



St. Louise de Marillac

Parent-Student Handbook

The school reserves the right to amend the Parent-Student Handbook at any time. Parents will be given prompt notice of any amendment.

2018 Revision

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INTRODUCTION

VISION STATEMENT / DEPARTMENT FOR CATHOLIC SCHOOLS

The Vision for the Department for Catholic Schools is to promote and to sustain Catholic Schools of unparalleled quality, which integrate faith into every aspect of life and culture, producing graduates who continually strive for human and Christian perfection.

MISSION AND VISION OF ST LOUISE DE MARILLAC SCHOOL

Mission:

St. Louise de Marillac Catholic School seeks to provide a solid academic foundation within the Catholic tradition, fully embracing the tenets of the Catholic Church.

Vision:

St. Louise de Marillac School is a community of people focused on the highest standards of academic excellence, helping each student reach his or her fullest potential. We strive to inspire our students to become ethical leaders who possess a lifelong love of learning. Our instruction provides for the diverse needs of all students, dedicated to a lifetime of service to the family, community and church.

MIDDLE STATES ACCREDITATION

The Middle States Association of Colleges and Schools accredits St. Louise de Marillac School. Middle States accreditation is an expression of confidence in St. Louise de Marillac School's mission, goals and objectives, performance and resources and validates publicly the excellence in education.

The Middle States Evaluation is an ongoing process requiring the submission of updated plans every three years. After seven years the school is re-evaluated for continued accreditation. We were re-accredited in 2010.

CATECHETICS (Religious Formation)

Catechetics is the center of the Catholic school. A conscious effort is made to create a Christ-centered atmosphere by stressing Christian values and morality in the classroom as well as throughout the school. A conscious effort is made to integrate catechetics into every aspect of the school curriculum.

Our belief in Jesus has drawn us to this school community. Our beliefs are expressed in and strengthened by daily communal prayer. Students develop skills and a love for the Church's daily worship. Prayer includes a prayer service each morning with simple prayers for before and after lunch and at the end of the day. Students who change classes each period begin each class with a prayer.

An introduction each morning briefly sketches the saint or feast of the day or some aspect of the liturgical

season. Attention is also given to the seasons of the year, to the anniversaries of historical figures and peacemakers of our time, and to the civil holidays that have significance for our children.

Faith experiences are an integral part of catechetics. Opportunities for Eucharistic Liturgies, Reconciliation, Stations of the Cross, the Rosary, and other Catholic prayers, classroom prayer and service to others are to be included. Community is at the heart of Catholic education, not simply as a concept to be learned, but as a reality to be lived.

The principal, in conjunction with the Pastor and the Catechetical Administrator, work with the teachers in the religious development and sacramental preparation of the students. Parent Preparation Programs for Reconciliation, Eucharist, and Confirmation are held during the year. These are parish programs and involve all eligible children and parents of the parish.

INSTRUCTIONAL PROGRAM

CONTINUOUS GROWTH APPROACH TO INSTRUCTION

The Catholic Schools located within the Diocese of Pittsburgh are committed to a program of education that seeks knowledge and practice of the Catholic faith, academic excellence, moral courage and the learning of the faith in the light of social teachings of the Church.

The Catholic School offers a strong traditional curriculum. In the "Continuous Growth Program" of the Diocese of Pittsburgh, students advance through a defined curriculum according to their individual needs and abilities. In addition to meeting all the requirements of the Pennsylvania Department of Education, the curriculum gives special attention to the integration of Gospel values.

Research indicates that children will achieve according to the expectancies placed upon them by their teachers and parents. Catholic school teachers place high expectation on all children so that all children are encouraged to achieve to the best of their ability.

This is particularly true in the skill areas of Reading and Math. The curricula for these subjects are so designed that students can advance through defined levels of competency according to their needs and abilities. Student achievement is evaluated at the students' grade level.

The goals of the Continuous Growth Program in Language Arts and Math are:

- to recognize and provide for differences in each student's growth patterns
- to provide an environment in reading and math classes that permits and encourages continuous progress
- to adapt the math and reading curriculum to each child so as to challenge maximum individual development
- to encourage students to exert effort so that they may experience success in their encounter with each school situation

ACADEMIC SUPPORT

We strive to be as inclusive as possible in welcoming all students for whom we can provide an appropriate education. Therefore, we implement the Diocesan Academic Support Model to assist students who are struggling academically and/or have been identified as a person with a special need. Parents may request information from the principal or the child's teacher.

CURRICULUM GUIDELINES

In the Catholic schools, quality academic education is dependent on an organized plan of basic content with special attention given to the integration of Gospel values.

Curriculum Guidelines for all subject areas are utilized by all Catholic elementary schools and are aligned to the Diocese of Pittsburgh Standards. The guidelines endeavor to give continuity to the teaching/learning process, and are geared to meet the individual needs of students and to guide the teaching/learning process.

Flexible pacing is an important component of the continuous growth concept. This provision places students at an appropriate instructional level and then allows them to move forward in the curriculum as they achieve mastery of content and skills. Teachers will assess the instructional needs of students and provide differentiation through the use of small flexible groups.

Teachers, recognizing different learning styles, vary their presentation and assignments so as to provide for the individual needs of each child. Critical thinking skills, problem solving and research techniques are a part of instruction. Enrichment activities are provided for all students, to broaden lessons presented.

SUBJECT AREAS

Catechetics/Religious Education

The Catholic Church recognizes parents/guardians as the primary educators of their children. The role of the parish school is to supplement and complement the role of the parent. In the school, a formal catechetical program is taught daily. The Diocesan Catechetical Curriculum Guidelines, “Growing in God’s Covenant” contain a balance of doctrinal content, scriptural understanding, faith formation, prayer and worship experiences.

Goals and objectives are constant and consistent to enhance the spiritual formation and moral development of all students. A genuine, personal relationship with God and the response of worship and service are ultimate goals of the religious instruction. Liturgical and personal prayer are outcomes of the guidance and religious instruction provided. Opportunities for both communal and personal prayer are a daily priority. Careful planning and programming ensure a broad and deep understanding of authentic Church Doctrine. A variety of materials and resources are used to foster both spiritual growth and moral development.

Parents are encouraged to communicate in words and actions the Church’s teaching concerning human sexuality. When adults respond to their sexuality in a love-giving manner they enable their children to integrate the Church’s teaching concerning human sexuality into their own lives. The Catholic Vision of Love is the Diocesan mandated Sexuality Program.

Language Arts

The language arts curriculum presents numerous opportunities for the integration of faith, culture and life by developing an awareness of the Gospel values. The philosophy inherent in the language arts curriculum is one of continuous growth, which recognizes and nurtures the God-given potential and learning style of the individual.

Language, as communication, enables one to become more perceptive through listening, observing and feeling. Language, as a skill, provides one with the important tools to speak fluently, to read and comprehend, to compose, to write legibly and to spell correctly. An awareness of the history of language and the continuous development of vocabulary also are important phases of skill development. An appreciation of literature enriches the student through the experience of skillful authors who vicariously open new worlds to the student.

Mathematics

It is our mission to enable all students to learn the skills, acquire the knowledge, and develop the attitudes in

mathematics necessary for them to become morally and socially responsible citizens. The challenge is not only to meet and to exceed grade level expectations but to excite students to explore topics on their own, to develop proof for answers and to learn from one another.

Social Studies

In the Catholic School, Social Studies provides many opportunities for teachers to help students understand, appreciate, and learn how to live Christian social values.

The scope of the social studies curriculum includes elements of anthropology, economics, geography, history, political science, and sociology, with emphasis on global awareness and values. An integrated interdisciplinary approach helps students develop a sense of relationship among the various social studies disciplines. A clear understanding of current events helps students to integrate the past with the present and prepares them for the future.

The Social Studies curriculum begins in kindergarten with an introduction to community helpers. It progresses in the primary grades to the study of family and friends, and later encompasses a more in-depth study of the community. Beginning in fourth grade, the curriculum focuses on the study of the United States land regions and Pennsylvania history. At the fifth grade level, both United States history through the Civil War and a study of the United States geographical regions are studied. Sixth grade students study World Cultures and World Geography with an emphasis on the countries of the Eastern Hemisphere. Seventh grade studies United States history to the Reconstruction and eighth grade studies United States history beginning with the Reconstruction to the modern day. Map and geography skills are taught at all levels. Social Studies prepares students for the future by instilling the importance of a value-oriented life perspective.

Science

The primary goals of the teaching of science in the Catholic schools in the Diocese of Pittsburgh are to develop a respect for the sacredness of all life, the pursuit of peace and order in the world, and an awareness of the responsibility to be co-creators of life-giving designs and protectors of the environment.

The science curriculum focuses on an inquiry-based process and fosters collaborative learning. Science education strengthens life skills, such as creative problem solving, critical thinking, team cooperation, use of technology, and the value of life-long learning.

World Languages

Because the Church is universal and embraces all people, regardless of race, nationality and financial status, the Catholic school encourages the study of world languages and other cultures. World language students learn the sounds and syntax of the language and work toward proficiency in listening, speaking, reading and writing. A variety of materials and methods are used for instruction. St. Louise de Marillac School offers Spanish in grades K-8 and Latin in grades 7 and 8. Most students qualify to begin the second year of language study when they enter high school.

Physical Education

Physical education is a vital component of the curriculum, which assists students in identifying their

physical strengths and weaknesses and encourages them to build on their strengths to achieve personal goals. Students learn to follow rules and to respect the rights of others through games and physical activity. Learning to channel energies constructively helps students perform successfully in life.

Health

The Health for Success curriculum presents information at each level of development to help students make wise, moral decisions with respect for the God given Gift of life. The health curriculum places holistic emphasis on wellness, fitness, behaviors, and skills for healthy, active living. Education and health for children are inextricably intertwined. Students then have the benefit of sustained learning for reducing health-risk behaviors and enhancing health--promoting behaviors.

Fine Arts

In the Fine Arts program, students have the opportunity to deepen their awareness of God's gift of creation and to respond creatively to the beauty and goodness of the world through music, art and drama. Instruction in the Arts contributes to the development of the whole person, promotes individual expression, allows experimentation with diverse materials and elements, enables exploration and appreciation of the works of other students and major artists and musicians, develops an awareness and sensitivity toward the environment, and finally promotes a deeper understanding of heritage and culture.

The Fine Arts curriculum provides a holistic approach to education that incorporates many aspects of the core curriculum and can be integrated into the total educational experience.

Library

The school library exists primarily to support and enrich the curriculum. It is a service and teaching agency as well as a place of purposeful learning where the use of all resources correlate with the school curriculum to intensify and individualize a child's educational experiences. The Library is an integrated part of the total curriculum and is an essential element in the development of lifelong learning skills for students.

The integrated approach permits students to develop library skills as the need for these skills naturally emerge from the curriculum. The librarian and classroom teacher are partners in the instructional process. They plan and implement these activities so that the goals of both the content area and the library program are achieved.

Our children are living in the "connected age". A primary objective of education is to learn how to identify, locate, organize and share needed information in a clear, concise and persuasive manner. As technologies change, students need to develop skills to manage and communicate information. The school library program is the vehicle that provides opportunities for students to achieve these skills and to foster a life-long interest in learning.

The school library is open daily. In the primary grades books are checked out for one week. In the upper grades books are checked out for two weeks. Lost or damaged books must be paid for.

Technology

Technology instruction is essential in today's educational process. This instruction includes computer

awareness and computer literacy. When this instruction and awareness are mastered, the computer becomes a basic tool for teaching logical thinking and problem-solving, creative writing, communication, the handling of information, and many other aspects of the curriculum.

Since the Continuous Growth Philosophy guides instruction in schools of the Diocese, students are led into phases of computer instruction according to needs and abilities.

Teachers of computer literacy look beyond hardware and develop an awareness of values such as relationships, collaboration, ethical conduct, responsibility and creative expression. As in all other areas of the curriculum, the integration of the Gospel values is a part of the teaching/learning process in the computer lab and classroom.

Internet Use Policy

Guidelines for Implementation and Practice

This guideline is established to ensure understanding and application of St. Louise de Marillac School Internet Use Policy. The school reserves the right to amend these guidelines at any time. It is understood that the administration will inform parents/guardians of any changes made in these Guidelines via the school's monthly newsletter. **Students' parents and/or guardians are required to review these guidelines with their child(ren) and complete and return the attached parent/guardian consent form.**

This guideline includes, but is not limited to, the following areas:

- Information and news from a wide variety of sources and research institutions
- Public domain and shareware software of all types
- Discussion groups
- Access to any educational institutions and libraries.

Etiquette

All Students are required to:

- Be polite when sending written messages to others
- Use of appropriate language is expected in all messages
- Avoid anything pertaining to illegal activity
- Protect information, personal or otherwise
- Respect others' access to the internet
- Remember that deleted materials can be retrieved.

The following actions, which are not inclusive, are considered unacceptable actions:

- Placing unlawful information on the Internet
- Using the Internet for non-school related activities
- Sending messages that are likely to result in loss of the recipients work or systems
- Using the Internet for commercial purposes
- Using the Internet for political lobbying
- Sending or receiving copyrighted material without permission.
- Plagiarism

- Using Internet access to send or retrieve pornographic material, inappropriate file text, files dangerous to the integrity of the system, violent or threatening material or messages
- Circumventing security measures on school or remote computers or networks
- Vandalism
- Falsifying one's identity
- Using the Internet to harass another person.

An Internet Use Agreement must be signed annually.

TESTING PROGRAM

Standardized tests, textbook tests, and teacher-made tests are administered to students throughout the year. These assessments require students to synthesize information, apply what they have learned and demonstrate their understanding of what has been taught.

Readiness Test

Students entering kindergarten are administered a Readiness Test to determine how ready they are to enter kindergarten.

Achievement Tests

Students in grades K-8 are administered a standardized test to measure progress from one year to another. A component of the standardized testing program for grades 2-8 is a cognitive abilities section, which helps compare a student's achievement with other students of the same age, grade, and ability. If a child is absent due to illness, every attempt will be made to enable the child to make-up the tests. However, since the tests must be returned within a two-week period, make-up testing often necessitates taking more tests daily than is ideal. To prevent this, we ask parents not to schedule trips or appointments during the time of standardized testing.

Writing Assessment

Each child in grades K-8 participates in a Writing Assessment. This allows students to respond to a writing prompt and to select and organize content, develop a style and follow standard conventions. Students in Grade 5-8 use a technology program during the year to provide additional opportunities for written expression. The program provides guidance on the first and subsequent drafts to allow the students to practice rewriting and learn its value.

Math Benchmark Assessment

Math Benchmark Tests are administered quarterly to students in Grades K-8. These tests determine if the student is making progress towards grade-level expectation.

AUXILIARY SERVICES

The following services are offered through the Intermediate Unit:

Remedial Reading and Math (Title I)

The federally-funded Title I program is designed to provide additional assistance to students who are not demonstrating grade level proficiency in reading and/or math. Referrals for the program are based on teacher referrals, standardized test results, and parent approval. Alternate strategies are planned for students in accordance with individual instructional goals and in support of the classroom curriculum to help students develop mastery of basic skills.

Act 89 Services

Intermediate Unit personnel work with and provide support to students in remedial math and reading. These teachers, in collaboration with the classroom teacher, identify educational needs and design educational interventions and strategies to help a child succeed.

Speech/Language

Speech and language services are also provided through Act 89 funding. This is a special service offered to students to enhance communication skills which directly impact social and academic interactions.

Educational Psychological Testing

Educational Psychological testing is available through the student's school district by parent request or at the recommendation of the teacher in consultation with the principal. Results are formally reported to parents, principal and teachers along with a list of recommendations made by the psychologist. **This information is kept confidential** and is not shared with anyone without parent permission.

Counseling

A certified counselor provides individual and small group counseling sessions to children in grades K-8. Children are referred by parents, principal, teacher and through self-referral. Children may see a counselor once without parent permission or knowledge. After that, individual counseling requires parent permission.

Gifted Program

Admission to the Gifted Program for students in the local school district is based on results of standardized academic testing, tests of cognitive skills, and academic performance. Students can be recommended by the teacher or a parent who submits a letter to the principal. St. Louise de Marillac School completes the necessary forms and forwards them to the school district. Students who qualify attend classes in the local public school and will be responsible for making up missed classroom work.

Student Assistance Program

The Student Assistance Program (E-SAP) was established by the Commonwealth of Pennsylvania by Act 211 of 1990. It is a program of prevention, intervention, and support for students in grades K-12. The members of the team are the principal and faculty members of the school who have received special training through approved agencies.

The program exists in order to promote the growth and development of the child. The team members work

with students who are experiencing behavior difficulties which impact their social, emotional, and educational progress.

Referrals for the program are made by faculty and/or parents. Once a referral has been received by the team, classroom teachers are asked to complete a form which helps identify the behaviors. The team then makes informed assumptions as to what is needed to help the student, conveys this information to classroom teachers, parents/guardians and evaluates the results. If necessary, after consultation with parents, appropriate referrals are made to outside agencies.

Team members maintain all information regarding students and their families under **safeguard of privacy and confidentiality**. Access is limited to those who have a legitimate educational interest.

CURRICULAR RELATED

Assemblies

Assemblies are held throughout the school year. The assemblies are planned in conjunction with the principal, faculty, and the PTG with a focus on education.

Field Trips

Every class is permitted field trips during the year. Each student must have a signed permission slip before he/she is permitted to participate. Transportation, in accordance with Diocesan directives, is provided by bus, and a fee is charged to cover costs.

Guidelines for both students and chaperones are in effect for each field trip. A copy of the student guidelines will be sent home by the teacher so that the parent may help reinforce the guidelines presented.

Homework

A reasonable amount of homework, according to grade level, is of great educational value and so is assigned every day. Assignments are not always written. Study and memory work are frequently given. Homework is assigned on a regular basis for the following reasons:

- enrich school experiences
- provide practice and review
- develop good study habits
- teach responsibility, and
- foster originality

Parents can assist students with home assignments in the following ways:

- Provide a quiet spot away from the television, telephone, or other distracting elements;
- Check to see what was accomplished during the designated study time regarding completeness, neatness, and correctness;
- Be willing to listen to reading, spelling, and math facts and to explain procedures, but never do the assignment;
- If the child says there is no homework too often, the parent/s should consult the on-line grading system.

If, for some reason, the child cannot complete an assignment, the parent should inform the teacher by written note stating the reason. Arrangements should be made as soon as possible to make up incomplete assignments. The Diocese recommends the following time schedule for home study:

Primary (Grades K-2)	10-30 minutes
Intermediate (Grades 3-5)	40-60 minutes
Upper Elementary (Grades 6-8)	70-90 minutes

At the discretion of the teacher, homework is not generally assigned on weekends.

DAILY PRACTICES AND POLICIES

ADMISSIONS/REGISTRATION POLICIES

St. Louise de Marillac School admits students of any race, gender, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to all students formally accepted into the school. We do not discriminate on the basis of race, gender, or national or ethnic origin in the administration of our educational policies, admission policies, athletic or other school administered programs. Students can be admitted with a disability, if with reasonable accommodation, the student can meet program requirements. Children who are not Catholic are expected to participate in religion classes and to attend all religious functions of the school/church.

Official certificates of birth and baptism are required at the time of registration. Students entering Kindergarten are required to take a readiness test and must be five years of age by September 1. Those registering for grades 1-8 must fulfill the age requirement for the desired grade and present letters of recommendation from the previous school. A mini-battery will be administered to all new students to verify placement. Grade level and academic group determinations are made on the basis of school records.

Immunization records must be complete before any child may enter school. The requirements are as follows:

- 4 doses of diphtheria and tetanus
- 3 doses of polio vaccine
- 3 properly spaced doses of hepatitis B vaccine
- 2 doses of measles, mumps and rubella (MMR) vaccine after the first birthday or proof by blood test of having had the illness
- 2 doses of varicella
- 1 dose of meningococcal for entry into seventh grade
- 1dose of tetanus, diphtheria and acellular pertussis for entry into seventh grade

ATTENDANCE

Regular attendance at school is a major factor in determining academic success. Parents and guardians of students who acquire excessive absences may be required to provide documentation from a physician indicating that the absences are related to an existing medical condition. Students absent for more than thirty days during the academic year may be denied academic promotion.

Absences from school are defined as either Excused or Unexcused according to guidelines from the Pennsylvania School Code. Excused absences include illness, quarantine, impassable roads, recognized religious holidays, and urgent reasons, such as a death in the family or a court appearance.

The state guidelines also permit an excused absence for educational trips if a request is sent to the school prior to the dates of the trip. If no prior notice is received, the absence is classified as Unexcused.

A student is responsible for making up work when absent from school and for completing satisfactorily the courses of study prescribed by the State and the Department for Catholic Schools.

Parents should call the school office on the first day that a child is absent from school, giving the child's name, homeroom teacher, and reason for absence. Unless the absence will be for an extended period of time, please make arrangements with another child to have assignments brought home.

According to the Pennsylvania School Code, Section 1332, "The absence of any pupil who remains out of school with or without his parent's permission, and is not absent because of illness or for other urgent reasons, as defined in the School Code, shall be unexcused. Such absence will be recorded as 'unlawful-unexcused' for a pupil who is under the compulsory attendance age." Section 1333, "Any such child who has been absent three days, or their equivalent, during the term of compulsory attendance, without lawful excuse...shall be given written notice. If, after such notice is given..., attendance is again violated by the person, such person shall be liable... for referral to the magistrate."

Upon returning to school from an absence, a student must submit a written excuse to his/her homeroom teacher as required by state law. If this excuse is not submitted within three days following the absence, the absence will be classified as Unexcused.

A written note should be given to the teacher/principal for the following reasons:

- Following an absence
- Excuse from gym class
- Permission for out of school appointments (Child is expected to return as soon as possible.)
- Attending funerals
- Vacation
- Change of plans in leaving school (bus, ride or walk)
- Early Dismissal

Parents and guardians of students who acquire excessive absences may be required to provide documentation from a physician indicating that the absences are relating to an existing medical condition.

Early Dismissals/Early Arrival/Late Pick-up

Parents should make every effort to schedule appointments at a time that school is not in session. However, if a child must have an early dismissal, he/she must submit a written note for the principal's approval. For these dismissals, parents or an authorized adult must come to the office and sign the child out at the authorized time. Children who arrive later than 10:00a.m. will be marked absent in the morning. Children who leave school before 1:30 p.m. will be marked absent in the afternoon.

Students arriving before the stated time of arrival and/or remain after the time normal supervision ends, will be placed in extended care and their parents will be billed at the standard rate.

DAILY SCHEDULE

8:00am	School doors open.
8:20am	Late bell
8:25am	Opening prayer
8:31am	First class begins
11:15am	Lunch: Grades 5-6-7-8
11:40am	Lunch: Grade K

11:56am	Lunch: Grades 1-2-3-4
2:40pm	Homeroom
2:45pm	Closing prayer/announcements and dismissal

CAFETERIA

Lunch

All students must bring or buy a lunch. Those bringing lunch may purchase milk, water or juice.

Rules

The use of good manners is encouraged and, therefore, the following cafeteria rules are to be observed:

- Remain seated until finished eating and the "recess" bell rings.
- Discard all papers, scraps of food, etc. at your place and dispose of them properly.
- Obey cafeteria monitors at all times.
- Speak in a conversational tone.
- Walk at all times.

The cafeteria is operated in accordance with U.S. Department of Agriculture policy, which prohibits discrimination on the basis of race, color, sex, age, handicap, religion, or national origin.

Cafeteria Fee

This fee is charged for preparation and labor fees involved in our lunch program.

DRESS CODE

St. Louise de Marillac School is a Catholic elementary school which maintains the right to establish a uniform dress code for its students. It is recognized that proper school attire and good grooming are conducive to a student's educational and social development. This Dress Code was developed for the following reasons:

- promote a Christian atmosphere;
- free children for academic concentration;
- de-emphasize competition among children regarding clothing;
- allow more economical dress for school, and
- provide some choice to accommodate individual differences.

This dress code policy is intended to maintain a standard of dress that is neat, economical, modest and attractive. All students in grades K-8 must follow the school dress code which is described below:

The Saint Louise de Marillac School uniform is the following:

School Uniforms must be purchased at *Pro 3 Services*
2101 Greentree Road Suite A109, Pittsburgh, PA 15220 Phone – 412-279-1102

DRESS UNIFORM

The following items are required to be worn on all Mass days by every student.
[They may also be worn at any other time as well.]

BOYS DRESS UNIFORM

White Oxford Shirt
Navy Tie
Pants: Navy / Khaki
Belt
Dress shoes

GIRLS DRESS UNIFORM

White polo / Peter Pan blouse
Plaid Skort / Jumper
Dress shoes

Altar Servers must always wear Dress Shoes when serving Mass.

REQUIRED UNIFORM LIST for *Saint Louise de Marillac School*

BOYS UNIFORM

Pants: Navy/Khaki
Shorts: Navy/ Khaki
[appropriately fitted/not “baggy” look]
[must be worn with black/brown belt]

White Oxford Shirt LS/SS
Polo Shirt LS/SS

[white/green logo on both]
Sweaters: Navy with logo
[Crew/V-Neck/Cardigan/Vest w/logo]

Socks: Navy/White/Black
[solid, crew length, no logo/pattern]

Hair: clean/neat/traditional styles
natural color, trimmed above the shirt
collar

GIRLS UNIFORM

Plaid Jumper no more than 2” above knee
Plaid Skort no more than 2” above knee
Pants: Navy/Khaki
Shorts: Navy/ Khaki no more than 2” above knee
[must be worn with a black/brown belt]

Polo Shirt LS/SS [white/green logo]
Peter Pan LS/SS[white/green logo]
Sweaters: Navy with logo
[Crew/V-Neck/Cardigan/Vest w/logo]

Socks: Navy/White
solid: no logo/pattern
crew/knee/tights

Hair: clean/neat/traditional styles/
natural color/small headband/bow
Make-up: Gr. K-6 NONE
Gr.7-8: light foundation/
Clear nail polish only

*****Shorts are permitted to be worn August 31 thru October 30th.
April 1 thru end of school year.*****

Shoes/Athletic

Permissible: Soft-soled, close-toed and closed heeled shoes must be worn. Leather, suede or canvas solid-colored tennis shoes are permissible. The only approved uniform shoe colors are primarily white, black, dark navy blue, brown, or grey. Shoes must be reasonably clean and /or polished.

Dress Shoes: Black, Brown, or Navy

Not Permitted: Plaid/patterned, brightly colored or neon, or highly decorated shoes are not permitted. Cowboy boots, sandals, knee high boots, clogs, moccasins, hiking boots, slipper-type or backless shoes are not permitted. Shoes may not have a heel higher than 1”.

Jewelry: small *religious* medal or cross
watch

Nothing Else

Jewelry: small *religious* medal
or cross

small watch

One pair earrings

[must fit on a dime]

Nothing Else

If you have any questions about whether or not your child is properly dressed for school – Call and ask.

Parents are strongly urged to mark their children's personal belongings with their names. Since children do not readily claim lost items, proper identification helps us to find the owner and save parents the cost of replacement. The lost-and-found area is located in the school gymnasium. Parents and children are encouraged to look for lost clothing items there. More valuable lost items, such as glasses, watches and purses, are to be turned in to the office. "Lost and found" articles will be available at PTG meetings and other special events for easier accessibility. Items that are not claimed by the end of each school year are donated to charity.

EMERGENCIES

Emergency Form

At the beginning of each school year, parents are required to complete a Student Emergency Card. It is imperative that the school be able to reach a parent in case of illness or an emergency. It is also important to list the names of others who can be contacted should a parent be unavailable. Please keep the card updated by notifying the office of changes.

Emergency Closings and Delays

If inclement weather or some other emergency requires that the school be delayed or closed, this information will be announced on KDKA, Channel 2; WTAE, Channel 4; WPXI, Channel 11; St. Louise School website and Parent-Alert system. Because of the number of public districts represented in our school, it is important that you listen for an announcement that identifies your public school district. PLEASE DO NOT CALL THE SCHOOL OR RECTORY FOR THIS INFORMATION.

The following procedures will be adhered to regarding poor weather conditions:

1. If Upper Saint Clair School District cancels school, *Saint Louise de Marillac School* is **automatically closed** for **all** students.

2. If the district that provides your transportation has canceled school, but Upper Saint Clair has not canceled school, parents are encouraged to provide transportation **to** and **from** school for that day for *Saint Louise de Marillac School* students.
3. Delays due to weather are dependent upon the school district in which the student lives – Bethel Park, Peters Township, CanonMac, etc. For example: if Bethel Park has a delay, then **only** those students who are bussed by Bethel Park have a delay.

In the event of a two hour delay, which will be announced **only when every district** bussing children to *Saint Louise de Marillac School* has called a delay, all children should report to school by 10:20 a.m. tardy bell. There is no morning Kindergarten for students in the Half Day program. Because some public districts, that have not delayed, do not provide bussing outside of the normal times, children from these districts will be picked up at the normal times and will be admitted into the building to wait for the scheduled start. Teachers will be present at the usual time. If you are driving your children to school on a two hour delay day, **please** do not arrive before 10:00a.m.

Emergency Dismissals

In the event that we would be required to dismiss school early, that information will be announced on the same stations noted above. Homeroom coordinators will initiate a phone chain to notify parents as soon as possible. If phone service should be interrupted in the school, children will be dismissed as soon as parents are notified and transportation is arranged.

EXTENDED CARE

For an additional fee, St. Louise de Marillac School offers before and after school programs for parents who need child care. Morning extended day is available from 7:00a.m. to 8:00a.m., and afternoon extended day is available from 2:45p.m. to 6:00p.m. This service is available on a daily, weekly or yearly basis. Parents should contact the school office for the fee schedule and contact person if they plan to use the service.

TEXTBOOKS/SCHOOL SUPPLIES

St. Louise de Marillac School participates in Pennsylvania's Act 195/90 whereby the state purchases textbooks and instructional materials of non-religious nature. A form requesting permission to have a child use these books must be signed by a parent and kept on file in the school office. Students are responsible for the condition of the books given to them. Students will be required to pay for a book if it is damaged or lost. Books taken to and from school are to be placed in a book bag. **All books are to be covered at all times.**

For the convenience of families, supply lists are available each June for the following year. Students provide their own school supplies but are expected to comply with individual teacher requirements. Items not easily available elsewhere, such as primary tablets, will be sold at school.

TRANSPORTATION

It is important that the school know the ordinary means by which each child arrives and departs daily. A note is to be sent when a change is necessary. For reasons of safety and insurance, each child is to ride his/her assigned bus.

Bus

Students who live more than a .5 mile radius from St. Louise de Marillac School are eligible to be bused to the school. Those who live along a route that has been declared "hazardous" are also eligible for busing. The Board of Education Transportation Division determines "hazardous route" claims. The student transportation policies and procedures of the local educational agencies responsible for busing students are applicable to all students in the Commonwealth of Pennsylvania.

Students are expected to maintain appropriate behavior while in route on the bus. Every bus follows the guidelines that are within our own discipline code. Students are expected to remain in their seats at all times. This ensures their safety and the safety of others.

If improper conduct occurs, the driver prepares a report which is sent home to alert the parents to the problem. If the behavior persists, the bus company has the right to ask the school district to suspend the student's privilege of riding the bus, temporarily or permanently. This will result in the student's losing bus privileges. The parent will be responsible to make other arrangements for transportation.

The following bus rules are to be obeyed:

- Use only the bus and bus stop assigned. Only the Department of Transportation can authorize changes.
- Remain seated at all times until the correct stop has been reached. If the driver has assigned seats, these seat assignments are to be honored
- Keep head, hands and feet inside the bus. Do not put anything out the window of the bus.
- In vehicles where seat belts are available, use them properly.
- Observe the same conduct as in the classroom. Quiet, respectful talking is permitted. Loud talking, etc. may distract the driver, prevent students from hearing instructions, or prevent the driver from hearing signals from emergency vehicles.
- Keep the bus clean; do not eat, drink, or chew gum on the bus.
- Cooperate with the driver. Any directives of the bus driver in addition to the above are to be followed.

Car Riders

Car riders are dismissed shortly after the first bus riders. Those picking children up by car should go to the back of the school entering **only** from the road by *Le Gras Parish Center*. You should park your car back from the rear sidewalk and wait until your child(ren) are dismissed to you. Do not move your vehicle until signaled that it is safe to do so.

For morning car arrivals, you may pull up to the back entrance and have your child(ren) exit the car directly into the building and then leave immediately. If you have a reason to come into the building or help your child(ren) carry something into the building, then **you must park your car** in the back lot away from the school so as not to interfere with other vehicles delivering children to school in the morning.

STUDENT ACTIVITIES

Altar Servers

Students in grades 4 through 8 have the privilege of serving on the altar. Students who choose this privilege are expected to fulfill assigned responsibilities and be on time. Servers are expected to be in the sacristy fifteen minutes before the liturgical service.

Extra-Curricular Activities

Students are offered a wide variety of extra-curricular activities to enrich their total *Saint Louise de Marillac School* experience. They may choose to participate in the following activities during their years at *Saint Louise*:

Children's Choir	Baseball – Boys *	Basketball-Boys & Girls
Drama Club	Cheerleading-Girls	Forensics
Chess Club	Football-Boys	Band
Latin Club	Track/Field – Boys & Girls	Softball-Girls*
Newspaper	Volleyball-Boys & Girls	PJAS
Spelling Bee	Geography Bee	Student Council
Yearbook	Spanish Club	Technology Club
Cross Country – Boys & Girls		

*Parish Sponsored Activity

Relation of Absence on Extra-Curricular Activities

Absence from school on the day of an extra-curricular event, game, drill, practice, competition, etc., will preclude participation in the activity. Waiver shall be granted only by the principal, for cause.

HEALTH AND SAFETY

HEALTH ISSUES

School Nurse/Nurse Practitioner

A full-time school nurse is employed at St. Louise de Marillac School each year and is present in the building every day. She is available in any emergency situations. The nurse has the following responsibilities:

- Maintain updated health records
- Make sure all immunizations are current
- Conduct vision screening

- Conduct scoliosis screening
- Work in conjunction with the speech therapist for hearing and speech screening
- Assist the school in appropriate health education
- Contact parents/guardians if any health problems arise
- Make arrangements for physical exams for 6th graders

It is the parents'/guardians' responsibility to secure proper medical treatment, as it is needed.

Dentist/Dental Hygienist

The Dentist/Dental Hygienist makes routine visits to our school and is responsible for maintaining all dental records. The Pennsylvania School Health Law requires dental examinations for students entering grades K, 3rd and 7th. These grades were selected because they represent critical periods of growth and development in a child's life.

We recommend that your family dentist do these examinations. School dental health evaluations will be provided for students who do not furnish proof of a private dental examination within the previous six months. These forms are given out to the students before school ends so that appointments can be scheduled over the summer.

Illness

It is often difficult to decide if a child should stay home from school when complaining of illness. An objective sign is an elevated temperature. It is recommended that a child be kept home from school until the temperature has remained normal (below 100°) for 24 hours.

If a child has a temperature of 100° or more, skin rash, diarrhea/vomiting, strep throat, or evidence of lice, the child will be sent home. Parents are asked to use discretion in sending their children to school if they display any of these symptoms. Please inform the school office if your child becomes sick with a contagious illness. Notes will be sent home with the other children to warn parents of contact and incubation of communicable diseases.

Accident and Injury

In the case of accident or illness at school, parents are contacted to take the child home, to the doctor, or hospital. It is important for your child's safety and comfort, as well as the effective operation of the office, that emergency information needed to locate parents is available for each child and that this information is kept up-to-date by parents.

Parents of children who have any type of physical disorder should contact the principal, school nurse, or teachers to make them aware of the problem. All cases of head lice should be reported immediately.

Medication

Whenever possible, medicine is to be given at home, and parents are to request the physician to adjust the schedule for administration so that it can be given before and after school hours.

If medicine must be administered at school, the following guidelines apply:

- The medication must be delivered to the school by a responsible adult along with a physician's written request for distribution by school personnel.
- Medication brought to school must be in a container labeled by a pharmacist or doctor. The label must include the student's name, the name of the physician, date of prescription, dosage, and frequency of administration.

SAFETY ISSUES:

Asbestos Notice

Pursuant to the Asbestos Hazard Emergency Act (AHERA), our school was inspected by a certified AHERA Inspector. A Management Plan was developed and submitted to the PA Department of Education. A copy of our Asbestos Inspection Report and Management Plan is on file in the school office.

The school is re-inspected by a certified AHERA Inspector every three (3) years. The maintenance and custodial staff have received two (2) hours of Awareness Training and conduct a periodic surveillance twice a year, in December and June.

Fire Drills

Fire drills are held monthly. Exit directions, which are posted in prominent places in each room, are to be followed. No one—teacher, student or other personnel—may remain in the building during fire drills. When the students hear the bell, they are to leave the room quickly and quietly in single file. Students remain outside until summoned back to class.

Students are to remain in absolute silence during all fire drills. Misconduct of any nature is to be reported to the principal. Misbehavior during fire drills is a very serious offense and will be dealt with immediately.

Weather Emergency Drills

Weather emergency drills are practiced yearly. Teachers follow the policy governing weather emergencies for student safety. Students must maintain silence at all times during a weather emergency drill. Staff assists handicapped students.

Safe Environment Program

The purpose of the Safe Environment Program (SEP) of the Diocese of Pittsburgh is to take reasonable measures to assure that adults who have contact with minors (1) are committed to providing a safe environment for children and youth and (2) are capable of identifying and preventing abuse of children and (3) have no personal history of behavior that would be a threat to children.

Adults (18 or older) volunteering with children at St. Louise de Marillac School must be compliant in the requirements of the safe environment policy:

- Complete application at www.diopitt.org, which processes the PA State Police Criminal Record Clearance;
- Read and sign the Code of Pastoral Conduct;
- Receive the Department of Public Welfare Child Abuse History Clearance;

- Attend the Protecting God's Children Program.

Security/Visitors

All doors to the school will be closed and locked during school hours. Parents and visitors should use the buzzer on the main school door to gain entrance to the building.

For security reasons, anyone entering St. Louise de Marillac School is to report to the office or receptionist immediately regardless of the purpose of the visit. For the safety of all students, a visitor's badge must be worn. Communication with teachers and students will be handled by the school office and will be done in a manner that does not disrupt the educational process in the school.

Any articles or items to be left for a student will be left in the school office or with the receptionist. This will eliminate any unnecessary interruptions to classes and instruction.

Playground

Every school day, weather permitting, the students enjoy an outside break supervised by a staff member and volunteer monitors. Organized play is encouraged. Rough games, water guns, snowballing, are not permitted.

Students are never to leave the playground area without the permission of the principal and the knowledge of the playground monitor. In case of illness or accident, the student is to report to the school office.

Lunch monitors have the responsibility of enforcing rules. They are to be obeyed and treated respectfully.

When the bell rings to end the playground session, the students will be met by their homeroom teacher and taken to their classrooms in silence.

The following rules are to be observed on the playground:

- Not to re-enter the building unless for an emergency
- Display good sportsmanship and exercise self-control
- Play in assigned areas.
- Stay on school grounds (This includes not retrieving a ball that has gone off school grounds.)
- Obey the directives of the playground monitors, courteously and promptly.
- Stop playing at once when the first bell rings and walk quietly to line when the second bell rings.

If inclement weather makes it necessary to stay indoors at lunchtime, classroom rules are to be observed:

- Stay in seat.
- Engage in quiet activities.

DISCIPLINE

Introduction

St. Louise de Marillac School administration and faculty are committed to teach and model Gospel values to encourage students to live their lives as a reflection of Christ. The philosophy of the school strives to recognize and respect the dignity of each person and to offer a positive, Christ-centered, safe learning environment based on the Social Teachings of the Church. Discipline is considered an element of moral guidance, not a form of punishment.

Every teacher and staff member shares the responsibility to model appropriate behavior and to support the structure necessary for learning self-discipline. Students are encouraged to assume responsibility for their actions, develop self control, and accept responsibility and consequences for inappropriate behavior.

A Christ-centered school environment fosters the following behaviors:

- Recognizing and fostering the uniqueness and dignity of each individual
- Nurturing respect in all relationships involving school and parish community
- Developing a sense of rights and responsibilities and commitment to the entire school and parish community.

Social skills, both interpersonal and intrapersonal, are taught, modeled, practiced, and infused into the daily life and experience of the school family.

Guiding Principles

The following seven principles are the basis of Catholic Social Teachings and are the principles that guide us in all of our interactions.

- We believe in the life and dignity of the human person. Each person is sacred.
- We believe we are called to family, community, and participation. It is our duty to support each other by our actions.
- We believe that we have rights and responsibilities. Every person has the fundamental right to life and responsibility to and for one another.
- We believe that we have an obligation to the poor and vulnerable. We are called to put the rights of others before our own.
- We believe that we are called to care for God's creation. We are all stewards of the earth..
- We believe that solidarity is our call. We are one family regardless of our differences.
- We believe that workers have rights and that work has dignity. Work is a form of participating in God's creation.

Expectations

As a matter of safety, students are expected to behave in the following manner:

Before school

- dress according to the school dress code
- arrive after 8:00 a.m. except to attend the extended care program

- gather in the designated area
- engage in quiet conversation
- line up quietly when the school bell rings

In school

- walk quietly through the halls
- use proper language at all times
- follow the dress code for school days and dress up/down days
- respect school property and the property of other students
- have a note from their parent/guardian if they change their mode of school transportation

In the classroom

- follow the classroom rules of each teacher
- be responsible for submitting homework on time and making up assignments missed within a reasonable amount of time
- have a respectful attitude toward teachers and one another
- be responsible for appropriate supplies
- be honest in all communications
- use computers and school equipment appropriate
- refrain from chewing gum
- leave or do not enter a classroom at any time without a teacher or designated adult present

During recess

- refrain from reentering the building unless for an emergency
- display good sportsmanship and exercise self control
- include all classmates in play activities
- play in assigned areas only
- stay on school grounds at all times (This includes not retrieving a ball that has gone off school grounds.)
- use equipment properly
- avoid throwing harmful objects
- obey the directives of playground monitors, courteously and promptly.
- stop playing at the first bell and walk quietly to the designated area when the second bell rings

During lunch

- remain seated until finished eating and the "recess" bell rings
- clean up, pick up all papers, scraps of food, etc., and dispose of them properly
- obey cafeteria monitors at all times
- speak in a conversational tone
- walk at all times

After school

- follow dismissal procedures
- walk to assigned place to wait until bus or car ride arrives
- avoid running or playing games on the school grounds
- leave the school grounds immediately
- sign in at the extended care program if not picked up by 3:00p.m.

At athletic events and assemblies

- practice good sportsmanship as spectators and participants
- show respect towards coaches, referees, and visiting teams
- maintain an appropriate silence during special performances

Outside school

- to behave responsibly off school property
- (If the principal is made aware of misconduct off school property of a child recognized to be a student in St. Louise de Marillac School, parents may be contacted; however, it is important to note that the school is not responsible for students actions that occur off school property.)
- Principals will forward disciplinary notices given by public school bus drivers to parents to support the disciplinary report of the bus driver.

Bus/Van*

- use only the bus and bus stop assigned
- remain seated while the bus in motion
- talk quietly and make no unnecessary noise
- refrain from talking to the driver unless it is necessary
- refrain from placing objects or body parts outside the windows
- refrain from littering inside the bus or from throwing anything out the window

*Principals will forward disciplinary notices given by public school bus drivers to parents to support the disciplinary report of the bus driver. Continual infraction of rules will result in loss of bus transportation privileges.

Fire Drill

- walk quickly in a single file
- keep arms at sides
- observe silence!

Any staff member will correct students who do not follow expectations.

BULLYING POLICY (In accordance with Diocesan Policies)

Purpose: All members of the Catholic School Community are expected to use non-violent means to resolve conflict as reflected in the Gospel values

APPLICABILITY:

- Bullying behaviors contradict Gospel values.
- Bullying may contribute to short-term problems for the targets (i.e. a change in behavior, drop in grades, frequent absences).
- Persistent bullying may cause long-term psychological problems (i.e. depression, dropping out, suicide ideation.)
- Bullying may contribute to involvement in other antisocial activities (i.e. alcohol/drug abuse, gangs) and threatens the physical safety of others.
- Bullying may contribute to a negative school climate, which interferes with spiritual development, academic learning, and social responsibility.

DEFINITION: A. Bullying - An intentional electronic, written, verbal, or physical act, or a series of acts which includes all of the following:

- it is directed at another student or any school community member;
- it occurs in or negatively impacts a school setting;

- it is severe, persistent or pervasive; and
- it has the effect of doing any of the following:
 1. substantially interfering with a student’s education;
 2. creating a threatening environment; or
 3. substantially disrupting the orderly operation of a school

B. School Setting: shall mean in the school, on school grounds, in school vehicles, at a designated bus stop, or at any activity sponsored, supervised, or sanctioned by the school. Bullying may encompass acts that occur outside a school setting if those acts meet the other requirements specified in the definition of bullying.

C. Cyber bullying includes but is not limited to, the following misuses of Technology: Harassing, intimidating, threatening, or terrorizing another student or personnel employed by the school by sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs, tweets, etc.). All forms of cyber bullying are unacceptable and to the extent such actions are disruptive of the educational process of the school, offenders shall be the subject of appropriate consequences as per Act 26 of 2015 – Cyberharassment.

Consequences

Please be aware that inappropriate behavior will be addressed. The severity or repetition of non-compliance will determine the appropriate consequences. To remediate unacceptable behavior, the following actions may be taken:

- Teacher/student conference to develop a plan for remediation
- Loss of recess
- Notification to parents
- Detention
- Administrative referral
- Referral to the E-SAP Team
- Denial of participation in school activities, including sports
- School probation, or
- Suspension.

Should the student receive a detention, the parent/guardian will receive a written notice with at least a 24-hour notice. It is in the best interest of the student that home and school work together for the child's academic and social development.

In the event of a serious act of misbehavior or repeated acts of misbehavior, a student may serve either an in-school or out-of-school suspension. If misconduct continues, a student may be asked to leave the school. These decisions rest with the administration and may be necessary for the benefit of the total program.

The following behaviors will result in immediate administrative referrals and can result in referrals to law enforcement or other government agencies:

- Violations of weapons policy
- Violations of the drug/alcohol policy
- Any purposeful action that results in bodily harm to another

STUDENT DISCIPLINE REPORT (SDR)

Consequences

Because our students are children, they do not always make the best choices; sometimes as part of their moral development, they must recognize the consequences of inappropriate choices. When this happens, a student may be issued a Student Discipline Report (SDR) for different levels of infractions of school policy and will receive the consequences of that infraction.

There are **four levels** of misconduct and corresponding consequences.

Level One

1. Chewing gum
2. Disruptive behavior
3. Loitering in hallways/restrooms
4. Disrespectful behavior
5. Peer ridicule
6. Failure to return student discipline form
7. Other _____

Level One Consequence

- Silent Lunch on the day following the infraction

Level Two

1. Improper language and/or gestures
2. Pushing / shoving
3. Forging a signature
4. Verbal / Physical / Psychological abuse
5. Cheating
6. Repeated violation of dress code
7. Other _____

Level Two Consequences

- One hour before school detention
- Exclusion from the next class party, activity and/or field trip
- Exclusion of extra-curricular activities for the next five school days
- Seventh or eighth grade student is ineligible for Honor Roll the quarter in which the infraction is committed

Level Three

1. Fighting / Physical Aggression
2. Insubordination
3. Vandalism
4. Stealing
5. Leaving school grounds without permission
6. Other _____

Level Three Consequences

- One day in-school suspension
- Exclusion from class parties, activities, field trips and any extra-curricular activities for one month
- Seventh or eighth grade student is ineligible for Honor Roll the quarter in which the infraction is committed.
- Meeting with parent(s), student and administrative team.

Level Four

1. Truancy – skipping school
2. Possession of drugs, alcohol, cigarettes, tobacco
3. Violation of weapons policy
4. Other _____

Level Four Consequences

- Immediate suspension of student pending meeting of administrative team, student and parent(s) to determine course of action
- Seventh or eighth grade student is ineligible for Honor Roll the quarter in which the infraction is committed
- For substance abuse and weapons policy violations, action will be taken **in accordance with diocesan guidelines.**

Elastic Clause

Because it is impossible to foresee all problems that arise, this clause empowers the administration and faculty to take disciplinary action for any behavior that violates the spirit and philosophy of the school even though it is not specified in the Discipline Policy.

The principal is the final recourse in all disciplinary situations and may waive any regulation for just cause, at his or her discretion.

PARENTS

The basic principles of the philosophy of a Catholic School flow from the obligation of parents to be the primary educators of their children. To fulfill this responsibility, the parent must become the educational partner with the school.

To help the parents' partnership in education become a reality, the school endeavors to help parents to

- have a clear understanding of the philosophy of a Catholic School
- have a working knowledge and a commitment to the philosophy of the local Catholic school
- establish mutual cooperation concerning all aspects of their child's education
- provide home experiences that will complement, reinforce, and extend the formal religious and academic instruction received in school

RIGHTS OF NON-CUSTODIAL PARENTS

The Family Educational Rights and Privacy Act gives full rights to each parent, unless the school has been provided with evidence that there is a court order, State's statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights. Such an order is to be on file in the school and those persons responsible for the child(ren) are to be informed of the circumstances. Every effort is made to keep the non-custodial parent appraised of the progress of the child(ren) through reports, report cards and parent/teacher conferences if requested by the non-custodial parent and not prohibited by the court.

PARENT ORGANIZATIONS

School Advisory Board

St. Louise de Marillac School has an Advisory Board which is an advisory body to the pastor and principal. The Board consists of a chairperson, appointed members and one faculty representative. The Board develops and reviews the annual budget. Monthly reports from the Athletic Association, the PTG Board and the Technology Committee are shared at the Board meetings.

The Board has seven areas of concentration—Academic Excellence, Catholic Formation, Finance and Development/Fundraising, Communications, Marketing, Facilities, and Alumni Relations. Those parents committed to helping St. Louise de Marillac continue its tradition of excellence are invited to serve on the Board.

Parent/Teacher Organization

The Parent Organization, as an advisory body, is intended to provide opportunities for parents to fulfill their God given role as educators and to give mutual support through collaboration with the school.

The membership of the parent organization consists of the parents/guardians, pastor, principal, and the faculty of the school. It is not intended to replace the Education Committee of the Parish Council, nor the School Advisory Committee.

The objectives of the organization are the following:

- offer opportunities for parents to understand the Catholic Philosophy of education and the Diocesan School Program(s);
- publicize through an on going and effective public relations marketing campaign the contributions of the school to the parish and the broader Church and civic communities;
- help plan for extracurricular activities.

Social Activities

The PTG sponsors social activities for special occasions during the school year. No other instructional time should be used for these events without the principal's permission.

Birthday Party Invitations

Please do not send party invitations to school to be distributed for your child's birthday. This may cause

hurt feelings among the students who are not invited. The only exception to this is if every boy or every girl or all students in your child's room are invited.

Athletic Association

All sport programs are the responsibility of the Pastor/Principal. The Athletic Director is accountable to the Pastor/Principal. Coaches are selected by the Athletic Director and approved by Pastor/Principal and serve on a volunteer basis. The Diocesan Guidelines for Elementary Catholic Schools Sports programs guide the policies. Parent interest and willingness to serve on the Athletic Association are vital to the continued success of the program, but all school associations and advisory boards are under the supervision of the principal.

FINANCIAL INFORMATION

Scholarship Monies

Scholarship monies are available for eligible families. The Private School Aid Service (PSAS) application is used and assessed by an independent evaluator. The same application is used for Scholastic Opportunities Scholarships, Bishop's Education Fund and the Angel Fund and must be filed by March 15th. Application forms are available in the school's office.

Tuition

Parents who register a student enter into a contractual obligation with the school. The first tuition payment is due in May of the upcoming academic year; subsequent payments are due the tenth of each month, with the full payment due by April 30. Parents are reminded that the operational budget of the school is dependent on timely fulfillment of this obligation. Parents whose tuition is in arrears will receive a notice indicating the past due amount. Registration for the next school year, final grades, and transfers of academic records will not be processed if there is an outstanding balance. It is Diocesan policy that no student be readmitted to a new school year if there is an outstanding tuition from the previous year.

Fundraising

The Diocesan policy for funding elementary Catholic schools calls for each school to have fundraising activities to generate a minimum of 10% of the total operating budget. This enables tuition rates to remain at 60% of the total cost. School parents are expected to participate in these fundraising activities to the best of their ability through monetary donations, purchases and/or volunteer work.

HOME/SCHOOL COMMUNICATIONS

On-going Communication

A packet of school information will be sent home each month with the youngest child in every family. Parents are asked to initial this envelope and return it to school the next day. Any information or fliers, etc.

that a parent may want to distribute must be approved by the principal. Parents may return any necessary forms in the envelope.

The school newsletter is published during the school year and is sent home in the monthly envelope. A monthly calendar and our monthly hot lunch menu are also included in the envelope and posted on our website.

The "School News" section of the parish Sunday bulletin also contains information for parents and includes special times for children's Masses. Parents and friends are welcome to join in these liturgical celebrations.

An automated parent notification system is used for emergencies and other time-sensitive issues.

Parents are informed of the student's progress and other school information as follows:

- On-line grading
- Interim Reports
- Quarterly Report Cards
- Parent/student/teacher conferences
- Conferences on request
- Conduct referrals
- School Newsletter
- Parent Teacher Guild meetings

Any questions concerning your child should be directed to the teacher. Please call the school office and the teacher will be notified to contact you. Positive communication between teacher and parent is vital to our total educational program. Parents are asked not to call teachers at their homes.

Reports and Conferences

Reporting student progress to parents is one of the primary responsibilities of the school. In addition to posting grades on-line, the school combines parent conferences with written reports of a student's progress. Written reports are issued four times a year, with the exception of Kindergarten which is issued three times. Parent-teacher conferences are formally conducted twice, once in the fall and once in the spring.

Parent teacher conferences have the following goals:

- enable home and school to meet the needs of the student more effectively;
- establish a working relationship with parents in the interest of the student;
- interpret to parents their child's academic growth and progress;
- suggest ways parents can help students succeed in school.

Efforts are made to provide every parent with an opportunity for a conference. Students may be dismissed early to facilitate meeting with parents. Evening conferences may be scheduled.

Telephone/Cell Phone

No child is permitted to use a cell phone. Forgotten homework, books, lunch, gym clothes or changes in afternoon plans are not sufficient cause to call home. The Administration will determine if the parent should be contacted. The office will call the parent.

VOLUNTEERS

The help of volunteers is always appreciated in the school and at school-sponsored events. Please consider using some of your time and talent to help enhance our quality program. The possibilities are endless. At St. Louise de Marillac School parents play an integral role in the education of their children through the Parent Teacher Guild, Parent Advisory Council, athletics, fund-raising activities, homeroom parents, playground/lunchroom monitors and field trip chaperones. This partnership is invaluable to the success of our school.

The Safe Environment Program (SEP) of the Diocese of Pittsburgh takes reasonable measures to assure that adults who have contact with minors (1) are committed to providing a safe environment for children and youth and (2) are capable of identifying and preventing abuse of children and (3) have no personal history of behavior that would be a threat to children.

Adults (18 or older) volunteering with children at St. Louise de Marillac School must be compliant in the requirements of the safe environment policy:

- Complete application at www.diopitt.org, which processes the PA State Police Criminal Record Clearance;
- Read and sign the Code of Pastoral Conduct;
- Receive the Department of Public Welfare Child Abuse History Clearance;
- Attend the Protecting God's Children Program.

**PARENT-STUDENT HANDBOOK
RECEIPT – SIGNATURE PAGE**

*We have reviewed the St. Louise de Marillac School
Parent/Student Handbook online for 2017-2018 school year.
We agree to abide by the daily practices and policies that have been
established by the Pastor and Administration of the school.*

Parent/Guardian Signature _____ Date _____

*Student Signature _____ Date _____
_____ Date _____
_____ Date _____
_____ Date _____
_____ Date _____*

Please sign and return this page to the school office. Thank you!

