



Parent/Guardian and Student Handbook

2018-2019

ADDENDUMS, MODIFICATIONS OR CHANGES TO SCHOOL POLICIES AND PROCEDURES

The pastor and principal reserve the right to amend or change school policies and procedures during the school year at any time, and after consultation with the school board. The school community will be notified in a timely manner in the event of this occurrence

MISSION STATEMENT

Saint Joseph School provides excellence in Catholic education by forming the uniqueness of each child for life long discipleship and dedicated leadership in the Church, community and the world.

Christ is the reason for this school. He is the unseen but ever present teacher in its classrooms. He is the model of its faculty and the inspiration of its students.

We strive to listen like Joseph. To live like Mary. And to love like Jesus.

Saint Joseph School admits students of any race, color, national and/or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school.

We do not discriminate on the basis of race, color, national and/or ethnic origin in administration of educational policies, admission policies, scholarship and loan programs and athletic and other school-administered programs.

ABSENCES

Parents and Guardians must call the school to report a child's absence prior to the start of school. Please leave a message. If a child has NOT been reported, the school secretary will call the homes of those who are absent. When a student returns to school after having been absent, the student must bring a note from home explaining the absence (required by Massachusetts Law).

Any student in Grades K-8 who exceeds 21 days of absence in a given school year could be required to be retained. Regular, daily attendance is required of all our students and assists in building good habits of mind.

ACCREDITATION

Saint Joseph School is accredited by the New England Association of Schools and Colleges (NEASC). This ongoing process challenges the school to maintain a program of excellence and accountability. Faculty members are required to be certified by the Commonwealth of Massachusetts and in Religious Education by the Archdiocese of Boston.

ACCEPTABLE INTERNET USE

Students may have the opportunity to access and use the Internet. With access to computers and people all over the world, also comes the potential availability of materials that we morally find objectionable. While using the Internet, students have the responsibility to adhere to the Code of Conduct consistent with this handbook. Safety and security firewalls do not allow access to questionable and objectionable websites or information.

Students will also be instructed not to give out any personal information over the Internet. Use of the Internet will be done only with the permission and/or supervision of a school staff member.

ADMISSION POLICY

Saint Joseph School admits students without regard to race, color, or creed. Siblings and parishioners are accepted first. Non-Catholic students are required to attend religion class, all religious celebrations, and liturgies. Non-Catholic students do not receive the sacraments of the Catholic Church.

ADVANCEMENT

Tuition alone does not cover the cost of educating each student at Saint Joseph School. The actual cost of educating and servicing each student costs in the area of \$12,000.00. Working with the Director of Advancement and the Advancement Office is extremely important for the growth, stability and viability of our school. We strongly encourage your active involvement in our advancement and fundraising efforts.

There are three major fundraising opportunities, which require your participation and are needed to assure your child's or children's enrollment:

- Every family is expected to work two three-hour shifts for each child in the family. See "BINGO" for additional details;
- Every family is expected to sell 10 calendars for the annual Calendar Drive. If a family does not participate, \$100 will be added to a family's tuition bill in May;
- Every family is to participate in the annual Spring Candy Sale. If a family does not participate, \$80 will be added to a family's tuition bill in June.

NO money should be collected in school by teachers or students for any other purpose without permission from the principal.

APPOINTMENTS WITH TEACHERS

Parents/guardians are the primary teachers of their children. Saint Joseph School accepts the responsibility for teaching the children entrusted to us by their parents/guardians. Teachers may be contacted for an appointment about a child's progress or other relevant issues. Parents should request a meeting with a teacher either through a note, a telephone call or e-mail to ask for an appropriate time to meet. Just dropping by the school for such a meeting will not guarantee teacher availability.

ATTENDANCE

It is important that students attend school regularly and arrive on time. The learning process for all is interrupted when students are late. Students who are ill should not attend school. Family trips should coincide with scheduled school vacations. Teachers are not responsible for preparing work ahead of time for students who are absent because of vacation.

BICYCLES

Any student who rides a bicycle to school must walk the bicycle in/out of the school parking lot by way of the driveway between the church and the rectory.

BINGO

BINGO is our major fundraiser. It is held in the school gymnasium every Friday evening and is run by parents. Parents are required to work assigned BINGO time for each child in the school. The BINGO number is (781) 767-4925. When you complete one BINGO session for each child in your family before December, you will receive \$250 off your tuition bill. When you complete the second session during the spring and summer weeks, you will receive an additional \$250 off your tuition bill. If you choose not to volunteer for BINGO fundraising activities, you will not receive any refund.

All families are required to participate in BINGO. Every child benefits from the revenue raised at BINGO. Hours are assigned by the BINGO coordinator(s).

BINGO is held in the school gym every Friday evening and is run by parents and volunteers. Parents are required to work (2) three-hour shifts per school year for each child enrolled in school. School year is July 1 - June 30.

Parents can arrive starting at 4:30pm and work the 3 hours between 4:30pm - 8:30pm.

You must sign the BINGO sign-in sheet to get credit for your shift. You may not be signed in by another parent.

Dates assigned by the BINGO Coordinator will be posted on the Web site and on the weekly newsletter sent home each week in your child's folder.

If you are unable to attend your assigned date, either have a substitute perform it for you or you must come **within 4 weeks after the scheduled date**.

Makeup BINGO assignments may NOT be completed in the last four weeks of school.

A list of those families who do not work their BINGO shifts will be provided to Dr. Merritt on a monthly basis.

BIRTHDAYS

Birthdays will be celebrated at the discretion of the teacher, by allowing students to dress down for the day. Students with summer birthdays may choose a day during the school year to celebrate their birthday with the permission from their teacher.

Due to the high number of allergies, baked goods or snacks of any kind are no longer permitted for birthday celebrations.

BUS TRANSPORTATION

Riding a bus for general transportation or field trips is a privilege enjoyed by students. The safety of all passengers is a major concern of the bus company, school authorities and parents/guardians. Improper behavior or actions, which interferes with the safe conduct of transportation will be reported, investigated and acted upon by the school.

The following are some general rules:

- Acceptable public manners and conduct must be observed at all times
- Upon boarding a bus, students must be seated
- Undue noise, throwing of objects, pushing, shoving, or wrestling are positively prohibited for reasons of safety for all passengers
- Littering or defacing of the bus is an egregious offense
- Students are not to stand up on a bus until the bus comes to a complete stop
- The emergency door is used for emergency exit only. Children must not touch safety equipment on the bus
- Students must understand that riding a bus is an extension of school property and that the same code of conduct with appropriate consequences will apply for bus misbehavior as it applies to school misbehavior.

CELL PHONE USAGE

Cell phones are not permitted for use by the children during school hours for any reason. They will be collected at the beginning of the day and returned at the end. Students may use them after school hours for the purpose of student/parent/guardian communication. Cell phones or other similar devices may not be used by the children during school events, such as After Care, basketball practices, instrumental lessons or school play practices, for any other reason than to contact parents/guardians. Texting, Facebooking or other means of social communication are not allowed by the students during these times. Violation of this rule will be dealt with strongly by school administration. The school asks parents and guardians to refrain from the same use of technology during school events, other than to photo one's own child.

CHILD ABUSE AND NEGLECT REPORTING

All members of the administration, faculty and staff are mandated reporters of child abuse and child neglect. If there is reasonable cause to suspect that a child is suffering physical or emotional injury resulting from abuse or neglect, it will be reported to the principal. After consultation with the school nurse, the reporting teacher, and any other staff members with insight on the situation, the principal will decide the correct course of action. This may include reporting the suspected abuse or neglect to the Department of Social Services and filing a written report to the Department of Social Services (Form 51A) and the Archdiocese.

COMMUNICATION

The school is in the process of "going green." The school Web site, including the school calendar, is kept current and parents and guardian are also contacted via e-mail. Each student will use a Friday Folder that will contain regular communications from your child's teacher as well as school administration. Please check the contents of this folder carefully each week and send back anything that needs to be signed. Parents will also receive school news via email.

CONNECT

All families are required to be registered with our school to home communication program, This allows for emergency communications to families via email, text and phone. Each family will receive an enrollment form at the beginning of the year. If you have changes to your contact information (email, cell phone, land lines, or home address) throughout the school year, you must notify the Main Office immediately.

CORI REPORTS/“PROTECTING GOD’S CHILDREN”

All people who have contact with the children of Saint Joseph School must have an up-to-date CORI form on file. These CORI Reports are processed by the Criminal History Systems Board through the Archdiocesan Office of Volunteer Resources. Adults must have a CORI on file to volunteer in the classroom, the lunchroom and/or to chaperone field trips. The same holds true for attendance at a “Protecting God’s Children” seminar presented several times a year in the community. “Protecting God’s Children” will be announced through the website and on the parish bulletin. If you choose to take this course at another parish, please bring us a copy certifying your attendance.

COURT ORDERED RESTRAINTS

Unless the school has a court ordered restraint on file, a student may be released to either parent/guardian and either parent/guardian may view his or her child’s records. Parents/guardians must inform the homeroom teacher of the existence of court-ordered restraints and send photocopies of such to the Main Office.

DISMISSAL DURING SCHOOL HOURS

Student dismissal during school hours is discouraged. However, students who have a valid reason to be excused from school before the end of the normal day and whose parents/guardians have requested this dismissal will be dismissed from through the Main Office. A written note from the parent/guardian is required. To ensure the safety of the child, a parent/guardian must call for the child at the school office. No child will be dismissed from any other building.

If possible, notes requesting early dismissal should be received at least one day before the actual dismissal date. Students dismissed before 11:15 a.m. on a full day will be marked absent for that day. Students dismissed before 10:00 a.m. on a half day will be marked absent for that day.

DROP-OFF AND PICK-UP PROCEDURES

Please follow the drop-off and pick-up procedures.

There is absolutely no parking, drop-off or pick-up of a student in the fire lane in front of the school for safety reasons other than buses or designated transportation vans.

Students should be dropped off no earlier than 7:30 A.M. Children in Grades 1 – 8 will go directly to their classrooms. Children in Grades 1 – 8 can either be dropped off at the back of the school in the morning (K students accompanied by an older, responsible child) or walked to the front door after the car is parked in the designated area. There is no pick-up from the back of the school.

Each morning every PreSchool student (three year old, four year old or kindergartener) will gather in the gym. Parents must walk these children into the gym by way of the 2nd gym door. The classroom aides will be waiting for the children and will walk them to their classroom. No Early Childhood student should ever walk alone. Half Day Early Childhood is dismissed from the school lobby. Full Day from the same door they enter in the morning.

Students should be picked up no later than 2:25 on regular school days. If you will be late picking up a child, please contact the office. The children will be sent to After-Care, and the cost will be added to the tuition bill.

Please use extreme caution when entering and exiting the parking lot.

When in the parking lot, please walk to your child. Do not allow your child to run to you.

If a child is eligible for busing and chooses not to ride the bus, parents must notify the school in writing that the child will walk or ride in a car to school.

Cars picking up students should exit the parking lot as quickly and carefully as possible to allow for the school bus pickup and departure.

E-MAIL PROTOCOL

Parents/guardians who e-mail a teacher should follow up with a phone call to that teacher's voice mail if there is no reply/acknowledgement within a reasonable period of time. If there is still no acknowledgement, please contact the principal.

EMERGENCY NO SCHOOL DAYS

In the event of inclement weather:

Parents will be notified by e-mail, text and phone call through our communication system. Saint Joseph School will announce school closings on television Channels 7 and Fox 25. If the Town of Holbrook has no school, Saint Joseph School will have no school. The same holds true for delayed openings.

In the event Holbrook has school on stormy days, Saint Joseph School reserves the right to cancel school because students from other towns are currently enrolled in our school. There will also be a message left on the school answering machine concerning a school closing or a delayed opening, e-mails will also be sent to parents.

If school has to be dismissed during the school day due to inclement weather or an emergency, an announcement will be made on the same stations.

Students will be released from the school office in inclement weather at any time if parents/guardians come to the school and request that their children be dismissed.

If there is no school because of inclement weather, there will be no extra curricular activities such as basketball, play practice, etc. There are no exceptions.

EMERGENCY CARDS

An emergency form is sent home with every student on the first day of school. It can also be downloaded from our website. This form must be returned immediately at the beginning of the school year. For the protection of your child, it is imperative that the Main Office be alerted to any change in this form. We need three copies of this information. One is for the child's teacher, one is for the nurse and one is for the office. Please notify the classroom teacher in writing, if there is a change of address, email, telephone number, emergency number or emergency contact.

Email and telephone numbers given on the card indicate the parent/guardian's permission for the school to contact the persons listed. If your child is sick, the school must be able to reach a parent/guardian or another designated person to pick up your child.

EXTENDED DAY PROGRAM

Saint Joseph School offers an extended day program for students in full day Pre-K through Grade 8. Our goal in the Extended Day program is to provide a warm, safe and Christian environment for the children.

After Care

Students must be registered for the program, which operates on school days from 2:25 p.m. to 6:00 p.m. The cost of After Care is \$4.00/half hour. If a child is placed in After Care because they have not been picked up on time, the fee will be added to the cost of tuition. Any outstanding or unpaid bills will be added to the tuition payment and FACTS.

Before Care

Saint Joseph School also offers Before Care from 6:45am to 7:30am. The cost is \$5.00/day and is held in the school gym. Contact the Main Office to register.

Please remember that there will be NO extended day program on the half-day before Thanksgiving, Christmas, and the last day of school. For information, please contact Joanne Jensen.

EXTRACURRICULAR ACTIVITIES

In order to participate in basketball, cheerleading and other extracurricular activities, students must achieve passing grades in all subjects on their report cards. If a student is declared ineligible, he/she can only become eligible when the next report card is issued and all grades are passing/satisfactory. Certain disciplinary actions may also prevent students from participating in such activities.

All students involved in sports programs at Saint Joseph School must have health insurance. They must have also attended school on the day they are to play (unless otherwise approved by the principal). Conduct of all players at school, at home, at all games, must reflect the Code of Conduct of Saint Joseph School.

EXTRA HELP

Extra help is available to all students Monday through Thursday until 3:15 for those who desire it, provided class application (effort) is obvious to the teacher. Arrangements should be made with the teacher when extra help is desired.

Teachers may also recommend to the parent that their child would benefit by remaining in the Extended Instruction Sessions offered at the school. See the principal for details.

FIRE DRILLS

Fire drills at regular intervals are required by law and are an important safety precaution. The classroom teachers instruct students in the correct exit procedure. Fire drills are scheduled and monitored by the Holbrook Fire Department.

GRADE RETENTION

In order to move to the next grade level, students must satisfactorily complete the curriculum requirements for their current grade and be absent for fewer than 22 days. Teachers will notify parents/guardians that a child might be retained by May 1. Parents/guardians objecting to the teacher's decision should meet with the teacher and principal. The final decision, however, will rest with the principal after consultation with the teacher and the parent(s)/guardian(s). A 6th, 7th or 8th Grader must attend summer school or be tutored during the summer, if they have failed a major subject for the year. A certificate of completion must be presented when the child returns to school the following September.

GRADUATION REQUIREMENTS

Diplomas will be awarded to students who have successfully completed the program of studies and are in good standing with the school. A list of pre-graduation activities and costs will be sent home in the spring. All tuition bills, as well as payments for lost books and damaged property, must be paid by May 1st, or the pastor and principal reserve the right to determine a student's participation in graduation activities.

GUIDELINES FOR KEEPING CHILDREN HOME

The following medical conditions should prevent a child from coming to school:

The student has a cold in early contagious stages (coughing, sneezing, watering eyes, etc.).

The student has a body temperature of 99 degrees or above in the morning before school.

Children should not return to school until that temperature is normal for 24 hours.

Students experience vomiting or diarrhea should not return to school until 24 hours after the last episode.

The student has a sore throat for more than 24 hours. Please consult a pediatrician because a throat culture is indicated. If there is a strep infection, the child may return to school after 24 hours of antibiotic; however, 48 hours is preferred.

No child may attend school with an undiagnosed rash.

If a child has chicken pox, the child should be home for 5-8 days after the last crop has appeared. A student may not return until all lesions have crusted over or completely disappeared.

If a child has an infection such as ringworm, scabies, conjunctivitis, or impetigo, the child may return to school after 24 hours of topical (skin) treatment or 24 hours of oral antibiotics, if indicated.

A note from a physician must be submitted if a student is absent for five or more consecutive days because of illness.

HEALTH SERVICE

Saint Joseph School employs a full-time nurse. She is on duty from 8:00am -2:00pm every day. If a student becomes ill during the school day, arrangements may be made for the child to go home. If we are unable to reach the parent or guardian, the person designated on the emergency form will be contacted. If your child has been sent home with a fever or vomiting, they may not return to school for 24 hours after the fever and or vomiting has stopped. This assists the school in containing a virus and also insures that your child is well enough to attend school.

For purposes of safety and effective monitoring of medication, students are not allowed to carry or self-administer any medication during the school day. While this procedure may seem like an inconvenience, it is imperative for safety that this regulation be followed.

Medical Records, Physicals and Immunization

Massachusetts law requires physical examinations and updated immunizations for all students entering Pre-K, K, Grade 4 and Grade 7. This information is also required for all new students entering Saint Joseph School, regardless of the grade. The physical exam must be done within one year prior to the start of the school year. Medical records must be received by the school prior to September 1st of each school year.

Medications

If a student must take any form of medication (prescription medicines as well as over-the-counter medicines) during the school day, forms filled out by the physician and the parents/guardians must be submitted to the school nurse. These forms are available from the nurse. All prescription medicines must be in the original containers. All medication (prescription or over the counter) in the original pharmacy container must be brought to the school nurse by a parent/guardian. Do not send any medication to school with your child.

Administration, Teachers and Staff, excluding the nurses, are not allowed to dispense medications of any kind.

HOMEWORK

The purpose of homework is to reinforce what has been taught during the day/week. It assists both teachers and students. The following is a **general rule** of thumb regarding time spent each night. Although homework may be lighter on the week-ends, it will be given to students in Grades 6-8. Students in Grades 1-5 should be reading and doing math facts during the week AND on the week-end.

Grades 1-3 1/2 hour including reading and math facts

Grades 4-5 1 hour

Grades 6-7-8 2 to 3 hours

Where a student has several teachers and the homework load, excluding long-term projects, exceeds these amounts, students or their parents/guardians should inform the teachers. The same holds true if the backpacks exceed more than 20% of a child's body weight.

Apart from long-term assignments, homework will not be scheduled over weekends or school vacations in Grades 1-5 and should be kept to a minimum in Grades 6-8. EVERY child should be reading EVERY night for no less than 20 minutes. If a child is too young to read, a parent or older sibling should be reading to them.

Per the principal's discretion, homework will not be assigned for those nights when students return to the school (Arts Exhibit, Sports Awards, Meet the Teacher Night, play dress rehearsal/performances, and other such activities). During the week of MAP Testing, students in Grades 1-8 may not receive homework and tests will not be given. In addition, projects or long-term assignments will not be due during that week. Participation as a player in or cheerleader at basketball games, school or C.Y.O., does not constitute a night to be excused from homework.

Students will NOT be kept in from recess to complete assignments without a note from a parent. However, assignments will be completed after school at the discretion of the teacher. Parents/Guardians are responsible for picking up children on time when they must remain after school. If a parent is late picking up their child at the end of an activity or after school help, their child will be sent to Extended Day Program.

LUNCH PROGRAM

The Saint Joseph School Lunch Program provides hot lunches prepared daily by the cafeteria staff.

Students are offered servings from four major food groups and the lunches meet the daily requirements established by the federal government.

All students have the opportunity to purchase a cold or hot lunch.

Children of eligible families may receive a free or reduced lunch.

No fast food lunches such as Burger King, McDonald's, etc. are permitted. Students are not allowed to bring soft drinks or soda to school.

The Saint Joseph School Lunch Program is paid for with SchoolCafe. All families must register with SchoolCafe in September and keep lunch balances up-to-date throughout the year.

LUNCH RECESS

The students go outside after lunch unless it is raining or extremely cold. Children should dress appropriately for the weather conditions and anticipate outdoor recess.

PHYSICAL EDUCATION

All students are required by Massachusetts' law to participate in the school's physical education program. If, because of medical reasons, a child cannot participate, please send a doctor's certificate indicating this to the school nurse. All students must have goggles, sneakers, cords to secure eyeglasses and other such items identified by the physical education teacher. See the paragraph under "Dress Code" for gym uniform requirements.

REPORT CARDS AND PROGRESS REPORTS

Report cards are issued three times a year (as long as tuition payments are not in arrears according to the principal's discretion) for students in Grades K-8. Absence and tardiness as well as conduct and effort are reported as well. Kindergarten students will receive report cards in December, March and June. Pre-K students will receive progress reports in March and June. Teachers will communicate with parents halfway thru a term, if a child is doing poorly or has a failing grade.

Parents/guardians are asked to examine report cards carefully. A parent/guardian's signature indicates that the report has been thoroughly examined. Parents/guardians desiring more information should make an appointment with the teachers involved either by note, telephone message or E-mail. All teachers are ready and willing to consult with the parents/guardians regarding their children's strengths and weaknesses. Scheduled parent-teacher meetings will take place in December for K through Grade 8.

A+ 98-100	A 94-97	A- 90-93
B+ 88-89	B 84-87	B- 80-83
C+ 78-79	C 74-77	C- 70-73
D+ 68-69	D 64-67	D- 60-63

HONOR ROLL

Students in Grades 6-8 are eligible for the Honor Roll.

To receive "High Honors," a student must achieve a 90 or better in all subjects (A+, A, A-).

To receive "Honors," a student must achieve an 80 or better in all subjects (All As and Bs).

All Honors students must receive at least a "Satisfactory" in both conduct and effort, as well as in all subjects including Specials (Art, Music, Learning Skills and P. E).

The general conduct grade reflects the behavior and attitude of each student in all places on school grounds and to all community members, both faculty and students.

Students in Grades 6-8 who qualify academically, may be invited to apply to the National Junior Honor Society. Letters of invitation are mailed to parents after the 2nd Trimester Report Cards.

ACADEMIC PROBATION (Grades 6-8)

If a student has been issued 2 or more grades below C- in any subject, a grade of F in any subject, and/or has been involved in any serious disciplinary issue, that student will not be able to participate in a team sport or extracurricular activity until grades have improved for the next Progress Report or Report Card and/or the discipline matter has been resolved.

RECORDS

The Family Educational Rights and Privacy Act of 1975 allow parents/guardians to view records. The records for each child include academic transcripts, academic testing, health records, and emergency cards. If parents/ guardians wish to view records, it is necessary to make a request in writing and give twenty-four hours' notice. However, no copying of records is permitted.

RIGHTS AND RESPONSIBILITIES OF PARENTS/GUARDIANS

Parents/guardians have the right to expect that their children will be provided a learning environment of the highest quality. Parents/guardians, therefore, have the responsibility to:

- Foster in their children positive attitudes towards self, others, school and community
- Develop in their children a respect for authority
- Prepare their children to assume responsibility for their own behavior
- Recognize that the school staff acts on behalf of parents/guardians while their children are in school or involved in school-related activities
- Support administration and staff in the implementation of the Code of Conduct
- Ensure that their children attend school on a regular basis and are prepared to learn.

STUDENT LIFE

Parents are invited to participate in the Spirit of St. Joe Special Events Committee. This committee of parents serves to strengthen the link between the home and the school and promotes social and athletic activities for the students and parents/guardians in the school environment. The Spirit of St. Joe Special Events Committee sponsors and staffs a variety of activities and organizes volunteer programs within the school. Parents/guardians are asked to join this committee and participate as time and talents permit. A listing of sponsored events and programs is given at the beginning of the school year and updated on the school Web site.

SCHOOL DISCIPLINE

OVERVIEW

Saint Joseph School's Pre-K through Grade 8 educational structure strives to foster an atmosphere that focuses on developing self-discipline and behavioral responsibility. These are seen as key factors in helping students direct their own efforts effectively toward educational growth and worthy citizenship. A Code of Conduct utilizing a system of progressive discipline has been developed outlining a discipline and behavioral responsibility program.

The word “discipline” is derived from the word “disciple,” which means “to teach.” Too often, those in education and management feel that discipline is exclusively a method of “punishment.” Although punishment is sometimes the result of certain forms of discipline, it is not really the primary purpose of discipline.

Any student who acts in a manner inconsistent with the Saint Joseph School Code of Conduct, as outlined in this handbook, will be subject to Progressive Discipline. Responsibility for imposing proper discipline rests in the first instance with the student's teacher. Situations involving serious discipline or repeated occurrences will ordinarily be reviewed with parents/guardians and the principal.

General Standards of Behavior

Appropriate behavior is an external demonstration of our mission and good manners. Appropriate behavior is expected at all times. Students must conduct themselves in an orderly fashion in the classroom, at recess, during lunch, in lines, in the lavatories, in all areas of the school and grounds, going to and from school and any school related activities.

Here are some examples:

- Respect for the rights of others is of paramount importance
- Well-disciplined behavior is an essential ingredient that supports learning and insures the safety of all members of the community
- Students must show respect and act with courtesy at all times in their words and actions to the clergy, school staff, parents/guardians, volunteers and each other
- Students must display honesty in their daily interactions with clergy, school staff, parents/guardians, volunteers, and each other
- Private, public and school properties are to be treated with care and respect
- Students' behavior will be in keeping with the philosophy of the school's mission at all times.

Progressive Discipline

The following description chronicles the ordinary progression in the disciplinary process at Saint Joseph School, but the Administration reserves the right to impose any level of discipline depending on the nature or severity of the infraction. **Immediate expulsion, given the gravity of an offense, may be imposed at the discretion of the principal and at any time.**

Progressive Discipline – Stage I

Violation or infractions, as outlined in the handbook, will be handled by the classroom teacher and will result in the following progression of the discipline action.

Verbal warning from classroom teacher/administrator, or subsequent “minor” infractions or a single egregious one may include loss of privileges and a written notice.

Progressive Discipline – Stage II

Students who repeatedly disregard the standards of conduct of the Saint Joseph School community will be subject to the Stage II disciplinary procedure, which will require a meeting with the students, the parents/guardians and the principal.

Progressive Discipline - Stage III

Students who have progressed through Stage II of the Progressive Discipline process and still show a consistent disregard of the standards of conduct of the Saint Joseph School will be subject to Stage III, which includes a meeting with the principal and parents/guardians to discuss further disciplinary action. At this time, a suspension ranging from 1-3 days will be imposed and/or a Behavior Contract will be entered into with the student and parents/guardians and the school. This contract will state that if the student's behavior does not improve significantly, the student will be asked to leave Saint Joseph School for the remainder of the school year.

During an academic based suspension (e.g., cheating), the offender will receive zeroes in class work, quizzes, homework, and tests.

Specific Disciplinary Regulations

The offenses mentioned below are major infractions of the school disciplinary code and may result in suspension for a minimum period of one to three days, expulsion and could result in legal prosecution. Any student facing a suspension will be given notice of the charges and the parents/guardians notified.

A student in violation of any of these policies, in addition to school disciplinary action, will be referred to the appropriate authorities.

- Possession of weapons (knives, guns, etc.)
- Striking a teacher, administrator, staff member, aide or volunteer
- Fire – starting or attempting to start a fire in a school building or on school grounds
- Bomb scares, turning in a false fire alarm, willfully discharging a fire extinguisher
- Violation of the civil rights of any member of the school community including but not limited to pejorative references to ethnicity, religion, culture, physical limitations, gender, and/or gender preference
- The use, possession, or sale of alcohol, tobacco, tobacco products and/or drugs on school grounds
- Willful physical assault (serious fighting)
- Vandalism of any kind, including but not limited to writing on books, walls, doors, desks, chairs, and other parish property
- Tampering with any school computer or computer program
- Any and all other serious offenses, single or repeated, resulting in emotional discomfort or physical danger to other students or staff, significant damage to parish property, or disruption of the educational process, may be a suspendable offense, if not a cause for expulsion for the rest of the school year or longer.

Other Infractions

Discipline up to and including suspension and expulsion may be meted out to students who commit the following single offenses:

- Bullying
- Disobedience or disrespect to school staff or volunteer
- Truancy, tardiness for classes, or skipping classes or leaving the school without permission or deliberately staying behind in an unsupervised area
- Entering the school without permission or supervision before or after school or on days off
- Being in an unauthorized part of the building
- Dishonesty or deliberate lying
- Cheating on tests or copying of homework
- Discrimination or any sort of physical or verbal harassment
- Biting, spitting, temper tantrums, or any physical contact which includes hitting and slapping
- Loitering in the lavatories or the hallways
- Not obtaining permission to use the lavatory at times other than those designated by a teacher
- Throwing of snowballs or other objects
- Using vulgar language or making obscene gestures
- Not paying for any lost book
- Theft of individual or school property
- The use of pagers, cell phones, text messaging, Ipods, Ipads or electronic games on school grounds is not permitted without the expressed permission of a teacher or administrator.
- Eating in class or not observing snack-time rules

- Throwing food/other objects in the cafeteria
- Chewing gum or eating any kind of candy
- Consistently not completing homework assignments
- Disruptive behavior in class - speaking out, passing notes, etc.
- Running in the corridors
- Wearing hats inside any of the school buildings
- Failure to bring back required school notes, progress reports or parent signed papers on time
- Littering
- Using obscene language

SCHOOL HOURS

School hours for students in PreK 3 through Grade 8 are 7:45am – 2:25pm. Students will be marked tardy if they are not in their classrooms by 7:40am. (Bus students are exceptions to this rule).

Upon arrival, all students will enter the building and go directly to either the gym or their classrooms where teachers will be waiting to supervise them. If a student arrives at their classroom after morning prayer, that student will be marked late. Morning Prayer will begin at 7:45.

Early Release is at 11:30am.

STUDENT UNIFORM POLICY

OVERVIEW

The school's dress code stems from the mission of St. Joseph School. The school strives to celebrate each child's individuality by recognizing their God-given talents and abilities. Deviations from the dress code can be a distraction from the actual important differences among students. In addition, many of our students will be asked to conform to a similar dress code in high school.

All students attending the school are to be in full uniform at all times unless permission has been granted from the principal to do otherwise. All students are expected to adhere to the uniform regulations as stated below. If for any reason a student is unable to wear the required uniform for a day to two, a note should be written to the classroom teacher explaining the reason for not wearing the uniform. We ask parents/guardians to supervise the uniform and not permit inappropriate alteration of it.

HAIR (the principal may determine whether or not a hairstyle is appropriate for school)

- Hair must be natural color. Bleached, dyed or colored hair is not permitted
- No faddish haircuts are permitted
- Boys hair must be kept short and neat. Hair may not fall below the eyebrows, cover the ears, or touch the collar. Shaved "skin head" type haircuts are not permitted
- Mustaches, sideburns and facial hair are not permitted

MAKEUP & JEWELRY & PURSES

- Makeup is not permitted during the school day including eye-makeup
- Only clear nail polish may be worn
- Students should not wear jewelry to school except for watches and small, post-type earrings. No more than one earring per ear
- Boys are not allowed to wear earrings of any kind, or chains
- Tattoos are not allowed
- Facial piercings are not allowed
- Purses are not allowed

DRESS DOWN DAYS

St. Joseph School students have periodic dress-down days. The following are not permitted:

- Tank Tops
- Inappropriate writing, sayings or pictures on shirts
- Cropped tops – all tops must cover the midriff and navel completely
- Shorts or skirts that are more than 2 inches above the knees
- Flannel pants
- Pajamas
- Sandals or flip-flops
- High heels
- Slippers
- Hats or boots inside the building
- Inappropriate location of writing
- Ripped or torn clothing
- Make-up or hoop earrings

These clothes are also unacceptable for field trips, play practice, or any other activities at St. Joseph School.

BOYS

Pre-School 2.9 – Pre-School 4 Boys

Sweatpants – only those sold on J.B. Pride website - **navy**

Polo Shirt – long or short-sleeved – **light blue**

Shoes – rubber-soled comfortable shoes

Kindergarten to Grade 5 Boys

Uniform Pants –plain or corduroy (no jeans or baggy pants) **navy**

Shirt –oxford shirt – long or short-sleeved-**white**

Tie – regimental plaid tie

Sweater – uniform sweater only – V-neck pullover or vest – **navy**

Shoes

No sneakers or sneaker-like shoes - except on gym day

No work style boots should be worn

Belts must be worn at all times

Boys may not wear hats.

Warm Weather Option – Opening of School to Columbus Day; After April Vacation to June
Navy Pants may be worn with a short sleeve polo shirt with logo-**light blue**

Grade 6 – 8 Boys

Uniform pants – Khaki pants (do not have to be purchased from JB Pride)

Shirt – oxford shirt – long or short-sleeved-**white**

Tie – regimental plaid tie

Sweater - V-neck, pullover or vest – **navy**

Shoes

No sneakers or sneaker-like shoes - except on gym day

No work style boots should be worn

Belts must be worn at all times

Boys may not wear hats.

Warm Weather Option – Opening of School to Columbus Day; After April Vacation to June
Khaki Pants may be worn with a short sleeve polo shirt with logo-**white**

GYM UNIFORM BOYS AND GIRLS

Kindergarten – Grade 8

T-Shirt – with SJS logo – long or short-sleeved - **light grey**

Sweatpants – with SJS - **navy**

Track Suit – warm up pants and warm up jacket with SJS logo - **navy**

Hoodie – full-zip with SJS logo - **navy**

Warm Weather Option – mesh SJS shorts may be worn (Opening of School to Columbus Day; After April Vacation to June) - **navy**

Shoes - sneakers

GIRLS

Pre-School 2.9 – Pre-School 4 Girls

Option 1

Dress – polo-style with school logo - long or short-sleeved – **navy**

Bike Shorts– must be worn under jumper

Sweater – cardigan – only those sold on J.B. Pride website - **navy**

Socks – ankle socks, knee socks or tights – **navy or white**

Option 2

Sweatpants – only those sold on J.B. Pride website - **navy**

Polo Shirt – long or short-sleeved – **light blue**

Shoes – rubber soled comfortable shoes

Kindergarten to Grade 5 Girls

Uniform Jumper – must be worn at the knee or below

Bike Shorts– must be worn under jumper

Pants – only those sold on J.B. Pride website - **navy**

Blouse – Peter Pan collar - long or short-sleeved - **white**

Sweater – cardigan with SJS embroidery – only those sold on J.B. Pride website - **navy**

Socks – knee socks or tights – **navy or white**

Shoes

Rubber-soled shoes only

No sneakers or sneaker-like shoes except on gym day

No heels, platform, sling-back, open-toed shoes of any kind

No flip flops, boots, slippers or slipper like moccasins

Grade 6-8

Plaid Skort– must be worn at the knee or below

Pants – only those sold on J.B. Pride website – **khaki**

Blouse – oxford blouse with button-down collar - long or short-sleeved - **white**

Sweater – V-neck, pullover or vest with school logo– only those sold on J.B. Pride website – **navy with white trim**

Warm Weather Option – plaid skort may be worn with a white short sleeve polo shirt with logo (Opening of School to Columbus Day; After April Vacation to June)

Socks – knee socks or tights – **navy or white**

Shoes

Heels may be no higher than 1 1/2 inches

No sneakers or sneaker-like shoes - except on gym day

No platform, sling-back, open-toe shoes of any kind

No flip flops, boots, slippers or slipper like moccasins

The official Uniform Company is J. B. Pride - 1471 Main Street, South Weymouth, MA - (781) 812-2561 www.jbprideuniforms.com.

The School Code for St. Joseph School is 064.

Please contact the Main Office if you need specific information on your child's uniform.

SEXUAL HARASSMENT - STUDENTS

Saint Joseph School is committed to making the school free from sexual harassment. This means that the school prohibits harassment made by someone from or in the school. Sexual harassment includes but is not limited to such actions as unwelcome sexual advances; requests for sexual favors; pejorative comments regarding sexual preference; and verbal, visual, or physical conduct of a sexual nature by someone from or in the school.

The school prohibits conduct that has the purpose or effect of having a negative impact on the student's emotional well being, academic performance, or of creating an intimidating, hostile or offensive educational environment.

The school further prohibits sexual harassment in which a student's grades, benefits, services, honors, program or activities are dependent on submission to such conduct.

Sexual harassment or the perception of it should be reported to a school administrator as soon as possible.

TEACHING & LEARNING CENTER

Acceptance into the Teaching and Learning Center program is based on an appropriate educational evaluation, followed by an educational plan drawn up by a school district or other pre-approved person or agency. In certain instances, a primary teacher may recommend a student for additional support. If you are concerned about your child, or have questions about

the testing process, please direct your inquiries to the classroom teacher, the principal, and the director of the Teaching and Learning Center. Please refer to the TLC Handbook.

TUITION

Tuition rates are approved by the pastor, after consultation with the School Board and the Parish Finance Council prior to the start of the school year. Once the final rates are determined, parents/guardians must choose one of these payment options:

Option I	Paid in full directly to the school by June 1
Option II	Paid half in July and half in December
Option III	Contract with FACTS Management Company to pay tuition via automatic debit from your bank account.

Report cards will not be distributed to students whose families are in arrears until payments are made and/or checks have cleared. In addition, parents may be asked to keep their children home until arrangements have been made for tuition payments. Please speak to the principal to discuss extenuating circumstances to avoid these types of situations. The pastor and principal must approve any exceptions to the tuition policy

Regardless of your payment plan, all St. Joseph School families must enroll in FACTS.

Teaching and Learning Center Handbook

Mission and Vision of the TLC

St. Joseph Teaching and Learning Center (TLC) is committed to meeting the needs of all students, especially those who have unique learning styles that could impact student learning in the general education classroom. The TLC staff seeks to provide regular, ongoing support for students who have documentation and those in need of intervention and remediation.

The vision of the TLC is to prepare students to become self-advocating, independent learners at St. Joseph School and beyond. This goal achieved by identifying learning difficulties and gaps in literacy and numeracy that cause a student to be unable to perform at grade level. The TLC staff collaborates with families to assist them in building a plan of action to determine special education eligibility when necessary. TLC staff provide guidance in communicating with the local public school district to begin the evaluation process.

Role and Responsibilities of the Special Education Teacher (TLC Staff)

The TLC staff provides specific services to those students and their families who have documented evidence of specific learning needs. These services include but are not limited to:

- Monitor and analyze MAP scores of all students after each testing period
- Attend IEP meetings (both initial and yearly review) at the student's local public school district
- Create accommodation forms based on the results of the team meeting and share the accommodation form with the classroom teacher(s)
- Update accommodation forms and share them with the classroom teacher(s) within 48 hours of receiving up to date documentation

- Conduct readiness screenings for Pre-K and Kindergarten students
- Provide documented evidence of learning difficulties
- Keep accurate and updated records of student documentation (IEP, 504) and evaluations
- Maintain up to date files of students with the current documentation in the main office file, the appropriate file of TLC staff member, and the main IEP binder (blue binders in principal's office)
- Assess students transferring to Saint Joseph School to determine grade level readiness
- Support transfer students with regular check-ins to assist with transition to the culture and expectations of the school
- Provide frequent contact with parents to maintain an open line of communication with families and share student progress (email, letters home, phone calls, etc.)
- Work with parents, classroom teacher(s) and any necessary "outside" providers to discuss and determine the needs of the student
- Collaborate with classroom teacher in determining best ways to provide in class accommodations to meet the needs of the student(s)
- Provide intervention for students in need of support to close learning gaps and observe for possible recommendations for special education evaluation
- Be a liaison between the public school district and the classroom teacher to ensure convenient testing/observation times of a student in need of evaluation
- Advocate for both the student and the parent during IEP meetings
- Implement and monitor the Lexia Reading program in grades 1-8, and provide parents and classroom teachers with periodic progress updates
- Provide appropriate supports to build habits of independence and self-advocacy for all students
- Provide necessary accommodations during MAP testing for students with documented testing needs
- Manage and maintain records on any evaluation forms requested by the public schools or doctor's offices
- Forward completed evaluation forms directly to the public school or doctor's office, rather than the parent (whenever possible)

Role and Responsibilities of the General Education (Classroom) Teacher

The TLC staff and the classroom teacher work together to provide those documented accommodations for students with IEP and/or 504, as well as for those students in need of intervention. These services include but are not limited to:

- For struggling students who do not have an IEP or 504 plan, refer student for observation by TLC staff using the Saint Joseph Pre-Referral form
- Complete regular reading assessments (grades 1-3) using the Developmental Reading Assessment (DRA) and share with the TLC staff the progress of students with documentation and those who are underperforming.
- Implement in-class accommodations to support students with documentation
- Forward any evaluation forms, paperwork, or requests for information from either doctor's offices or public schools to the TLC staff

Role and Responsibilities of Parents and Families

Parents are the primary teachers for their children. Consequently, the TLC staff and classroom teacher seek to work cooperatively with parents to provide for the specific needs of children on IEPs or 504. Parent responsibilities include but are not limited to:

- Request an evaluation of the student through their home district
- Request an annual review of the student's IEP, to be conducted by the local public school district
- Share teacher and parent observations as well as data with the child's pediatrician or other professionals when needed, in order to obtain proper evaluation and/or advice
- Consider attending the planned parent support nights offered at Saint Joseph School
- Share evaluation paperwork with TLC staff and keep them informed of the progress of the evaluation
- Provide any evaluation forms, paperwork, or requests for information from either doctor's offices or public schools to the TLC staff

Support for Parents and Families

Saint Joseph's Teaching and Learning Center provides three opportunities each school year for parent support and networking. These evenings include a presentation by a keynote speaker, addressing common challenges experienced by families of children with unique learning abilities. Following the keynote speaker, time is allowed for an informal discussion to share personal experiences, questions or concerns.

Glossary of Commonly Used Terms

Below you will find a list of commonly used terms when referring to the needs of students on IEPs and/or 504 documentatin:

504 Plan	When a child does not qualify for special education services but is still in need of accommodations due to medical or physical differences that hinder their ability to learn in the classroom, a 504 plan is given. This provides them with the assistance that they may need to get through the day. For example, a 504 plan communicates to teachers a student's need to see the nurse at a specific time for medical reasons, or that a student needs a clear workspace in order to focus.
Accommodation	An adaptation in the general education classroom that allows a student to have what he needs in order to understand the material. For example, he may need fewer questions on a page for a test, or have fewer problems for homework than the rest of the class

Americans with Disabilities Act (ADA)	Civil Rights law that requires that everyone, including those with disabilities, have access to the same public areas and opportunities, such as parks, town buildings, public schools, jobs, etc
Applied Behavior Analysis (ABA)	Often known as ABA; uses the principles of operant psychology to develop techniques that reduce problem behavior and or increase positive behavior
Assessment	Evaluating a student's skills, understanding, or needs by using tests, surveys, or other methods of measurement
Attention Deficit Disorder (ADD)	A medical disorder that affects a person's ability to focus, plan, and follow through on multistep or complicated projects. It can only be diagnosed by a doctor, by comparing the characteristics of a student in all areas of his or her life (home, school, after school activities) to a standardized measurement tool.
Attention Deficit Hyperactive Disorder (ADHD)	<p>A medical disorder that affects a person's ability to focus, plan, and follow through on multistep or complicated projects. It can only be diagnosed by a doctor, by comparing the characteristics of a student in all areas of his or her life (home, school, after school activities) to a standardized measurement tool. ADHD is made up of three possible types: 1. ADHD combined, characterized by hyperactivity, inattentiveness, and impulsivity; 2. ADHD, characterized by hyperactivity and impulsivity; or 3. ADHD Inattentive type, characterized by inattentiveness</p> <p>People with ADHD may show frequent movement, in addition to the lack of focus and difficulty planning and executing a complicated task, or may be inattentive, looking as if they are just not paying attention to a task.</p>
Central Auditory Processing Disorder	A hearing problem in which a person does not properly process what is heard. The sounds that are heard are “mixed up” in the brain, so the person is unable to understand the meaning. This happens often in noisy rooms or when people speak too fast. Characteristics in students: difficulty with spelling and reading, difficulty learning a new language, asking for repetition often, inconsistent or inappropriate responses, and difficulty paying attention

Classroom Teacher	The student's main teacher in the general education classroom. She is responsible for the education of all students in the class, including those with special education accommodations.
Collaboration	In schools, to work together for the good of the student. Teachers, parents and administration should work together as a team in order to provide the best supports for the student.
Communication Disorder	An impairment in the ability to receive, send, process or comprehend concepts, verbal words, or non-verbal symbols (including graphic and written symbols)
Developmental Delay	When a child does not achieve developmental milestones at the expected times
Dyscalculia	A brain-based disorder that results in difficulty understanding and calculating numbers. This results in great difficulty in math.
Dysgraphia	A brain-based disorder that causes a person to have difficulty expressing him or herself in writing, having trouble physically forming the letters and numbers. For people with dysgraphia, they often have messy handwriting, struggle with spelling, and have difficulty putting their thoughts on paper.
Dyslexia	A brain based difficulty in which the person has difficulty matching the sounds of letters with the letter that they see, and then putting them in the correct order. This makes reading difficult, and so the person must learn different strategies to help them to read. The strategies do not cure dyslexia, but it can allow the person to read and function independently
Echolalia	A form of communication in which a person echoes other people's language by constantly repeating a portion of what he or she hears. It is either immediate or delayed
Evaluation	A series of tests, surveys, and interviews that provide the special education team with data about a child and his or her abilities
Executive Function	The series of skills that allow individuals to be able to organize and plan their lives. These skills include time management, the ability to predict consequences, setting and working to reach goals, and self-control. The improvement of these skills is related to the development of the frontal lobes of the brain, both through natural maturity and practice

Flexible Seating	Having the option of different types of seating in the classroom, such as different styles of chairs, yoga balls, floor seating options, etc. Having multiple options provides students with unique learning needs the opportunity to sit in an environment where they can move in a non-disruptive way and be able to increase their focus on the lesson at hand
Home District	The local public school to which a student would be assigned, if he or she were not attending St. Joseph's. This is the school that will build the special education team, and where the team meetings will be held
Hyperactivity	A higher than normal energy level that hinders a person from sitting still and focusing on a task at hand; often characterized by a person being in constant motion.
Impulsivity	Behaviors such as difficulty awaiting one's turn, interrupting or intruding on others, and blurting out answers before questions have been completed; often characterized by a person doing something without thinking about it first.
Inclusion	The idea that students with special education needs should be part of the general education classroom as much as possible. In order for this to the child to be successful, accommodations must be made by the classroom teacher in order to allow the student to access the curriculum like his or her peers.
Individualized Education Plan (IEP)	A written plan for assisting students (between the ages of 3 and 21) with disabilities that cause them to need special education services
Intervention	Focused assistance from a teacher to help a student to improve on his or her skills, especially in reading or math. This is often done when a student in struggling and needs extra help in mastering previously taught skills.
Language Based Learning Disabilities (LBLD)	A spectrum of difficulties related to the understanding and use of spoken and/or written language
Learning Disability	A neurological difficulty that causes a person to have trouble learning basic skills such as reading or math. A person with a learning disability may also find higher level thinking skills such as organization, time management, abstract reasoning or setting goals to be difficult.

Lexia	An online reading program used at St. Joseph School to provide extra reading support to students who need it.
Least Restrictive Environment (LRE)	The idea that students with special education needs should be educated with their peers as much as possible, having support and accommodations that allow him to be as independent as possible in that environment.
Modification	To make changes in curriculum or expectations to fit the learning abilities of a student
Occupational Therapy (OT)	Therapy sessions with an occupational therapist that assists students in overcoming physical difficulties that affect their learning, such as fine motor skills, the ability to write, or visual perception problems. The goal is to teach the child how to do the things that he or she needs and wants to do, especially in school.
Physical Therapy (PT)	Therapy sessions with a physical therapist that assist a student in moving and functioning better and more independently, sometimes following an injury or surgery.
Receptive Language Disorder	Communication disorder in which the student has difficulty understanding language through reading and hearing, as well as expressing language through verbal or written means.
Service Plan Delivery	The planned weekly timeline of services (meetings with special education teachers, OT, PT, speech, etc) that the student would be receiving if he or she was attending the public school. This delivery is modified to accommodate the different and limited resources at St. Joseph School
Speech-Language Pathologist (SLP)	The trained speech and language expert who assists students in overcoming their physical language difficulties. These may include difficulty forming sounds, fluency, or articulating sound combinations.
Special Education Team	The group of people who come together to determine the skill level and possible learning accommodations that the child needs in order to be successful in school. These people may include the public school psychologist, speech language pathologist, occupational therapist, child's parents, child's general education teacher, and a St. Joseph Learning Center staff member.
Teaching and Learning Center (TLC)	The program implemented at St. Joseph School that seeks to support all students and assist them in being successful both at SJS and beyond.

