicles under any circumstances.

Non-Custodial Parent

Emergency contact information for each child is to be kept current in School Admin. It is the parent's responsibility for keeping that information current. Children will only be released to the person(s) designated on the emergency card, unless otherwise instructed by the custodial parent/guardian.

Non-custodial parents are welcome to review their child's records unless there is a court order or legal agreement prohibiting such access. The school may notify the custodial parent of a request to review records.

St. Francis of Assisi School does not allow a non-custodial parent physical access to his/her child during school hours or on school premises unless the custodial parent has consented or the school has a court order permitting access.

Change in Name, Family Status, and Custody

If there is a change in the family status/or the change of a child's name, or a change in custody arrangement, it is important that the school be informed promptly of the change. In case of a change of custody, a copy of the portion of the court order that describes the custody arrangements must be on file with the school. The parent also needs to notify the principal.

Change in Address, Telephone Number, and Email Address

When there is a change in address, phone number or email address, parents need to update school admin immediately. Parents whose phone numbers are unlisted must give the school either the unlisted number or a number where the parent(s) can be reached. It is essential that the school have this information in case of an emergency. This information will be kept in the strictest confidence. Any change of phone number or home address is to be given to

the school office and homeroom teacher immediately.

Bright Arrow

Bright Arrow is the platform used for electronic communication to families. The principal will share how to set up a Bright Arrow account, so parents will receive all essential information from the school.

Parent Teacher Conferences

Parent/Teacher Conferences are mandatory at least once in the fall. Conferences can be initiated by parents or teachers at any time throughout the year. At the end of the first Trimester as indicated on the calendar published on the web, mandatory conferences will be scheduled with all parents from Pre-K - 8th grade. Sign up for conferences are done online via a link sent out using email. These mandatory conferences are in 15 minute increments and are meant to support communication between parents and teachers. Even if your child is not having difficulties, we encourage and require you to meet with your teacher, so there is open communication should difficulties arise in the future. In addition, there will be an opportunity for conferences later in the year, with dates on the calendar online.

Parent Contact Information

In the best interest of students, the school welcomes and encourages communication between parents and teachers. Whenever a situation occurs that causes concern, the concern should be addressed first at the level at which the situation arose. Teachers are seen by appointment. Please contact them directly by email or phone to schedule a mutually convenient time to meet. Parents whose phone numbers are unlisted must give the school either the unlisted number or a number where the parent(s) can be reached. It is essential that the school have this information in case of an emergency. It will be kept in the strictest confidence. Any change of phone number or home address is to be given to the school office and homeroom teacher in writing within one week after the change is effective.

Regarding information in the annual school directory, notifications in past years or to individuals other than the Principal cannot substitute for a new notification. You must notify the Principal each year if you wish to have information restricted.

Home & School Association (HASA)

The purpose of a Home and School Association is to partner with the school in providing

support for both the academic and social aspects of the school. All parents are members of the Home and School Association, which meets three times a year and serves as a source of support to both the school and the parent community. A mandatory charge will appear on each family's FACTS account in July for HASA's annual dues. The executive board consists of the President, Vice-president, Secretary, and Treasurer. These officers typically serve a term of two years. Elections for the executive board are held each spring. Parents are encouraged to speak to the Class Parent about special events, such as classroom parties and classroom activities.

Link for the Home and School Association manual

https://drive.google.com/file/d/1ULei_pUjrFF-ggVCPcFjGRBr-E7XyU8K/view?usp=sharing

Safety

Emergency Plan

St. Francis of Assisi School has an emergency plan and practices safety drills regularly. All questions regarding safety should be directed to the principal.

Fire and Safety Drills

As required by the State of Maryland, the school conducts regular fire and safety drills. All questions regarding safety should be directed to the principal.

Emergency & Weather-related Closings and Delayed Openings

The school will follow the county in which the school is located, for decisions regarding early dismissals, delayed openings and any other emergency and weather-related closing. St. Francis of Assisi School will follow the more restrictive decision between Baltimore City and Baltimore County.

Asbestos Hazard Emergency Response Act (AHERA)

AHERA – In October 1986, the U.S. Congress enacted the Asbestos Hazard Emergency Response Act (AHERA). Under this law, comprehensive regulations were developed to address asbestos problems in public and private elementary and secondary schools. These regulations require most schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings and implement response actions in a timely manner. Our program for fulfilling these responsibilities is outlined in our asbestos management plan. This plan contains

information on our inspections, re-inspections, response actions and post- response action activities, including periodic surveillance activities that are planned or are in progress. The plan is kept in the principal's office or the Catholic Center and may be viewed upon request during normal business hours.

Child Abuse and Neglect Reporting Policy & Procedures

Maryland law requires that all educators and other school employees, including volunteers, report suspected child abuse or neglect to the proper authorities in order that children may be protected from harm and the family may be helped. Our school policy supports Maryland laws in this regard and requires that all school staff report suspected abuse and neglect to the Department of Social Services, Protective Services Division, and/or the local police department, as well as to the Principal.

Visitors

In order to ensure a safe environment for your child, all school doors will remain locked during the school day. All visitors must report to the office and receive an identification badge through RAPTOR before visiting other parts of the school building. A government-issued photo identification card must be presented at first sign-in with the Raptor System for each visitor to the building. Subsequent or repeat visits do not require presentation of the ID again. Visitors should note that we are a smoke-free environment campus-wide.

Volunteers

Volunteers are needed and appreciated as playground supervisors, room parents, classroom helpers, office assistants and various school program helpers. **All staff members and all volunteers must complete the required VIRTUS training**, including completion of the Archdiocese of Baltimore Volunteer Application and review a copy of the "Statement of Policies for the Protection of Children & Youth" of the Archdiocese, before being permitted to assist in classroom activities or attend field trips. This program, required by the Archdiocese of Baltimore, is intended for the protection of the youth. The training is conducted online. Contact the office for more information. Volunteers who intend to drive children other than their own must complete an additional level of screening to include a driving-record check by the MVA.

RoomParents

Room parents are a very essential segment of our school life. Ordinarily, each class has 1-2

parents who take special responsibility for aiding the teacher in the classroom. This assistance may take the form of helping in the organization of class trips, planning small in-room parties, assisting in receptions for school functions, or other needs that may arise. All activities are cleared with the principal/classroom teacher before planning. All room parents must complete the VIRTUS Training prior to volunteering at the school.

Playground & School Supervision and Provisions

St. Francis of Assisi is happy to provide our primary students with access to a playground facility built on the school property. Children in Pre-K to grade 2 will be able to play on the playground or on the white top during their regularly scheduled recess period. Older children may play on the whitetop or blacktop. When the children are outside on the playground or the white top they are expected to adhere to very specific playground rules. The playground equipment may only be used by students being supervised by teachers during school activities. It is not to be used after school, even by school families. A public playground is available for that purpose at 3400 Norman Avenue.

Supervision Responsibilities (Before and After the School Day)

Parents are required to follow the times stipulated when dropping off or picking up students. The school is not responsible for supervision of students before the drop-off time and after the pick-up time, as listed above. The school is not liable for any injuries or accidents which may occur before the drop-off time or after the pick-up time, as stated above.

If the student is participating in a scheduled, supervised activity before or after the hours noted above, specific arrangements must be made for drop-off and/or pick-up at the designated times. If children are participating in before or after school care, parents must comply with the rules established by the program for drop-off and pick-up.

Transportation Procedures

Students are only to be released to custodial parents or those adults listed on emergency contact forms. Students should never be allowed to leave school in an UBER, Lift, or any private transportation company.

Compliance Statements

St. Francis of Assisi School maintains compliance with all applicable federal, state, and local laws/regulations, as well as Archdiocesan and parish policies.

Asbestos Plan - In October 1986, the U.S. Congress enacted the Asbestos Hazard Emergency Response Act (AHERA). Under this law, comprehensive regulations were developed to address asbestos problems in public and private schools. These regulations require most schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings and implement response actions in a

timely manner. Our program for fulfilling these responsibilities is outlined in our asbestos management plan. This plan contains information on inspections, re-inspections, response actions and post-response action activities, including periodic surveillance activities that are planned or in progress. The plan is kept in the principal's office or at the Catholic Center and may be viewed on request during normal business hours.

Bloodborne Pathogens

A complete Bloodborne Pathogens Standard Exposure Control Plan is established and staff trained accordingly. The plan is on file in the office.

Child Abuse and Neglect Policies and Procedures

Maryland law requires that all educators and other school employees, including volunteers, report suspected abuse or neglect to the proper authorities in order that children may be protected from harm and the family may be helped. Our school policy supports Maryland laws in this regard and requires that all school staff report suspected abuse and neglect to the Department of Social Services, Protective Services Division, and/or the local police department, as well as to the Principal.

Crisis Intervention Plan

In the event that St. Francis of Assisi School is faced with a crisis, a crisis intervention plan has been formulated with the guidance of the Department of Catholic Schools Team.

Medical Emergency

In the case of a medical emergency and the school is unable to reach a parent, the administration will utilize the best judgment and contact 911. The decision to transport is made by EMS personnel after they have arrived at the scene, assessed the incident, and, as appropriate, consulted with other medical personnel. As such, the subjective judgment of the school nurse, medical advisor, principal, or principal's designee to call 911 is not determinative with respect to emergency transport. Emergency calls will be made to always err on the side of caution.

Drug-Free School Zone

SFA complies with the Drug Free School Zone & Drug Free Workplace Act of 1988.

Early Dismissals

Early dismissals, including those for inclement weather, will be announced via the emergency system for email and phones. SFA does not typically close for heat.

Emergency Drills

Drills for all emergency circumstances are conducted according to city/state guidelines. These include fire, intruder, severe weather, and building evacuation.

Spirituality

Daily Prayer, School Liturgy Schedule, Prayer Services

Homeroom teachers will communicate the expected prayers that children should know, Additionally, the homeroom teacher will share the liturgy schedule and dates of prayer services with the students and their families.

Sacraments (First Eucharist, Reconciliation, Confirmation)

Students and their families may participate in these Sacraments.

Service Projects

Students and their families are invited to participate in classroom and school-wide service projects throughout the school year.

Pastor

Fr. Patrick Carrion

Advent, Lent, Stations of the Cross, May Procession

Students participate in various Catholic traditions and seasons during the school year.

Catholic Schools Week

Catholic Schools Week is a national celebration of Catholic schools in the United States. The designated time is during the last week in January (January 26-February 1, 2025).

Religion Curriculum

The textbook, *Growing with God*, is a resource for spiritual education.

Student Services

Cafeteria: Milk & Lunch Program

Students should bring a nutritious lunch or snack to school which does not require refrigeration, cooking, or reheating. (In preschool, refrigerators and microwaves are used.) We encourage fresh fruits and vegetables. Hot lunch is provided via outside services on an announced schedule. Parents are responsible for all communication with the vendor and financial arrangements are made exclusively through the hot lunch provider. Milk (1%) is offered at all snacks and lunch for preschool students. Special lunches with the support of parent volunteers are scheduled throughout the year. **Under no circumstances can parents or students have food delivered (DoorDash, Uber Eats, etc.) to the school for lunch purposes for the child.**

Guidance & Counselor

Please contact the school office to reach the school's counselor.

National Junior Honor Society

SFA sponsors a chapter of the National Junior Honor Society (NJHS). Students in 7th grade will be introduced to the organization and informed of the academic and service requirements for acceptance. Students must have a cumulative 3.0 GPA across at least 4 trimesters of middle school in order to be invited to apply. The administration and a committee of middle school teachers review the applications and select the candidates. Students are evaluated for the qualities of character, scholarship, leadership, service and citizenship. An induction ceremony for the new NJHS members will be held in the fall for the school, families, and guests. NJHS members contribute service regularly to the school community, particularly through peer tutoring of younger students. Students who have disciplinary action taken may be removed from NJHS as a consequence. Students who do not maintain at least Principal's List for Honor Roll may also be removed from NJHS.

Student Council

The Student Council has the responsibility of helping to encourage school spirit by sponsoring projects and helping with school activities. Students exhibiting exemplary behavior in grades 5, 6, 7 & 8 may apply to be members of the Student Council. From among these members the student body (grades 5-8) elects a President, Vice President, Secretary and Treasurer. All members attend meetings during which projects are presented and discussed. Students are guided by moderator/s. Students who have disciplinary action taken may be removed from the Student Council as part of their consequences.

Athletic Association

The St. Francis of Assisi Athletic Association (SFAAA) is a ministry of the parish supporting the athletic interests of the community. Students from SFA School, as well as children from the parish and its neighborhoods, are able to participate in SFAAA programs. Currently available sports include Outdoor Soccer, Indoor Soccer, Cross Country, and Track & Field. The provisions of this Handbook apply to all school students participating in SFAAA activities. All coaches are required to be VIRTUS-trained and background-checked volunteers.

Technology

Acceptable Use Policy for the Internet and Technology Tools

Technology skills are necessary to ready our students for their future. Access to the Internet and technology tools (including software tools, web-based applications and services, computer equipment, I-Pads, and other personal electronic devices) allow students to conduct research, produce digital content, and communicate with classmates and teachers. The Internet and technology tools put enormous power at the fingertips of users. As such, they also place a great deal of responsibility on users.

It is imperative that technology resources be used to build community, encourage critical reflection, and foster readiness for future learning. Developments in technology at the School are to be used ethically, legally, and responsibly. As in other areas, our students are expected to make good choices with regard to their behavior.

Individual users are responsible for their activity on the Internet and technology tools, including the material stored and information shared. In order to protect private and personal information, unauthorized disclosure, use, or dissemination of personal information is prohibited. The School reserves the right to edit Internet accounts for child-only configurations, and to run filtering software for students' protection.

The purpose of this policy is to ensure that student users (and their parents) recognize the limitations the School imposes on the use of the Internet and technology tools and that they understand the standards of behavior the School expects of users.

All users of the School network and technology tools, whether on a School-owned or personal device, are responsible for adhering to the following guidelines for acceptable use.

Acceptable uses of the Internet and technology tools are for authorized academic and school-related activities that support learning and teaching and:

- *Respect the privacy and property rights of others and the well-being of the School*
- *Are consistent with Roman Catholic values and morals*

- *Treat technology tools and computer equipment with respect.*

Unacceptable uses of the Internet and technology tools include but are not limited to:

- *Violating the rights or privacy of others, including by photographing or filming an individual without consent*
 - *Posting or distributing videos or photographs without consent of the persons depicted and the School*
 - *Using technology to send profanity, obscenity, or other offensive or harmful language*
 - *Unauthorized copying, downloading, or installation of content, software or applications (including plagiarism or “pirating” music)*
 - *Sending false information or sending messages to the School community that fail to identify the sender (including anonymous messages or messages using a pseudonym)*
 - *Using any program designed to disrupt network performance or breach network security, such as software designed to capture passwords or break encryption protocols*
 - *Revealing personal information beyond what is required for login while using Internet or web-based resources*
 - *Responding to inappropriate messages from others (which should be reported to the School)*
 - *Downloading or copying information onto disks or hard drives without prior teacher approval*
 - *Accessing, downloading, storing, or printing files or messages that are inappropriate or may be offensive to others (including pornography and other inappropriate images)*
 - *Sharing of passwords or attempting to discover another’s password (passwords should be changed frequently)*
 - *Using or accessing another’s account (network accounts are to be used only by those for whom the account has been established)*

- *Intentionally writing, producing, generating, copying or introducing dangerous codes or programs designed to cause harm, including, but not limited to viruses, bugs, ‘worms’, etc.*
- *Intentionally damaging, altering, or tampering with any hardware, software, printers, keyboards, speakers, etc.*
- *Accessing or searching files, directories, or folders for which the user does not have authorization*
- *Intentionally erasing, renaming, or disabling of anyone else’s files or programs*
- *Accessing social media, email, or other off-task websites or apps during School without explicit permission of a teacher or adult supervisor*
- *Violating School conduct rules or the law.*

Harassment/cyber-bullying of others online, whether against a student, non-student, or employee, is serious, is prohibited, and is contrary to the School’s policy and values. Harassment/cyber-bullying whether it is initiated on campus or off campus, online or in person, should be reported immediately to a faculty member, and may lead to disciplinary action and possible criminal prosecution under Maryland’s law prohibiting the Misuse of Interactive Computer Service (“Grace’s Law”).

Parents are responsible for:

- *Reviewing and discussing this policy with their child as well as supporting the School in its enforcement*
- *Partnering with the School in monitoring their child’s technology use*
- *Modeling appropriate Internet behaviors for their child*
- *Reporting any concerns regarding this policy or their child’s use of the Internet or technology tools to School personnel.*

Failure to adhere to the policy guidelines may result in a revocation of a student’s Internet access and other technology privileges and disciplinary action up to and including suspension or expulsion.

Web-based Services

The School uses Google Apps for Education as well as other web-based education tools, sites, and services (“web-based services”) to provide students with important web-based educational experiences and enhanced opportunities to communicate and share collaboratively with one another. As part of students’ use of web-based services, certain educational records may be created, collected, or stored. Directory information, such as a child’s name, email address, grade/age, and enrollment status, may also be shared with web-based services. The School may access, monitor, and review children’s use of web-based services and Internet use and children shall not have any expectation of privacy with respect to any communications or activities through such services. Use of web-based services is for educational purposes only and subject to the conduct and acceptable use guidelines set forth in this Handbook. A list of the School’s web-based services and corresponding privacy policies are available upon request. By enrolling a child in the School, the parent consents to the child’s participation in the School’s academic activities and programs, including the child’s use of and access to web-based services as described in this paragraph. In order to withhold or withdraw consent for the use of web-based services, parents must contact the School principal in writing.

Electronic Devices

Electronic devices, whether owned by the school or the student, are a privilege and a responsibility. The devices, the school network, and the school domain (sfa-school.org) may only be used at the direction/permission of a staff member, and may only be used for academic purposes. Electronic games other than those prescribed by staff are not permitted for use.

Students may bring cell phones or other electronic devices with them to school, but only for the purpose of emergency use after school. Every classroom in our school has a phone and there will never be a need for students to access their cell phone during school hours. If you feel your child requires a cell phone, you must send a letter to the office “registering” the phone. The child must keep the phone in his/her backpack during the day, and the phone must be turned off. If any of these policies are broken, the child’s phone will be confiscated and only returned to the parent. The school reserves the right to confiscate any electronic devices in use at inappropriate times.

School Equipment

SFA students are provided the best technological equipment available. The expectation is that students will treat all SFA equipment with care and responsibility. SFA reserves the right to suspend privileges to equipment for chronic misuse, and/or to replace leading-edge technology with lower grade equipment when it is determined that a student has failed to demonstrate the proper care the equipment requires. **Damage or negligence to SFA equipment will result in a damage fee being assessed to the student's FACTS account in order to replace the broken equipment.**

The following guidelines must be followed regarding SFA equipment:

- Always get permission before installing, attempting to install or storing programs of any type on the computers.
- Damaging, disabling, or otherwise harming the operation of computers, or intentionally wasting resources puts work at risk, and will cut time with equipment.
- Only use the computers for educational purposes. Use of equipment by anyone other than the student of the school is not appropriate.
- Always check files brought in on removable media (such as storage devices) with antivirus software and only use them if they are found to be clean of viruses.
- Always check mobile equipment (e.g. laptops, tablet PCs) with antivirus software and ensure they are clean of viruses before connecting them to the network.
- Protect computers from spillages by eating or drinking well away from equipment.
- Always remove/return equipment to its storage space with appropriate care/concern.

School Network & Domain

St. Francis of Assisi has a very active computer network. Email use, file storage, and Internet access are all privileges offered to students to empower them in providing a top-notch educational program to them. This digital space is considered the property of SFA.

- Protect your work by keeping your password to yourself; never use someone else's logon name or password.
- Never use your SFA email address or network password when signing up for Internet Resources. Use a public email address, like Yahoo or Gmail, and a different password. This helps to protect the integrity of our network resources and limits unwanted junk mail and spam from coming into your SFA email account.
- If you walk away from your computer, lock the screen. This prohibits others from accessing your account and files.
- Always be wary about revealing your home address, telephone number, school name, or picture to people you meet on the Internet.
- Users should be respected and should not be harassed, harmed, offended or insulted.

- To protect yourself and the systems, you should respect the security on computers; attempting to bypass or alter the settings may put you or your work at risk.
- With due cause, the school has the ability to review your files and communications to ensure that you are using the system responsibly.

Internet

- Students access the Internet only for academic purposes and at the direction of SFA staff.
- Only access suitable material; to download, send, print, display or otherwise transmit or gain access to materials which are unlawful, obscene or abusive is not permitted.
- Practice safe surfing by entering ONLY trusted websites. Do not enter unknown sites.
- Respect the work and ownership rights of people outside the school, as well as other students or staff. This includes abiding by copyright laws.
- Due to bandwidth constraints, downloading of streaming media should be limited to content that is necessary and pertinent to the curriculum. When possible, video media should be downloaded to the computer first and then played.

Email

- Only open attachments to emails if they come from someone you already know and trust. Attachments can contain viruses or other programs that could destroy all the files and software on your computer.
- If you receive an email containing material of violent, dangerous, discriminatory, or inappropriate content, always report such messages to administration. Sending or receiving an email with content likely to be unsuitable for school is strictly forbidden.
- Keep your inbox clean by deleting unwanted and unnecessary email on a daily basis.

Distance Learning

When required by appropriate government mandate, Archdiocesan directive, or public health necessity, St. Francis of Assisi School may move students, cohorts, grade levels, or the entire student population to distance learning. This distance learning may include the relocation of the student's learning environment to the home or to another location on school property (physically separated from the instructor but still under appropriate adult supervision). Under a distance learning model, certain policies or procedures may be adapted, waived, or supplemented based upon the circumstances. Parents/guardians will be notified of all applicable changes. Every effort will be made to maintain continuity of

learning for all students regardless of what the circumstances are requiring a move to distance learning.

Uniforms

Student Uniforms

St. Francis maintains a dress code because we believe it fosters school identity and pride in one's self; it minimizes fashion competition and distractions; it teaches the value of appropriate dress; and it is an economical solution to expensive clothes.

Students are to be in full uniform when school is in session. Uniforms are to be worn to and from school. Uniforms should be clean, free of holes, and should fit properly. Parents will be asked to update or replace uniforms that do not fit properly. **The standard uniform may be worn year-round. Summer options (listed below) are permitted during Daylight Savings Time.**

A student who is out of uniform for a legitimate reason must bring a note from a parent or guardian. Students who do not abide by the dress code will receive a uniform slip, and repeated offenses may result in disciplinary action. When students are attending field trips they will be expected to wear their uniforms unless otherwise instructed.

Preschool students do not wear uniforms. They should wear comfortable play clothes that do not interfere with full participation. Shoes that fully enclose heel and toes are required.

Dress Code Guidelines

- Uniforms should be neat and clean and shirts are to be tucked in at all times.
- Shirts worn underneath must be plain white, short-sleeved, and tucked into slacks/skirts.
- Clothing must not be tight or revealing. Undergarments should not be seen.
- Hats, bandanas, and hair decorations are not permitted. Simple headbands may be worn.
- Colored and artificial nails are not permitted. Only clear nail polish is acceptable.
- Tattoos, makeup, and body piercings are not permitted.
- Navy blue or white tights are optional with the standard uniform.

Standard Uniform: All Kindergarten- Grade 8 Students

- Plain Navy Blue or Plain White Socks (no logos) which must cover the ankles.
- Brown Tie Buck Shoes (Light OR Dark Brown permitted)
- (Optional) Navy Blue sweaters with the school's logo, which must be purchased from Flynn & O'Hara or Lands End only. Three options are available. Sweatshirts or jackets may not be worn in the classroom.

Standard Uniform: Kindergarten- Grade 5

- Girls - Uniform Jumper (knee- length) OR long khaki dress slacks from Flynn & O'Hara or Lands End with a white Peter Pan collared blouse. Black or brown belt. Shirt must remain tucked into the pants.
- Boys - Navy blue pants from Flynn & O'Hara or Lands End with a white buttoned down collared shirt. (School Logo is not required on the white shirt, but no other logos are acceptable.) Black or brown belt. Shirt must remain tucked into the pants. Navy blue ties are required (except for Kindergarten).

Standard Uniform: Middle School

- Girls - Uniform skirts (knee-length) OR long khaki dress slacks from Flynn & O'Hara or Lands End with a white buttoned down collared blouse. Black or brown belt. Shirt must remain tucked into the pants or skirt.
- Boys - Navy blue pants from Flynn & O'Hara or Lands End with a white buttoned down collared shirt. (School Logo is not required but no other logos are acceptable.) Black or Brown Belt. Shirt must remain tucked into the pants. Navy blue ties are required.
- A class tie, approved by the school, may be included for both boys and girls in 8th grade.

Summer Uniform

During Daylight Savings Time, which ends the 1st Sunday of November and begins again on the 2nd Sunday of March, students may exercise the following options:

- Khaki walking shorts, purchased from Flynn & O'Hara or Lands End, may be worn in place of the dress uniform by both boys and girls. Black or brown belt. Shorts must fit properly and come to the top of the knee or longer.
- White, short-sleeved polo (SFA logos are not required but no other logos are permitted.)
- Standard uniform pieces may still be worn during the warm weather months,

including mix/match with summer options. (e.g. Summer polo with regular blue pants is allowed).

Physical Education Uniform (Worn all day on assigned PE days)

- Green PE shirt and shorts, both with SFA logo
- Plain White socks (no logos) and tennis (athletic) shoes
- (Optional for weather) Green PE sweatpants and sweatshirt with the SFA logo
- Spirit Wear, including SOAR Shirts, are allowed on spirit days **only**, not for PE
- NOTE: If students do not bring the PE uniform appropriate to the weather and the planned activities for that day, they may be kept indoors.

Labeling Clothes & Belongings

Please label all clothing and belongings for your child.

Out-of-Uniform Days

Occasionally, there may be out-of-uniforms days scheduled, meaning students may attend school or school events in casual attire. Even when out-of-uniform, clothing must reflect the values of St. Francis of Assisi School.

Clothing may not contain terms, logos, pictures, cartoons, slogans, writing, or images that are offensive, political, harassing, or discriminatory in nature.

All restrictions on jewelry, hair, and make-up remain in effect for dress down days. Some accessories may be permitted in line with the theme of the dress down day. Teachers reserve the right to tell a child to take off accessories that are impeding learning.

Students may wear jeans, pants, sweats, or capri pants. Skirts, dresses, shorts must go to the knee. Leggings must be covered by a skirt or dress that goes to the knee. Shirts must fully cover the stomach and chest areas. Shoes worn for dress-down must be closed-toed with a heel of no more than one inch.

Clothing should not be snug-fitting or revealing. No tank tops, spaghetti straps, or bare midriffs are permitted. Leggings and tight jeans/pants are not permitted unless layered under other clothing, in which case, the top layer must reach the knee. Clothing should not have holes or tears, even if that is part of the design.

Used Uniform Sale

Please check the school's newsletter for dates and times of the Used Uniform Sale.

Hair Policy

Hairstyles are to be neatly groomed. For boys, hair is not to exceed the top of the collar, the top of the ear, or be below the eyebrows. Boys sideburns are not to exceed the bottom of the ear. The following styles are examples of prohibited hairstyles: head shaving, lines and designs, faux-haws, mohawks, mullets, spikes, fades, ombre, highlighting or coloring of any kind.

St. Francis of Assisi School recognizes that particular hairstyles may be part of social, ethnic, spiritual and cultural identities and practices or adopted for protective purposes. In those cases, it is the policy of St. Francis of Assisi School to permit individual families to receive an exception from this policy so that they may choose the appropriate cared-for hairstyle for their child. Should a parent have a question about a hairstyle or wish to request an exemption, they should contact the administration before getting a haircut or styled.

Hair grooming should not take place during school hours. Hair accessories should be functional, and should not interfere with learning. Simple headbands, such as uniform plaid or plain dark colors, are preferred. The administration has sole discretion in determining whether something not listed here is appropriate for a Catholic school.

Jewelry

- Students may wear one stud earring on each ear. Dangling earrings/hoops are not allowed. Other piercings are not permitted above the neck.
- Bracelets and necklaces are not permitted. A small religious symbol may be worn around the neck but must be worn underneath the shirt. One simple ring is permitted.
- A watch is permitted. Electronic devices worn as watches are subject to the Acceptable Use Policy (AUP) found elsewhere in this Handbook.

Lost and Found

The Lost and Found box is located near the school office.

ST. FRANCIS OF ASSISI SCHOOL

Parent and Student Handbook

2024-2025

Name of Student _____

Grade _____

MEMORANDUM OF UNDERSTANDING

Having read the SFA Parent-Student Handbook, and sought clarification where necessary, I agree to accept responsibility and act in accordance with all the information included in this handbook.

Student's Signature

Date

Parent/Guardian's Signature

Date

DISCLAIMER: This handbook does not constitute an express or implied contract of any kind. St. Francis of Assisi School reserves the right to amend, withdraw, or modify the policies, procedures, and benefits described at any time. The handbook provides general information on a number of topics but is not intended to be all-inclusive. Any questions regarding this handbook and/or the policies in the handbook should be directed to the school administration.

Please sign this agreement (one per student) and return it to the office during the first week of school.