



FAMILY HANDBOOK

2019-20

**ACCREDITED BY WESTERN CATHOLIC EDUCATION ASSOCIATION AND WESTERN
ASSOCIATION OF SCHOOLS AND COLLEGES**

Katherine Francisco, Principal

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The provisions in this handbook are designed to provide parents and student with information and guidance regarding procedures and rules of the school. The Family Handbook is incorporated into and made a part of the Contact of Financial Responsibility. The content of this handbook may be changed at the school's discretion and, if changed, written notification of such changes will be provided to parents/guardians and students.

SAINT JOSEPH ELEMENTARY SCHOOL WCEA/WASC SELF STUDY 2015 GOALS

Saint Joseph Elementary School is in the 4th largest Diocese in California, serving 39 elementary schools and eight high schools. A K-8 coeducational school, Saint Joseph Elementary School is accredited through the Western Association of Schools and Colleges (WASC) and Western Catholic Educators Association (WCEA).



Goals:

- Provide increased professional development on use of technology
- More fully integrate technology into curriculum
- Use testing data more thoroughly to drive instruction and improve student learning
- Grow Development Fund and promote the Annual Fund
- Create formal rubrics to assess our SLEs
- Update and complete development of Curriculum Maps
- Provide additional professional growth opportunities in technology and curriculum mapping
- Investigate new curriculum resources to support Common Core
- Collaborate more frequently within grade level articulation teams (K-2, 3-5, 6-8)
- Strengthen understanding and the ability to articulate our mission statement with all shareholders.

Critical Goals:

- More fully integrate technology into the curriculum
- Update and complete curriculum maps
- Use test data to more effectively drive instruction and improve student learning

PHILOSOPHY OF CATHOLIC EDUCATION DIOCESE OF OAKLAND

The Catholic elementary and secondary schools within the Diocese of Oakland are the expression of the educational ministry of the parishes, religious congregations and of the Diocese itself. Under the authority of the Bishop, the schools share the common Christian vision, resources and responsibilities as they strive to serve the youth that are reflective of the diverse cultural, ethnic and economic population of Alameda and Contra Costa Counties. The Diocese and individual schools are committed to include the poor in Catholic school education.

The tenets and the tradition of the Catholic faith are an integral component of the philosophy and goals of each school. All facets of Catholic education contribute to the faith development of the students and reflect the commitment to teach and model Catholic principles founded in the liberating love of Jesus Christ and the Good News as proclaimed by the Roman Catholic Church in contemporary society.

The schools prepare youth to respect the sacred dignity of the person as an individual and as a responsible member of the community and also enable students to translate the Good News into action with a challenging and disciplined environment provided by caring and capable teachers.

Finally, schools acknowledge that parents, who have the primary responsibility for the moral and religious development of their children, are partners with the parishes and the entire Christian community in the continuing education process. Together, they participate in the development of school policies, curricula and the budgetary process based on Christian values within the constraints of the local school resources.

Consequently, Catholic schools are committed to provide:

1. Activities that allow students to experience prayer and liturgy;
2. Quality education opportunities for students of varied academic abilities;
3. Financial aid programs to assist those families unable to assume full financial responsibility for tuition;
4. Opportunities for students to serve others in order to fulfill the mandate of the Gospel and the demands of justice and to recognize that society requires the cooperation and contribution of each of its members.

It is this sense of common purpose which inspires each school community to strive to meet the challenge of the goals set by the Catholic Bishops of the United States: "To be communities of faith in which the Christian message, the experience of community, worship, and social concern are integrated in the total experience of students, their parents and members of the faculty."

(Sharing the Light of Faith- National Catechetical Directory)

Pentecost, 1987

SAINT JOSEPH ELEMENTARY SCHOOL PHILOSOPHY

We believe that the children of St. Joseph Elementary School are the future of the community of Saint Joseph, the city of Alameda and the Catholic Church. Our school is dedicated to the education of each student in the Catholic environment rich in the love and teachings of Jesus Christ. We believe that each child is created in the image of God and want each one to thrive in an environment where the Gospel message is taught and lived.

Through our educational approach of balancing the spiritual, academic, physical and social development of students, we believe that they become well-rounded and caring individuals. We challenge our students to develop a love of learning by utilizing a variety of teaching methods. We believe that this can be accomplished through a curriculum that fosters creativity, curiosity, and an understanding of their world. We motivate our students to realize their potential.

THE DIOCESE OF OAKLAND MISSION OF CATHOLIC SCHOOLS

Catholic Schools in the Diocese of Oakland educate children in the Catholic faith and nurture their minds, bodies and souls, inspiring them to live the Gospel of Jesus Christ, achieve their highest academic and creative potential and actively serve and enrich the community.

SAINT JOSEPH ELEMENTARY SCHOOL MISSION STATEMENT

Serving Alameda and the neighboring cities since 1881, Saint Joseph Elementary School embraces the principles of learning, loving and living God's Word as Jesus taught us. We are dedicated to educating and nurturing the whole child by offering a time-honored and challenging Catholic education. Inspired by the teachings of the Catholic Church and driven by the spirit of effective collaboration, we join together as a diverse community to know Jesus and to make Him known.

HISTORY OF THE SCHOOL

Notre Dame Academy, under the direction of the Sisters of Notre Dame de Namur, educated both elementary and secondary school students from 1881 until 1922, when the present elementary school was constructed. At this time, the pastor and principal encouraged as many students as possible to enroll in each grade. As a result, fifty students or more per room were instructed within the current eight-classroom building.

Under the leadership of Monsignor Alvin P. Wagner, who became pastor in 1957, the school continued to expand. In 1963, Monsignor saw fit to build the parish gymnasium that now serves both the high school and the elementary school.

Under the direction of Father Patrick Goodwin, pastor from 1983 to 1993, the parish and school plant were revitalized. Improvements included the building of spacious classroom closets and, the addition of a religion coordinator's office and faculty room. In 1985, with space allocated in the adjacent high school building, St. Joseph accepted its first Kindergarten class.

PARENT/GUARDIANS COMMITMENT TO A POSITIVE HOME-SCHOOL PARTNERSHIP

Maintaining a Positive Home-School-Partnership

All schools in the Diocese of Oakland are intended to be environments that educate, nurture and support students according to basic Catholic principles. Everyone involved in the development of children and youth – teachers, administrators, parents, family and friends – is required to behave in accordance with these principles. These Catholic principles include but are not limited to the following:

1. Parents, guardians, family members, childcare providers and friends (including but not limited to grandparents, stepparents, siblings) are expected to work courteously and cooperatively with the school in all areas of the school and student life. This principle is intended to broadly apply to all on and off campus behavior that affects the school in any way.
2. Students, parents, guardians and family members may respectfully express their concerns about the school operation and its personnel. However, they may not do so in a manner that is discourteous, scandalous, rumor driven, disruptive, threatening, hostile or divisive and must use appropriate channels of communication to raise these concerns. Appropriate channels of communication include contacting the teacher or the principal directly by phone or email. Inappropriate channels of communication include posting information on Facebook or similar social media, using the school's contact list to email or text others. Such channels of communication are considered divisive and not designed to lead to a resolution of the issue in the most respectful and Christ-centered manner.
3. A parent with concerns regarding the behavior of another student must direct the concern to the classroom teacher or principal, not to the child or the child's parents. Parents, guardians or other responsible adults who violate these Catholic principles may be asked to withdraw their student from the school. Conduct that materially disrupts class work or extracurricular activities or that involves substantial disorder will not be tolerated. These expectations for students, parents, guardians or other responsible adults include, but are not limited to, all school-sponsored programs and events (e.g., extended care, athletics, field trips, etc.). The School reserves the right to determine, in its discretion, when conduct is of such a nature as to warrant any action including asking that the parent withdraw his/her student(s) from the School.

It shall be an express condition of enrollment that the students and parents or guardians shall conform themselves to standards of conduct that are consistent with the Catholic principles of the school, as determined by the School in its sole discretion.

SAINT JOSEPH SCHOOL WIDE LEARNING EXPECTATIONS

Here at Saint Joseph Elementary School, we have **F.A.I.T.H.**

Saint Joseph students are:

FAITH-FILLED
ACADEMICALLY CONFIDENT
INTELLIGENT COMMUNICATORS
THOUGHTFUL COMMUNITY MEMBERS
HONORABLE PERSONS OF GOD

FAITH-FILLED

- F-1.) knows the beliefs, traditions, and practices of the Catholic Church
- F-2.) embraces the Gospel message.
- F-3.) develops a relationship with God through prayer and liturgical celebrations

ACADEMICALLY CONFIDENT

- A-1.) develops a love of learning
- A-2.) demonstrates knowledge in all areas of the curriculum
- A-3.) thinks critically and creatively
- A-4.) works independently and cooperatively
- A-5.) uses a variety of study skills and resources
- A-6.) engages in self-assessment

INTELLIGENT COMMUNICATORS

- I-1.) expresses ideas through the written and spoken word
- I-2.) listens actively
- I-3.) uses technology responsibly

THOUGHTFUL COMMUNITY MEMBERS

- T-1.) demonstrates a respect for all of God's creation
- T-2.) accepts responsibility for actions
- T-3.) values diversity and shows compassion for others
- T-4.) pursues social justice and contributes to the greater good through local and global outreach.

HONORABLE PERSONS OF GOD

- H-1.) accepts everyone as a child of God
- H-2.) strives to know Jesus and make Him known
- H-3.) learns to treat others as they would want to be treated

2019-20 HOLIDAY/MINIMUM DAY CALENDAR

Student Holidays

September 2, 2019	Labor Day
September 20, 2019	Student Holiday
October 14, 2019	Columbus Day
November 11, 2019	Veteran's Day
November 25-29 2019	Thanksgiving Break
December 20, 2019 (12:00 pm)-Jan. 6, 2020	Christmas Break
January 17, 2020	Student Holiday
January 20, 2020	Martin Luther King, Jr. Day
February 17, 2020	Presidents Day Holiday
March 20, 2020	Student Holiday
March 23, 2020	St. Joseph Day
April 9- April 17, 2020	Easter Break
May 225, 2020	Memorial Day

Minimum Days: 12:00 Dismissal

August 20, 2019	1st day of school
August 21-22, 2019	For TK ONLY
August 30, 2019	Labor Day
September 19, 2019	Staff Development
October 4, 2019	El Rancho Set-Up
October 11, 2019	Columbus Day
October 23, 2019	Staff Development
November 8, 2019	Veteran's Day
November 20-November 22, 2019	Parent/Teacher Conference
December 20, 2019	Christmas Break
January 24, 2020	Faculty In-Service
January 31, 2020	Grandparents Day
February 14, 2020	President's Day
February 18-19, 2020	Optional Parent/Teacher Conference
April 8, 2020	Easter Break
May 22, 2020	Memorial Day
June 3, 2020	8th Grade Only
June 9, 2020	Day before school ends
June 10, 2019 (10:30am)	Last day of school

Special Dates to Remember

August 20, 2019	First day of Extended Care
September 5, 2019	Back to School Night
October 5, 2019	El Rancho Day
December 3, 2019	Kindergarten Info. Night
December 15, 2019	Christmas Program
January 26-January 31, 2020	Catholic Schools Week
March 28, 2020	PTG Annual Auction
May 20, 2020	Spring Sing
June 5, 2020	8th Grade Graduation
June 10, 2020	Last Day of School

DAILY SCHEDULE

Grades TK-84

7:30am	Student may enter school yard
7:48am	First bell, students must line up
7:50am	Tardy bell/School begins with morning assembly
9:35am-9:50 am	TK-4 Recess
12:00pm-12:35pm	TK-4 Lunch
1:50 pm- 2:00pm	TK-2 Afternoon Recess
2:00 pm	Discmissal (W)
3:00pm	Dismissal (M, T, W, Th)
12:00pm	Minimum Day dismissal
6:00pm	Extended Care closes (unless specified early closure)

Grades 5-8

7:30am	Student may enter school yard
7:48am	First bell, students must line up
7:50am	Tardy bell/School begins with morning assembly
10:05am-10:20am	5-8 Recess (M, T, W, Th)
9:50am-10:05am	5-8 Recess (F)
12:20pm- 12:55pm	5-8 Lunch (M, T, W, Th)
11:45am – 12:20pm	5-8 Lunch (F)
2:00 pm	Dismissal (W)
3:00pm	Dismissal (M, T, W, Th)
12:00pm	Minimum Day dismissal
6:00pm	Extended Care closes (unless specified early closure)

ARRIVAL AND DISMISSAL

Staff supervision of the schoolyard begins at 7:30am. Students arriving at school prior to 7:30am will be enrolled in Extended Care and parents/guardians will be billed accordingly. Students and parents who have made arrangements to meet teachers before school should check in with the office prior to proceeding to the classroom. Students who arrive for instruction or duties before school must proceed immediately to the designated location. These students are dismissed to the outside assembly area for morning prayer, pledge and announcements.

Upon arrival, students may not leave school grounds without approval of the classroom teachers, notification to the school office and a signed documentation by parents or guardians.

Students who are not picked up after dismissal by 3:10 pm (or 2:10 pm/12:10 pm on Wednesdays/Minimum Days) will automatically be enrolled in afternoon Extended Care and parents/guardians will be billed accordingly.

School Office Hours 7:30am-3:30 pm M-F, unless otherwise posted

Extended Care Hours 7:00am-7:30 am and dismissal-6:00pm M-F, unless otherwise posted.
2019-20 MIDDLE SCHOOL SCHEDULE

Monday 7:50 am-3:00 pm

Time		6th Grade	7th Grade	8th Grade
8:00-8:05	5 minutes	Homeroom	Homeroom	Homeroom
8:05-9:05	60 minutes	Social Studies	Science	Math/ELA
9:05-10:05	60 minutes	Science	Social Studies	Math/ELA
10:05-10:20	15 minutes	Recess	Recess	Recess
10:20-11:20	60 minutes	Spanish	Math	Science
11:20-12:20	60 minutes	Math	ELA	Social Studies
12:20-12:55	35 minutes	Lunch	Lunch	Lunch
12:55-1:55	60 minutes	ELA	Music	Art
1:55-2:50	60 minutes	Religion	Religion	Religion
2:50-3:00	10 minutes	Homeroom	Homeroom	Homeroom

Tuesday 7:50 am-3:00 pm

Time		6th Grade	7th Grade	8th Grade
8:00-8:05	5 minutes	Homeroom	Homeroom	Homeroom
8:05-9:05	60 minutes	Social Studies	Science	Math/ELA
9:05-10:05	60 minutes	Science	Social Studies	Math/ELA
10:05-10:20	15 minutes	Recess	Recess	Recess
10:20-11:20	60 minutes	Art	Math	Science
11:20-12:20	60 minutes	Math	ELA	Social Studies
12:20-12:55	35 minutes	Lunch	Lunch	Lunch
12:55-1:55	60 minutes	ELA	Art	PE
1:55-2:50	55 minutes	Religion	Religion	Religion
2:50-3:00	10 minutes	Homeroom	Homeroom	Homeroom

Wednesday 7:50 am-2:00 pm

Time		6th Grade	7th Grade	8th Grade
8:00-8:05	5 minutes	Homeroom	Homeroom	Homeroom
8:05-9:05	60 minutes	Social Studies	Science	Math/ELA
9:05-10:05	60 minutes	Science	Social Studies	Math/ELA
10:05-10:20	15 minutes	Recess	Recess	Recess
10:20-11:20	60 minutes	PE	Social Emotional	Science
11:20-12:20	60 minutes	Math	ELA	PE
12:20-12:55	35 minutes	Lunch	Lunch	Lunch
12:55-1:50	55 minutes	Elective	Elective	Elective
1:50-2:00	10 minutes	Homeroom	Homeroom	Homeroom

Thursday 7:50-3:00pm

Time		6th Grade	7th Grade	8th Grade
8:00-8:05	5 minutes	Homeroom	Homeroom	Homeroom
8:05-9:05	60 minutes	Social Studies	Science	Math/ELA
9:05-10:05	60 minutes	Science	Social Studies	Math/ELA
10:05-10:20	15 minutes	Recess	Recess	Recess
10:20-11:20	60 minutes	PE	Spanish	Science
11:20-12:20	60 minutes	Math	PE	Social Studies
12:20-12:55	35 minutes	Lunch	Lunch	Lunch
12:55-1:55	60 minutes	ELA	Math	Spanish
1:55-2:50	55 minutes	Religion	Religion	Religion
2:50-3:00	10 minutes	Homeroom	Homeroom	Homeroom

Friday 7:50-3:00pm

Time		6th Grade	7th Grade	8th Grade
8:00-9:30	90 minutes	Mass/Town Hall	Mass/Town Hall	Mass/Town Hall
9:30-9:50	20 minutes	Class Meeting	Class Meeting	Class Meeting
9:50-10:05	15 minutes	Recess	Recess	Recess
10:05-10:55	50 minutes	Science	Spanish	Math
10:55-11:45	50 minutes	Music	Math	Social Studies
11:45-12:20	35 minutes	Lunch	Lunch	Lunch
12:20-1:10	50 minutes	Social Emotional	ELA	Music
1:10-2:00	50 minutes	ELA	PE	Spanish
2:00-2:50	50 minutes	Spanish	Social Studies	Social Emotional
2:50-3:00	10 minutes	Homeroom	Homeroom	Homeroom

SCHOOL FACULTY AND STAFF

Katherine Francisco
Cris Foley
Carla VanDerveer*
Amy Carlson
Carmen Chan
Kelly Russi
Linda Radecke*
Erin McGraw
Gail Willits
Gret Gauntt
Cheryl Connick*
Kevin Harbour
Inna Sagan
Laurey Hemenway
Shara Shadowspeaker
Steve Meyer
Scott Tully
Genesis DeLuna
Kim Graves
Elizabeth Benavente
Mary Sims
Sandra Avitia
Kim Sampson
Andrew Moreno
Jose Rodriguez

Principal
Administrative Assistant
Director of Institutional Advancement/Admissions
TK Lead Teacher/Learning Support Coordinator
Kindergarten Teacher
Grade 1 Teacher
Grade 2 Teacher
Grade 3 Teacher
Grade 4 Teacher
Grade 5 Teacher, Student Council Moderator
Grade 6 Homeroom, ELA Middle School
Grade 7 Homeroom, Social Studies Middle School
Grade 8 Homeroom, Math Middle School
Science Grades 4-8
Art TK-8
Music TK-8
PE TK-8, Co-Athletic Director
Spanish TK-8, Religion Coordinator
TK/Kindergarten Assistant
Grade 1 Assistant, Morning Extended Care
Grade 2 Assistant, Extended Care Director
Grade 3 & 4 Assistant
Grade 5 Assistant and Middle School Support
Extended Care Assistant
Maintenance Supervisor

*Denotes members of the Leadership Team

PARISH STAFF

Stan Schoenberg
Sherley Lim
Julie Guevara

Business Manager
Office Administrator
St. Joseph Notre Dame High School Interim Principal

DIOCESE, PARISH AND SCHOOL PERSONNEL

BISHOP: The Bishop, the Chief Pastor of the Diocese, is officially responsible for all educational programs within the Diocese. This responsibility extends beyond the spiritual formation of his people and includes all those elements, which contribute to the development of the total Christian community.

The Bishop delegates comprehensive, regulatory and general supervisory authority on school related matters by appointing a Superintendent. The Diocesan School Board is approved by the Bishop to function as an advisory board to the Superintendent of Schools and to the Bishop.

SUPERINTENDENT OF CATHOLIC SCHOOLS: An appointee of the Bishop, the Superintendent reports directly to the Bishop, or his delegate, and the Diocesan School Board, in all matters affecting the Diocesan schools. She/He oversees the operation of the School Department and the administration, supervision and strategic planning for education in the schools of the Diocese.

The School Department provides information, guidelines, assistance, and services to the schools that are ordinarily site-based managed and under the leadership of the Principal. Although governance of the schools is at the local level, Pastors and Principals are expected to follow policies and guidelines approved by schools by the Bishop. Schools are also expected to follow curriculum guidelines.

In some special circumstances, decisions may need to be made by the School Department that would ordinarily be made at the local level.

PASTOR: The Pastor, by direction of the Bishop and Canon Law, is directly responsible for all parish endeavors. One such major endeavor is the parish or area school. The Pastor can render service and leadership to the parish or area school by acting as a religious leader, community builder, and administrator, working together with the principal, faculty, parents, and other parishioners in a joint effort to advance the education of the children. He is also responsible for the hiring of the principal and the renewal or nonrenewal of the principal's employment agreement.

PRINCIPAL: The position of administrative responsibility carries with it a unique opportunity for shaping a climate of Catholic/Christian values and an atmosphere for learning that will nurture the growth and development of each person. The principal fosters community among faculty and students. She or he understands the Catholic school as part of larger communities, both religious and secular. The principal collaborates with parish, area and Diocesan personnel in planning and implementing policies, programs and the use of facilities and grounds. The principal is responsible for implementing school policies.

LEADERSHIP TEAM: Members of the faculty serve on the Leadership team. They meet regularly to insure the integrity of the school's WCEA action plan. As level coordinators, representatives of the various grade levels, they report to and advise the Principal on curriculum and school issues, including, but not limited to, the school calendar, school handbooks, level planning, catechesis, and technology implementation. Members of the Leadership Team may assume any of the responsibilities of the principal, at the direction of the principal, or in the principal's absence.

FACULTY: The faculty (and students) of the school form a community whose purpose is to develop an atmosphere in which the religious faith of each student, as well as his or her intellectual, moral, and physical capacities, may be developed and strengthened.

OFFICE STAFF: The office staff consists of the administrative assistant. The administrative assistant conducts all business of the office and provides support to the principal.

DIOCESAN SCHOOL BOARD: A Diocesan School Board is appointed by the Bishop to act in an advisory capacity to the Superintendent and to himself. The responsibilities of the Diocesan School Board include: discussion of any major change in the operation or organization of a school; recommendation of policies affecting the standards of education, finance, salary scales for school personnel, and promotion of effective public relations on behalf of Catholic education.

ST. JOSEPH SCHOOL BOARD: Just as the Diocesan School Board acts in an advisory capacity to the Bishop and Superintendent, the local school board acts in an advisory capacity to the pastor and principal. The SAB's (School Advisory Board) mission is to bring its wisdom, talent, experience, faith life and goodwill into the process of providing quality education for all of the children served by the school. The SAB furnishes the support and leadership to carry out the Church's commitment to Christian education. Those who serve on Catholic school boards, both diocesan and local school boards, support an environment for the teaching of the Catholic faith, the building and experiencing of community, the serving of others and the opportunity for worship. They are called to model what they identify as the purpose of Catholic education.

ST. JOSEPH PARENT-TEACHER GROUP (PTG) BOARD: The Parent-Teacher Group (PTG) serves as a liaison between school and home and has specific objectives:

- To provide financial assistance to the operation of the parish school through fundraising
- To promote a spirit of Christian community among the members of SJES through education programs, group discussion, and social events.
- To provide a network of essential volunteer services to support school programs

All parents are members of the PTG. The PTG family membership fee is payable with registration. The PTG holds regular meetings and all parents are invited to attend and participate. The PTG operation is based on a written constitution and by-laws. (Revised 2018)

ST. JOSEPH ATHLETIC BOARD: The Athletic Boards serves under the direction of the PTG. St. Joseph Elementary School participates in the Diocese of Oakland CYO Program as members of the East Bay Parochial Leagues. The SJES Athletic Board organizes the program and schedules adult volunteers. Responsibilities of the Athletic Board include:

- Development of policies and procedures to carry out Diocesan guidelines
- Recruitment and selection of coaches in consultation with the principal
- Development and monitoring of the annual sports budget
- Procurement of gyms and practice areas
- Review and update of the sports handbook
- Communication with parents regarding the sports program
- Resolution of concerns, issues, and disputes that may arise during the course of league play and practice.



CODE OF CONDUCT INVOLVING INTERACTIONS WITH MINORS IN THE DIOCESE OF OAKLAND

PREAMBLE

As leaders in the Church founded by Christ, priests, deacons, and lay ministers within our parishes and institutions must always seek to uphold Christian values and conduct. In addition to following the Gospel and its mandates, all are expected to act properly at all times, especially when in contact with young people. This Code of Conduct establishes general guidelines and boundaries when ministering to minors. Many items mentioned in this document are applicable to ministry with adults, but this Code addresses explicitly proper contact with persons under 18 years of age. Further guidance and advice can be sought from the Chancellor of the Diocese of Oakland or the Coordinator of Safe Environment, as needed.

This Code is applicable to all persons who work or volunteer in any of the parishes and institutions in the Diocese of Oakland. This includes, but is not limited to: priests, religious (men and women), deacons, pastoral coordinators, school/program administrators, teachers, catechists, youth ministers, support staff, custodial staff, coaches, school, parish and diocesan volunteers, seminarians serving internships, and lay theology students. This Code is not an attempt to anticipate every situation that might arise, but to provide a set of standards and appropriate behavior to guide all those in pastoral ministry to children and young people.

This Code of Conduct is to help create a safe, appropriate, and Christian environment for minors and their relationships with adults involved in Church ministry.

RESPONSIBILITY FOR COMPLIANCE

All who disregard this Code of Conduct will be subject to remedial action by the Diocese of Oakland. Corrective action may take various forms – including verbal or written warning, termination of employment, or removal from ministry – depending on the specific nature and circumstance of the offense. Those who witness or who receive reports of suspected abuse (except under the seal of Confession) are required both legally and morally to report to the appropriate civil (e.g. Child Protective Services, Local Police or Sheriff) and pastoral authorities. If you are an adult who is responsible for children, you are a mandated reporter obligated by civil law to report any suspicious abuse or neglect of a minor to Child Protective Services immediately or as soon as practically possible.

EXPECTED BEHAVIORS WITH REGARD TO MINISTRY TO MINORS

MINORS ARE NOT INDEPENDENT INDIVIDUALS: Any and all involvement with minors is to be approached from the premise that minors should always be viewed – whether in a social or ministerial situation – as restricted individuals, that is, they are not independent. Minors are subject to specific civil laws in the State of California, which prohibits certain activities. They are not adults and are not permitted to make unfettered decisions.

TRAINING AND SCREENING: All those in contact with young people in a ministerial role must complete Safe Environment Training and be screened according to the requirements established by the chancellor and the Diocesan Safe Environment Office.

ADULTS ARE NEVER TO BE ALONE WITH CHILDREN: Adults (minimum 18 years of age) should avoid situations that place them in a position to be alone with a minor in the rectory, parish residence, school, or in a closed room other than a confessional.

MEETINGS AND/OR PASTORAL COUNSELING: In meeting and/or pastoral counseling situations involving a minor, the presence or proximity of another adult is encouraged. However, in those situations where the presence of another adult is not usual or practical (e.g. piano lessons, disciplinary meeting with an administrator, etc.) another adult should be informed that the meeting would be taking place. The meeting place must be accessible and visible with the door left open where the meeting is taking place unless there is a clear window built into the door.

SACRAMENT OF PENANCE/RECONCILIATION: The Sacrament of Penance/Reconciliation is normally to be celebrated in a place identified for that purpose, e.g. reconciliation chapel, confessional, or other areas with visibility: The location should be acceptable to the confessor and confessee.

RECTORY RESTRICTIONS: An unaccompanied minor is allowed only in the professional area of the rectory or parish residence, never in the living quarters.

Minors age 16 and over are permitted to work in the professional area of the rectory, when there are two adults over 18 years of age present.

THE SACRISTY DOOR: The sacristy door is always to be unlocked whenever minors are present within the sacristy.

SUPERVISION AT SPORTS EVENTS AND GAMES: At least two adults, one of whom is to be the same gender as the participants, are to be present when a group of minors engages in organized games or sports activities. At the High School level (nine-twelve), one adult is sufficient. Sports leagues sponsored by parishes or Catholic schools 8th grade and under must be under the supervision of the CYO Office.

BATHROOMS AND DRESSING FACILITIES WITH CHILDREN PRESENT: Adults must avoid being the only adult in a bathroom, shower room, locker room or other dressing areas whenever minors are using such facilities.

TRANSPORTATION IN PRIVATE VEHICLES: Adults are prohibited from taking youth home or to another location, unless another adult is present in the vehicle.

UNACCEPTABLE TOPICS AND LANGUAGE: Comments of a sexual nature are not to be made to any minor except in response to a specific classroom or otherwise legitimate questions from a minor. Topics or vocabulary such as profanity, cursing and vulgar humor must not be used in the presence of a minor/minors.

YOUTH TRIPS AWAY FROM PARISH FACILITIES: At the elementary level student group trips of any kind must have a minimum of two adult chaperones, at least one of whom should be of the same gender as the young people. (For larger groups a ratio of one adult to 10 students is recommended). At the High School level one adult chaperone or driver per group is sufficient. Depending on the activity and the age of the participants, there must be sufficient adult chaperones present to adequately supervise the group at all times.

While on youth trips the adults as well as the minors may not use alcohol or controlled substances and anyone under the influence of these substances may not participate in the event.

One adult alone shall never engage in an overnight trip with a minor or minors. While on youth group trips, adults are never to stay alone overnight in the same motel/hotel room with a minor or minors. Any overnight trip for children or youth must include supervision around the clock. If adults are not rooming with the youth, there MUST be an adult (over the age of 18) on duty, in the hallways or outside of cabins at all times when youth/children are present in the rooms/cabins. This can be accomplished with live

scanned and cleared volunteers, employees of the Diocese, or someone who is hired specifically for security.

PROHIBITED SUBSTANCES: It is absolutely prohibited that adults serve or supply alcohol, cigarettes, inappropriate reading material, or controlled and illegal substances to minors. Alcoholic beverages will not be served or consumed at parish or school social activities intended primarily for minors. Minors may not serve alcohol at events. Event leaders should take all necessary action to ensure that no one working with youth is either in possession of illegal drugs or under the influence of alcohol or illegal drugs.

AGE-APPROPRIATE MEDIA: Audiovisuals, music lyrics, and print resources used in programs must be screened prior to use to ensure their appropriateness for the participants. It is never appropriate to use an “R” rated movie or movies that have been rated with an even stronger designation.

The Diocese of Oakland absolutely prohibits the acquisition, possession and distribution of Child pornography.

BOUNDARIES OF PHYSICAL CONTACT: Careful boundaries concerning physical contact with a minor (beyond a handshake) must be observed at all times and should only occur under public circumstances. Prudent discretion and respect must be shown before touching another person in any way.

SOCIAL MEDIA: The Diocese of Oakland prohibits any irresponsible use of technology both at work sites and at home. All users will be held responsible for their published words. If they negatively affect the Diocese or any parish/school site in ways that are contrary to our mission, users will face disciplinary action up to and including termination. Employees and volunteers will be held accountable for use policies that are in place at their local parish or school site.

GUIDELINES AS APPLIES TO RELATIVES OF THE MINOR: Some adaptation in applying these guidelines when the minor is a relative ought to be the norm, but appearances in public nevertheless need to be maintained.

EXPECTED BEHAVIORS IN PASTORAL COUNSELING OF MINORS

SETTING: Pastoral counseling of a minor must only take place in the professional area of a rectory, never in the living quarters.

Offices or classrooms used for pastoral counseling of a minor must have a window in the door, or the door is to be left open during the counseling session.

SUPERVISION: Another adult should be in close proximity during any counseling session. **PARENTAL NOTIFICATION:** Unless the subject matter precludes their presence or knowledge, parents or guardians of minors must be made aware of the counseling session. If counseling is expected to extend beyond one session, evaluation of the situation should be made with the parents or guardians.

INAPPROPRIATE ATTRACTION: The adult is responsible to recognize any personal and/or physical attraction to or from a minor. In such a situation, the minor must be immediately referred to another qualified adult or licensed professional. If the attraction is acted upon, the parents/guardians must be notified and appropriate action taken.

ENFORCEMENT / REPORTING

Violations of the Code will be dealt with by the appropriate employing/appointing organization (e.g. the parish, the religious order, the diocesan bishop) in accordance with Civil Law and this Diocesan policy. Penalties may take various forms ranging from counseling to removal from ministry.

Violations of this Code must be reported immediately to the appropriate parish, diocesan or civil authority.

Allegations of sexual misconduct by priests, church employees, or volunteers must be reported to the

local authority (e/g. Police or Sheriff Department, County Child Protective Services). In the cases involving priests or religious, the Office of the Chancellor of the diocese (510-267-8334) will be notified. In cases involving other employees or volunteers, the Office of Human Resources (510-267-8359) will be notified.

The Diocese of Oakland is committed to addressing allegations of sexual misconduct by priests, church employees and all in ministry, observing the prescriptions of civil and canon law. The diocese has made a commitment to assist victims of sexual misconduct and to cooperate fully with public authorities investigating such allegations.

IMPLEMENTATION

Additional policies and procedures may be adopted and enforced by the various ministries, parishes, institutions and departments within the diocese. Such policies must be congruent with the spirit and policies contained within this Code, and must be approved in advance by the Chancellor of the diocese or designee.

SAFE ENVIRONMENT FOR CHILDREN COMPLIANCE

ALL school staff, parents/guardians, and school volunteers are required to fulfill all expectations of the Diocese of Oakland for compliance with the Safe Environment for Children Project.

The Charter for the Protection of Children and Youth requires that dioceses/eparchies establish “safe environment” programs. Article 12 of the Charter states:

“dioceses/parishes will establish establish “safe environment” programs. They will cooperate with parents, civil authorities, educators, and community organizations to provide training for children, youth, parents, ministers, educators, and others about ways to make and maintain a safe environment for children. Dioceses/eparchies will make clear to clergy and members of the community the standards of conduct for clergy and other persons in positions of trust with regard to sexual abuse.”

In addition, Article 13 states:

“Dioceses/eparchies will evaluate the background of all diocesan/eparchial and parish personnel who have regular contact with minors. Specifically, they will utilize the resources of law enforcement and other community agencies.”

There are five components of the Diocese of Oakland’s Safe Environment for Children Project.

- 1) Curriculum development and implementation (annual/all grades)
- 2) Screening of employees and volunteers (Megan’s Law screening is annual)
- 3) Training for employees and volunteers (annual)
- 4) Parish based Safe Environment for Children Committees
- 5) All parents/guardians of Kindergarten students/and all parents/guardians of students new to the school must be fingerprinted

1. Megan’s Law Screening

- 1) All staff must be screened pursuant to the identification process established under California’s Megan’s Law.
- 2) All volunteers who work at the school site sponsored activities twelve (12) or more hours a month must be screened pursuant to the identification process established under California’s Megan’s Law.
- 3) All volunteers who participate in any school overnight experience/field trip/camp must be screened pursuant to the identification process established under California’s Megan’s Law. The screening results must be returned to the school by the Department of Justice prior to participation in the overnight field trip.
- 4) In addition, any other volunteer who has contact with or access to children may be screened.

Conviction of a sexual crime will bar an individual from volunteering in any capacity.

2. Online Training Requirement for all Staff, Parents/Guardians, and School Volunteers

ALL ST. JOSEPH SCHOOL STAFF, PARENTS/GUARDIANS, AND SCHOOL VOLUNTEERS must complete the Virtus online training as part of the Safe Environment for Children project. The Diocese of Oakland adopted the new training program, Virtus, in 2016. Virtus training must be renewed every three (3) years. Students receive instruction in the Circle of Grace curriculum, implemented by the Diocese of Oakland for continued Safe Environment for Children compliance.

3. Live Scan Fingerprinting

ALL ST. JOSEPH SCHOOL STAFF, PARENTS/GUARDIANS, AND SCHOOL VOLUNTEERS must submit to Live Scan Fingerprinting by the Diocese of Oakland in accordance with St. Joseph Elementary School requirements. If already fingerprinted by the Diocese of Oakland for St. Joseph Elementary School, another Catholic school in our diocese, a coaching position, or employment in our diocese, and we have verification from the diocese, you do not need to repeat.

- All parents/guardians of 2018/19 TK/Kindergarten students who have never been fingerprinted by the Diocese of Oakland
- All parents/guardians of 2018-19 new students in grades 1-8 who have never been fingerprinted by the Diocese of Oakland
- All new staff members who have not previously been fingerprinted by the Diocese of Oakland

By law, all employees of the Diocese of Oakland are required to have fingerprint clearance from the Department of Justice of the State of California. Such fingerprinting procedures must be completed prior to being able to teach in the classroom.

Parents/Guardians of students in Gr. TK-8 may not be in a position of supervising children alone, such as camp housing, unless Livescan fingerprinting has been completed and verified by the diocese.

UNIFORM AND DRESS CODE

It is important for St. Joseph Elementary School students to take pride in our tradition of excellence as a Catholic School in the Diocese of Oakland. High expectations include the observance of dress and grooming standards as our children strive to become responsible, healthy, and productive citizens of the world. Certain uniform regulations are maintained in the interest of overall good order and discipline and to foster an atmosphere conducive to instruction and learning. St. Joseph Elementary School expects all students to demonstrate personal pride, modesty, and good taste in their appearance, and parental support and guidance in doing so.

A Properly Dressed St. Joseph Student Will Comply with the Following Expectations

All uniform components must be purchased through our exclusive uniform supplier, Dennis Uniform.

All uniform items and personal belongings should be marked with the student's name; markings should be permanent (i.e. sewn in name tags, written in permanent marker, etc.)

BOYS TK-8

Pants/Shorts: Khaki flat front twill pants, available only from Dennis Uniform Company

Shirt: Short sleeve white* knit polo shirt with St. Joseph Elementary School logo, available only from the Dennis Uniform Company. Must be worn tucked in. (*Note: Only 8th grade may wear the navy blue polo)

Sweater: Navy blue cardigan with school emblem, available only from the Dennis Uniform Company.

Sweatshirt Grade TK-8: Crew neck navy blue sweatshirt with St. Joseph Elementary School logo, available only from the Dennis Uniform Company

Hooded Sweatshirt Grade 6-8: Hooded navy blue sweatshirt with St. Joseph Elementary School logo and class year on sleeve, available only from the Dennis Uniform Company. Note: Non-uniform sweatshirts, including CYO sweatshirts are not allowed. The only exceptions to this rule are as follows:

- 8th Graders may wear the sweatshirt design by the class.
- After they return from Caritas, 6th graders may wear the Caritas sweatshirt for the remainder of their 6th grade year.

Undershirts: White shirt with NO logos

Shoes: Athletic/tennis shoes in one solid color- black, blue, navy, white, gray, brown. No checks or patterns, no cartoon or other characters, no flashing lights. **Absolutely no wheels!** Oxford-style shoes are also acceptable. Shoes must have shoelaces that are the same color as shoes and must be tied correctly. No slip on, open toed or open heeled shoes allowed.

Belt: Brown or black leather belt

Socks: White or Navy plain with no logos. Must be above the ankle.

Outerwear (optional): St. Joseph Elementary School polar fleece jacket or St. Joseph Elementary School microfibre jacket, available only from the Dennis Uniform Company.

Hats, Beanies, Bandanas, etc. of any kind are **NOT** allowed.

**Crew Neck Sweatshirts must be worn for annual school photo.

GIRLS TK-8

Skirt/Skort: Pleated skirt (blackwatch plaid) or skort (blackwatch plaid), available only from the Dennis Uniform Company. **SKIRT LENGTH- MAXIMUM TWO (2) INCHES ABOVE THE TOP OF THE KNEE WHEN STANDING.**

Pants/Shorts: Khaki flat front twill pants, available only from Dennis Uniform Company

Shirt: Short sleeve white* knit polo shirt with St. Joseph Elementary School logo, available only from the Dennis Uniform Company. Must be worn tucked in. (**Note: *Only 8th grade may wear the navy blue polo**)

Sweater: Navy blue cardigan with school emblem, available only from the Dennis Uniform Company.

Sweatshirt Grade TK-8: Crew neck navy blue sweatshirt with St. Joseph Elementary School logo, available only from the Dennis Uniform Company

Hooded Sweatshirt Grade 6-8: Hooded navy blue sweatshirt with St. Joseph Elementary School logo and class year on sleeve, available only from the Dennis Uniform Company. Note: Non-uniform sweatshirts, including CYO sweatshirts are not allowed. The only exceptions to this rule are as follows:

- 8th Graders may wear the hooded sweatshirt design by the class.
- After they return from Caritas, 6th graders may wear the Caritas sweatshirt for the remainder of their 6th grade year.

Undershirts: White shirt with NO logos

Shoes: Athletic/tennis shoes in one solid color- black, blue, navy, white, gray, brown. No checks or patterns, no cartoon or other characters, no flashing lights. **Absolutely no wheels and no heels (except special occasions approved by staff such as graduation and May Crowning.)** Oxford-style shoes are also acceptable. Shoes must have shoelaces that are the same color as shoes and must be tied correctly. No slip on, open toed or open heeled shoes allowed.

Socks: White or navy, plain with no logos or lace. Must be above the ankle. White or navy knee socks. Socks cannot be worn over the knees. Plain white or navy blue footed tights. Tights may not be worn with shorts. NO LEGGINGS.

Outerwear (optional): St. Joseph Elementary School polar fleece jacket or St. Joseph Elementary School microfibre jacket, available only from the Dennis Uniform Company.

Hats, Beanies, Bandanas, etc. of any kind are **NOT** allowed.

****Crew Neck Sweatshirts must be worn for annual school photo.**

OTHER

UNIFORMS SHOULD BE WASHED REGULARLY. Uniforms should be kept in good repair. No hats, caps, scarves, or ear warmers may be worn as part of the school uniform. The hoods of hooded sweatshirts may not be worn indoors. Hats are not a part of the uniform. Head coverings must be removed during outside assembly and before entering the building. Head coverings may be worn after exiting the building.

BOYS AND GIRLS PHYSICAL EDUCATION UNIFORM (GRADES 6-8 ONLY)

Students in grades 6, 7 and 8 are required to wear P.E. uniform components during P.E. class available only from the Dennis Uniform Company.

The PE Uniform is:

- **Royal Blue nylon shorts**
- **Gray nylon shirt with St. Joseph Athletics logo**

Students will change into and out of their PE uniform. Students should come to school in regular uniform on PE days, and bring PE uniform with them to school.

In addition to the general uniform requirements, the following regulations and restriction apply to all students:

Hair must be clean, combed, moderately styled, well groomed, and student's natural color. Hair must not obstruct vision or cause distraction or disruption. Extreme hairstyles, including haircuts, hair designs and hair color must be cleared with the administration. **The school reserves the right to determine appropriateness of hair style.**

Jewelry is limited to small crosses, school pins awarded by the school, and small stud earrings. Only one earring may be worn in each ear.

Make-Up is **NOT** allowed. No eyeliner, eyeshadow, mascara, blush, lipstick or lipgloss may be worn.

Nails Colored nail polish, acrylic, silk wrap, gel, and French/American manicures are not allowed during for any class during the school year. **EXCEPTION:** Eighth graders may wear polish during graduation festivities. These days include: May Crowning, Baccalaureate Mass, eighth grade graduation dinner and Graduation.

Hats, Beanies, Bandanas, etc. of any kind are **NOT** allowed.

- NOTE: Tattoos are not acceptable. Students may not write/draw on themselves or others.

On Liturgy days students must be in full uniform. This means that students must wear a navy blue outer layer (sweatshirt or cardigan) on top of the polo shirt. Polo shirts alone will not be allowed.

THE SCHOOL ADMINISTRATION MAKES THE FINAL DECISION REGARDING STUDENT GROOMING,

Students not in compliance with any component of the school uniform and the physical education uniform expectations will be issued a Behavioral Infraction/Concern. This may affect a student's conduct grade. In some cases of uniform violations, a student must call home for a change of clothes.

FREE DRESS CODE A "free dress" day will be given each month for birthdays. Parents are asked to check the calendar for "free dress" days. Student dress on these days must comply with school regulations. The following items are **NOT** considered appropriate free dress:

- Leggings or jeggings

- Baggy pants
- Oversized shirts
- Shorts shorter than uniform school shorts
- Shirts with offensive language/logo/statements
- Tank tops
- Spaghetti Straps
- Skirts/Dresses shorter than uniform skirts
- Bare midriffs
- Flip flops
- Open toed or open heeled shoes
- Shoes with more than 1" heel
- Jeans with holes
- Hats, beanies, bandanas, etc. at any time.

All clothing must be appropriately sized.

ADMISSIONS AND WITHDRAWAL

It is the goal of Saint Joseph Elementary School to assist families in the formation and education of their children in the Catholic faith, Gospel values, and traditions. A registered family is willing to comply with the programs and policies of the school, and actively participate in activities that support the school programs and philosophy.

A. Application Process

- A calendar for admissions and enrollment for the coming school year is established and followed.
- Assessment of students applying for TK and other grades takes place during the month of February.
- Once it has been established through interview, assessment, review of previous school records (report cards, standardized test scores,) and recommendation from the child's previous school, that a child meets the academic and social requirements necessary for enrollment in a particular grade, a student will be considered for admission.
- Parents/guardians will be notified of the decision in writing.

Considerations for Acceptance

Considerations are enforced in this order when selecting students for admission to Saint Joseph Elementary School.

- 1) Siblings of students currently enrolled at St. Joseph Elementary School
- 2) Siblings of students currently enrolled at St. Joseph Notre Dame High School
- 3) Children whose parents are active St. Joseph parishioners, as determined by the Pastor of St. Joseph Basilica or his designate.
- 4) Children from Catholic families inside or outside the Parish of St. Joseph.
- 5) All other children

Catholic is defined as:

- one or both parents are baptized in the Roman Catholic Church
- each child enrolled is also baptized in the Roman Catholic Church

Non-Catholic is defined as:

- all others that do not fit in the previous two categories.

Minimum Age: To be admitted to TK , a child must be five years of age after September 1 but before January 1 of the following year. To be admitted into Kindergarten, a child must be five years of age by September 1st of the year entering Kindergarten. To be admitted in the first grade, a child must be six (6) years old by September 1st of the applicable school year. Where a child has been legally enrolled in another school s/he may be admitted to St. Joseph Elementary School and placed in a lower grade as age appropriate at the discretion of the admitting school. There is **no exception** to this California State mandate.

Records Required at Entrance Students entering school for the first time are required to provide a birth certificate, a baptismal certificate (if applicable), a record of California state required immunizations, proof

of a physical, TB risk assessment and if >1 risk factor present, must also present results of the PPD/Mantoux skin test, or a physician's statement of "negative symptom screening," or a physician's statement of "no risk."

Transfer Students In addition to meeting all other requirements, all financial obligations to the previous school must be current.

Special Needs Admission of a student with special needs will be dependent on the ability of the school program to meet the special needs of that student.

Nondiscrimination Policy The Catholic schools in the Diocese of Oakland, mindful of their mission to be witnesses to the love of Christ for all, admit students of any race, color, and national and/or ethnic origin to all the rights, privileges, program and activities generally accorded or made available to students at the schools. The Catholic schools in the Diocese of Oakland do not discriminate on the basis of race, color, national and/or ethnic origin, age, sex, or disability in the administration of educational policies, scholarships and loan programs, and athletic and other school administered programs.

Withdrawal Process Saint Joseph Elementary School affirms its role and mission in working with each family to provide a caring and supportive program for each student. The school recognizes that family circumstances may arise resulting in the requirements to change schools. Saint Joseph Elementary School requests timely notification of intent to withdraw from school. Please notify the school office and the admissions office, in writing, of intent to withdraw and the reason for withdrawal, at least one month in advance. This will allow ample time to prepare transfer information of student records.

Non-Renewal of Student Enrollment If the school administration determines that the school cannot serve the student, or the student cannot benefit from its program, or there is repeated uncooperative or destructive attitude of the student or parent/legal guardian, the school maintains the right not to renew a student's enrollment. Non-renewal of student enrollment would be decided upon after consultation with the Superintendent of Schools of the Diocese of Oakland.

Recommended Transfer Students clearly unable to profit from the school by reason of ability, serious emotional instability, repeated uncooperative or destructive behavior, or the repeated uncooperative or destructive attitude of the parent/legal guardian, will be asked to (withdraw) transfer when:

- The school has explored means to meet the needs of the child.
- There has been sufficient discussion with the parent/legal guardian concerning the child's condition or the parent/legal guardian's attitude
- The transfer is to take place at the end of a grading period, preferably at the end of the academic year.

* NOTE: The final decision is made by the principal, in consultation with the pastor and the Superintendent of School of the Diocese of Oakland.

Annual Registration Annual registration begins in April. Registration for the following school year that are not completed by the assigned deadline date will receive a penalty fee of \$75 for non completion by the due date. (For example; \$575.00 reigstation fee will be increased to \$650.00)

STUDENT ATTENDANCE POLICY

Regular attendance is required of all students to ensure student success. Saint Joseph Elementary School adheres to the guidelines of the Diocese of Oakland regarding absence. Appointments with doctors/dentists should be made outside of school hours if possible. **All tardies and absences are recorded and become part of the student's permanent record.**

REPORTING AN ABSENCE

Contact the school office by phone or email, prior to 8:30 am each day of absence, including late morning tardy. State law requires that parents/guardians specify the date and reason for absences, and account for all absences. Absence is subject to verification with the parent/guardian.

Saint Joseph Elementary School manages verification of absence when a child's absence remains unexcused by 9:00 am. Parents/guardians will be contacted via phone and/or email.

ABSENCE CLASSIFICATION

Tardy (Powerschool term-T) is given to a student who arrives at school [after the 2nd morning bell](#) at 7:50am, who arrives late to school, but prior to 10:15 am. The student must present a tardy slip from the office or note from a staff member detailing the reason, prior to admittance to that class.

Medical Absence (Powerschool term- M, MAM, MPM) A medical absence is an absence excused by a note from a student's medical provider. The student is **eligible** to receive makeup work upon return to school, in accordance with the school **Homework/Makeup Work Policy**.

Excused Absence (Powerschool term- AE, AMAE, PMAE) All absences excused by a parent/guardian are marked excused in the Powerschool attendance record, even if the reason for the absence makes a student **ineligible** for makeup work according to the **Homework/Makeup Work Policy**, such as a vacation or a shadow visit. **All excused and unexcused absences count toward the six (6) absences considered excessive each trimester.**

Eligible Excused Absence is an absence due to illness, bereavement, or court appointment. The student is **eligible** to receive makeup work upon return to school, in accordance with the **Homework/Makeup Work Policy**. Late homework and late long-term assignments will be accepted in accordance with the **Homework/Makeup Work Policy**. **All excused and unexcused absences count toward the six (6) absences considered excessive each trimester.**

Ineligible Absence is an absence due to reasons other than illness, bereavement, or court appointment. It includes, but is not limited to, vacations, attendance at non-related school functions, shadow days, cutting class, leaving the campus without following the proper sign-in/sign-out procedures, suspension, and expulsion. **According to school policy, teachers are not required to offer makeup work.** While the absence may be excused in the Powerschool attendance record if the school is notified of the absence, the student is **ineligible** to receive makeup work upon return to school. **All excused and unexcused absences count toward the six (6) absences considered excessive each trimester.**

Unexcused Absence (Powerschool term- AU) An **unexcused** absence that is not reported by a parent/guardian. **According to school policy, teachers are not required to offer makeup work.** The student is **ineligible** to receive makeup work upon return to school. **All excused and unexcused absences count toward the six (6) absences considered excessive each trimester.**

Absence or Tardy due to Special Circumstances Prior arrangements must be made with the teacher of the class if a student will be absent from any part of that class, or tardy due to special circumstances, such as counseling, testing, resource, or student leadership. The student is **eligible** to receive makeup work upon return to school, in accordance with the **Homework/Makeup Work Policy**.

Excessive Tardy is the occurrence of four (4) times tardy per trimester or total of twelve (12) per school year. **Excessive tardiness, even if excused, may result in decreased credit or disciplinary action, at the discretion of the school principal.**

Excessive Absence and Reduced Grades Grades may be reduced for any student whose combined excused and unexcused absences total six (6) days or more in a trimester or eighteen (18) days or more in a school year. Six (6) days of absence may result in the minimum lowering of the course grade by 10%.

For absences of 18 days or more, students may receive no credit. The school will determine an educational plan.

A diploma will not be issued by Saint Joseph Elementary School to an eighth grade student with unearned credit, and the selected high school will be notified.

ABSENCE PROTOCOL

- **Protocol for Tardy Arrival** A tardy student during outside morning assembly will receive a tardy slip from the school office prior to entering the classroom. **Should a student arrive at school after 8:00 am, the parent/guardian must sign the student in at the Office.** A student who arrives tardy to homeroom or any class period must present a tardy slip from the office prior to admittance to the class. A student arriving after 10:15am, will be marked one half (½) day absent.
- **Protocol for Early Dismissal** A student must bring a note signed by a parent/guardian stating the reason and time for leaving school. The note should be presented to the teacher to be passed to the office. The student must be signed out by a parent/guardian and signed back in by a parent/guardian if he/she returns to school. A student leaving prior to 12:00 noon, will be marked one half (½) day absent.
- **Protocol for Return to School** A handwritten note or email from the parent/guardian, physician/dentist or legal personnel, specifying dates and reason for absence, must be presented to the homeroom teacher and passed to the office, on the day the student returns to school.
- **Protocol for Return to School after Illness** Students who have been ill may not attend school until all symptoms of fever, vomiting, or diarrhea have subsided **for at least 24 hours**. Some illnesses and highly communicable infections may require a permission slip to return to school signed by a physician. This request may be made at the discretion of the teacher, the office, or the principal.

- **Protocol for Concussion, Other Severe Injury, or Illness** If your child is under a physician's care for treatment due to concussion, or other severe injury or illness, it is the responsibility of the parent/guardian to notify the office, in writing (email is acceptable), at onset. In addition, **all initial documentation from the treating physician must be received within 48 hours.**

For an injury or illness lasting more than five (5) days, a *Diocese of Oakland Authorization to Exchange information* must be signed by the parent/guardian and returned promptly to the school office.

Upon receipt, the school will determine if there are sufficient resources to support the child's learning. Home schooling may be advised. If the scope of our resources allow, an academic plan will be developed. Continued written communication from the physician regarding the child's ability to learn and play is required.

Medical Excuse for PE/Other Activity A student who is unable to fully participate in PE or other school activity, must submit a directive from a physician to the office on the day the excuse begins. The note must state the reason for the excuse, the restrictions, and the duration of time. The student is **eligible** to receive makeup work upon return to school, in accordance with the **Homework/Makeup Work Policy.**

Illness/Injury at School Parents/guardians will be contacted by the office when a student is too ill to remain in class or a serious injury is indicated. Parents will be notified if a student receives a blow to the head or hits his/her head during a fall. If unable to reach parents/guardians, contact will be attempted with emergency contacts on the Student Emergency Information form. **Saint Joseph Elementary School does not have a clinic or nurse on site. The expectation is that parents/guardians will pick up a child promptly upon notification of an illness or injury, or make arrangements for someone else to do so.**

Absence and Athletic/Extracurricular Activities Students must attend school **all day** of any day or evening of school related extracurricular activities or athletic events. This includes, but is not limited to school performances, school dances and CYO athletic events. **IF A STUDENT IS ABSENT ON A FRIDAY, HE/SHE MAY NOT ATTEND OR PARTICIPATE IN WEEKEND ACTIVITIES.**

ABSENCE FROM THE CHRISTMAS SHOW OR SPRING SING MAY AFFECT A STUDENT'S MUSIC GRADE.

Cutting Class/School Cutting or truancy is any absence from school without the knowledge and consent of parents/guardians or the school. Cutting will result in disciplinary action and may result in no academic credit for work missed, and/or suspension, and/or conduct grade reduction for middle school students. Absence or tardiness from class, without prior arrangement, is considered cutting.

Middle School Absence Policy School provides the means to explore new concepts and ideas, and answer questions that may not be duplicated with makeup work. Homework reinforces the material covered in class. Attendance patterns established during middle school years are major criterion for acceptance used by high schools. Therefore, students are encouraged to establish a good attendance pattern. Middle grade teachers (grades 6-8) take attendance during homeroom and each class period. **Middle grade teachers (grade 6-8) enforce the STUDENT ATTENDANCE POLICY and the Homework/Makeup Work Policy.**

ACADEMIC POLICY, ASSESSMENT AND GRADING

ACADEMIC HONESTY Students at Saint Joseph Elementary School are instructed in academic integrity so they will learn appropriate use of resources as they produce work and as they are assessed. In developmentally appropriate terms, teachers explain and share examples of cheating on homework, quizzes, exams, reports, unauthorized viewing of an examination, and plagiarism. Students must learn and cultivate the virtue of academic honesty as an ethical practice that will guide them in making wise decisions as they develop personal responsibility and self-discipline.

Violation of the expectation of academic honesty for all student will be handled in an age appropriate manner, which may include, the teacher conferring with the student, the teacher informing the principal of the violation, and or contacting parents/guardians. Appropriate consequences will be determined and may include loss of credit, reduction in grade, a grade of zero or "F", disciplinary referral, suspension, detention, loss of extra-curricular activities, or other consequences. Repeat offenses will be assessed on an individual basis by the administration and personnel involved.

CURRICULUM Saint Joseph Elementary School follows the curriculum guidelines of the Diocese of Oakland. The curriculum includes:

Religion	Spanish
Family Life	Art
Science	Music
Mathematics	Physical Education
Social Studies	
English/Language Arts (Reading, Literature, Spelling, Vocabulary, Grammar and Composition)	

STANDARDIZED TESTING STAR testing in ELA and Math are administered to all students (TK-8), four time per academic year. STAR results are shared with parents, three times a year. STAR test results are used by the faculty for instructional planning to help each student achieve his/her personal best.

ASSESSMENT AND GRADING RUBRICS

Assessment system for Grades K-5 (Standards Based Report Card)

Progress Toward Standard

4	Exceeds Standards
3	Meeting Standards
2	Approaching Standards
1	Not Meeting Standards

Grade code for Grades 6-8

A	95-100	C-	70-72
A-	90-94	D+	67-69
B+	87-89	D	63-66
B	83-86	D-	60-62
B-	80-82	F	Below 60

C+	77-79	I	Incomplete
C	73-76		

Grades 6-8 cumulative grade weighting = 90% Summative Grades/10% Formative Grades

LIFE SKILLS RUBRICS

Grades 6-8 (Middle) Life Skills Rubric

Indicators	Expectations
Completes Quality Work	<ul style="list-style-type: none"> Consistently meets academic standards Produces quality classwork
Is Prepared to Learn	<ul style="list-style-type: none"> Comes to each class with necessary supplies and materials Contributes positively to the learning environment
Participates in Learning	<ul style="list-style-type: none"> Cooperates with others and solves problems appropriately Collaborate effectively with others Participates appropriately in discussion and/or groups
Follows Classroom Expectations	<ul style="list-style-type: none"> Stays focused on the task Listens attentively Is self-directed Follows directions
Shows Behavior/Social Development	<ul style="list-style-type: none"> Takes responsibility for his/her own choices and actions Respectful of rights, opinions and property of others Seeks help appropriately Demonstrates self-management skills
Student Learning Expectations (SLE)/Catholic Identity	<ul style="list-style-type: none"> Engages in the faith community through prayer, worship and stewardship Respects self and others by making decisions based on the teaching of Jesus Takes responsibility for his/her own choices and actions

Grades 6-8 (Middle) Life Skills Rubric

M: Consistently meets expectations

A: Approaching expectations

N: Needs support

Life Skills Rubric Grades 3-5 (Intermediate Level)

Indicators	Expectations
Completes Quality Work	<ul style="list-style-type: none"> • Completes and returns quality homework on time • Shows neatness • Promptly completes work missed due to absence • Products quality classwork • Works to ability
Is Prepared to Learn	<ul style="list-style-type: none"> • Organizes self, material, and belongings • Brings needed materials to class and is ready to work
Participates in Learning	<ul style="list-style-type: none"> • Shares information or ideas when participating in discussion or groups • Is a learner who contributes with consistent effort • Collaborates effectively with others • Cooperates with others and solves problems appropriately • Uses positive attitude to contribute to the learning environment
Follows Classroom Expectations	<ul style="list-style-type: none"> • Stays focused and engaged through completion of tasks • Listens attentively and follows directions • Is a self directed learner • Makes transitions appropriately • Follows classroom and school routines and procedures
Shows Behavior/Social Development	<ul style="list-style-type: none"> • Respectful of rights, opinions, and property of others • Shows age appropriate behavior • Demonstrates self-control • Responds to conflict appropriately and seeks help when needed • Willing to help others
Student Learning Expectations (SLE)/Catholic Identity	<ul style="list-style-type: none"> • Respects self and others by making decisions based on the teachings of Jesus • Assumes responsibility for his or her own actions • Respects diversity • Engages in the faith community through prayer, worship, and stewardship

Grades 3-5 (Intermediate) Life Skills Rubric:

M- Consistently Meets Standard

A- Approaching Standard (self correcting and learning the skills to independence)

N- Needs support

Life Skills Rubric Grades K-2 (Primary Level)

Indicators	M Consistently Meets Expectations	A Approaching Expectations	N Needs Support
Completes Quality Work Neatness Produces Quality Work Works to Ability	<ul style="list-style-type: none"> Shows neatness Produces quality classwork Works to ability Exhibits effort 	<ul style="list-style-type: none"> Shows neatness some of the time Produces quality work some of the time Exhibits effort some of the time 	<ul style="list-style-type: none"> Rarely shows neatness Rarely produces quality classwork Rarely works to ability Rarely exhibits effort
Is Prepared to Learn Ready to Learn Transitions Promptly Responsible with materials	<ul style="list-style-type: none"> Ready to learn Transitions promptly Responsible with materials 	<ul style="list-style-type: none"> Ready to learn some of the time Transitions promptly some of the time Responsible with material some of the time 	<ul style="list-style-type: none"> Rarely ready to learn Rarely transitions promptly Rarely responsible with materials
Participates in Learning Works well with Others Shares Ideas Contributes to the Learning Environment	<ul style="list-style-type: none"> Shares information or ideas when participating in discussion or groups Cooperates with others and solves problems appropriately Collaborates effectively with others 	<ul style="list-style-type: none"> Shares information or ideas when participating in discussion or groups some of the time Cooperates with others and solves problems appropriately some of the time Collaborates effectively with others some of the time 	<ul style="list-style-type: none"> Rarely shares information or ideas when participating in discussion or groups Rarely cooperates with others and solves problems appropriately Rarely collaborates effectively with others
Follows Classroom Expectations On Task Listens Attentively Follows Classroom Rules/Directions	<ul style="list-style-type: none"> Stays focused on the task and what needs to be done Listens attentively Can independently begin and complete assignments Follows directions and school routine/procedures Has a positive attitude towards learning 	<ul style="list-style-type: none"> Stays focused on the task and what needs to be done some of the time Listens attentively some of the time Can independently begin and complete assignments some of the time Follows directions and school routines/procedures some of the time Has a positive 	<ul style="list-style-type: none"> Rarely stays focused on the task and what needs to be done Rarely listens attentively Rarely can independently begin and complete assignments Rarely follows directions and school routines/procedures Rarely has a positive attitude towards learning

		attitude towards learning some of the time	
Shows Behavioral/Social Development Takes Responsibility Respectful Demonstrates self-control Seeks Help appropriately Helps Others	<ul style="list-style-type: none"> • Takes responsibility for his/her own choices and actions • Respectful of rights/opinions and property of others • Practices self-control • Seeks help appropriately 	<ul style="list-style-type: none"> • Takes responsibility for his/her own choices and actions some of the time • Respectful of rights/opinions and property of others some of the time • Willing to help others some of the time • Practices self-control some of the time • Seeks help appropriately some of the time 	<ul style="list-style-type: none"> • Rarely takes responsibility for his/her own choices and actions • Is rarely respectful of rights/opinions and property of others • Rarely willing to help others • Rarely practices self-control • Rarely seeks help appropriately
SLE/Catholic Identity Young Person of Faith Contributing Citizen Lifelong Learner	<ul style="list-style-type: none"> • Engages in the faith community through prayer, worship and stewardship • Respects self and others making decisions based on the teachings of Jesus • Respects diversity 	<ul style="list-style-type: none"> • Engages in the faith community through prayer, worship and stewardship • Respects self and others by making decisions based on the teachings of Jesus some of the time • Respects diversity some of the time 	<ul style="list-style-type: none"> • Rarely engages in the faith community through prayer, worship and stewardship • Rarely respects self and others making decisions based on the teachings of Jesus • Rarely respects diversity

HONOR ROLL Students in the middle school have the opportunity to earn a place on the honor roll. Honors are presented at the end of each trimester to middle school students who exemplify high scholastic achievement, good conduct, and serious effort.

Honor points are given in the following core subjects: religion, math, English, social studies and science.

Points:

A = 7 points
A- = 6 points
B+ = 5 points
B = 4 points
B- = 3 points
C+ = 2 points
C = 1 point

First Honors : 33-35 points
Second Honors: 30-32 points

Student must earn satisfactory conduct and effort in all subjects. No grade in any subject including non-core subjects may be lower than a C. *Disciplinary violations may eliminate a student's eligibility for the Honor Roll.*

ACADEMIC PROBATION A student who earns a D+ or below in any subject area in a trimester will be placed on academic probation. The student is expected to improve the area in question to a C- or above by the next reporting period.

If such progress is not attained, a conference will be called with parent/guardian to discuss strategies to improve the grade(s). If necessary, a written plan (contract) will be developed.

If the requirements of the contract are not met, the student may be asked to transfer at the end of the trimester.

Students on academic probation are ineligible to participate in school sponsored activities such as, but not limited to athletics or the school play. Academic probation is for a half trimester term. Students may not be removed from probation until the next check in period, which is at the mid-point or the end of the trimester and, only if the student raises all grades to a C- or higher.

SERVICE LEARNING AND CLASS SERVICE LEARNING PROJECTS The Service Learning Program provides meaningful opportunities for all students to become involved in service to others. Each class participates in an age appropriate service project that enables students to make a tangible difference in the world. (These may be done as Faith Families.) Recognizing that school as a part of Saint Joseph Parish, we work together with parish leaders to create a rich environment of Christian service. Our class service projects are intertwined with the service efforts of the parish.

Middle School Service Hours

In addition to the class service learning project, Middle School students must complete ten (10) hours of individual community service outside of school hour per trimester.

POWERSCHOOL Students and parents/guardians may access grade and assignment information through the Powerschool portal. Each student receives a unique User ID. Parents/guardians receive a User ID per student. Barring unforeseen circumstances, teachers post student grades within two weeks of receiving an assignment.

HOMEWORK/MAKEUP WORK POLICY

HOMEWORK is a means of reinforcing and assessing the school day's lessons. It fosters habits of independent study. Guidelines from the Diocese of Oakland are followed regarding the amount of time to be spent on homework. Homework may be assigned on a daily basis, as well as on weekends. Makeup work and long term assignments may require weekend homework.

Average amount of time expected for total daily homework:

Grades TK-2	15-30 minutes
Grades 3-5	30-60 minutes
Grades 6-8	80-120 minutes

Each teacher sets classroom homework policies and determines how to evaluate homework and the amount of weight it will carry in the final grade. Teachers discuss homework expectations at Back to School Night and in communications to parents. It is important that students establish the habit of completing and turning in all homework and long term assignments on the due dates. Student homework and long term assignments will be placed in the teacher mailbox when brought to the office. There will be no delivery of such items to a student or teacher.

Students will take no more than two tests on a given day. This includes major (final) projects. For example, a student could have two tests on a Thursday, or a major (final) project due and one test on the same day. This does not apply to quizzes or regular homework assignments.

Middle School Homework It is the responsibility of the student to get each homework assignment daily. Daily assignments are due on the designated day. **Late homework will receive less credit, unless the student complies with the criteria for a *medical or eligible excused absence*. Work that is turned in exceptionally late based on a teacher's policy may receive no credit.**

Late, long term assignments will be accepted, but the grade will be determined according to the rubric established by the teacher. Student must work with the teacher to determine new due date.

Teachers are not required to offer makeup work to a student when an absence is for a reason other than medical, illness, bereavement, or court appearance.

Makeup Work/Planned Absences Missed class and homework assignments for students in all grades are available upon return to school from a *medical or eligible excused absence* only. **Missed assignments will not be available until a student returns to school; no work will be provided before a pre-planned absence.**

Unless otherwise stated, the student will be allowed one school day, plus the number of school days of medical or eligible excused absence to make up work. Failure to take responsibility may result in a lowered grade. Due to the nature of some class activities (lab, presentations, discussions) makeup work may not be available, and the work missed will reflect negatively on the grade. Long term assignments with a due date given prior to the absence will be graded according to the rubric established by the teacher.

A student who does not complete the course requirements and who has missed six (6) days or more per trimester, may be denied credit for that trimester.

No makeup work will be available in the case of suspension or expulsion.

Middle School Makeup Work Middle grade students must contact each teacher for missed assignments upon return from an absence. **Middle school teachers determine their individual policies regarding makeup work for students with *ineligible excused absences and unexcused absences*. Each teacher's policy will be presented in writing to all middle school students and their parent/guardians.**

Middle School Test Retake Policy: A student may retake up to two (2) tests per year per class. You may retake a test if you score in the D or F range originally on the test. Students must initiate requesting a retake. Also, students must submit a study guide proving that you have done significant additional studying between the time of the original test and the retake test. Students who complete a test retake and earn a passing grade will be given the lowest passing grade in PowerSchool (C-).

PROGRESS REPORTS are posted on PowerSchool for all students in grades TK-8 . Portfolios of student work may be sent home periodically.

Progress reports are available *online* through the Powerschool parent portal for all students in the middle of the trimester:

REPORT CARDS serve as an evaluation of student performances and are issued three time per year. The transcript record is the cumulative average of all three trimesters. Assessment and evaluation of students is not limited to report cards. Varied forms of assessment include student portfolios, student/teacher conferences, and demonstrations. Acknowledgement of receipt of report cards (signature of parent/guardian on envelope) must be signed by the parents/guardians and returned promptly. The authenticity of a grade must be challenged with six (6) days of receipt of the report card. Challenging a grade does not insure that it will be changed.

CUMULATIVE RECORD is the transcript record of the mathematical average of the three (3) trimesters representing one academic year.

PROMOTION AND RETENTION

Promotion

A student with satisfactory completion of current grade level content will be promoted to the next grade.

Retention

- Grades TK-2: Retention is only considered when related to developmental readiness.

- Grades 3-8: Retention is only considered for an extraordinary reason, and then, only after consultation with the Superintendent.
- Parents/guardians and teachers must consider the necessity of providing special assistance (tutoring, summer school, etc.) to the student or direct the student to an alternative program more suited to his or her needs.

GRADUATION Students must have a letter grade of “D” or better in all course work and conduct, and must have completed the middle school service learning required minimum hours, to receive a Saint Joseph Elementary School diploma. Tuition and fees must also be current prior to graduation.

- Graduation Attire: Graduating students wear the traditional gown for the Graduation Mass and ceremony. **Tasteful/appropriate** attire should be worn for all graduation occasions (including but not limited to field trips, honor dinner, Mass and graduation.) Dress attire for girls is to be modest. The school “free dress” code applies to graduation attire: no baggy pants, oversized shirt, tank tops, spaghetti straps or strapless dresses, bare midriffs, and skirts/dresses must be appropriate length. **The administration reserves the right to determine appropriate attire.**

SUPPLIES Students are responsible for obtaining the basic school supplies requested. Refer to the grade level class supply list distributed by the classroom teacher or on the school website. Supplies should be brought with the student on the first day of school.

TEXTBOOKS AND MATERIALS Textbooks shall be selected in accordance with school policy developed by the principal and faculty, and will implement Diocesan Curriculum Guidelines. All textbooks and library books, with the exception of consumable workbooks, are *loaned* to the students. Families will be billed the full publisher price for lost or damaged books that must be replaced. **All textbooks must be covered with non-adhesive covers at all times.** Students in all grades are personally responsible for maintaining the integrity of textbooks, school materials, equipment (including media and computers) and desks.

Diocese of Oakland Technology Responsible Use Policy Students and Parents

Introduction

The Diocese of Oakland recognizes the various ways, both positive and negative, that students and parents can use technology both in school and at home. Our objective is to fully prepare students to use the resources available in ethical, constructive, productive and intelligent ways as Christian citizens in a global community. While using technology, students are expected to:

1. Treat others with respect and compassion in all interactions, including online communication
2. Care for school devices and systems, and not vandalize or intentionally damage them in any way
3. Respect others privacy and work, by protecting and not sharing or using passwords, messages, photos, recordings, or personal information of someone without their permission
4. Use school technology resources for educational purposes only
5. Use personal technology only as directed by staff while at school

Students are expected to abide by this code of conduct anywhere or anytime their actions can affect the school or other students. While the school is not responsible for policing online activity, conflicts online between students, parents, or staff rarely stay online; the school is notified when such conflicts affect the wellbeing of members of the school community. Students and parents who use technology in ways that are contrary to our mission will face disciplinary action, up to and including expulsion.

Jurisdiction and Definitions

While using technology, students are expected to comply with the code of conduct published in the school's parent-student handbook. The school's jurisdiction with respect to conduct includes:

- • When the student is on school grounds, or on the way to or from school
- • At officially sanctioned school-sponsored events, or on the way to or from such events
- • Outside of the school when a student's actions negatively impact another student, staff member, or the school

• Parents are also expected to abide by the code of conduct found in the school's parent-student handbook, to the extent that their technology use affects other members of the school community.

• For purposes of this document, "technology" includes, but is not limited to:

- • Hardware: computers, servers, tablets, e-Readers, phones, smartphones, digital cameras, gaming devices, wearable devices, networking equipment, or accessories
- • Software: operating systems and programs
- • Services: email, web sites, web apps, learning platforms, internet service
- • Telecommunications: transmission or publishing text messages, chat room commentary, comments, pictures, videos, audio recordings, posts on social networking sites, blogs, wikis, gaming, chats, and other digital transmissions.

• "Personal information" includes a person's name, address, email addresses, phone numbers, online accounts, or other contact or identifying information.

SCHOOL REGULATION AND STUDENT DISCIPLINE POLICY

Students are instructed that their actions and attitudes should reflect a Christian ethic and that their behavior should be in accordance with the moral and religious expectations outlined in our Saint Joseph Elementary School Philosophy, Mission and SLEs.

Discipline in Saint Joseph Elementary School is to be considered as an aspect of moral guidance and not a form of punishment. The purpose of discipline is:

1. To provide a classroom situation conducive to learning.
2. To educate students to an appreciation of the importance of developing responsibility and Self-control.
3. To build a sense of Christian community.

We enforce reasonable controls that lead the individual students development and self-discipline. We offer a Christian environment in which the rights of all students, staff, and community members are supported. **All students have the right to learn, and all faculty have the right to teach. Action, both in and out of the classroom, which infringe on those rights, are considered disciplinary infractions.**

BEHAVIORAL EXPECTATIONS AND SCHOOL REGULATIONS

A. In the classroom, students will show respect and concern for one another and for adults by:

- Not disturbing others
- Obtaining the teacher's permission to leave the classroom at any time
- Responding appropriately to a teacher's request to correct behavior
- Following classroom rules established by any specific grade level
- Following testing procedures outlined by the classroom teacher
- Not eating or drinking beverages (except when allowed), chewing gum, littering, or throwing objects in the classroom
- Following restroom use procedures outlined by the classroom teacher
- Remaining seated at all times unless the teacher allows movement

B. Other General School Regulations

- Students may not use profanity, verbal or written
- Students may not verbally or physically abuse other students or adults
- Students must conform to the uniform and dress code
- Student must respect classrooms, school facilities, books, and material and participate in maintaining order.
- Students must respect the property of other students and staff; faculty desks and personal property are off limits.
- Before, during and after school hours, students may not go into classrooms without authorization and/or supervision by school personnel.
- Students may not chew gum on school grounds or on field trips
- Students may not use skateboards, skates, scooters, roller blades, shoes with roller, hoverboards, bicycles or other equipment from home on school premises.

- Students may not bring electronic equipment or additional play equipment to school unless requested/approved by a teacher. (*Saint Joseph Elementary School assumes no liability or responsibility for lost, stolen or damaged personal items.*)
- Students should only use their headphones to play sound when instructed by their teacher and only for instructional purposes.

C. Morning Recess and Lunch Rules

- Students may not engage in play until lunch is eaten, eating area is clean, and yard duty personnel have dismissed them.
- Students may play in designated grade level areas only.
- Students must walk to and from all play areas.
- Physical contact games (dodgeball, tag, chase) are not allowed. Throwing a ball or object at another student is not allowed.
- When morning recess or lunch is indoors, students may not use computers without teacher permission and supervision.
- Play structure is available for grades TK-K only.
 - Slides: students must slide down in a seated position, feet first, one person only may slide at a time.
 - No food or drink is allowed in the play structure area.

D. Hallway Etiquette

- Share the halls with respect for all others
- Keep to the RIGHT
- No talking when passing classes (be respectful that other classes are in session)

E. Cell Phones/Smart Watches All phones/smart watches must be turned off and put away while students are on school grounds during school hours. They must be kept in backpacks in closets. These devices may not be used or visible under any circumstance during school hours, unless direct staff supervision. A visible, and/or turned on cell phone, smart watch or other technological device not pre-approved for use will be confiscated, and may be retrieved by parents/guardians only.

Please note the Administration and teachers have the right to collect devices at the beginning of the school day and will return to students at dismissal.

F. Use of School Office Phone Students may request permission to contact parents/guardians on the school office phone if the circumstance is warranted. The school office phone may not be used to call for P.E. clothing, clothing for non-uniform dress days, homework/school materials, or to arrange after school pick-up and activities. Students may call for illness. Repeated requests to call may be denied at staff discretion.

G. Illegal Substances The use, possession, or exchange (whether or not for sale) of illegal substances, on or near school premises or at school sponsored activities (including, but not limited to, tobacco, drugs, alcohol, and various types of inhalants) are prohibited and are grounds for disciplinary action, including expulsion. If use is suspected, the student will be referred to the principal and/or school counselor.

H. Leaving School Grounds During School Day No student may leave the school grounds during school hours without permission from the principal and signed authorization by parents/guardians.

DISCIPLINE POLICY

- A. Detention** may be assigned for minor disciplinary infractions or for failure to observe classroom or school rules. Detention is served on Wednesday mornings from 7:00am – 7:45 am. The teacher and/or principal will determine the amount of time to be served. No student may be detained for longer than one hour. A teacher may require a student to serve a detention for up to fifteen (15) minutes without prior notice to the parent(s)/legal guardian(s). If a student is to serve a detention longer than fifteen (15) minutes, parent(s)/legal guardian(s) should be notified in advance. Parents will be notified in advance of an assigned detention (not including detention served at recess or those equal to or shorter than 15 minutes.) Detention must be served within one week of the notification. An excessive number of detentions may result in a parent/teacher principal conference, at which time a plan of action will be formulated. If not in compliance, a student may jeopardize his/her status as an enrolled student in the school.
- B. Behavioral Concern (TK-5) and Behavioral Infraction (6-8)** may be issued by a staff member who observes student behavior not in compliance with behavioral expectations and school students are expected to comply with common behaviors that support the school community. All staff members are expected to hold students accountable.

Middle School Conduct Students in middle school are held accountable to the standards and rules established by the school. A **Behavioral Infraction** will be issued if a student commits an egregious violation or repeatedly exhibit unacceptable behavior.

Students receive an overall conduct grade at the end of each trimester. **Behavioral Infractions** are accumulated each trimester and affect conduct grades.

A **Disciplinary Referral** is issued after eight (8) **Behavioral Infractions** are incurred in one trimester. The result is an immediate suspension and required conference with the principal and parents/guardians.

- C. Disciplinary Referral** is issued for serious violation of school policy and is issued by the principal or classroom teacher. The triplicate form is sent home for parents/guardians signatures and must be returned to school promptly. A **Disciplinary Referral** may become the basis for suspension or expulsion. The **Disciplinary Referral** automatically drops the conduct grade to below the standard, and may result in a failing grade based on the number of **Behavioral Infractions** and **Disciplinary Referrals** received during the trimester.

A **Disciplinary Referral** can be issued immediately for an egregious act that violates school policy. For example:

- Physical contact
- Harassment or bullying
- Racial epithets
- Misuse of technology
-

- D. Suspension** is a period of time during which a student is not allowed to attend classes. Suspension may be held off campus or on campus, per decision of administration. If a suspension

is held off campus, a student may not come to the school campus during the period of the suspension, unless they have a scheduled meeting with school personnel. Students may be suspended for serious or continuous misconduct, after probation, or after repeated attempts to resolve a behavioral issue, such as cheating, dishonesty, or harassment. Notice of suspension will be communicated in writing, by phone, or in conference with parents/guardians. A **Disciplinary Referral** will be sent to the parents/guardians and the suspension will be documented. Only the principal or designated administrator may suspend a student. Suspension may serve as the basis for expulsion.

The following procedure should occur:

- a. NOTICE:** This is satisfied by telling the student that he/shE will be suspended; informing him/her of what school rule or regulation has been broken; and indicating to the student, by way of reference to the rule, that such violation is a suspendable offense.
- b. EVIDENCE:** This is satisfied by making the student aware of what information the Principal has which would lead the Principal to reasonably believe that a rule has been broken and that this student is the one who is responsible.
- c. OPPORTUNITY TO RESPOND:** This means an informal give and take between student and Principal. In other words, "Do you have anything to say?" etc., and listening to his/her side. Then, the Principal may make a decision to suspend based on the evidence and student's responses to the presentation of such evidence.
- d. PARENT(S)/LEGAL GUARDIAN(S) CONTACT:** It is always necessary to inform the parent(s)/legal guardian(s) of the procedures that have been followed, including a review of the steps listed above. Where possible, a parent(s)/legal guardian(s) might be included in these steps so that the parent(s)/legal guardian(s) is aware of the total situation prior to the decision to suspend. When this is not possible, a parent(s)/legal guardian(s) has an absolute right to be informed of the specifics of the procedure within a reasonable time thereafter.
- e. A WRITTEN RECORD:** of the procedures followed in the case of the suspension (including the procedures followed after the fact in cases where immediate suspension is necessary) shall be kept in a file separate from the cumulative record folder by the Principal.

Absence due to suspension is an unexcused absence for the duration of the suspension. No makeup work is offered, and unexcused absences count toward the six (6) absences considered excessive each trimester. The **Suspension** automatically drops the conduct grade to below the standard, and may result in a failing grade during the trimester, based on the number of **Behavioral Infractions** and **Disciplinary Referrals** received during the trimester.

A student who has been suspended from school may not participate in any school/parish sponsored event, including field trips, athletics, or CYO, for the same period as the time of suspension.

Suspension may be warranted for the following reason, but not limited to these reasons.

- Fighting, hitting, or any threat of force or violence directed towards students or school personnel

- Use of racial epithets
- Sexual harassment
- Repeated failure to observe school and class rules
- Serious misconduct as determined by the principal or pastor
- Actions seriously disruptive to the learning or teaching process
- Leaving school premises without permission
- Inappropriate use of cell phones, computers, iPads or social media

Suspension may assume various forms and may vary in length:

- **In School Suspension** Students may attend school but loses the right to participate in school or class activities on or off campus. Student may be suspended from class/classes and be required to report to a specific, supervised place on campus; recess and lunch periods are separate from student body. Students will not receive credit for missed work and are not allowed to makeup work.
- **Out of School Suspension** Student may not attend school for a predetermined period of time. If warranted, a parent/guardian may be contacted to take the student home for the remainder of the school day to begin the suspension period. Parents will be notified regarding readmission of the suspended student; a mandatory parent/teacher/principal conference is required prior to admission.
- **Immediate Suspension** If the absence of immediate disciplinary action would pose a threat to the health and welfare of another student, or the student body, the principal or designated administrator may remove the student from class or the schoolyard and contact the parents/guardian as soon as possible. Racial epithets, sexual harassment, or extreme violence directed towards another person are grounds for immediate suspension.

E. Disciplinary Probation is a period of time set for improvement of behavior. Terms, conditions, and expectations of probation are determined and monitored by the teacher and principal. Parents are notified of probationary status. If a student does not meet the expectations of the probationary period, the student will be dis-enrolled from the school.

F. Expulsion is the permanent removal of a student from Saint Joseph Elementary School. It is an extreme action. Expulsion will be fully documented and may become part of the student's permanent record. The principal or pastor may expel a student in consultation with the Superintendent of Schools. Prior to expulsion, the student will meet with the teacher, principal, parents, and possibly the pastor. An official, written notice of expulsion will be issued. There is no requirement that the school follow progressive discipline.

Suspension or Expulsion may be warranted for the following reasons, but not limited to these reasons:

- Continued willful disobedience/consistent violation of school rules.
- Open, persistent defiance of the authority of any school employee by student or parent(s)/legal guardian(s).
- Habitual profanity or vulgarity.
- Use, possession, or exchange, whether or not for sale, of tobacco, drugs or alcohol on or near the school premises or at school sponsored events.
- Vandalism to school, school personal property or parish property.
- Habitual truancy; Unauthorized absences from class (cutting)

- Assault or battery, or any threat of force or violence directed towards any school personnel or students.
- Possession and/or assault with a deadly weapon and/or any object which can be used to cause harm to another.
- Theft, extortion, or arson
- The verbal, physical, visual or sexual harassment, bullying or cyberbullying of any student, teacher or administrator.
- Fighting, hitting, or any threat of violence directed toward students, school personnel, or their property.
- Serious misconduct as determined by the principal or pastor
- Conduct, inside or outside of school, or at school functions, detrimental to the reputation of the school
- Acts gravely detrimental to the moral and/or physical welfare of the students
- Sexual or discriminatory harassment: student to student or student to teacher
- Violation of the rights of others
- Other inappropriate conduct, including inappropriate use of technology, social media, texting

G. Vandalism Students and their parents/guardians will be liable for all damage to equipment or school property caused by the student. It is the responsibility of the parent or guardian to pay for property damages due to willful conduct by the child. Students and parents are liable for damages made to other's property while at school (i.e. student devices, etc.)

The principal and pastor are the final recourse for all disciplinary matters and may, at their discretion, waive any disciplinary action for just cause.

ANTI-BULLYING AND HARASSMENT POLICY

Diocesan Procedure Statement The Schools of the Diocese of Oakland prohibit any form of unlawful harassment of student or employees; whether verbal, physical or environmental. It is a violation of this policy for any employee, agent, student, volunteer, or third party at a school site to harass a student or employee. (CF., section 1222.4)

Diocese of Oakland Anti-Bullying and Harassment Policy

Bullying and harassment stand in the way of our social vision and the Gospel values of empathy and inclusion.

What is bullying?

Bullying occurs when a student, or group of students, repeatedly try to hurt, humiliate, intimidate, or get power over another less powerful student in any of the following ways

- **Physical bullying** is when a student repeatedly uses physical force to hurt another student e.g. by hitting, pushing, shoving, kicking, impeding or blocking movement, taking a student's belongings or stealing their money.
- **Verbal bullying** is when a students repeatedly uses words, images or gestures to intimidate or humiliate another student, such as taunting, name-calling, teasing, putdowns, insults, threats and blackmail.
- **Relational bullying** is when a student repeatedly and intentionally excludes or isolates another student e.g. through leaving them out, manipulating others against them, or spreading untrue rumors or gossip.
- **Cyberbullying** is when a student repeatedly uses their cell phone, text messages, emails, instant messaging, the internet and social media to threaten, shame or isolate another student. This is defined in more detail in the Diocesan Telecommunications Responsible Use Policy.

Bullying is different from conflict. Conflict is an inevitable part of life and can occur at school when a student perceives another student as being an obstacle to what they want of value. If students are in conflict but are not using bullying to get power over the other student, we are committed to helping our students talk it through.

What is harassment?

Bullying may at times amount to harassment. It is harassment to target a student online or face to face because of their actual perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or because they are associating with a student or group of students with one or more of these actual or perceived characteristics.

Is it **sexual harassment** to target a student with unwanted sexual comments, gestures, attention, stalking and physical contact that cause a student to feel uncomfortable or unsafe at school, or interferes with schoolwork. It is the policy of the Diocese to ensure that the school investigate and respond to complaints involving sexual harassment as provided in the school's Sexual Harassment Policy.

Harassment in any form is illegal. Our Diocese does not tolerate bullying or harassment, or any act of retaliation against a student that has reported bullying or harassment.

A. **Bullying and Improving Social Interaction at Saint Joseph Elementary School**

1. **Prevention:** The Saint Joseph staff philosophy is that the culture of a school can be molded so the seeds of bullying have less ground to grow in. We work very hard and creatively toward prevention through group exercises and discussions about respect, empathy, embracing differences, conflict resolution, assertiveness, inner strength, emotional literacy, and developing friendship and communication skills. These are the challenging skills that each person must learn, and the process is often not smooth. In other words, children learn from real life experience, by trial and error. However, we should attempt to give the students familiarity with these concepts to help them think about how best to improve a situation with challenging social dynamics.
2. We are careful not to overuse the term “bullying” when talking with students, so we do not encourage them to stigmatize or label others. Instead, we talk with them about assertiveness, anger management, and self-regulation.
3. *Bullying is NOT conflict that occurs between two children. Prevention and response to bullying must be distinguished from conflict resolution and anger management.*
4. **Bullying is a group dynamic whereby one child is targeted by a group (which may consist of active aggressors and “passive” bystanders). The behavior is intended to adversely affect the target, which means the child(ren) in the bully role become more dominant in the eyes of their peers. The dynamic needs to be somewhat entrenched to be considered bullying; it must be habitual, hurtful, and targeted.**
5. **Reporting Process:** The school provides a process for students and parents/guardians to seek help and report bullying and harassment, including provision for anonymous reporting. Anonymous reporting may be placed in a box in the back of the classroom. Any indication of exclusion or harassment reported to a staff member or left in the classroom box, must be acted upon. The reporting may be from a student or a parent/guardian.
6. **Effective Response:** The school principal or their designee shall investigate any report of bullying and work collaboratively with relevant teachers and staff to ensure its resolution. The school principal or their designee shall record all reports of bullying and the steps taken to resolve the situation and shall maintain these records in a safe and secure place. The school principal is responsible for informing the Diocese of any bullying incident which appears likely to involve a student suspension or lead to the involvement of local law enforcement or civil litigation. Parents may or may not be notified due to confidentiality the option to report anonymously.
7. **Solution Teams in response to bullying:** A solution team will be set up by the school in response to a report of bullying. This approach is a simple way to empower students to improve their own experience and that of their classmates. This is not a counseling experience; it provides an opportunity for students to develop their own solutions. It is strength-based, student group-based, and non-punitive. The approach has been used in many schools, including Saint Joseph and other Catholic schools, with positive results. More information about this process can be found at nobully.com. If a child is stuck in either a “target” or bully role over time, solution coaching and/or counseling is often the most effective response, so that the child can learn more effective coping strategies.

SEXUAL HARASSMENT POLICY

Catholic School Diocese of Oakland Students Sexual Harassment Policy Statement

Schools of the Diocese of Oakland prohibit any form of sexual harassment of students whether verbal, physical, or environmental. It is a violation of this policy for any employee or agent of the Diocese to harass a student or for a student to harass another student in a sexual manner as defined below.

Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as including but not limited to, unwelcome sexual advances, requests for sexual conduct or physical conduct of a sexual nature directed toward a student under any of the following conditions:

- Submission to, or tolerance of, sexual harassment is an explicit or implicit term of condition of any services, benefits, or programs sponsored by the Diocese;
- Submission to, or rejection of, such conduct is used as a basis for academic evaluation affecting a student;
- The conduct has purpose or effect of unreasonably interfering with a student's academic performance, or of creating an intimidating, hostile, or offensive environment;
- Submission to, or rejection of, the conduct is used as the basis for any decision affecting the individual regarding benefits and services, sponsored by the Diocese.

1. Employee to Student Sexual Harassment Employee to student harassment is prohibited at all times whether or not the conduct occurs on school property or at school sponsored events. Sexual harassment, amorous relationships between a student and an agent or employee of the Diocese is strictly prohibited. Any employee or agent of the Diocese who participates in the sexual harassment of a student is subject to disciplinary action including, termination of employment.

2. Student to Student Sexual Harassment This policy prohibits student to student sexual harassment in connection with any school activity at any time including, but not limited to, any of the following:

- While on school grounds
- While going to or coming from school
- During lunch period whether on or off campus
- During, or while going to or coming from, a school sponsored activity.

Any student who engages in the sexual harassment of another student is subject to disciplinary action including verbal warnings and reprimands, counseling, suspension, and expulsion.

3. Retaliation The Diocese forbids retaliation against anyone who reports sexual harassment of who participates in the investigation of such a report.

4. Complaint Procedure The Diocese has adopted administrative procedures for filing sexual harassment complaints. A copy of the formal complaint procedure is contained in the Administrative Handbook for Catholic Schools, Diocese of Oakland. Complaints may be reported to the principal or vice principal. Written complaints may also be filed at the office of the principal or designee. Complaints should be presented in written form to the principal.

STUDENT SAFETY POLICY

- A. Alcohol/Smoking** Alcohol may not be served or consumed by anyone on school premises during the workday or while children are present. Alcohol may not be served or consumed by anyone during a school sponsored field trip. The Roman Catholic Welfare Corporation is committed to a philosophy of good health, and a safe work environment. In keeping with this policy, all school site buildings are 100% smoke-free at all times.
- B. Weapons/Laser Pointers** Possession and/or assault with a deadly weapon and/or any object, which can be used to cause harm to another, including laser pointers, will result in serious consequences, which may include expulsion.
- C. Bikes, Skates, Skateboards, Scooters** Students who ride bicycles to school must walk their bicycles into and out of the schoolyard. Bicycles must be locked. No bikes, skates, skateboards or scooters may be used during school hours on school or church property. The school assumes no responsibility for loss of bicycles, skates, skateboards, scooters or other equipment brought to school by students.
- D. Toys, Playthings, Balls and Equipment** from home may not be brought to school. The school assumes no responsibility for loss.
- E. Playground Supervision for Students** The school shall assume liability for supervision and control of students at 7:30 am each school day morning, 10 minutes following the last bell of the school day, and for students participating in a school sponsored extracurricular program. There is no supervision of the schoolyard before 7:30 am. Children may not be in the school yard prior to 7:30 am. Children arriving before 7:30 am, will be enrolled in Extended Care.

Staff are present in the schoolyard any time children play during school hours. Children remaining on the school grounds 10 minutes after the dismissal bell will be enrolled in Extended Care at that time. Children with pre-arranged aftercare must report to Extended Care immediately after dismissal.

No play is allowed in the schoolyard before or after school. Students with permission to walk home must leave immediately at dismissal.

The school does not assume any liability for injuries to any person in or on the school premises after 3:10 pm or before 7:30 am on school days.

- F. Drop Off/Pick Up of Student (Carpool)** The Lafayette Side of the campus is the only drop off and pick up access for elementary students. Drive car next to white curb slowly, stop and let student exit the car on the right/passenger side of the car. Parents should not come out of the vehicles during pick up and drop off. Once child exits the vehicle, please drive off. Careful to leave the curb slowly in case cars are driving in the street.

Driving Etiquette

All driving must be slow and cautious around the school area. Slow down! Do not speed in or out!

- Follow the direction of the crossing guards at all time. They are keeping the children safe and being mindful of the flow of traffic.

- Please be mindful of our neighbors. Do not block their driveways when dropping off or picking up students.
- No U-Turns in the Lafayette/San Antonio intersection.
- **Absolutely no drop off or pick up on the Chestnut side unless you have a high school student as well. If you violate this rule, you will receive a warning. Further violation could result into detention for your child.**

G. Dogs are not allowed in the school yard or anywhere on school premises between the hours of 7:30 am and 6:00 pm, or during school events held outside of normal school hours on school campus. Exception will only be made for registered Service Dogs.

H. Visitors/Volunteers All visitors to a **classroom** must have approval from a staff member prior to the day of the visit. All visitors and volunteers, including parents/guardians, must sign in at the school office and wear a visitor badge. All volunteers must complete the online VIRTUS training and be LiveScan Fingerprinted with clearance prior to volunteering.

I. Student ID Cards SB 972 (a) Commencing July 1, 2019, a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, and that issues pupil identification cards shall have printed on either side of the pupil identification cards the telephone number described in paragraph (1) and may have printed on either side of the pupil identification cards the telephone numbers described in paragraphs (2) and (3):

- (1) The telephone number for the National Suicide Prevention Lifeline, 1-800-273-8255.
- (2) The Crisis Text Line, which can be accessed by texting HOME to 741741.
- (3) A local suicide prevention hotline telephone number.

DIOCESAN SCHOOL SEARCH POLICY

Students' legitimate expectation of privacy in their person and in their personal effects they bring to school must be balanced against the school's obligation to maintain discipline and provide a safe environment for the school community. School officials may conduct a search of a student's person and personal effects only upon a reasonable suspicion that the search will disclose evidence that the student is violating or has violated the law or a school rule.

If school officials have a reasonable suspicion that the student has violated or is violating the law or a school rule, school officials do not need a warrant or permission from parents/guardians to conduct the search.

A "reasonable suspicion" may be established in many ways, including but not limited to personal observations, information provided by third parties or other students, or tips provided by law enforcement. An alert from a trained and certified detection dog is sufficient to establish a reasonable suspicion and serve as the basis for a warrantless search of the student's person, locker, car, or personal property and effects.

Whenever a school official conducts a search of a student's person or personal effects, an adult witness should be present. The school should notify the students' parents/guardians of any search of a student's person or personal effects.

Expectation of Privacy

A student does not own a locker or other school property. The school makes lockers available to the student. The student does have some expectation of privacy in his or her locker from other students. However, a student does not have a high expectation of privacy in his or her locker from the school and may not prevent school officials from searching the locker if the school official has a reasonable suspicion that the student has violated or is violating a law or school rule.

A student has a greater expectation of privacy regarding his or her person and personal effects. A school official who conducts a search of a student's backpack, purse, clothing, cell phone, or other personal effects must have a reasonable suspicion that the student has violated or is violating a law or school rule. Generally, students should be asked to empty their pockets, purses, backpacks or other bags for inspection of the contents by school officials. Strip searches or searches that include a student's underwear may only be conducted by law enforcement and may not be conducted by a school official.

Every student is subject to the Diocese of Oakland Technology Use Policy for Students and Parents. ([Technology Use Policy](#)) This policy concerns cell phones and other electronic devices, whether the devices belong to the student or the school.

Student Cooperation

If a student refuses to cooperate in a reasonable search of school or student property (including electronic devices), the school may call the student's parents/guardians and/or the police for assistance or referral. ([6251 - Home School Partnership Policy](#))

Confiscating a Student's Personal Property

If any of the student's items are confiscated, the person in charge should document the confiscation and when possible, take a photograph of the place where the confiscated object was found and of the object itself. It is also recommended that the school obtain a

written statement, signed by the student, acknowledging that the item was in his or her possession at the time it was found.

EMERGENCY PROTOCOL

STUDENT EMERGENCY INFORMATION

ALL INFORMATION MUST BE CURRENT. Parents/Guardians are responsible for maintaining current information on the Student Emergency Information form. In an emergency, the principal or designee may release information from the Student Emergency Information form to protect the health/safety of a student or others.

In the event of an emergency, parents should not call the school. It is vital that school phone lines remain open for contact with emergency personnel.

Saint Joseph will contact parents via email or an automated phone call.

CARE FOR YOUR CHILDREN AT SAINT JOSEPH ELEMENTARY SCHOOL

The staff is trained in CPR and First Aid every two years. Once a year, staff members complete training on our school Emergency Operations Plan. In the event of an emergency, protocol will be implemented according to our Emergency Operations Plan. The school has water and food provisions for all students and staff. *If your child has food allergies or dietary restrictions, please provide a three-day supply of non-perishable food in a labeled container.*

EMERGENCY EVACUATION RELEASE

The school Emergency Operations Plan includes comprehensive plans for student safety. Please be advised that protocol will be adhered to during an Emergency Evacuation Release Drill.

If you are a visitor/volunteer at school during a disaster or school emergency, you must remain with the children and follow the directions of the staff members.

Should an emergency occur, requiring evacuations from the school or grounds, all students will be retained at school until released to an authorized adult according to procedures outlined in our disaster plan. **Staff members will authorize release of students.**

- **No child will be allowed to go home alone.**
- **No one may take their child or any other child from school without following the release procedure.**
- **Students will only be released to an authorized adult referenced on the Student Emergency Information form with required identification.**
- **Authorized adults, including parents/guardians, must present a picture ID (driver's license, passport, government issued identification card). It is the responsibility of parents/guardians to notify emergency contacts of this procedure.**
- **DO NOT BLOCK ENTRANCES FROM THE STREET TO THE SCHOOL GROUNDS.**

EMERGENCY DRILLS Monthly drills are conducted in accordance with the guidelines of the Diocese of Oakland for fire, earthquakes, shelter in place and lockdowns.

Fire Drills: Fire drills are conducted, in accordance with the guidelines of the Diocese of Oakland.

Earthquake Drills: If an earthquake occurs, all student and adults will immediately drop and cover. Students and adults outside during the occurrence will drop and cover away from the buildings and other structures.

Shelter in Place/Disaster: Procedures will be implemented per the school Emergency Operations Plan recommendations. Police will be notified and staff members will make determinations regarding safety and evacuations. If remaining inside, doors and windows will be closed. Shelter in place will remain in effect until advised to do otherwise.

Lockdown: Procedures will be implemented per the school Emergency Operations Plan recommendations. Police will be notified and staff members will make determinations regarding safety and evacuation.

- Exterior school and classroom doors will be locked
- Drapes and/or blinds will be closed
- No one will be permitted to enter or leave the building until the “all clear” signal is given

STUDENT HEALTH AND WELFARE

A. HEALTH REQUIREMENTS AND SCREENING Required health forms must be received and verified by the health chair prior to the first day of school.

All students must comply with the California Department of Public Health Grades K-12 immunization requirements. The only permissible exemption will be a physician's order based on a medical condition that prohibits a child from receiving required immunizations.

If a record of immunization has not been verified prior to the first day of school, the student will not be allowed entry until records are received and verified.

New students must comply with the Health Requirements.

7th grade students are required by California state law, AB354 to submit an up-to-date Tdap/MMR vaccinations record prior to the first day of school. Students will not be allowed to enter the classroom until this requirement has been met.

The school Health Committee conducts various health screenings throughout the school year. Included are: vision screening for all new students and those students in TK, K, 1, 3, 5, 7; audiometric testing for all new students, and students in TK, K, 2, 5, 8. Results of all health screenings performed at school become part of a student's health file. Scoliosis screening is ... What about TK screenings?

If a child suffers from any type of seizure disorder, diabetes, epilepsy, serious allergic reactions, severe asthma, cardiac abnormalities, serious hearing or visual deficiencies, parents must alert the classroom teacher and the office and note this information on the child's school Emergency Information form. Staff will be alerted to children with medical risk.

B. Medication During School Hours

Request to Take Medication During School Hours Students may never carry medication (prescription or over the counter) on their person or in a backpack or desk, unless the student has **life threatening medical issues** and the **Permission to Carry and Self Medicate** form is on file in the office. All medication administered during school hours must be submitted to the office with the completed **Request to Take Medication During School Hours**. All medication must be in the original packaging. This form must be renewed each school year. **No medication will be administered without this completed form, signed by the prescribing physician.**

Permission to Carry and Self Medicate If a student has a **life threatening medical issue** and the parents/guardians and the child's physician sign the Permission to Carry and Self Medicate form, a child may carry and self medicate at school. This permission form covers inhalers, epi-pens and other medications. If you choose **NOT** to sign this form, the medication must remain locked in the custody of the office and the child will go there to receive medication as needed. This form must be renewed each school year. The **Request to Take Medication During School Hours** must also be on file. If a student has permission to carry and self medicate, they cannot offer or share medication to/with other students. This will result in a Disciplinary Referral.

Aspirin and Over-the-Counter Medication Aspirin will **not** be administered without a **Request to Take Medication During School Hours**, signed by the physician. Prescription medication will not be administered with a **Request to Take Medication During School Hours**, signed by a physician. Occasionally, students must take an over-the-counter medication, such as Tylenol or cough drops, for a short time for a condition such as a cold or cough. A signed release from parents/guardians, clearly specifying dosage, will suffice as long as the medication is in the original packaging and the length of time does not exceed 3 days. Medication may be administered by the office only.

C. Injury and Illness at School There is no clinic or nurse on site. We may provide only minimal first aid until parents/guardians, authorized persons on the Emergency Information form, or medical emergency services arrive.

Parents/guardians will be contacted by the office when a student is too ill to remain in class or is seriously injured. Parents will be notified if a student receives a blow to the head or hits his/her head during a fall. If unable to reach parents/guardians, contact will be attempted with emergency contacts on the Student Emergency Information form. Please notify those you have listed that they may be contacted. If school personnel determine that an illness or injury is severe, 911 will be called immediately. In some instances, such as the administration of an epi-pen, 911 will be called prior to making contact with the parents/guardians, to ensure the wellbeing of the child.

D. Contagious Disease/Condition Parents/guardians must notify the school immediately if their child has been exposed to a contagious disease or condition, such as, but not limited to, chicken pox, conjunctivitis (pink eye), or strep. A permission to return to school signed by a physician must be submitted to the office on the day the child may return to school. This request may be made at the discretion of the teacher, the office, or the principal.

E. Head Lice Saint Joseph Elementary School adheres to a no lice policy, per the recommendation of the California Department of Health Services. A child may return to school after treatment and no presence of live lice. When a child is found with head lice at school, parents will be notified and requested to provide treatment. Nit combing should also be performed.

F. Child Abuse or Neglect School personnel are required by law to report any reasonable suspicion of child abuse. Abuse may include:

- Physical abuse or corporal punishment
- Emotional abuse or deprivation
- Physical neglect and/or inadequate supervision
- Sexual abuse and or exploitation

Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee, but that of Child Protective Services.

STUDENT ACTIVITIES

ALTAR SERVERS Students are encouraged to be of service to the Parish community. Students must be Catholic in grades 3-8. The Parish Staff coordinates information regarding training and participation.

ATHLETICS AND ELIGIBILITY Saint Joseph Elementary School participates in the Diocese of Oakland C.Y.O. program as members of the East Bay Parochial League.

Fall Sport

Basketball- Boys/Girls (Gr. 3-8)

Volleyball- Girls (Gr. 4-8)

Cross Country- Co-Ed. (Gr. 3-8)

Spring Sports

Sand Volleyball-Boys

Track and Field- Co-Ed (Gr. K-8)

STUDENT COUNCIL The members of the Student Council plan and oversee activities for the student body. These activities are social and spiritual and may include activities for school, parish, or community. Student Council members work to develop responsible leadership skills, initiative, high standards of behavior, and an enthusiasm for service among the students. The Student Council works to promote pride in our school, and in doing so, is required to attend certain school functions throughout the year. New Student Council members are elected in May and consist of students entering grades 7 and 8. Students are required to maintain at least a C grade in all classes. Failure to do so may result in their removal from the Student Council. They attend regular weekly meetings and participate in retreats and workdays throughout the school year. The Student Council is guided by a faculty moderator and is considered an essential part of the total school program for the welfare of the student, the school, and the parish.

YEARBOOK Seventh and Eighth grade students may participate in producing the school yearbook. Students must submit an application to moderators.

STEM CLUB Middle school students may participate in the STEM (Science, Technology, Engineering and Math) Club. Students must submit an application to moderator.

DRAMA CLUB All student can participate in the Drama Club in the Spring. Students may serve in the capacity of actors/actresses, set designers, stage hands or costume creators. Students must submit an application. Those wanting to be actors and actresses must go through a "try-out." All students who try-out will receive a part.

FIELD TRIPS

Field trips have an educational purpose and require permission from the principal and parents/guardians. Field trip transport may be on foot, bus, or train. A Saint Joseph Elementary School permission form from the teacher must be signed and submitted by the date requested. This is the only acceptable form and it must be hard copy format with a “wet” signature. A written note, phone call, scanned or faxed form is not acceptable. A student may not participate in a field trip without the required form. **There are no exceptions.**

The teacher/principal reserve the right to deny any student participation in a field trip for disciplinary, behavioral, or academic reasons. Should a student be asked not to participate, or if a parent does not wish the student to participate, regular attendance at school is expected; the student will be assigned alternative learning activities. Respect, attention, and behavior in accordance with school and class discipline policies are expected on field trips. Disciplinary action will be taken for failure to demonstrate expected behavior.

Parents may travel on field trips only as space permits. Siblings not enrolled at Saint Joseph Elementary School may not attend field trips.

An environmental education week-long program at Caritas Creek is planned for the sixth grade. No overnight trips are planned for any other grade.

Whenever possible, a bus will be used for transportation on field trips. When this is not possible, the teacher will request drivers. Diocesan forms will be sent home with specific requirements and expectations from drivers. Parents accept the responsibility to transport students to and from the field trip site only. Two adults are required in each car. Detours and other stops may not be taken.

Occasionally parents will be asked to cover fees for Field Trips.

STUDENT RECORDS

REVIEW OF STUDENT ACADEMIC RECORDS Parents/guardians of students currently attending Saint Joseph Elementary School may review their child’s transcripts. Please contact the office one week in advance to review the file.

When a student transfers to a new school, transcripts are sent upon receipt of a signed form giving Saint Joseph Elementary School permission to release records. This form must come from the new school and be signed by the parents/guardians.

The school will not make student records available to immigration officers or other government officials, unless the school is presented with a valid subpoena or warrant.

SCHOOL DIRECTORY Collection of student information (names, addresses, telephone numbers, email) by Saint Joseph Elementary school is for parish and school use only.

The PTG may publish a directory for parents/guardians to contact each other. Collection of information for the directory and permission for publication will be conducted by the PTG. The PTG Directory may not be used or distributed for business purposes.

EMERGENCY DISCLOSURE OF INFORMATION The school is required by law to disclose personally identifiable information from a student's education record to law enforcement, child protective services, health care professionals and other appropriate parties in connection with a health and safety emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

STUDENT SERVICES

A. RESOURCE A full time Learning Support Coordinator is employed by the school to support students with special needs. The Resource Program is designed to provide an individualized program and related services to students identified as having special needs. The goal of the Resource Program is to help students working "below grade level" to perform at "grade level."

The program was established to serve children with diagnosed learning disabilities, using specialized teaching strategies.

Referral to Resource is initiated by the resource teacher or classroom teacher. Parents/guardians are notified of the concern and permission is requested for the child to meet with the Resource Teacher.

An individual teaching plan is developed for each child in Resource. The child's progress is monitored and communicated to the parents and teacher throughout the school year via Progress Reports distributed during the reporting cycle published on the school calendar. In addition, Resource Progress Reports will be available upon request for the purpose of diagnostic testing/monitoring of students. The Resource Specialist is available to assist parents seeking referral for Educational Testing.

Educational Testing (Psychological Evaluation) is sometimes recommended by the classroom teacher and/or Resource Specialist to determine if the child has a Learning Disability. Parents can pursue this testing in one or two ways: through the public school district or with a professional (Ph.D. or MD) in private practice.

- Public School Testing: The first step is to contact the local public school that your child would attend if enrolled in public school. Your child's teachers will be expected to fill-out surveys. The Resource Specialist is the "point person" of contact for completion of teacher surveys.
- Private Practice Testing: The Resource Specialist can provide contact information for assessors in private practice. Please contact the Resource Specialist directly for referrals.

B. LUNCH/CHOICE LUNCH Children may bring their lunch or may partake in the PTG sponsored Children's Choicelunch program at school. There are no facilities for children to heat lunches. Glass bottles/jars are not allowed. [If a child forgets their lunch, parents/guardians may check in at the office first, and then put lunch on the counter with name and grade clearly marked. Do not take to the classroom or to child directly on the school yard.](#)

Children's Choicelunch provides daily pre-ordered entrees for students at a nominal cost. Register and order at www.choicelunch.com.

C. LIBRARY The library is well stocked with books for all grade levels. Lower grade classes have regularly scheduled times to visit the library and it is often available to students for research or other work under the supervision of the librarian or classroom teacher. Students are responsible for all books they borrow from the library. Parents will be billed for lost or damaged books.

D. SCHOOL PICTURES School pictures are taken at the beginning of the school year. Students must be in complete uniform, including a blue sweater or non-hooded sweatshirt. Hooded sweatshirts are not allowed for school pictures. Individual and class pictures are available for parents to purchase in advance.

Eighth grade graduation pictures are taken early in the year of graduation. Students will wear the blue gown (provided by the photographer) for these photos. Graduation photos will be available for parents to purchase.

EXTENDED CARE PROGRAM

Saint Joseph Extended Care Program is available for enrolled students from 7:00 am to 6:00 pm daily. It is located in the Learning Center and outdoor play areas. The Extended Care program reflects the philosophy of Saint Joseph Elementary School and derives its existence from the school.

STUDENT BEHAVIOR

Extended Care is under the supervision of the Principal. The Director oversees the program, the care of the students, supervision of the Extended Care personnel, and attendance. Expectations for behavior and consequences for offenses, including behavioral infractions, behavioral concerns, and disciplinary referrals, are consistent with those of the school. Policies for anti-bullying, harassment, and sexual harassment are consistent with those of the school. Students are expected to adhere to the SLEs. Any disciplinary action taken at the time of the incident will be discussed with parents/guardians at pick-up. Serious violations of the school moral and ethical code will be brought to the attention of parents and the Principal. Consequences can include disciplinary referrals, suspensions and or expulsions. Conference time with the Director is always available upon request.

SCHEDULE

Saint Joseph Extended Care opens at the time of school dismissal. The Extended Care Program is open only when school is in session and is closed on all school holidays, vacations and the dates listed on the calendar. Please also look for dates when Extended Care may close early at 4:30 pm.

REGISTRATION AND FEE SCHEDULE

Pre-Registration

A non-refundable registration fee of \$80.00 per family is required with proper registration forms. All forms and fees are due by September 7, 2018. Billing is based on whole-hour increment with the following exception:

Minimum day dismissals: students will be checked into Extended Care by the faculty by 12:10 pm. An hour charge will automatically be applied for the 12:10 - 1:00 time period.

There is a 10-minute grace period on every hour AFTER the first billing increment of each day. For example, you would not be billed for the 4-5 pm hour if you picked up your child by 4:10 pm. (The 10 minute grace period for billing does not apply at the beginning of the day's program because it coincides with the school-wide 10 minute dismissal period.)

Registered Fee: \$7.50 per hour per child (Mornings and Afternoons)

It is imperative that you SIGN IN in the mornings and SIGN OUT in the evenings. ONLY PARENT AND AUTHORIZED ADULTS WILL BE ALLOWED TO SIGN CHILDREN OUT.

Non-Registered Fee

For those who choose not to register in the program, drop-in is welcome.

Non-Registered Fee: \$9.50 per hour per child (Mornings and Afternoons)

All Extended Care payments can be paid electronically through the FACTS Management system. Hours and dues will be calculated by the fifth of every month, and each FACTS account will be adjusted to withdraw for the previous month's charges. If a family fails to register for Extended Care and a student is signed in as a "drop-in", the charged for the drop-in hour(s) will be automatically deducted from the family's bank using their FACTS tuition account.

SNACKS

Snacks are provided by the Extended Care Program. On minimum days, students are to bring their lunches. Children's Choice lunch is not available on minimum days. Regular snack will be provided on these days.

PERSONAL PROPERTY

Students are not allowed to bring toys to Extended Care. The Extended Care Program assumes no responsibility for broken, lost, or stolen items.

A late pick up fee of \$5.00 per minute per child is charged. There will be no exceptions. This charge will be reflected on the monthly statement.

All protocol, policies, expectations, and regulations of Saint Joseph Elementary School are adhered to by the Extended Care Program. This includes, but is not limited to discipline, illness, injury, emergency, and student release at pick-up.

PARENT/GUARDIAN PARTICIPATION, PROCEDURES AND INFORMATION

- A. ACCESS TO CLASSROOMS/BUILDINGS** All visitors and parents must sign in at the office when they visit or volunteer with students on campus. Visitors and parents must wear visitor/volunteer stickers available at the school office. Please await confirmation from the office before going to a classroom or other area of the school.

Classrooms and the school building may not be entered before 7:30 am or after 3:00 pm unless prior arrangements have been made. No student or parent may be in a classroom or other school building room without a faculty or staff member present.

The Faculty Room is for staff use only. Mail for staff may be left at the office for delivery.

- B. CONFERENCES AND CONTACTING TEACHERS** Parents are encouraged to confer with teachers regularly. Formal conferences are scheduled in the fall of each school year, however, conferences may be requested by parents or teachers, whenever necessary. All concerns should be shared initially with the teacher.

Teachers are available by appointment only before and after school. It is important to schedule the conference via written note or email. Please do not drop in for unscheduled conferences. Teachers may also schedule conferences with parents via written note or email. If, after meeting with the teacher, further clarification or resolution is necessary, the teacher and/or parents may notify the principal via written note or email.

PARENT TEACHER CONFERENCES

Procedure to Schedule a Conference

1. All parent-teacher conferences must be scheduled in advance and by email. A mutually acceptable date must be agreed upon.
2. Parents may not seek an unscheduled conference with a teacher during school hours and may not engage a staff member on **yard duty** in conference. **(THIS INCLUDES BEFORE AND AFTER SCHOOL YARD DUTY.)**
3. A topic or subject must be identified in advance when scheduling the conference, whether schedule by a parent or teacher.
4. If a parent requests that the principal be present, a mutually acceptable date must be agreed upon.

Conference Conduct

1. No parent-teacher conferences shall be audio-recorded without the consent of all participants.
2. All persons participating should be treated with mutual respect. A collegial atmosphere of mutual respect is expected. **There should be no raised voices, accusations, ultimatums or demands.**
3. If, at any time, a participant feels threatened by another person present, they should identify that the participant feels threatened, and request a change in tone of voice, body language or conduct. If, after request, the participant feels threatened, and the conduct

persists, the participant may unilaterally announce that the conference is adjourned and leave the location of the conference.

4. Conferences will not formally continue after they are adjourned.

Post-Conference Actions

1. Changes in instructional plans, future assignments, grades, disciplinary actions or other decisions regarding a student that are determined at a conference will generally take effect immediately. The school generally will not delay or postpone decisions regarding a change in a student's instructional plan, future assignments, grades, or discipline to some non-specific future time period.
2. Within 24 hours following a conference, the teacher will follow-up with an email reporting on the conference.
3. After an initial conference with the teacher, parents may seek further clarification, information or resolution with the principal. Final resolution lies with the Pastor, if an issue may not be resolved by the principal.

C. COMPLAINT/ISSUE RESOLUTION Concerns regarding school staff members should first be directed to the staff member. If the issue cannot be resolved, the principal may be contacted. If the concern remains unresolved, the Pastor may be contacted.

D. PROGRESS REPORTS Progress reports are available *online* through the Powerschool parent portal for all students mid trimester:

E. COMMUNICATION Parents may expect communication from the school on a regular basis. Teachers communicate regarding individual students or classroom curriculum and activities through email, hard copy or on the school website. The SJES Newsletter is delivered to parents/guardians via email each week. The SJES Newsletter may be the only communication regarding some school activities.

The deadline for submitting an announcement to the SJES Newsletter is Monday, 12:00 pm (noon). All submissions require approval from the principal. Please submit for the newsletter via email to myriarte@cndo.org and cvanderveer@cndo.org. If a hard copy flyer is to be distributed in backpacks, please submit 250 copies of an approved flyer to the office.

F. MESSAGES/DELIVERY TO STUDENTS Students will not be called to the office to receive messages or make calls. Messages will only be delivered for an emergency circumstance, such as the necessity to go to Extended Care or notification of the adult who will pick up at school.

Assignments, homework, and long-term assignments will not be delivered to a student or teacher. The items will be placed in the teacher mailbox. Books, other materials, and non-uniform clothing will not be delivered.

Children may use the school phone for an illness/injury, emergency or at a teacher's request. The student must have a note from the teacher requesting use of the phone. Students may not call home or receive messages regarding homework/projects, forgotten items, or arrangements of after school activities and play dates.

PLEASE DO NOT TEXT YOUR CHILD DURING SCHOOL HOURS. CELL PHONE USE BY STUDENTS IS NOT ALLOWED DURING SCHOOL HOURS OR AT EXTENDED CARE. IF A MESSAGE IS URGENT, CONTACT THE SCHOOL OFFICE.

G. RELEASE OF STUDENTS Students will only be released to a parent/guardian or to an individual authorized by parents/guardians on the Student Emergency Information form. Students must be signed out at the office.

H. VOLUNTEERS assist in the school in the development and education of the students and are a benefit to the school. Information pertaining to students and their families must be kept confidential. Volunteers must comply with Safe Environment for Children. Volunteers who work at the school twelve (12) or more hours a month must submit to the TB screening requirements. All volunteers must complete the VIRTUS training and be LiveScan fingerprinted and cleared prior to volunteering. **All trainings and fingerprinting must be cleared by end of September in order to fulfill the El Rancho financial contract requirements.**

El Rancho All families are required to participate in El Rancho which includes working at least 2 hours per parent/per child; selling and/or purchasing a minimum of 10 books of raffle tickets per family; providing two cakes per family from grades K-5 for the cake booth or two bottles of wine per family from grades 6- 7 or two bottles of liquor per family from grade 8. Failure to comply with these requirements will result in a penalty of \$50.00 per cake or bottle of wine/liquor, \$25.00 for each unsold ticket book, and \$100.00 for each hour missed. Any assessed fees will be automatically deducted from your bank using your FACTS tuition account on the withdrawal date following the date a notice is sent home.

Volunteer Requirements (2019-20 TUITION AND FINANCIAL RESPONSIBILITY CONTRACT)

In addition to El Rancho hours, each family is required to serve a minimum of thirty (30) service hours to the school. Each service hour not completed will result in a fine of \$100.00 per hour. Those wishing to opt out of their required hours must pay an opt-out fee of \$1,200.00 on or before September 6, 2019. Please contact the Mrs. VanDerveer to make these arrangements. Any assessed fees will be automatically deducted from your bank using your FACTS tuition account on the withdrawal date following the day a notice is sent home.

SCRIP All families are asked to purchase \$2000.00 in gift cards through our SCRIP gift card. All purchases must be made between July 1, 2019 and May 29, 2020.

I. ROOM PARENTS serve as liaisons between the classroom teacher and parents/guardian of students in the class. Various responsibilities include, but are not limited to making field trip arrangements, helping with Auction activities, planning class parties, assisting with Parish celebrations and staff appreciation events.

Correspondence regarding classroom or school events should have classroom teacher and/or principal review before sending to the parent community.

J. NO SOLICITATION OF FUNDS IS ALLOWED by room parents, other classroom parents, or through the PTG, as there are sufficient funds allocated to individual classroom and teacher budgets to cover classroom activities and supplies.

K. PARTIES Party invitations may not be passed out on school property unless there is an invitation for every child in the class. Students must ask the teacher for an appropriate time to

distribute invitations. Please do not send gifts for individual children to school or to the classroom. Most classroom teachers have routines for birthday celebrations. Please check with the teacher in advance regarding a birthday celebration in the classroom. No birthday treats allowed in the Middle School grades.

TUITION POLICY AND FINANCE

Please reference your 2018-19 Saint Joseph Elementary School Contract of Financial Responsibility

Tuition Rates Tuition rates are set each year by the principal, pastor, finance committee of the school board, and members of the Saint Joseph Elementary School Board.

Catholic is defined as:

- One or both parents are baptized in the Roman Catholic Church
- Each child enrolled in the school is also baptized in the Roman Catholic Church

Tuition Payments Parents/guardians must designate a payment option when reviewing the contract. Tuition may be paid in full or in ten automatic bank deductions through the FACTS Management Company. FACTS for Saint Joseph Elementary School families may be accessed on the school website. (www.stjosephalameda.org)

Tuition Delinquency A Tuition and Financial Responsibility contract for the following academic year will not be issued in April/May of the current school year unless all financial obligations are paid in full through April 20th of the current school year. These obligations include, but are not limited to: tuition, Extended Care balances, fees.

Families who do not meet all financial obligations by June 1 of the current school year have no reserved space in a class for the following academic year.

A contract may be issued if financial obligations are met and space is still available.

Grade 8 students may not participate in graduation functions and/or ceremony unless all tuition, fees and Extended Care fees are paid in full by May 15th of the current school year.

Regardless of tuition payment option, parents/guardians are obligated to pay the full annual tuition amount as stated in the Contract of Financial Responsibility. Voluntary or involuntary withdrawal from Saint Joseph Elementary School during the school year will not dismiss the obligations to pay the full annual tuition amount.

Tuition Assistance Families seeking tuition assistance must submit the online application to FACTS. This confidential form is processed by FACTS and a report is submitted to the principal regarding the determination for financial assistance in the subsequent year. A FACTS application must be filed each year for consideration for tuition assistance. After review of all applications and funds available, the Tuition Assistance Committee may allocate tuition assistance. The principal will inform parents/guardians, in writing, of the amount of tuition assistance granted and the subsequent payment amount and schedule. Tuition assistance will be applied to tuition payments only.

If an emergency situation occurs, a family may apply at any time by notifying the principal and submitting to the application process.

APPENDIX I

SAINT JOSEPH ELEMENTARY SCHOOL SPORTS HANDBOOK

MISSION STATEMENT

The purpose of the St. Joseph Elementary Athletic Program is to promote the spiritual, cultural, social and physical development of the youth of St. Joseph Elementary School by providing activities that will foster formation and practice of Christian values.

PROGRAM ADMINISTRATION

The sports played through the athletics program are played under the guidance of the East Bay Parochial League Catholic Youth Organization (EBPL CYO) for the Diocese of Oakland. The values and rules established by the EBPL CYO for the conduct of youth programs are fully endorsed by the SJES Athletic Board.

OAKLAND DIOCESE CYO & EAST BAY PAROCHIAL LEAGUE

The following excerpts come from the home page of the Oakland Diocese Catholic Youth Organization's Internet website:

"The Oakland Diocese Catholic Youth Organization is an athletic program for elementary and junior high age youth in the parishes of the Roman Catholic Diocese of Oakland. CYO Sports that are offered to young people by the Church is a ministry to young people...The Catholic Youth Organization (CYO), through the vehicle of sports, provides youth with an opportunity to practice Christian attitudes and responsibilities and to become friends with other children throughout the diocese. CYO activities should be examples of the meaning of Christian sportsmanship."

For additional information such as the "Purpose of CYO Athletics," "CYO Points of Emphasis," "Code of Conduct," and "The Value of Sports to the Church," log onto the Oakland Diocese CYO's website at: <http://www.oaklandcyo.org> and www.ebplcyo.org

The 9 schools forming the EBPL are:

- St. Anthony, Oakland
- Corpus Christi, Piedmont
- St. Elizabeth, Oakland
- St. Joseph, Alameda
- St. Leo the Great, Oakland
- School of Madeleine, Berkeley
- St. Martin de Porres, Oakland
- St. Philip Neri, Alameda
- St. Theresa, Oakland

PHILOSOPHY & GOALS

The Athletic Board hopes that participation in sports will allow students to accept victory and defeat with equal grace and sportsmanship. The students will respect their sport, their teammates, opponents, coaches and referees. In addition, they will also learn to participate as a team, compete fairly and with full effort, and develop the physical and mental skills necessary for the sport they have chosen.

SCHOOL POLICY

The faculty and administration regard sports as an important part of the total education of our students.

The sports program at St. Joseph Elementary School is sponsored and supported by the PTG group. As in all elective programs, students should view their participation as a commitment and not involve themselves in too many extra activities.

The school administration has the discretion to prohibit a student's participation due to low grades, un-sportsmanlike conduct, and/or school behavior. Failure to abide to the CYO and/or the school rules may result in the dismissal of your child from the school.

PROGRAMS OFFERED

Boys & Girls Cross Country- Grades 3-8	Aug- Oct.
Boys Basketball- Grades 3-8	Oct.- Feb.
Girls Volleyball- Grades 4-8	Oct. -Feb.
Girls Basketball- Grades 3-8	Feb. - May
Boys Sand Volleyball- Grades 5-8	Feb. - March

FEES

Registrations fees per family are:*

\$200 for oldest students playing more than one sport.

\$180 for oldest student playing only one sport.

\$150 for each sibling.

Registration fees are a one-time fee. Fees are used to acquire uniforms and secure gym times for practices and games.

*Sports Scholarships are available through the Chris Anderson Memorial Fund for families who need financial assistance. Please contact the Athletic Director for an application.

PRACTICES

Just as success in the classroom is depended on regular school attendance and good conduct, practice attendance and behavior is key to athletic development and success. In addition, players are to conduct themselves appropriately, respecting coaches and fellow teammates while at practices.

Students are expected to attend scheduled practices on a regular basis. Participation in other activities or for non-school sports teams, should not be a basis for failing to attend practices.

Students must notify the coach ahead of time if they will not be able to attend practice. (During the season, if a player has not attended a minimum of 75% of the practices, the coach has the right to reduce the student's playing time as a consequence and should notify the parents of such.)

NOTE: If a pattern of non-attendance persists, or a problem with misconduct/misbehavior persists, the coach(es) will consult the Athletic Director, and after a review, action may be take to restrict the player's participation in future games (consultation will be made with the School Administration, and a final decision will be made by both parties; parents will be notified of the final decision.)

PRACTICES (TIME ALLOTMENT)

The Athletic Board has set guidelines for practice times, recognizing that team practice time must be balanced with school activities and homework. The maximum time allowed for weekly practices are as follows:

Multi-Grade Sports Teams

Cross Country- Grades 3 through 8, and

Track & Field- Grades K through 8: 3 hours per week max

Single Grade Sports Teams

Basketball and Volleyball

- Grades 3 & 4: two hours per week max.
- Grades 5 & 6: three hours per week max.
- Grades 7 & 8: four hours per week max.

GAMES

Coaches are instructed to provide ample/equal playing time for all players on the team. Whenever possible, all players should be provided with the opportunity to play in 50% of each game or match. (i.e. in basketball, players should be played at the earliest opportunity in each half or quarter; in volleyball, every effort should be made to allow all players to serve at least once in a match.) Note, however, that game-playing time may be reduced as a consequence resulting from non-attendance at practices or conduct-related issues. In any case, the coach has the right, at his/her discretion, to immediately reduce playing time to the minimum allowed under CYO rules.

CONDUCT POLICY

Every student in St. Joseph Elementary School is expected to exhibit exemplary conduct at all times while participating in sports activities- practices and games. Sport activities do fall under the category of school-sponsored events and students are and will be subject to the guidelines outlined under the Conduct section of the handbook.

Any unsportsmanlike conduct such as: fighting, verbal/physical abuse or harassment, persistent taunting, or display of disruptive behavior may result in the immediate removal of the student from the sports activity. Reinstatement of the student rests with the Administration.

CONDUCT OF COACHES & SPECTATORS

Coaches in our sports' programs must follow the CYO Code of Conduct and the St. Joseph Elementary School Code of Conduct and abide by our program philosophy.

Breach of any of the tenets of these guidelines may be cause for suspension from one or more games or further consequences based on the violation. There may only be three coaches per team on the bench during a game.

ACADEMIC POLICY

Student who fail to maintain a minimum "C-" in all areas of academics and conduct are subject to the policies as stated in the "Academic Probation" section of the Handbook.

SPLIT TEAM POLICY

In some circumstances, there may be a need to have two teams in the same grade because of a large number (18 or more) of students who desire to play. The following outlines our policy for "split" teams:

1. If the team is split for more than one year, the composition of the team must change each year.
2. The teams must be divided so as to be equal in skill as possible. The team composition is subject to approval of the Athletic Director and the Principal.

“PLAYING UP” POLICY

All players must play in their grade appropriate groups. Only the Athletic Director and Principal can make exceptions for special circumstances (i.e. one grade does not have enough players to make a team.) No parents can request their child “play up.”

SPORTS PARTICIPATION AWARDS

Awards for participation are presented to all students participating in the Athletics Program. In addition to these are the Blocks and Stars Awards, established by the Athletic Board to recognize students. Letter blocks are awarded to children who have completed at least six (6) sports for boys and seven (7) sports for girls. A star is awarded for every 3 completed sports after receiving the letter block.

Students must attend at least half of all events for that particular season to be considered eligible for Blocks and Stars program.

PARENT VOLUNTEERS

Volunteer support is vital to the athletic program. Parents are requested to volunteer as coaches and assistants. Coaches will receive 30 volunteer hours for their commitment. Your presence at the events is, also, a strong statement of your support. Each family participating in a sport during the year will be charged an annual fee. These fees cover the cost of gym use and sports uniforms.

Note: Parent and volunteers must comply with S.E.C. (Safe Environment for Children) training per the Diocesan guidelines.

UNIFORMS

The Sports Board Uniform coordinator supplies uniforms to the students and coaches. Uniforms are to be returned clean within five (5) days after the end of each season.

CONCERNS OR SUGGESTIONS FROM PARENTS

If concern arises, parents must first bring it to the coach’s attention. If the results are not satisfactory, the parents should bring it to the Athletic Director’s attention. The Athletic Director will work with the parents to try to resolve concerns. If the concern is still unresolved, the Athletic Director will bring it to the Principal and/or Pastor for a final resolution.





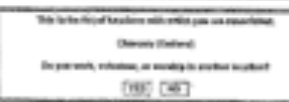
APPENDIX II

SAFE ENVIRONMENT FOR CHILDREN (VIRTUS REGISTRATION AND ONLINE TRAINING)

Who must register and complete the VIRTUS online training for 2018-19?

All parents/guardians, staff members, and volunteers who did not complete the training in 2017-18 and all new parents/guardians, staff members and volunteers.


All Safe Environment for Children compliance must be within the Diocese of Oakland.

<p>Before or after attending an instructor-led (live) session or to access online training of Protecting God's Children, all participants must register with VIRTUS Online.</p> <p>Go to the Diocesan website http://www.oakdiocese.org/offices/safe-environment and click on the VIRTUS Registration icon or click on the following link:</p> <p>http://www.virtusonline.org/virtusreg_2.cfm?diocese=0&area=02&71</p> <p>Click to begin the process.</p>	
<p>Create a User ID and Password you can easily remember. This is necessary for all participants. This establishes your account with the VIRTUS program. If your preferred User ID is already taken, please choose another ID. We suggest the use of email addresses as user names.</p> <p>Click Continue to proceed.</p>	
<p>Provide all the information requested on the screen. Several fields are required, such as: First & Last Name, Email Address, Home Address, City, State, Zip, Phone Number, and Date of Birth.</p> <p>(Note: Do not click the back button or your registration will be lost.)</p> <p>Click Continue to proceed.</p> <p>If you do not have an email address, consider obtaining a free email account at mail.yahoo.com, or any other free service. This is necessary for your VIRTUS Coordinator to communicate with you. If you cannot obtain an email address, enter coordline@virtus.org.</p>	
<p>Select the PRIMARY location where you work or volunteer by clicking the downward arrow and highlighting the location.</p> <p>Click Continue to proceed.</p> <p>Note: If you serve at multiple diocesan locations, you will be prompted to select those additional locations in future screen(s).</p>	
<p>Your selected location(s) are displayed on the screen.</p> <p>Select YES, if you need to add secondary/additional locations. (Follow instructions in previous step to select additional locations.)</p> <p>Otherwise, if your list of locations is complete, select NO.</p>	

<p>Select the role(s) that you serve within the Diocese of Oakland and/or parish/school. (Use descriptions supplied, to help determine appropriate role(s) to select.)</p> <p>Please check <u>all</u> roles that apply.</p> <p>Click Continue to proceed.</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: small;">Please select the role(s) that you serve within the Diocese of Oakland and/or parish/school.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Parish/school teacher <input type="checkbox"/> Parish/school staff <input type="checkbox"/> Parish/school volunteer </div> <div style="width: 45%;"> <input type="checkbox"/> Bishop <input type="checkbox"/> Priest <input type="checkbox"/> Deacon </div> </div> <p style="text-align: center; font-size: x-small;">You have a 30-second time limit to select your role(s). Please select your role(s) before the time expires.</p> <p style="text-align: center;">View Instructions [30:00]</p> </div>
<p>Please answer the following question: "Do you interact with, work with or come into contact with minors and/or vulnerable adults of this diocese?"</p> <p>Click Continue to proceed.</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="font-size: x-small;">Do you interact with, work with or come into contact with minors and/or vulnerable adults of this diocese?</p> <p> <input type="radio"/> Yes <input type="radio"/> No </p> <p style="text-align: center;">[Continue]</p> </div>
<p>Please review the following and respond to each of the following documents.</p> <p>Diocese of Oakland Code of Conduct</p> <p>To proceed, please enter your full name and today's date, and confirm by clicking on: "I've downloaded, read, and understand the Catholic Diocese of Oakland's Code of Conduct."</p>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Diocese of Oakland Code of Conduct</p> <p style="font-size: x-small;"> <input type="checkbox"/> I've downloaded, read, and understand the Catholic Diocese of Oakland's Code of Conduct. </p> <p style="text-align: center;">[Continue]</p> </div>
<p>If you have <u>yes</u> attended a VIRTUS Protecting God's Children Session, choose NO.</p> <p>Otherwise, choose YES.</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="font-size: x-small;">Have you already attended a VIRTUS Protecting God's Children Session?</p> <p style="text-align: center;"> <input type="radio"/> YES <input type="radio"/> NO </p> </div>
<p>If you chose NO during the previous step, you will be presented with a list of upcoming VIRTUS Protecting God's Children <u>instructor-led</u> sessions scheduled for the Diocese of Oakland and the option to select a Protecting God's Children for Adults <u>online</u> training session.</p> <p>When you find the instructor-led session training you wish to attend or the accessible online training, click the circle -- and then click Complete Registration.</p> <p><i>(If you chose YES during the previous step, this screen will not show.)</i></p>	<div style="border: 1px solid black; padding: 5px;"> <p style="font-size: x-small;">Please select the training session you wish to attend.</p> <p> <input type="radio"/> Protecting God's Children for Adults </p> <p style="text-align: center; font-size: x-small;"> About: (Training) (Online) About: Training: January 11, 2017 1:30 PM Duration/Length of session: 1 hr Dates/Availability: 10 of 50 Available: This session will be conducted in English Status: Not a session only </p> <p> <input type="radio"/> Protecting God's Children for Adults (Online Training) <input type="radio"/> Protecting God's Children for Adults (Online Training in Spanish) </p> <p style="text-align: center;">[Complete Registration]</p> </div>
<p>If you chose YES, you will be presented with a list of all instructor-led VIRTUS sessions conducted in the Diocese of Oakland.</p> <p>Choose the session you attended by clicking the downward arrow and highlighting the session -- then click Complete Registration.</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="font-size: x-small;">Please select the session you attended.</p> <p style="text-align: center;">[Downward Arrow]</p> <p style="text-align: center;">[Complete Registration]</p> </div>



Registration Instructions Diocese of Oakland

<p>If you selected the <u>online</u> training, you will be directed to the Online Training Course. Please click on the green circle to begin the Protecting God's Children® Online Awareness Session.</p>	<p>Online Training Courses</p> <p> Protecting God's Children® Online Awareness Session 3.0 Required for all clergy Due 10/15/2016</p>
<p>If you selected <u>instructor-led</u> training, please review the screen for important information with regard to your registration.</p> <p>Thank you for completing the registration process!</p>	<p>Please visit us to complete the registration process.</p> <p>Thank you for registering for a Protecting God's Children® session and for making a pledge. We will contact you with additional information for the session you selected.</p> <p>We are proud of your efforts, and we encourage you to share this with your family.</p> <p>Thank you for making a difference in the world!</p>

SCHOOL FORMS



Diocese of Oakland Parent Permission Walk/Bike Home from School Form

Permission Slip to Walk Home

Student's Name: _____ Grade: _____

Parent/Guardian who authorized (please print): _____

By signing this waiver, I authorize my child (listed above) to walk home, bike home or go only to the places I have designated below. Please note that this permission form grants permission for this child to leave school without adult supervision.

Students may walk home, bike home, or go to the places designated below, only when a permission slip is signed, dated by parent or guardian, and is on file at the school. If we do not have this slip, your child will not be released without authorized adult supervision. Your child will be sent to extended care if no adult picks them up.

This permission slip is valid for the _____ school year.

Signature of Parent/Guardian: _____

Date: _____ Phone Number: _____

Please note the names of any additional younger siblings that will be walking with the student named above:

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Please note the places you have designated for your child to walk to after school:

APPENDIX IV

Technology Responsible Use Agreement

As a member of the school community, I agree to the following rules and code of ethics:

1. I will treat others with respect and compassion in all interactions, including online communication. I will treat others kindly in all communications, including “private” messages. I will not publicly disparage the school, staff, students, or other members of the school community. I recognize that anything sent using technology can be copied and saved forever online.

I will not transmit inappropriate material to others via messages, social media, or other ways. Examples of inappropriate material include messages or images that are intentionally insulting, sexually explicit, racist, sexist, use foul language, depict alcohol or drug use, or include graphic violence. Such material usually upsets other students and is brought to the attention of teachers, even when sent outside of school.

2. I will care for school devices and systems, and not vandalize or intentionally damage them in any way. This includes hardware, software, and internet services owned, provided, or supported by the school. I will not waste school resources like paper or ink.

3. I will respect others privacy and work, by protecting and not sharing or using passwords, messages, photos, recordings, or personal information of someone without their permission. I will not attempt to log into any device, program, or service as another person. I will protect and respect others work: for other students, I will not attempt to alter or delete their work without permission. For creators who have shared their work online, I will respect copyright, abstain from piracy, and avoid plagiarism.

4. I will use school technology resources for educational purposes only. I will stay on task during classroom activities using technology. I will not use school devices, software, or systems (like wifi) for non-school purposes like chat, gaming, playing music or watching videos. I will not use school resources for any commercial enterprise. I will not search for material on the internet that is illegal or inappropriate for school, and if I encounter such material accidentally I will not pursue it.

5. I will use personal technology only as directed by staff while at school. I will only use my personal technology (including devices and internet service) at school if allowed by the school and staff. If permitted, I will use my personal technology only for educational purposes. I understand that my personal technology is still governed by this Technology Responsible Use Policy and/or the school’s BYOD (Bring Your Own Device) policy. The school will not be responsible for the security, troubleshooting, charging, or repair of personal devices.

Any user who violates the Responsible Use Policy or local, state, or federal law, faces the restriction or loss of technology privileges, disciplinary action, and may face legal prosecution. Parents may be held financially responsible for any student action that results in damage to school technology or a cost to the school.

Student Signature: _____ Date: _____

Printed Student Name: _____

By signing below, I give permission for my child to use technology in accordance with the rules and code of ethics above:

Parent/Guardian Signature: _____ Date: _____

Printed Parent/Guardian Name: _____

Diocese of Oakland Media and Student Work Agreement

Saint Joseph Elementary School requests your consent for faculty and staff to use photos or videos of your child, as well as your child's work, in school publications, both in print and online. Photos, videos, and student work is published to promote the school, Catholic education, and students!

Definitions

Media: photos, videos, or audio recordings

Publish: distribution of media online, in print, or elsewhere such that it is publicly accessible

Media Policies for Families

1. Media taken by students or families at school or school events are for private use only.
2. Media depicting anyone in the school community may not be published or posted online (even to a small group) without the consent of that individual and/or their legal guardian.
3. Posted media should be removed ASAP if requested by an individual or their legal guardian.

_____ We agree to comply with the Media Policies for Families.

Media Policies for the School

1. Media taken by school staff in classrooms or at school events will be stored securely.
2. Media depicting anyone in the school community will not be published without the consent of the individual and/or their legal guardian.
3. For safety and privacy, student names will not be included with any published media.

_____ The school may publish media of the student named below.

Student Work Policies for the School

1. Student work will only be published with consent of the student and their legal guardian.
2. Student work will only be published with the intent to celebrate the student, promote the school, inspire educators, or for educational purposes.
3. Published student work will not include media depicting the student unless the student's legal guardian has also consented to media publishing.

_____ The school may publish work by the child named below.

This consent will remain in effect until such time as I inform the school otherwise.

Student Printed Name _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Printed Name: _____

PARENT/GUARDIANS COMMITMENT TO A POSITIVE HOME-SCHOOL PARTNERSHIP

I have read the PARENT/GUARDIAN COMMITMENT TO A POSITIVE HOME-SCHOOL PARTNERSHIP on page 7 of the Saint Joseph Family Handbook School and agree to follow the guidelines set for a positive home-school partnership.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name (Print): _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name (Print): _____

HANDBOOK SIGNATURE PAGE

The provisions in the St. Joseph Elementary School Parent/Student Handbook are designed to provide parents and students information and guidance as to the procedures and rules of the school.

The contents of this handbook may be changed as necessary at the school's discretion. Enrollment at St. Joseph Elementary School is a privilege and failure to uphold the school policies contained in this Student-Family Handbook may result in termination of enrollment.

Parent Agreement

I have read the material in the St. Joseph Elementary School Handbook and agree to follow and uphold the school policies while my son/daughter is enrolled as a student.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Agreement

I have read the material in the St. Joseph Elementary School Handbook and agree to follow and uphold the school policies while enrolled at St. Joseph Elementary School.

Student Signature: _____ Date: _____
(First student in the family attending the school)

Student Signature: _____ Date: _____
(Second student in the family attending the school, if applicable)

Student Signature: _____ Date: _____
(Third student in the family attending the school, if applicable)

Student Signature: _____ Date: _____
(Fourth student in the family attending the school, if applicable)



Parent Guide to **Standards-Based Grading**

Grades Kindergarten ~ Fifth

Mission Catholic Schools in the Diocese of Oakland educate children in the Catholic faith and nurture their minds, bodies, and souls, inspiring them to live the Gospel of Jesus Christ, achieve their highest academic and creative potential, and actively serve and enrich the community.

Engage, Educate, and Empower Every Student, Every Day.

Diocese of Oakland Department of Catholic Schools
2121 Harrison Street
Oakland, CA 94612

Parent Guide to Standards-Based Grading

In the schools of the Diocese of Oakland, we believe student achievement occurs through clearly defined standards and authentic learning opportunities. The schools of the diocese strive to provide accurate, meaningful, and timely feedback to both students and parents throughout the learning process.

Reporting of student achievement should reflect student progress toward mastery of key academic concepts and identify multiple pathways to deeper learning.

GRADES ARE NOT ABOUT WHAT STUDENTS EARN;
GRADES ARE ABOUT WHAT STUDENTS LEARN.

Why have we moved towards a standards-based reporting system?

A report card is an ongoing conversation between the teacher, the student, and the parent or guardian about what is expected of students and how to help them to be successful in a rigorous academic program. For this purpose to be accomplished, however, the reporting system must accurately mirror the instructional model that exists in the classroom. In the past, grades reflected not only what had been achieved academically, but also how students behaved or how they compared with classmates. Reporting systems did not reflect the academic standards and performance assessments that exist in today's classrooms. Our instructional model has shifted away from a focus on basic skills and moved toward a deeper analysis of content that requires our students to think, plan, integrate, and construct. In this environment, the traditional grading system is inadequate.

Traditional Report Card

Subjects are listed by name with one grade given per subject

Letter grades (A-F) reflect and individual teacher's expectations and student achievement with effort as a factor

Curriculum and instruction are teacher centered, textbook driven, and not necessarily aligned to the state standards

Grading is based on teacher determined criteria

Uses an uncertain mix of achievement, attitude, effort, and behavior; uses penalties and extra credit

Includes every score regardless of when it was collected; scores are averaged

Includes group work scores

Standards-based Report Card

Major subjects are defined by curriculum or content standards and indicators with a grade given for each learning goal

Numerical levels indicate mastery of the grade level standards. Achievement and effort are reported separately

Curriculum and instruction are aligned with state and diocesan standards

Student work is compared to state and diocesan criteria and student performance is measured against predetermined performance levels

Measures only achievement; behaviors reported separately; no penalties or bonuses given

Emphasizes the most recent evidence of learning

Includes individual evidence only

Explaining Standards...

Standards are specified learning goals applied to all students. They provide consistent and clearly defined targets for students, teachers and families to meet. By defining students' academic responsibilities, standards by implication define the teaching responsibilities of the school. At the heart of the standards movement is the belief that effort leads to ability. In other words, the harder students work, the closer they will come to achieving the standard. The standards movement strengthens the classroom ethic. Additionally, standards provide clear expectations. Standards establish for all stakeholders what it is that students are expected to know and be able to do. Sustained effort over time should make it possible for all students to achieve these expectations because the standards always remain constant. The time needed to meet them, however, may vary from student to student. In a standards-based classroom the focus is on student performance, not simply on taking quizzes and tests. Just as artists use portfolios to showcase their talent and a professional educator must first be a "student teacher," our students must be able to demonstrate their competencies through actual demonstrations, performances, and portfolios that show evidence of their learning.

What is standards-based grading?

Standards-based grading communicates how students perform on a set of clearly defined learning targets called standards. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to those learning targets - as opposed to simply averaging grades/scores over the course of the grading period, which can mask what a student has learned or not learned.

Standards-based grading What it is NOT.....	A Standards-based approach includes:
A one time test	Indicates what students know and are able to do
An interim test (benchmark, midterm, final, etc.)	Scores indicate a student's progress toward the attainment of a standard
Average of grades	Clearly communicates expectations ahead of time
Based on percentages	Is based on complex tasks, as opposed to rote memory
Unknown expectations/grades do not necessarily reflect what skills and concepts a child knows	Assessment occurs when appropriate, not just on scheduled days
Factoring homework, extra credit, attendance, bonus points	Emphasizes the more recent evidence of learning
Based on a bell curve	Multiple methods of grade calculation are used to determine grades

Why standards-based grading?

Standards-based grading reports what students should know and be able to do within each content area at each grade level. The real-time monitoring of student performance reflects a more accurate picture of student achievement. Other reasons for standards-based grading include:

Current methods of grading do not accurately indicate what a student knows and is able to do.

Students will be able to explain what they learned or did not learn rather than recite a percentage.
 It can benefit all learners - students who struggle and accelerated learners.
 Parents are provided information on specific standards while receiving meaningful feedback.

What is a Standards-Based Report Card?

A standards-based report card reports student progress toward meeting the content and performance standards that are set forth by the Diocese of Oakland Department of Catholic Schools. Benchmarks are used to determine if the student is making progress toward meeting the standards. Teachers will be assessing students through common benchmark assessments on a regular basis. The report card also provides information on your child's work habits.

The new standards-based report card will look different than the traditional one that has depended on a single letter grade for each subject. Because our schools want to communicate to families what it is we expect students to know and be able to do, every school in the Diocese will utilize a standards-based system, which will give parents more accurate information on their students' progress towards attainment of the content area standards. Students will be held to high expectations, and the goal for all students is to be proficient in all of the standards by the end of the school year. The standards-based report card is extremely helpful because parents can clearly see which big ideas and concepts their child has learned and also what work still needs to be done to make sure their child is ready for the next grade level. The final grade represents the student's most current level of performance.

Where did the language on the Standards-Based Report Card come from?

The language is based on the Diocesan Religion Standards, the California Common Core State Standards for English Language Arts and Math, and the National Next Generation Science Standards.

How does standards-based differ from traditional grading?

A standards-based grading system measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance. A student who may have struggled at the beginning of a content or course when first learning new material, may still be able to demonstrate mastery of key content/concepts by the end of a grading period.

In traditional grading systems, a student's performance for an entire quarter is averaged together. Early quiz scores that were low would be averaged together with more proficient performance later in the course, resulting in a lower overall grade than current performance indicates.

Standards-based report cards also separate academic performance from work habits/behavior in order to provide parents a more accurate view of a student's progress in both areas. Effort, participation, cooperation, and attendance are reported separately, not as a part of academic performance.

How are my student's "grades" determined?

A student's performance on a series of assessments will be used to determine overall mastery, much as it has in the past. The difference will be reporting of mastery levels instead of numbers or letters ("Developing/Approaching Mastery" instead of "B"). Levels of achievement will be clearly defined. Practice assignments and homework will serve primarily as a source of feedback and instructional support for both students and teachers.

When will the Standards-Based Report Card be utilized in the Diocese of Oakland?

2016-2017

First year of implementation for Diocesan Standards-Based Report Card for schools that are ready for implementation (K-2 or K-5).

All teachers will use Standards-Based Grading for ELA, Math, and Science.

All teachers will be at 90/10 Summative vs. Formative when assessing.

2017-2018

All teachers, K-2 will have fully implemented the Standards-Based System into instructional, grading, and reporting practices.

2018-2019

All teachers 3-5 will have fully implemented the Standards-Based System into instructional, grading, and reporting practices.

All teachers will be at 100% Summative when assessing

What will the report card look like?

The report card will seek to provide meaningful feedback so both students and parents can track progress toward mastery of key academic concepts, as well as reflect upon strengths and weaknesses. In a standards-based approach, parents and students will see consistent grading practices throughout each school—and throughout the diocese. Teachers will grade based on what each student has learned and how that student meets the standards. In no way does a 4, 3, 2, 1 relate to A, B, C, D letter grades!

4	Advanced/ Exceeds Mastery	Using the most recent, comprehensive evidence requiring high levels of cognitive demand, the student exceeds learning target by performing at exemplary levels. <i>In addition to exhibiting standard mastery, student applies conceptual understanding to new situations, shows mastery of next vertical standard, offers alternative perspectives, and/or applies higher order thinking skills.</i> <i>These are not just harder tasks, but learning that requires deeper or more rigorous thinking.</i> <i>Examples of this type of learning may include: applications for real-world use, teaching another person the material, using information to solve problems in a different context, explaining connections between ideas, demonstrating a unique insight, and/or creative application of skills</i>
3.5		Using the most recent, comprehensive evidence requiring high levels of cognitive demand, the student meets and sometimes exceeds learning target as exhibited in performances on basic application, strategic and extended thinking activities. <i>The student who scores a 3.5 has not consistently shown exemplary performance on activities that require a high level of cognitive demand.</i> <i>The student is on track to exceed grade-level standards.</i>
3	Proficient/ Mastery	Using the most recent, comprehensive evidence requiring high levels of cognitive demand, the student meets the learning target as exhibited in performances on recall, basic application, strategic and extended thinking activities. <i>This level is the focus for the entire proficiency scale</i> <i>This is the expected level of performance for all students</i> <i>This level includes essential outcomes, common core and diocesan standards, and related skills and</i>

		<p><i>practices</i></p> <p><i>The student exhibits mastery on assessment tasks involving fact and vocabulary recall, conceptual application, and strategic and extended reasoning, such as modeling and problem solving.</i></p> <p>No major errors or omissions with level 2 or 3 elements.</p>
2.5		<p>Using the most recent, comprehensive evidence requiring high levels of cognitive demand, the student almost meets learning targets as exhibited in performances on recall, basic application, strategic and extended thinking activities.</p> <p>The student is on track to meet grade-level standards.</p>
2	Developing/ Approaching Mastery	<p>Using the most recent, comprehensive evidence requiring high levels of cognitive demand, the student is approaching an understanding of the learning target as exhibited in performances on recall, basic application, strategic and extended thinking activities</p> <p><i>This level is the basic learning necessary and serves as the foundation for the higher levels of learning. Examples of this type of learning may include recall questions, fact-based skills, and basic applications. The student occasionally meets standards as demonstrated by a body of evidence that shows incomplete/inconsistent understanding and application of grade-level concepts.</i></p> <p><i>No major errors or omissions regarding the simpler details or processes but major errors or omissions regarding more complex ideas or processes.</i></p> <p><i>Does not make connections among ideas nor is able to demonstrate their learning without support.</i></p> <p><i>Exhibits basic understanding of standard on assessment tasks involving fact and vocabulary recall, basic conceptual application, and strategic and extended reasoning, such as modeling and problem solving.</i></p> <p>However, there are major errors or omissions with level 3 elements.</p>
1.5		<p>Using the most recent, comprehensive evidence requiring high levels of cognitive demand, the student is beginning to develop necessary skills to meet the learning target as exhibited in performances on recall, basic application, strategic and extended thinking activities.</p> <p><i>Some skills are above basic, while some are still in need of intervention</i></p>
1	Needs Support/Below Basic	<p>Using the most recent, comprehensive evidence requiring high levels of cognitive demand, the student exhibits limited skills necessary to meet the learning targets as shown in performances on recall, basic application, strategic and extended thinking activities.</p> <p><i>Student requires more time and experiences; shows limited achievement of the standard(s).</i></p> <p><i>The student rarely meets standards as demonstrated by a body of evidence that shows minimal understanding and application of grade-level concepts.</i></p> <p><i>Only a partial knowledge of some of the simpler details or processes and/or little to no understanding or skill demonstrated, even with help and support.</i></p> <p><i>May be able to complete some low-level assessment tasks involving fact and vocabulary recall with support but struggles on tasks involving conceptual application and strategic and extended reasoning, such as modeling and problem solving.</i></p>

X = Standard Not Assessed - — Standard has not been taught and/or measured to date. This symbol is not used third trimester.

Characteristics that Support Learning

To accurately communicate to students and families specific information about achievement, grades must be a pure measure of student learning and achievement of the standards.

Characteristics that Support Learning are indicators which describe the student's efforts, actions, behaviors, social skills, and work habits in the school setting and are reported on in a separate section of the report card. Although work habits and social development criteria are reflected separately on the report card than academic achievement, they are still a very important part of communicating to parents about their child's progress. By including effort and habits as a separate reporting category, teachers can more honestly communicate about such matters as behavior, participation, homework and completing assignments without distorting a student's actual academic achievement.

Work Habits

- * Shows positive attitude towards learning
- * Listens attentively
- * Follows directions
- * Is a self-directed learner
- * Demonstrates self confidence and seeks help appropriately
- * Organizes self, materials, and belongings
- * Completes quality classroom assignments on time
- * Completes and returns quality homework on time
- * Produces quality work consistently
- * Has appropriate attention span
- * Works to ability

Behavior/Social Development

- * Actively serves and enriches the community
- * Contributes to the learning environment
- * Practices self-management skills
- * Cooperates with others and solves problems appropriately
- * Collaborates effectively with others
- * Takes responsibility for his/her own choices and actions
- * Follows classroom and school routines and procedures
- * Respectful of rights, opinions and property of others

Reporting separate grades for academic standards and learning characteristics makes grades more meaningful and students take them more seriously.

Grading Scale for Characteristics that Support Learning:

E = Exceeds: Student consistently demonstrates the characteristic.

M = Meets: Student demonstrates the characteristics most or some of the time.

N = Needs Improvement: Student seldom demonstrates this characteristic.

Remember:

All parts of the reporting standard need to be met with proficiency before a student earns a “Level 3” Proficient/Mastery grade.

Many of the reporting standards combine several instructional standards. For example, a report card standard may represent four different instructional standards. Before the student can receive a “Level 3”, all four instructional standards need to be met with proficiency. Similarly, a student pilot may pass assessments for takeoffs, flying and navigation, but if the student pilot has not been taught and/or has not yet mastered landing, that student pilot would not be considered proficient and would not receive his/her license.

Standards-Based Grading does not average, but rather assesses a student’s overall body of work – **especially the most recent evidence or artifacts. The grade should reflect what the student has learned.**

In a Standards-based system, teachers always consider the recency of evidence. **The most recent evidence is the most accurate and valid to show a student’s current level of proficiency for a standard.**

A “Level 3” is to be celebrated! **A “3” is the goal for students to earn by the end of the school year on all standards.**

A “Level 4” is only **used when a student consistently and independently demonstrates indepth understanding beyond what was taught and practiced in the classroom and exceeds required performance of the standards.**

Only evidence gathered after learning is completed should be used for reporting purposes. **The academic grade should focus on achievement of the standards only. Homework, work habits, behavior and social skills are important and thus reported in a different part of the report card.**

The 4, 3, 2, 1 Standards-Based scale is not synonymous with the A, B, C, D Traditional grading scale. **A Level 4 is not equal to an “A”. Grades and proficiency levels do not correlate with each other. Traditional grading systems average academic and non-academic factors over a grading period.**

Standards-Based grading measures student knowledge over time by reporting the most recent, consistent levels of performance. **Many times a student may struggle when a new concept is first introduced, but then after much practice, the student is able to demonstrate a proficient level of performance by the end of the school year.**

Students with Individualized Learning Plans (Catholic school ILPs) and/or Students with Individualized Education Plans (Public school IEPs) All students in the Diocese of Oakland are expected to achieve the same rigorous learning outcomes; the standards are the same in all of our schools for all of our students. Students with exceptional needs may have ILPs and/or public school IEPs that include specific accommodations and/or modifications that enable a student to meet the standards. Students with exceptional needs must be provided with the same opportunity to receive passing grades and advance in grade level with their peers. The same range of grades available to ALL students must be available to students with exceptional needs. Students with exceptional needs may require special services and supports to achieve certain grade-level standards. For students with accommodations, the content of the standard remains the same, but the method for learning and demonstrating mastery of that standard may be adjusted. If a student with consistently implemented accommodations is still not making progress towards achieving the grade level standards (similar to his/her peers who are also progressing towards meeting the standards), then the accommodations are not having the planned impact to remove the barriers (related to the student's exceptional needs) and other accommodations may be needed. Modification, on the other hand, could mean changing the standard itself, which includes identifying standards that are fundamentally related but also developmentally appropriate. The SST team, including the parents, makes decisions regarding what content areas (if any) require modification of the grade-level standards through the processes described in the Guide for Serving Students With Exceptional Needs. For all students with an ILP, a supplemental report of progress can be provided that identifies which standards are modified, how a student is performing, and the details regarding achievement of the grade. This lets parents and the student know how the student performed on appropriately challenging learning tasks.

Since the Diocese of Oakland schools are using the curricular standards and current level of student performance to guide instruction, it is important to accurately communicate this information to parents. Student achievement towards the standards is reported through progress reports and report cards. It is recommended to use the same verbiage from the standards when writing the narrative. Detailed progress towards the standards may be outlined in a separate, additional report/narrative under a separate cover.

For example:

A 4th grade student has been assessed and is functioning at a 2nd grade level in reading and math. Through his ILP, the student is receiving modifications and participating in special intervention programs. In order to report how the student is progressing on the 4th grade level standards listed on the report card, an asterisk (*) should be placed next to the curriculum area to indicate that the curriculum has been modified, and progress towards the standards may be outlined in a separate, additional report/narrative under a separate cover:

Sample comments from the additional report/narrative:

While the student continues to need support decoding text at the 4th grade level, with auditory support the student is able to determine the main idea; explain how it is supported by key details, and summarize the text. The student is currently working on the perquisite skills of identifying basic fractions and demonstrating fluency in division facts through 12. The student is working towards expressing fractions, decimals, and percent.

ACCOMMODATIONS AND MODIFICATIONS

Accommodations are changes in how a student learns. Accommodations make it possible for students with learning challenges to access grade level/common core curriculum. They provide different ways for students to take in information or communicate their knowledge to the instructor. Accommodations are changes in presentation, location, timing/scheduling, student response, and/or other attributes which are necessary to provide access for a student with learning challenges to be successful in a classroom environment and which DO NOT fundamentally alter or lower the standard or expectations of the curriculum/standard/test. An accommodation is a change in HOW a student demonstrates understanding.

Some examples of accommodations are:

- Use of manipulatives, and in certain situations, calculators
- Preferential seating
- Rephrasing directions
- Extended time
- Specialized equipment (i.e. enlarged reading materials, overheads)

Modifications are changes in what a student is expected to learn. Modifications refer to changes made to curriculum expectations in order to meet the needs of the student. Modifications are made when the grade level expectations are beyond or below the student's level of ability. The changes are made to provide a student the opportunity to participate meaningfully and productively, along with other students, in classroom and school learning experiences. Changes can be made to grade level, common core standards, test presentation, location, timing, scheduling, expectations, student response, and/or other attributes which are necessary to provide access for a student with exceptional needs to participate in a curriculum/grade level common core standard/test, but may fundamentally alter or change the standards expectation, or expectations of the curriculum/standard/test. Modifications are changes in the delivery, content, or instructional level of subject matter or test.

Some examples of modifications might include:

- Rigor change to match ability
- Varied materials used and expectations accomplished
- Grading changed to Pass/No Pass
- In certain situations, calculator use

This definition of Accommodations and Modifications is from the *Diocese of Oakland Guide for Serving Students with Exceptional Needs*.

Content	Accommodation	Modification
2 nd grade Writing	Student uses a content	Student draws and labels
2 nd grade: Analyze ideas, select topic, add detail, and elaborates	vocabulary list to support journal writing of scientific observation of bees.	pictures of scientific observation of bees.
3 rd grade Math	Represent an equation	3 boxes, 4 apples in each.
Represent multiplication as repeated addition, arrays, counting by multiples, and	($3 \times 4 = 12$) by using manipulatives: Build the arrays, use number lines to make equal	Build the 3 groups of 4 using manipulatives. Focus on 3 equal groups.

equal jumps on the number	jumps, draw or build a set model.	
5 th grade Reading 5 th grade: Analyze appropriateness of a variety of resources and use them to perform a task or investigate a topic.	From a list of resources provided by the teacher, a student highlights key points in several texts.	A 5 th grade student reads a 3 rd grade level book to gather information for

English Language Learners

Students who are English Language Learners come to our communities with a variety of educational backgrounds. Some of these students may require a variety of supports to access the curriculum standards; at times, the educational program for a student may be adjusted to enable the student to acquire more academic vocabulary. Decisions regarding changes to the academic program, assessment, or reporting for students who are English Language Learners should be made in a collaborative manner (including the principal, teacher, learning support coordinator if needed, and parents/guardians of the student.) If the curriculum standards are modified, this should be noted with an asterisk and described in a separate, additional report/narrative under a separate cover.

Sample Standards Based Report Card (This is a working draft)

St. Paul's Catholic School

Student Name: _____
 Class: _____
 Date: _____

SCHOOL OF OAKLAND

Instructions: Read the passage carefully and answer the questions that follow. Write your answers in the spaces provided. The questions are designed to help you understand the passage and its meaning.

Section 1: Reading Comprehension

Passage: The first part of the passage describes the author's experience of visiting the Great Wall of China. The author is amazed by the scale and history of the wall, and how it has stood for centuries. The second part of the passage describes the author's visit to the Great Wall of China. The author is amazed by the scale and history of the wall, and how it has stood for centuries. The third part of the passage describes the author's visit to the Great Wall of China. The author is amazed by the scale and history of the wall, and how it has stood for centuries.

Questions:

- What is the main purpose of the passage?
- What is the author's main idea?
- What is the author's attitude towards the Great Wall of China?
- What is the author's opinion of the Great Wall of China?
- What is the author's conclusion about the Great Wall of China?

Section 2: Writing Skills

Task: Write a paragraph about the Great Wall of China. Use the information from the passage to help you write.

Questions:

- What is the main purpose of the passage?
- What is the author's main idea?
- What is the author's attitude towards the Great Wall of China?
- What is the author's opinion of the Great Wall of China?
- What is the author's conclusion about the Great Wall of China?

Section 3: Grammar and Vocabulary

Task: Complete the sentences using the words in the box.

Words: amazing, history, scale, centuries, amazed, scale, history, centuries, amazed.

Sentences:

- The Great Wall of China is a _____ wall.
- The Great Wall of China has a _____ history.
- The Great Wall of China is a _____ scale.
- The Great Wall of China has stood for _____ centuries.
- The Great Wall of China is a _____ amazing wall.

Section 4: Critical Thinking

Task: Write a paragraph about the Great Wall of China. Use the information from the passage to help you write.

Questions:

- What is the main purpose of the passage?
- What is the author's main idea?
- What is the author's attitude towards the Great Wall of China?
- What is the author's opinion of the Great Wall of China?
- What is the author's conclusion about the Great Wall of China?

Will my student still receive teacher comments on his/her report card?

Yes. Individualized feedback is an essential component of standards-based grading. Effective feedback is a more useful source of information than simply assigning a numeric value or letter grade to student work. A goal of using standards-based grading is to improve communication between students, parents, and teachers regarding student achievement. Each assessment of a Priority Standard (standards printed on the Report Card) will be accompanied by an Assessment Rubric specifically pointing out a student's mastery of the given standard. This is the best form of communication a parent can have to judge their child's progress. The final assessment to be placed on the Report Card is a reflection of these Assessment Rubrics.

How will I access my student's report card?

The classroom teachers will communicate with each student and his/her parents regarding accessing ***PowerSchool***. Parents will receive a link to access student reports via computer. The ongoing status of a student's mastery level and end-of-term (quarter/semester) grade reports will be available. Paper copies of reports will also be available if needed.

Where can I find grade level learning targets?

We encourage all parents to be informed regarding the academic content and concepts students will learn each year in school. Information on grade-level learning targets can be found on the school's website at the following link: (create a link to your website)

What if I have additional questions?

Please visit with your child's classroom teacher about learning targets and standards –based grading, as well as with your school principal.

GRADES ARE NOT ABOUT WHAT STUDENTS EARN;
GRADES ARE ABOUT WHAT STUDENTS LEARN.



Questions & Answers:

How should a student/parent view student grades now that a 4-point scale has replaced the system of A-F?

You cannot really compare a traditional grading system to standards-based grading. It is like comparing “apples to oranges”. Standards-based grading identifies a standard and indicates whether or not a student is meeting the standard at a given point in the school year. A score of (3) is defined as meeting grade level standards and indicates that a student has demonstrated mastery of the skills that were expected to be learned by that point in the grading period.

Is it possible to achieve a grade of 4?

Yes it is. However, a score of (4) indicates performance that is consistently above what is expected for mastery at that point in the school year. Level 4 work would indicate a much deeper understanding of a standard, the ability to apply that knowledge, make connections and extend learning beyond the targeted goal. If a student is being accelerated in any grade level/subject area with above grade level standards or materials, is that student required to get a 4 on his report card? By definition, level 4 work reflects higher order thinking, application, connection and extension of targeted goals. While being instructed above grade level is not required in order to achieve a (4), students who are taught above grade level have consistently shown mastery of a subject at their current grade level. Achieving a (4) does not preclude a teacher from suggesting areas for improvement in the comment section of the report card. Receiving a (4) does not guarantee that a students’ performance would remain at that level across all reporting periods, or for all course standards.

If a student receives 1’s all year, does that mean the student will be retained?

Intervention opportunities are in place at most of our Catholic schools to support learners who are behind in math and reading. If a student receives 1’s or 2’s, it means his/her work is not yet meeting grade level standards. A number of academic interventions will be offered to those students who are struggling to meet the established standards. Grade level retention is not a practice that is generally supported by research and is only rarely used in grades K-2 and decided in consultation with parents.

How will I know if my child needs help?

Receiving a 1, 2, or IE (insufficient evidence) on a grade report/report card can be a sign that a student is in need of extra support in the areas where they are receiving low marks. This is one benefit of a standards-based report card; areas in need of support are clearly evident.

What student evidence determines grades?

Teachers carefully consider the following in determining progress: independent daily written or oral tasks; application of skills; periodic assessments (quizzes, tests), performance tasks, and teacher-student questioning. Students can retest to show they know the concept or skill. Consistent descriptive feedback (such as benchmark test results, summative unit assessments, Reading A-Z assessments) will be given to let students know what improvements are needed and what they are doing right. The information that provides the most accurate depiction of students’ learning is the most current information. If students demonstrate that past assessment information no longer accurately reflects their learning, that information must be dropped and replaced by the new information.

What is the standard of proficiency?

On a proficiency scale, the standard of proficiency is a 3.0. This means that on an assessment or across a series of assessments, no major errors or omissions regarding any of the information were made. Mastery of the standard has been achieved. A score of 4.0 means that in addition to the proficient performance, the student goes above and beyond to make in-depth inferences and extended applications of what was learned, including connections to other experiences.

What does the number scale (4, 3.5, 3, 2.5, 2, 1.5, and 1) on the rubric mean?

The scores on the scale represent a learning continuum and are NOT equated to grade point average. Each of the levels builds on the others and explains the learning students have to demonstrate in order to earn that score. Students must demonstrate proficiency as they move up the scale. For example a student may not earn a 3 until they demonstrate proficiency of the level 2 concepts or skills. The scale designations are as follows:

4 – The student demonstrates an in-depth understanding of the material by completing advanced applications of the material.

3.5 – In addition to a 3.0 score, the student demonstrates in-depth inferences and applications with partial success.

- 3 – The student demonstrates proficiency of the targeted knowledge and skills for the grade.
- 2.5 – In addition to a 2.0 score, the student demonstrates partial knowledge of 3.0 elements.
- 2 – The student understands the foundational material, but is still working to master application of the concepts and skills
- 1.5 – The student demonstrates understanding of 2.0 elements with help and independent understanding of some 2 elements.
- 1 – Even with assistance from the teacher, the student shows little or no understanding of the material.

What about extra credit?

Extra credit does not measure learning. In a standards-based system, students are actually able to demonstrate their learning in many different ways and timeframes. In a traditional system in which points determine everything, extra credit and extra points will influence a grade and not reflect any additional learning. For instance, a student that has a 2.0 on a specific learning goal may have multiple opportunities to demonstrate their learning at the 3.0 level. However, in a traditional system in which extra points are simply added in to the overall grade, extra points can be earned regardless of whether or not learning may have occurred.

Why is averaging scores to determine a grade not the best method?

Averaging does not always provide an accurate description of what students have learned. Teachers must consider other central tendencies such as median, mode, or new learning replacing old.

Does retaking a test teach children to do their best the first time?

In a Standards-Based Education System, students have multiple opportunities to achieve a standard by retaking a test or portions of a test. What does this teach them about the real world where it's necessary to do one's best? In the real world, only people who master certain information or skills are able to receive certain privileges. Our new system puts more focus on student learning, and yes, it allows for multiple attempts for success. It's actually a more accurate reflection of real-world experience, where a person must meet a certain standard before receiving certain privileges. Some "real life" parallels are the ACT, SAT, professional exams—even the driver's test. There are no penalties for the number of attempts on these tests, but failing them gets expensive and wastes time. A person who truly wants the privilege becomes intrinsically motivated to succeed because he or she wants the benefit that goes with passing the test, i.e., getting accepted into a good college, getting licensure in a certain profession—or driving a car.

And what about cheating and plagiarism? If a student cheats or plagiarizes on a test or assignment, can he or she retake the test or re-do the assignment?

In this case, the school and/or teacher must separate the behavior from the student's achievement. Cheating and plagiarism is an unethical behavior that the schools of the Diocese of Oakland will not condone. The penalty for plagiarism has ranged from a lowered grade, a zero, and even suspension. These consequences, however, do not often include completing the assignment appropriately. When a student does not have to make up the test or assignment, we send the message that the test or assignment wasn't important, and we let him or her off the hook regarding demonstrating proficiency on that standard. In standards-based grading, students will be expected to retake a test or complete the assignment. In addition, they also will receive the appropriate discipline in accordance with school site and diocesan policy.

If homework and practice do not count as part of the student's grade, how will we promote the importance of homework? How will we motivate them to complete it and turn it in?

When teachers return homework to students with a grade, most students shove it in their backpack or binder and never look at it again. Imagine the enhanced learning opportunity for the student if instead, the teacher returned the homework with two or three meaningful comments rather than a grade? As teachers, we realize that homework and practice tied directly to learning targets is an important component of student achievement. So when teachers use homework as a mechanism for extensive and timely feedback to the student, it conveys the message that homework is important and necessary. Providing students with nonjudgmental written or verbal feedback enables teachers to formatively assess student understanding and provides the student safe opportunities to practice—without judgment.

Why are we allowing students to turn in late work or re-do work without penalty of a zero?

How does this teach responsibility and accountability?

In a standards-based system, the emphasis is on learning. When a student doesn't do the work, the inherent consequence is that he or she doesn't learn the content or practice the skill. When we do not allow a student to turn in late work or re-do work, we deny that student the opportunity to grow character traits that are vital to student achievement, such as perseverance and persistence.

If a teacher doesn't accept late work, the teacher sends the message that the assignment had little educational value. It's as if teacher is saying, "Hey, it's okay if you don't do the work, and it's okay if you don't learn the content or skill." As professional educators working to prepare students to successfully navigate the 21st century world, we can no longer accept these messages. Granting a reduced grade or zero doesn't teach responsibility to students who are not intrinsically motivated. It actually allows the student to avoid the accountability of demonstrating what he or she has learned, and it teaches them to shrug off important responsibilities.

What research has the diocese used in developing standards-based assessment and grading?

The diocese has utilized research from a number of experts in the field. A resources and reference page is attached.

Grading and Assessment Definitions:

Assessment: Gathering and interpreting information about student achievement using a variety of tools.

Benchmark Assessment: An assessment that measures a student's achievement level on all standards in a course that will be repeated periodically to check for improvement.

Common Assessment: The same assessment that is given and graded by common grade level/subject classrooms at about the same time to collect data.

Diagnostic Assessment (Pre-Testing) – takes place prior to instruction; designed to determine a student's strengths, knowledge or skills in order to identify student needs. Teachers will communicate these results but not include them in the overall grade.

Formative Assessment (Practice) – Periodic assessment tool for learning that is used to adjust instruction for individual students or a whole class. Includes: quizzes, initial drafts/attempts, homework, and questioning during instruction. Teachers may communicate these results and provide feedback, but not include them in the overall grade.

Grade: A simple, clear, and concrete summary representation of student achievement based on what a student knows at the end of a given time period. The number (or letter) reported at the end of a period of time as a summary statement of student performance.

Mastery: Demonstration of student performance against standard criteria at a pre-established level.

Score: To mark, evaluate, or place a value on a single product as compared to a standard or objective. The number (or letter) "score" given to any student test or performance.

Proficiency Scale: A proficiency scale is a set of descriptions that describes a stage in the development of competence in a standard, typically with a range of 0 to 4.

Standards: Statement that describes what and/or how well students are expected to understand and perform.

Standards-Based Grading: Achievement level based on mastery of essential standards—a grading system where scores denote progress toward the understanding of a specific standard.

Summative Assessment (Assessment of Learning) – designed to provide information to be used in making judgments about a student's achievement at the end of a period of instruction, including quizzes, tests, exams, quarterly assessments, final drafts, assignments, projects and performances. Summative assessments provide measurable evidence of learning and therefore will be counted for the overall grade. Reassessment of summative assessments will be required on any score below a proficient level. When reassessment is offered, all students may reassess.

Test: An assessment intended to measure the student's knowledge or other abilities.

4.0 Rubric: A grading tool to provide feedback on an identified learning goal. The score signifies the knowledge a student has towards that learning goal. It moves from simple (2.0) to more complex (3.0) with a score of 4.0 requiring synthesis and analysis. A score of 3.0 is the proficient level of mastering the targeted learning goal.

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- Seven Reasons for Standards Based Grading <http://goo.gl/Cq8F>
- StandardsToolBox <http://www.standardstoolbox.com/>