

PARENT-STUDENT HANDBOOK

2024- 2025

“Let it be known to all who enter here that Jesus Christ is the reason for this school, the unseen but ever-present teacher in all its classes, the model of its faculty, and the inspiration for its students.”



Hearts to God...Minds to Learning...Talents to Service

*2009 NCEA Outstanding Board Award
2010 National Blue-Ribbon School of Excellence
2019 International Baccalaureate Middle School
2019 International Baccalaureate Primary School Diocesan
Distinguished Principal Award
2020 National Blue-Ribbon School of Excellence*

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SAINT CECELIA

INTERPAROCHIAL CATHOLIC SCHOOL

Hearts to God...Minds to Learning...Talents to Service

June 2024

Dear St. Cecelia School Parents,

This handbook is intended to serve as a resource for school policies and procedures. I strongly encourage you to review the appropriate sections of the handbook with your child(ren). All students should have a general understanding of key areas, such as expectations for student behavior, uniforms and personal appearance, iPad use, etc.

If you need to refer to the Parent- Student Handbook during the school year, it can be found on the school's website under the Parent tab and the FACTS parent portal. As the year progresses, you will be notified if there are any handbook updates.

Thank you for trusting SCS to educate your child. We value and appreciate each and every family. It is our prayer that each of us will remain strong in our commitment to keep St. Cecelia Interparochial Catholic School an outstanding Christian educational community.

Peace,

Valerie Wostbrock
Principal

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ST. CECELIA CATHOLIC SCHOOL MISSION STATEMENT

St. Cecelia Catholic School creates an environment with high academics, grounded in the Catholic faith, which inspires globally minded students to become compassionate leaders.

INTERNATIONAL BACCALAUREATE MISSION STATEMENT

As an International Baccalaureate Middle School, St. Cecelia Catholic School, aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

CATHOLIC PHILOSOPHY OF EDUCATION

The document To Teach as Jesus Did is the foundation on which St. Cecelia Catholic School bases its philosophy.

"Catholic Education is an expression of the mission entrusted by Jesus to the Church He founded. Through education the Church seeks to prepare its members to proclaim the Good News and to translate this proclamation into action. Since the Christian vocation is a call to transform oneself and society with God's help, the educational efforts of the Church must encompass the twin purposes of personal sanctification and social reform in light of Christian values."

(To Teach as Jesus Did)

St. Cecelia Catholic School maintains a commitment to teaching Catholic doctrine, encouraging prayer, building community, and rendering service. This integrated approach provides a value-permeated curriculum. In the context of our Catholic tradition and with a firm commitment to academic excellence, the students are prepared academically, spiritually, morally, emotionally, physically, and socially to make the "Kingdom of God" a reality. In the unique setting of St. Cecelia Catholic School, students have the opportunity to develop and share their many talents and gifts. Recognizing individual differences, the teachers provide activities and experiences in which all students can succeed and reach their full potential. In their success, students are challenged to respond in faith and compassion to the contemporary world.

SCHOOL IMPROVEMENT PLAN

St. Cecelia Catholic School's Administration has been dedicated to providing a setting for student learning which is based in the belief of educating the children in a Catholic environment- preparing them spiritually and academically for their high school years. We believe the parents are primary teachers in the faith development of the child, but the existence of SCS allows the children to openly profess and practice their beliefs. The Diocese of St. Petersburg offers modules of catechist study of which all the faculty participates. The administration continues to encourage the faculty and staff to be involved in all areas of faith enrichment at the Diocesan, parish, community, and school level.

St. Cecelia Catholic School implements a variety of strategies to measure the needs of our school to ensure student success. All current fifth and eighth graders participate in the Province's ACRE assessment tool which helps us diagnose and analyze their Catholic faith formation on subject matter. Our students demonstrate cognitive knowledge ratings much above the Province's standards in almost all areas. We are very proud of their successes on this assessment tool. All students in grades 2-8 participate in a nationally standardized test called Terra Nova. Another Florida Catholic Conference assessment tool is the ARCA. In reviewing the last two years of ARCA objectives from the areas of Catholic Identity to Administration and Professional growth, we have either accomplished or have made great strides in accomplishing our objectives. In our current ARCA plan we have created specific goals to continue improving in the areas of student responsibility, curriculum mapping, technology, and the physical plant. Student responsibility is observed by teachers through daily observations and is measured through our discipline policy, as well as, student involvement in service commitments. We have accumulated historical data to use as baselines for the improvement in student behavior and acceptance of responsibility. This continues to be documented and monitored to assess the strategies and their effectiveness.

Curriculum mapping develops a baseline of our Pre-K – 8th grade curriculum offerings in the core subjects. The desired result will be for students to demonstrate contiguous growth in subject areas. Grade level core curriculum committees are established. These committees create subject mastery indicators by grade level and measure student growth. Yearly summative reports are prepared for review and are submitted to the Office of Catholic Schools and Centers and the Florida Catholic Conference. The Administration has made a statement about the physical plant and how a safe, healthy, and clean environment positively impacts student learning. The Administration closely monitors the school environment to encourage these desired results.

The Administration and the Development Director along with the assistance of the SAC Public Relations Committee have developed strategies to encourage and retain enrollment at St. Cecelia Catholic School. The Development department has focused on the establishment of an alumni database, Actual Cost Initiative (ACT), a strong marketing campaign, and admissions coordination. The School Administration use interim surveys within the school community, local community partners and alumni recognizing the valuable information which can identify our strengths, areas for improvement and supporting St. Cecelia's mission and goals. St. Cecelia Catholic School Administration and School Advisory Commission has actively engaged in a five-year Strategic Plan.

HISTORY OF ST. CECELIA CATHOLIC SCHOOL

On September 13, 1948, three Sisters of the Holy Names opened St. Cecelia Catholic School with 59 students in grades one through six in what is now the St. Cecelia Parish Rectory. Grades seven and eight were added during the next two years and there were then 94 students.

On October 7, 1951, ground was broken for a permanent building at the present site at Hillcrest and Court Streets. The school now had eight classrooms, a clinic, and administrative offices.

Five classrooms were added on February 1, 1959. By September of that year, 511 students were enrolled.

A cafetorium was added during the early part of 1961.

Along with additions to the physical plant, the curriculum was expanded. A temporary central library came into being in September 1964 with a part-time librarian added to the staff. A music department was added in 1966, with a parttime instructor.

The year of 1968 saw program changes. Electives were added to the junior high curriculum. Specialized reading teachers were added to the staff.

In 1969, an art teacher was added, thus enhancing the fine arts program. A year later, the library was expanded and a full-time librarian was added to the staff.

Planning for the adoption of a new concept in education was begun in 1971. In the fall of 1972, the middle school was established. Grades six through eight were included. The middle school concept meant smaller class size and additional classroom space was required; therefore, the "red building" of Butler metal construction was erected behind the office complex.

In 1972 the school was fully accredited by the Florida Catholic Conference (FCC), a licensed accreditation agency in the State of Florida.

In 1974, two full-time physical education (PE) teachers further enhanced the faculty. The PE program was expanded. St. Cecelia Catholic School became involved in an interscholastic athletic league, the Pinellas Youth Conference, with area private and parochial schools. Students in grades five through eight now had the opportunity to compete in various varsity and junior varsity sports for boys and girls.

In 1976, the music department was expanded. A much-needed religion coordinator was added to the staff in 1977. In the summer of 1978, a youth center was added to the facilities. This building enables the PE Department to expand its curriculum and allows for improvements to the staff and in extracurricular programs. This center also provides a suitable environment for many cultural activities and for the inter-scholastic athletic program.

In 1980, an addition to the youth center was built. This facility houses PE offices, lavatories, dressing rooms with showers for boys and girls, storage areas, as well as two classrooms.

In the fall of 1981, two modular buildings were erected on the north side of the office buildings. A new program for fifty kindergarten students was adopted that academic year.

During the 1982-83 academic year, five TI computers were donated to our school beginning St. Cecelia Catholic School's tech program.

During 1984-85, language arts instruction time was added to the curriculum for grades one and two. In 1985, a part-time school counselor was added. In addition, a development program was begun to assist with planning and development.

In 1986, additional time was planned for instruction in creative writing for grades three, four, and five, and Spanish was introduced into the curriculum. In the fall of 1986, an extended care program for students in grades kindergarten through five was added to the school services.

In 1987, a full-time computer teacher and a learning disabilities program were initiated. In addition, remedial services in reading and math were provided for grades kindergarten, one, two, and three through a federally funded Chapter I program. During the school year of 1987-88, St. Cecelia Catholic School was recognized by the U. S. Department of Education for outstanding progress toward excellence in education.

In the summer of 1988, the main bathrooms were renovated in Phase I of the Long Range Building Renovation Plan. A Family Life component was added to the religious curriculum for the fall of 1988 under the direction of the Diocese of St. Petersburg and our local pastors.

In the summer of 1989, Phase II of the renovation plan was undertaken. In the fall of 1989, renovations for all twenty-one homeroom classrooms were completed. Classrooms were carpeted, painted and refurbished, giving the school a bright new look on opening day in 1989.

During the 1989-90, school year, Susan Guss, the resource teacher, received national recognition. The National Catholic Education Association (NCEA) presented Mrs. Guss the Miriam Joseph Farrell Award for Distinguished Teaching in Elementary Schools.

The NCEA also selected St. Cecelia Catholic School Board as one of the outstanding school boards in the country in 1990. An improved and more complex computer system was implemented in the administrative office in the spring of 1990. The new computer system allowed for more efficient handling of the increased student population, which numbered 685 students in 1990.

Guidance was expanded to full-time in the 1990-91 school year. Additional language arts time was provided in grades one to five to provide a more integrated language arts approach.

During the summer of 1991, the cafeteria received new lighting and a new ceiling. During the summer of 1992, a portable was added to replace one classroom and a small teaching area. The library was expanded into the computer area, and the computer room was shifted to a classroom.

In the fall of 1993, a third kindergarten was opened. A portable classroom was added to accommodate the increase in students. Plans were drawn up during the summer of 1993 for the addition of six new classrooms and a chapel. The school expanded to three classes each of K - 5 over the next six years. In the fall of 1994, construction of the six classrooms and chapel was completed and dedicated.

In the spring of 1995, the computer room was renovated. Thirty new Mac's were purchased and networked, and a variety of new software was added. Intensive in-service of the staff was undertaken. During the summer of 1996, laser disc players and computers were purchased for the science classrooms in grades 5-8 to enhance the science curriculum. During the 1997/98, school year Spanish was added to all grade levels. A new Discovery Works, hands-on science program was added to grades 3, 4, and 5. The entire building was wired for the Internet and the Mac computers were moved to primary classrooms and the computer room upgraded with PCs. This was done in the summer of 1998. During the summer of 1999, plans were well underway for a three-phase building program. An architect was hired in the spring of 2000 and final authorization was given to begin Phase I and Phase II. During the summer of 2001, ground was broken for Phase I (nine classrooms, computer room and science lab) and Phase II (Administrative/Student Services). These phases were completed in April of 2002. Phase III, a new gymnasium, is still planned.

The school's administration continued its effort to effectively integrate technology into the learning process. The Accelerated Grammar and Spelling Program were added to the existing Accelerated Math and Reading program. An Administrative Software Program was purchased in an attempt to better the communication between the families of St. Cecelia and the school's administration, faculty and staff.

St. Cecelia Catholic School received FCC Accreditation during 2004/2005. The report on St. Cecelia Catholic School was very favorable.

In the summer of 2005, Cable in the Classroom was installed in all classrooms. This will give TV access to all classrooms, the cafeteria and gymnasium. An intermediate science lab was also created to better facilitate hands on science education.

During the spring of 2005, a brick campaign project was launched to enhance our courtyard area as well as address drainage and safety issues. From that project sprang the design of our current Garden of Peace & Prayer. Phase I was completed when the prayer garden between the primary building and cafeteria was finished. Phase II which incorporates the interior courtyard, Stations of the Cross, and a covered walkway is in process.

In the 2005/2006, school year a comprehensive safety plan was created. All areas of the campus were reviewed. Repairs, changes and refurbishing of the primary playground were implemented. A Raptor system was put in place. The K - 5 computer lab was refurbished with brand new computers and LCD screens. Parents and students are able to access academic information and grades through My Students Progress, which is our main source of communication.

Years '06-'07 had us preparing for our third year of our School Improvement Plan, the faculty has immersed themselves in curricular mapping in Language Arts and Mathematics. The school community has participated in character development programs to further our progress toward our SIP goal of respect for ourselves and others. As part of our efforts to be good stewards of the environment, the SCS community has made a commitment to become a designated "Green School". All faculty have completed the basic modules of Catechist studies of faith enrichment. Progress continues on Phase II of our Garden of Peace and Prayer.

During the summer of 2007, a decision was made to begin a second cycle of our Strategic Planning Process. St. Cecelia School created a second five-year plan to look ahead to the year 2012. A planner came onboard in the fall of 2007 and guided the School Advisory Commission in creating the process and developing a plan. Input from the entire school community was gathered by way of electronic surveys, group and personal interviews, collecting research data on demographics, parish and school data, and reviewing projected trends. Committed parents, faculty and staff attended a weekend workshop that summarized the data obtained in the previous months. The team divided the data into five areas: Catholicity, curriculum, technology, finance and parental involvement. The designed committees formulated short, intermediate and long-range goals with recommendations. A Steering Committee was established to review the on-going process. As a testimony to the dedication of the people involved, several of the short-term recommendations were addressed and accomplished before the end of the school year. One long awaited recommendation—the hiring of a Development Director was fulfilled in August 2008.

In spring of 2009, The St. Cecelia Catholic School Advisory Commission received a very prestigious award in Anaheim CA from the FCC. We were chosen as one of nine school boards in the United States to receive The Outstanding Board Award for 2009 for our strategic plan and efforts to keep SCS innovative and compliant with best practices. In 2009-2010, the St. Cecelia Alumni Association came to fruition. In the spring of 2009, a dinner dance reception welcomed all St. Cecelia Alumni. A data base was begun and a Facebook account opened. In the fall of 2009 our first 5K Gallop occurred as an Alumni fundraiser supporting St. Cecelia Catholic School operating costs and tuition assistance. One of the on-going results of the Strategic Plan has been an intense branding campaign. A school crest has been designed, as well as a new web-site. School colors are red, white and powder blue. New student uniforms will display our crest and colors. During the summer of 2009, our first full day/ eight week, summer camp was launched. It was well-received. The summer camp offers our children fun-filled days with a Christian environment. During the 2009-2010, school year the St. Cecelia Catholic School students' opportunity to be involved in music and drama grew dramatically. A robed choir which sings at all-school masses and a drama club which produced two major productions occurred. This year also introduced a program of enrichment for the gifted students who meet State of Florida and St. Cecelia School criteria. St. Cecelia Catholic School students continue their effort to be a "green" school and stewards of the gifts God has given us.

The year 2010-2011 was a momentous year for St. Cecelia Catholic School. In the fall St. Cecelia Catholic School won the prestigious [National Blue Ribbon Award](#) as a School of Excellence. St. Cecelia Catholic School was one of seven public and private schools in Florida and one of 50 private schools nationwide. The principal and a teacher representative traveled to Washington D.C. to be recognized by the US Department of Education. This award recognizes St. Cecelia as a School of Excellence and its commitment to ensuring students learn and succeed. Additionally, St. Cecelia Catholic School's Principal was awarded the Diocesan Distinguished Principal of the Year Award by the National Catholic Education Association. The faculty and staff of St. Cecelia Catholic School are dedicated to providing their students and school community with the best educational experience. In July of 2011 St. Cecelia became an International Baccalaureate Candidate School for the Middle Years Programme (IB MYP). The blending of our St. Cecelia Catholic School's mission and the IB philosophy will ensure our students preparedness to be faith-filled, knowledgeable citizens in the world community. As a response to a school-wide survey St. Cecelia Catholic School opened a full day three year-old program to complement our existing PreK-4 VPK program.

In 2011-2012, a number of major projects were completed. Green space next to the blacktop was created complete with trees, flowering plants, benches, and statuary. Most of the bathrooms were remodeled and covered walkways were erected. IB training for middle school teachers continued; teachers collaborated on unit plans. Common Core was introduced and meetings were held to obtain a greater understanding of the new standards and benchmarks. Many long hours of collaboration, curriculum mapping, participation in character building activities and research were rewarded with a very favorable recommendation for FCC Accreditation.

The year 2012-2013 was packed with changes. We welcomed our new school pastor, Fr. Dermot Dunne and our new principal, Valerie Wostbrock to our school community. In addition to the weekly Tuesday Masses, a weekly all-school Mass was added to our schedule. Seating for the all-school Mass was reconfigured. Progress was made in meeting the goals for our Strategic Plan; meetings were also held for preliminary work on our School Improvement Plan. All teachers attended numerous training sessions for Common Core. Middle School teachers continued to train for IB and to implement what they learned. Our IB consultant visited, observed and made recommendations for the accreditation visit which will be held next spring. Covered walkways and gym renovations were completed. Grade eight students participated in Character GPS which encourages students to develop life skills. Two new programs were begun - Junior Achievement for grades 2 and 4 and a Junior Thespian Society.

In 2013-2014 a new School Advisory Council (SAC) Technology Committee was formed. This committee is made up of parents, faculty, and local consultants who spent numerous hours investigating other schools' technology programs, meeting with specialists, and creating a new Technology Plan. The Technology Plan includes the following for the 2014-2015 school year: creation of a Technology Department; a 1:1 iPad Initiative for Fourth through Eighth Grade students; a 3:1 iPad Initiative for Third Grade students; a 3:1 Net Book Initiative for Pre-K4 through Second Grade students; smart projectors or Smart Boards installed in every Pre-K4 through Eighth Grade classroom; and additional electrical outlets installed in the Hillcrest Wing classrooms. The Olweus Bullying Prevention Program was initiated school wide to empower students to speak up against bullies, bullying behaviors, and to learn more positive ways to interact with each other. Off the blacktop area a new playground and swings were installed for the kindergarten through middle school students. A large covered outdoor learning space with ten picnic tables was created behind the media center. In May 2014 the IB Visiting Team met with teachers, parents, and students and made recommendations for our school's IB authorization. The Visiting Team's recommendations will be addressed by October 2014, so the final recommendation on authorization can be made to the Director General for IB authorization which should be awarded thereafter.

The 2014-2015 school year was a busy one. We received two notable designations from the community as a Best in Class School and a Top Workplace. A Technology Department was created with a Technology Coordinator, Technology Assistant, Technology Integration Specialist and Technology Teachers. The 1:1 and 3:1 initiatives were very successful and have engaged our students in many new learning environments and experiences. Smart projectors were installed throughout the school to further our technology initiative. In January 2015 a pep rally was held to celebrate our designation as an official IB World School Middle Years Programme (IB-MYP). Construction began in March on the Primary Playground to eliminate the drainage and run-off issues. New additions include artificial turf, picnic tables and a new playhouse. One of the original classrooms on the Hillcrest Wing was remodeled and there are plans to renovate five additional classrooms that will be remodeled with new: ceilings, lighting, bulletin and dry erase boards, built in cabinets, cubbies and a large storage closet. Our student's IA and ACRE test scores increased. The goals of our third five year Strategic Plan, Engage, Enrich, Empower help us maintain a clear and unified vision for our school's continued tradition of success.

The beginning of the 2015-2016 school year opened with a dedication of the newly remodeled Primary Playground by our School Pastor, Fr. Dermot Dunne. The students and families love this beautiful space and it is used not only during the school day, but many families stay after school to play in this space. Academically our IA and ACRE scores increased and we are once again performing above both the Diocesan and Province scores. Our students participated in a wide variety of academic and sports competitions and received 1st – 5th Place distinctions and/or trophies. This year we were accepted as an International Baccalaureate Candidate School for the Primary Years Programme (IB PYP). Once we complete the candidacy phase we will be the only private school in all of Pinellas County with the distinction of being IB from Pre-K3 through eighth grade. The tradition of St. Cecelia's being a strong Catholic school with a reputation of high academics continues. Over the summer five more classrooms on the Hillcrest wing were completely renovated and new roofs installed on the cafeteria and media center.

The 2016-2017 school year was another busy year. In August all of our elementary teachers, classroom assistants, and specialists attended mandatory PYP training to begin the implementation process. Our school's Iowa Assessment scores were again higher than both the Diocesan and Province of Florida's scores. Our students were shining as they competed in numerous academic, athletic, and drama competitions. In the summer of 2017, new air

conditioning units were installed in the cafeteria, the middle school classrooms and the teachers' lounge were painted, new carpeting was installed, and two large shade structures were installed on the elementary playground. The middle school computer lab was renovated with computer tables donated by World Wide Technology. Thank you for this very generous donation! We said goodbye to Father Dermot Dunne who served as our School Pastor for five years. He has been such a strong supporter of Catholic education and our SCS programs.

At the beginning of the 2017 – 2018 we welcomed Monsignor Michael Carruthers as our new School Pastor. We are very grateful for his continued presence and support on our campus. We began planning for the summer renovation of the Pre-K3 classroom and new STREAM Center. The STREAM Center provides our students with multiple opportunities to dream, learn, and create. In this space there are seating areas which encourage collaboration, exploration, and problem solving. There are also areas with a wide variety of books for both study and recreational reading.

During the 2018-2019 school year, St. Cecelia Catholic School became an authorized IB World School for the Primary Years Programme, (PYP). This distinction made us the first private school in Pinellas County to be an IB World School PreK3 – grade 8. In addition, we completed a successful school reaccreditation visit and received full accreditation status from the Florida Catholic Conference.

During the 2019 – 2020 school year, St. Cecelia's Catholic School was honored with receiving our second National Blue-Ribbon School of Excellence Award from the U.S. Department of Education. Our school received the National Blue Ribbon Award for high student achievement and overall academic excellence. Spring of 2020 brought a sudden change to normalcy. On March 13th, as we responded to the news of a world-wide pandemic, our school campus closed. Teachers and students shifted to virtual teaching and learning overnight. Who would have known we would not return to on-campus learning until the start of the following school year?

The 2020-2021 school year was one we will never forget; a return to on-campus learning as our world-wide pandemic continued. A major new School Reopening Plan was implemented for the health and safety of everyone on campus. The campus was closed to parents and visitors and the new morning and afternoon car line was very successful. Students and staff wore masks and stayed in cohorts throughout the day. A completely new Distance Learning Program was developed. Teachers spent the first half of the school year teaching students in the classroom and students who were virtually learning from home. It was a time we will never forget. In January of 2021, all students returned to campus, and everyone continued working together to continue learning and working in the safest environment possible.

The 2021-2022 school year had a cautious opening with everyone working hard to stay healthy and to prevent the spread of germs. Changes were gradually made to allow for more movement amongst the classes as more normalcy was built into the school day. Eventually, our after-school sports program and other after school activities were in full swing. We finally (after almost three years) got to perform Disney's production of Frozen Jr. We took baby steps throughout the year in the way guests were invited to various campus activities. In the spring our campus was finally open to all parents, volunteers, and guests. What a wonderful feeling that was to see our families on campus, in the hallways, and volunteering in the classrooms. We said goodbye to our dear friend, Roy Kessler, who passed away on May 11th. Roy loved our students and all of his coworkers, and he is greatly missed. It was quite a memorable year which we ended with a fantastic field day.

The 2022-2023 school year was filled with notable achievements and improvements. Over the summer and into the fall, significant renovations were completed in the PreK-1st grade classrooms, including new flooring, flexible seating for various instructional needs, dedicated areas for independent play and academic activities, and new cubbies, all contributing to a more dynamic and organized learning environment. The school earned the distinction of being the top school for myON Reading during the Hispanic Heritage Month Digital Read-in, showcasing its commitment to literacy and cultural awareness. The Competitive Robotics Team excelled by winning an Innovation Project Award at the qualifying match and the prestigious Breakthrough Award for the region. The athletic department also shined, with both the boys' basketball and baseball teams winning championships, and the baseball team achieving an undefeated season. Additionally, students showcased their talents in the Forensics Speech Competition, taking first place in both Duo-dramatization and Dramatization categories.

The 2023-2024 school year was a remarkable period of celebration and achievement for St. Cecelia. Celebrating its 75th anniversary, the school hosted activities that welcomed alumni, former teachers, and administrators back to the campus, fostering a strong sense of community. A new House system based on religious orders was implemented in the middle school, promoting student engagement and camaraderie. The Competitive Robotics Team continued to excel, being one of six teams out of 1,000 to achieve the Innovation Spotlight Awards at Embry Riddle for Florida. Additionally, their coach received the Coach Mentor Award in the West Florida Region Lego League. Two seventh grade students were honored with invitations to the 69th Annual Science and Engineering Fair of Florida after winning awards at the school and regional levels. SCS middle school students dominated the VFW writing contest, securing the top three places, while two teachers received Teacher of the Year recognition from the VFW. An 8th grade student was chosen by Clearwater Sister Cities, Inc. to represent Clearwater as a youth ambassador in Japan, and a 6th grade student received Best of Show in Ceramics at the North Pinellas County Middle School Art Festival. Moreover, 2024 marked the inaugural season for the girls' flag football team, adding another exciting dimension to the school's athletic programs.

REGISTRATION INFORMATION

Admissions

Once a student is registered at St. Cecelia Catholic School that student is continuously enrolled. Reasons a student would not be re-enrolled may include, but are not limited to, the following: unsatisfactory discipline history, excessive tardiness or absences, educational needs beyond what the school can meet, lack of parental support for school policies, and not adhering to the tuition policy.

The open admission policy of the Catholic Schools of the Diocese of St. Petersburg allows no person to be discriminated against or denied admission based on the basis of race, color, or ethnic origin if space is available, nor is the staff hired or assigned on the basis of race, color, or ethnic origin. Administration, in consultation with the admissions office and staff, is responsible for the acceptance of new students.

The application of new students includes a \$100.00 nonrefundable fee. St. Cecelia Catholic School's programs may not meet the needs of every student, and therefore, every potential new student is evaluated on the basis of prior academic performance, behavior performance, and standardized test scores.

Probationary Period

All students entering St. Cecelia Catholic School do so on a probationary basis for a minimum of 30 calendar days. During this period the student's performance will be reviewed. Reasons for dismissal may include, but are not limited to, the following: unsatisfactory discipline history, tardiness, excessive absences, educational needs beyond what the school can meet, not adhering to the tuition policy. St. Cecelia Catholic School reserves the right to ask any student to leave at any time during the school year should it be deemed necessary by the school administration team.

Order of Acceptance for Pre-K Admissions – Students are accepted in the following order:

- 1) Full time sibling
- 2) Full time parish affiliated
- 3) Full time
- 4) Part time sibling
- 5) Part time parish affiliated

Applications

Applications for the general public are available after our November Open House. If there is a sibling of a current student coming to the school for the first time, it is necessary to file an application. This is particularly important in pre-kindergarten and kindergarten. Applications are available online at <https://www.st-cecelia.org/admissions/application/>.

Registration

Re-enrollment fees are per student and are billed to the FACTS tuition payment plans with one half of the total fees being billed in February and the remaining balance billed in April. Newly accepted students are to pay fees in full upon acceptance to SCS.

Age Requirements

- A child must be three (3) years of age to be admitted to the Pre-K3 program.
- A child must be four (4) years of age on or before September 1st to be admitted to the Pre-K4.
- A child must be five (5) years of age on or before September 1st to be admitted to kindergarten.
- In order to enter first grade, a child must have satisfactorily completed kindergarten and be six (6) years of age on or before September 1st of the school year. Exceptions – out of state transfers.

Florida Health Certificate

Health Requirements Pre-K

Each child must have current health records on file in the school office which include a current Student Health Examination and a Florida Certificate of Immunization.

Immunization Records and Health Requirements - Grades Pre-K – 8

The State of Florida requires each student to have a current record of immunization on file in the school office. Each student entering Pre-K must have a current student Health Examination and a Florida Certificate of Immunization on file. Parents are asked to help us comply with this regulation by providing this information each year. A health exam by a Florida physician is also required to be in each student's folder. This is a requirement upon entering school in Florida; this is not required to be repeated each year. Children attending kindergarten through eighth grade are required to have a second dose of measles vaccine, preferably MMR. Students attending kindergarten are required to have the Chicken Pox vaccine. Students attending kindergarten through first grade and seventh through ninth grade are required to have the hepatitis B vaccine series. Students attending seventh through ninth grade are required to have a tetanus diphtheria, or Td booster. Students are not permitted to start school until these health requirements are completed and the school has received the immunization forms. Meningitis inoculations are considered for 7th and 8th grade students. Please discuss this with your pediatrician.

Immunization Exceptions

Some students may be exempt from immunizations due to medical reasons. A medical exemption form must be completed by a licensed medical physician and be renewed each school year. A religious exception is not recognized by the Diocese of St. Petersburg.

However, notwithstanding these exemptions, in the event the school or center believes in good faith that a greater risk exists to the faculty, staff and/or students, the principal, upon consultation with the pastor and superintendent of schools, may reject the exemption for the greater good of the school or center.

FINANCES

Tuition Payment Policy

Tuition is payable through FACTS Tuition Management Company. There are a variety of payment dates and methods to choose from as well as the frequency of payments. Payment plans can be monthly, quarterly, semi-annually or annually. Every student must have a Facts Tuition account. It is important to stay current on your tuition. Past due tuition after 60 days may put your child's continued attendance in jeopardy if satisfactory alternative arrangements are not made after consultation with the Business Office and approved by Administration. If students are withdrawn, no report cards or student records will be released until all outstanding financial obligations are met. In order for students to return to SCS, all previous year financial obligations must be current.

An account can be set up through the following link: <https://factsmgt.com/signin/3V4VC> . Contact Facts with any questions at 866-412-4637.

Per student fees are due at specified times during the registration /re-registration process and are non-refundable.

Finance Policies:

1. New family application fee: \$100.00
2. In order for eighth grade students to sit for final exams and participate in graduation activities all tuition, fees, and Mandatory Hours of Service/fees must be paid in full by May 1. Any eighth-grade student whose is not current with tuition payments, including siblings, and any other financial obligations including Mandatory Hours of Service/fees will not sit for final exams nor will they be allowed to participate in the graduation activities.
3. Parents of students in grades Pre-K-5 who are not current with tuition payments and other financial obligations including Mandatory Hours of Service/fees will not be assigned to a class for the upcoming year until the balance is satisfied.
4. Parents of sixth and seventh grade students not current with tuition payments and any other financial obligations including Mandatory Hours of Service/fees will not be allowed to sit for final exams.

Tuition Rates for 2024-2025

Pre-K3	Times	Tuition	10 Month Payment Plan
Full Day	7:50 – 3:00	\$8,940	\$894
Half Day	7:50 – 12:00	\$6,705	\$671
3 Day M,W,F	7:50 - 3:00	\$6,705	\$671

Pre-K4	Times	Tuition	VPK Funding	Parent Resp.	10 Month Payment Aug. - May
Full Day	7:50 – 3:00	\$8,940	\$3,096	\$5,844	\$584*

* VPK funding applied.

Tuition Rates for 2024-2025

2023-2024	Yearly	Monthly-Payable over 10 months - August - May
Actual Cost Per Year		
Parish Affiliated (with parish verification form)		

1 Student	\$8,940	\$894
2 Students	\$17,380	\$1,738
3 Students	\$25,820	\$2,582
Non-Affiliated		
1 Student	\$11,623	\$1,162
2 Students	\$22,746	\$2,275
3 Students	\$33,869	\$3,387

Feeder Parishes are: St. Brendan, St. Catherine, St. Cecelia, and Light of Christ

The four feeder parishes contribute financial support to the school annually. If you are a registered active parishioner, you may submit a parish verification form to your Pastor each school year in order to receive the Affiliated Tuition Rate.

Non-feeder parishes

If you are a registered member of a non-feeder parish, you may be eligible for the Affiliated tuition rate with a completed Parish Verification Form. A Parish Verification Form (PVF) must be completed by the pastor for each family applying to St. Cecelia Catholic School. Parents are responsible for getting a PVF from the school office and delivering it to their pastor. Eligibility is determined by your Pastor.

Parish Verification Form

Each new school year, during re-enrollment, a Parish Verification Form (PVF) must be completed by the pastor for each parish student applying to St. Cecelia Catholic School. Parents are responsible for getting a PVF from the school office and delivering it to their pastor. Family support for tuition is determined by each feeder parish.

Tuition Assistance / Scholarships for K-8 Students:

Tuition Assistance is available. Applications for tuition assistance begin in the spring of the year preceding the school year of which you are seeking assistance.

1. **Step Up For Students Family Empowerment (FES) and Florida Tax Credit Scholarships (FTC)** - are scholarships available to all families with students in grades K-12 regardless of income. The scholarship amount varies by grade level covering approximately \$7,809 to \$8,440 toward private school tuition. Please apply through the Step Up EMA link, <https://www.stepupforstudents.org/ema/>
2. **Step Up For Students FES-UA Unique Abilities Scholarship** - Qualifying and Applying for FES-UA The Family Empowerment Scholarship for Students with Unique Abilities (FES-UA) is available to students ages 3 to 22 with variety of diagnoses. The UA scholarship amount varies depending on the Unique Ability but can cover 100% of tuition and fees. Please apply through the Step Up EMA link: <https://www.stepupforstudents.org/ema/>.

The UA scholarship amount varies depending on the Unique Ability but can cover 100% of tuition and fees. Please apply through the Step Up EMA link: <https://www.stepupforstudents.org/ema/>

3. **AAA Income Based Scholarship** – AAA is another tax credit scholarship administrator in addition to Step Up offering both the FTC and FES scholarships as well as the Unique Abilities scholarship. Please apply through the following link: <https://www.aaascholarships.org/parents/florida/> Do not apply for both Step Up and AAA, they offer the same exact scholarships.
4. **St. Cecelia Tuition Assistance Fund** – (Pre-K to Grade 8) Each year funds are set aside in the school’s operating budget to help families offset some of the additional costs (such as fees and extended day care) not covered by the Step Up/AAA scholarships Funding priority is given to Pre-K for help with tuition since those students are not eligible for Step Up/AAA until Kindergarten.

For Pre-K 4 students: The State of Florida participates in the Voluntary Pre-K (VPK) program. All four-year-old students regardless of income are eligible to receive VPK funding. More information is available on the following website: elcpinellas.org

Delinquent Accounts

Our school's main source of income is tuition. When accounts become delinquent, it has a direct negative impact on the school. Any outstanding tuition after 60 days will put your child's continued attendance at SCS in jeopardy. Please contact the Business Office if you are experiencing financial difficulties. If financial obligations are not met, students will not be allowed to return to school until acceptable terms are agreed upon. **Payment of all financial obligations and Mandatory Hours of Service are due before a middle school student can sit for final exams.**

Late Registration

For new students enrolling after school has started, all fees and the first tuition payment are due the month a student enters school. The balance of tuition due to the school will be prorated based on the enrollment date and the number of school days remaining.

Withdrawal

If a student withdraws from school, it is the responsibility of the parent to request a transfer from the school office in writing. A forwarding address and withdrawal date must be provided at the time of the transfer request. All fees are due to the school regardless of early withdrawal. Tuition payments must be current and parents are also required to pay 20% of the remaining balance due for the school year upon withdrawing their child.

**All financial responsibility to St. Cecelia Interparochial Catholic School and any other related organizations must be fulfilled before a student is withdrawn. No transfer of records will be given or released until all financial settlements have been secured.*

SCHOOL HOURS

Office Hours

The school office is open Monday through Friday from 7:30am - 6:00 pm.

Student Instructional Hours

7:50 am - 3:00 pm

The student's school day begins when the first bell rings at 7:50am with announcements, the pledge of allegiance, and prayer.

Student Arrival and Dismissal

Student Arrival

7:30 – 7:50

Student Dismissal

3:00 p.m.

Parents who do not arrive by 3:15 will need to pick up their child in the Extended Day Program. Parents will be charged a fee to be paid at the time of pick up.

Before Care & Extended Day Programs

A before care program is offered for students in grades Kindergarten through eighth grade from 6:30 am – 7:30 am. School personnel will meet students and their parents at the gate in the morning. The family registration fee if using before care only is \$25 per year. The monthly fee for students attending regularly is \$80 per student. For students occasionally attending before care, the daily drop in rate is \$8.00 per day.

SCS offers an after school care program for students in grades pre-kindergarten through eighth grade until 6:00PM. An SCS staff member coordinates this program. There is a family registration fee each year of \$75.00. For students attending regularly, the annual fee is \$2,300 per student and is divided over 10 monthly payments of \$230.00 each month and should be paid with the tuition. For students attending occasional aftercare, the daily drop in rate is \$20.00 per day.

The afterschool program ends at 6pm. We certainly understand and are sympathetic that an emergency can occur that you have no control over. However, barring an emergency, we ask that you allow extra time for traffic and be here no later than 6pm. If a late pickup occurs more than once, your child(ren) will be withdrawn from aftercare and need to be picked up at the regular school dismissal time.

Half-Days: On half days, the fee is \$20.00 per day for occasional students. The annual amount will be pro-rated on a daily basis for late admissions or early withdrawals. Please address specific questions to the business office. Any student picked up after 6:00 pm will be charged \$5.00 for every 5 minutes after 6:00pm. Homerooms after their last class. Students are called for extra-curricular activities and car line begins at 12:30 pm for general pick-up. Students should be picked up by 12:45 pm. *Any student on school grounds after 12:55 pm will be sent to the Extended Day Program and the parent will be charged a fee to be paid that day, at the time of pick up.*

ATTENDANCE

K-8 Attendance Policy

The St. Cecelia Catholic School Attendance Policy was written to help parents understand how absences are recorded and the procedures for requesting make-up work.

All absences are recorded as either excused or unexcused. Six (6) absences in a trimester are considered excessive. A notification will be sent home on the sixth absence. A conference with the school counselor and/or the homeroom teacher will be mandatory.

If your child is going to be out for any length of time due to a family commitment, please send a note to the school office at least a week in advance.

St. Cecelia Catholic School reserves the right to decline reregistration for students with absences for 10% or more of the academic school year regardless of whether absences are excused or unexcused. This is 18 school days. Missing more than 18 days puts a student's scholarship in jeopardy.

Excused Absence

- For 1-3 days of absence(s) due to illness, parent must email the school office, *reportanabsence@st-cecelia.org*, by 9:00 am. each day the student is absent. Students may be absent for illness 3 consecutive school days without a doctor's note, as long as the parent notifies the school office each day to verify their child is sick.
- For 4 or more consecutive days of absence due to illness, the parent must provide a doctor's note documenting the illness. If the school office does not receive a doctor's note for 4 or more consecutive days of illness, these days will be documented as unexcused absences.
- Funeral – Parents are to notify the school office for absences due to a funeral.
- Eighth grade High School shadow days and other school sponsored events off campus, such as Science Fair.
- Saint Cecelia Catholic School reserves the right to request doctor's documentation for multiple random absences.
- Excused absences include having, being suspected of having, or being quarantined for a communicable disease or infestation, including, but not limited to Covid-19, head lice, or conjunctivitis.
- Students out of school for an approved period of time due to a medical concern may be recorded as "Present-Medical" if they successfully cooperate with the school in a distance learning program. Approval for the extended time away from school will only be granted with medical documentation approved by school administration.

Unexcused Absence

- Absence without same-day parent notification.
- Absence for illness for 4 or more consecutive days without a doctor's note Vacation or recreational time outside of school

Students absent from school, whether excused or unexcused, shall not attend or participate in school sponsored after-school events on the same day as the absence. This does not include eighth grade students shadowing High Schools or students attending off-campus school sponsored events.

Students arriving late or leaving early must be present for at least four hours of the school day to be eligible to attend same-day after school events.

Make-Up Work

Make-up work for students will never replace teacher instruction or the learning experiences of the classroom. With that in mind, teachers will provide make-up work under the following conditions:

- Make-up work is not provided prior to absences.
- Make-up work is gathered on a daily basis during the student's absence and provided to the student upon their return to school.
- Make-up assessments are scheduled with the teacher.
- Excused Absences:
 - Make-up assessments are scheduled with the teacher.
- The number of days absent equals the number of days students have to make-up an assessment. For example, if a student misses two days of school, the student will have two school days to make up the assessment.

Unexcused Absences:

- Students will be required to take missed assessments on the day they return to school. Test re-takes of these assessments are not permitted should the student score poorly.
- All formative work not completed will be given the grade of a zero.
- The Voluntary Pre-K Program (VPK) reduces funding for excessive absences. A set number of absences are built into the funding. Excessive absences may result in being withdrawn from the program.

Homeroom

All students are assigned to a homeroom and are expected to arrive each morning no later than 7:45. Middle School students travel throughout the day as this homeroom group with the exception of the middle school mathematics and language and literature classes. Student placement is determined by the school. Students report to homeroom at the beginning and end of each day for a variety of activities such as whole school announcements, attendance, news/paperwork to take home, collections, and prayer. Middle School students also have Academic Extension class once a week in their homeroom.

Tardy Policy for Grades 1-8

The students' school day begins when the first bell rings at 7:50 am. Frequent tardiness is unacceptable and detrimental to teaching and learning.

Tardy students must be accompanied to the school office by a parent to receive an admit slip. The admit slip is given to the classroom teacher. If the student is in grades 1-5 the parent may be asked to sign in and walk the student to class.

Ten (10) tardies in a trimester are considered excessive and detrimental to the education of the child. A notification will be sent home on the eleventh tardy. A conference with the school counselor, a school administrator, and/or homeroom teacher will be required. Further consequences will be dealt with on a case by case basis

- Tardies due to appointments, with written notes provided to the school office, such as doctor/dentist appointments, are "excused" and do not count towards the ten "unexcused" tardies.

Dismissal/Early Dismissal

Regular School Day: 3:00 pm

Early Dismissal Day: 12:00 pm

Requesting students 5-10 minutes before dismissal is strongly discouraged. If students are picked up outside of car line, they must be signed out in the office. The parent must sign in as a guest and pick-up the child at their classroom.

All arrangements for transportation should be made prior to the student coming to school. It is extremely difficult to give a last minute message to a child about a change of plans. Messages must be communicated to the office no later than 2:15pm in order to give sufficient time for the message to be relayed to the child. In an emergency, we will always do what is reasonably possible, for a child to receive a message.

Doctor Appointments

Parents are encouraged to schedule all doctor and dentist appointments after school hours. When emergency demands, the appointment should be made as early or late in the school day as possible.

Signing your child out early is done in the office lobby at the computer station. Only adults may legally sign a student in or out. Sign in as a guest and pick up your child in his/her classroom. If you know in advance your child has an appointment, please send the teacher a note one day ahead of time. Students must make up all work missed due to appointments.

CURRICULUM

The SCS Curriculum Guide is available to all parents through our school website under the “Academics” tab. SCS provides an excellent academic education within the context of a faith-filled environment. Students receive strong academic and spiritual formation throughout their years with us. The Catholic faith is consistently infused into all subject areas, while the instructional practices and assessments are aligned to standards and high achieving outcomes. In addition, learning takes place within an International Baccalaureate Programme to help students become faith-filled young adults with a genuine understanding of how their learning applies to their lives as Christians and to the rest of the world.

Faith Formation and Instruction

Our schools are at the very heart of the evangelizing mission of the Catholic Church because they are called to proclaim the “Good News” of the Gospel to all — to the children who attend, and to the parents of those children, as well as their surrounding communities. We need strong Catholic schools ready for the Holy Spirit to strengthen the lives and faith of children and families, especially in our world today with its secularism and many difficulties. As articulated at a recent Synod of Bishops, *“If evangelization is to be true to itself, it cannot take place apart from education; it is directly related to it.”*

Students receive religious instruction each day and attend weekly school wide Masses. They learn the foundations of our faith, such as prayer, the Eucharist, and the sacraments. They learn about the Old Testament, the New Testament, Church history, and how to live their lives as Catholic Christians. Each school day begins and ends in prayer.

Faith formation is a partnership between parents and the school. Priests visit classrooms occasionally to speak on age-appropriate topics and/or give students an opportunity to ask questions. Parents are strongly encouraged to attend Sunday Mass, reception of the sacraments, and prayer a regular part of their family’s life. In addition, school Masses are scheduled for 8:00 am every Thursday, except when a Holy Day of Obligation falls on another day of the week. Students have the opportunity to participate by planning the Liturgy or becoming lectors, cantors, altar servers, or singing in the choir. Our students also participate in school wide Rosaries and Adoration of the Blessed Sacrament. Parents are encouraged to join us whenever possible.

Reconciliation: Catholic students in second grade receive instruction during the school year, as support to the parishes, in preparation for their first reception of the Sacrament of Reconciliation. Initial reception of the sacrament is in the parish. Please be sure to contact your parish about the reception of this sacrament. Reconciliation is offered to our students twice a year with our school pastors and priests.

Eucharist: Catholic students in second grade receive instruction during the school year, as support to the parishes, in preparation for the reception of the First Holy Communion. Immediate preparation and reception of First Communion takes place in the students’ home parish. Please be sure to contact your parish about the reception of this sacrament at the beginning of second grade. A special May Crowning Mass is celebrated in May with the students who have received their First Communion as recognition of the importance of this sacrament. A May Procession is part of the liturgy. Please forward a copy of your child’s First Communion and Reconciliation Certificates to be included in their permanent school record.

Confirmation: This sacrament is offered to most 8th grade Catholic students through the family’s parish.

Safe Environment Curriculum

The Safe Environment Curriculum for Students at St. Cecelia Catholic School is delivered in a comprehensive, integrated approach. The main components of the program consist of Guidance and religion/family life classes and the resources of outside agencies. Students learn how to maintain a healthy mind, body, and spirit through the lens of the Catholic Church. Lessons are introduced as early as Early Childhood with topics such as hand washing. As students move into the higher grades, they discuss caring for God’s creation, healthy relationships, and making good choices. The Administration and School Counselor oversee the Safe Environment Curriculum. For questions regarding the Safe Environment Program or Curriculum, please contact the School Counselor.

International Baccalaureate World School (IB)

St. Cecelia Catholic School was authorized as an IB World School in December 2014. IB World Schools commit to an educational philosophy aimed at developing inquiring, knowledgeable, and caring young people who understand the responsibility of caring for others and the world around them. As a Catholic school community with similar goals, the International Baccalaureate Programme is a perfect fit.

In an effort to offer the best education for the students of SCS the school administration, faculty, and board ensure our teachers receive IB training on a regular basis and stay up to date with the latest research influencing the process of learning. Our teachers are the intellectual leaders who empower our students to develop confidence and emphasize the aspect of “learning how to learn”. This along with community and parent participation makes the spiritual and academic education of our children our most important focus.

Learning with IB is inquiry-based, meaning the focus is on how students learn rather than what they learn. Research suggests most of the content we teach students now will become irrelevant over time, but the process by which they learn won't.

At the center of the IB education is the student, with their own learning styles, strengths, and limitations. The IB learner is exhibited in the IB learner profile. These ten attributes are what we require our SCS IB learners to strive to become. Through the IB framework students become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. The school community with the help of our parents looks for these attributes in our students and encourage any opportunity to help students grow in these areas. These ten attributes will stay with our students throughout their lifetime.

[Approaches to Learning Skills – PYP](#)

[Approaches to Learning Skills - MYP](#)

Eighth Grade Student Service Hours

As an integral part of their spiritual and moral development, eighth grade students are required to complete a community project. Each project requires a minimum of 15 hours of community service for an approved organization and a formal digital presentation.

Subjects:

The following subjects are included in the curriculum at St. Cecelia Catholic School:

Religious Studies	Mathematics	Sciences
Reading	Pre-Algebra 7	Physical Education
Writing	Algebra I Honors 8	Language Acquisition
Language Arts	Individuals & Societies 6-8	Visual Arts
Language & Literature 6-8	Social Studies	Performing Arts
Handwriting K-2	Florida History 4	Digital Media

*Honors classes are offered in Middle School for Mathematics and Language & Literature.

Middle School Mathematics Classes

- Sixth grade: Grade level or Honors
- Seventh grade: Grade level/Pre-Algebra (Honors)
- Eighth grade: Pre-Algebra or Algebra 1 Honors

Criteria for Middle School Mathematics Honors Placement

One of the criteria used for honors placement is a Placement Test. All students are given the Placement Test in May. These test results are used to ensure proper student placement. There are three criteria which must be met in order to qualify for Honors math.

1. Passing Score on the Placement Test

2. Terra Nova Assessment Stanine Score of a 7, 8, or 9 in math for two out of the last three years.
3. Final math grade of an “A” for current year

Students who do not pass the Placement Test in May, but have met the other two criteria, may be eligible to retake the placement test during the first week of school in August. To be eligible for a retake the student must complete a portfolio over the summer. The summer portfolio will be provided by the teacher and designed to include work on the specific concepts and skills each individual student missed on the Placement Test. The portfolio must show evidence the student has mastered these specific concepts and skills. A completed portfolio with evidence of mastery will qualify students to retake the placement test in August. Initial placement in the on-level course does not prevent a student from moving to honors in future years should they meet the above criteria at the end of the year.

Once placed in the Honors math class students are required to:

- Receive a final grade of 80% or higher each grading period.
- Maintain 3s and 4s in all math class ATLS.

Honors class students who are not meeting the above requirements will be placed on probation for the remainder of the trimester. Students on probation who do not receive a final trimester grade of 80% or higher will be moved to the grade level math class. A student will only be given one probationary period during middle school.

Middle School Language & Literature Classes

Sixth Grade: Grade Level/Honors

Seventh Grade: Grade Level/Honors

Eighth Grade: Grade Level/Honors

Criteria for Middle School Language & Literature Honors Placement

One of the criteria used for Honors placement is a Placement Test. All students are given the Placement Test in May. These test results are used to ensure proper student placement. The Language & Literature Placement Test is a timed writing assignment as well as an assessment in vocabulary and grammar skills. There are three criteria which must be met in order to qualify for Honors language and literature.

4. Passing Score on the Placement Test (A rubric is used to score the writing.)
5. Terra Nova Assessment Stanine Score of a 7, 8, or 9 for two out of the last three years.
6. Final language arts grade of an “A” for current year

Students who do not pass the Placement Test in May, but have met the other two criteria, may be eligible to retake the placement test during the first week of school in August. In order to be eligible for a retake, the student must complete a portfolio over the summer. The summer portfolio will be provided by the teacher and designed to include work on the specific concepts and skills each individual student missed on the Placement Test. The portfolio must show evidence the student has mastered these specific concepts and skills. A completed portfolio with evidence of mastery will qualify students to retake the placement test in August. Initial placement in the on-level course does not prevent a student from moving to honors in future years should they meet the above criteria at the end of the year.

Once placed in the Honors language arts class students are required to:

- Receive a final grade of 85% or higher each grading period.
- Maintain 3s and 4s in all language arts class ATLS.

Honors class students who are not meeting the above requirements will be placed on probation for the remainder of the trimester. Students on probation who do not receive a final trimester grade of 80% or higher will be moved to the grade level language arts class.

Diocesan and Florida Standards:

St. Cecelia's instruction and assessments are aligned to the Diocesan and Florida Standards. As a Catholic school our learning expectations exceed the Florida Standards, so these standards are considered to be the minimum expectations students must meet at each grade level. Detailed information about the standards can be found at the links below and at cpalms.org.

These documents from the Florida Department of Education show the Florida Standards and indicate which standards have been added, deleted or amended.

- [Language Arts Florida Standards](#)
- [Mathematics Florida Standards](#)

These road maps help inform parents what their children will be learning from Kindergarten through 12th grade.

- Parent Road Maps for English Language Arts
- Parent Road Maps for Mathematics

Textbooks

Textbooks are the property of the school and distributed to students for their academic use. Students may receive other school owned trade books and/or consumable materials for their classes. Students are expected to have a protective cover on their textbooks at all times. Textbooks and school owned trade books must be returned at the end of the school year in good condition or an additional 25% fee will be charged. The replacement cost of a textbook is based on the current year's cost for the book. It is the responsibility of the student to purchase other supplies as the need arises during the year and according to teachers' instructions.

Planners

To encourage and develop organizational skills, students in second and fifth grades use a daily planner provided by the school. Middle school students purchase a daily planner of their choosing to utilize.

STUDENT SUPPORT AND CAMPUS RESOURCES

Guidance

St. Cecelia Catholic School provides a comprehensive guidance program designed to assist students, faculty, and families in promoting highest academic achievement and personal growth. Individual and group counseling techniques are used in conjunction with conferences with parents, faculty, and appropriate agencies to promote optimal conditions for personal growth of individual students. Routine concerns may be handled by the School Counselor. Subsequent sessions may take place as soon as parental permission has been granted. Parents and students are encouraged to contact the School Counselor when any educational, personal, or social difficulties arise at home or at school and are interfering with the student's ability to work to his/her potential. Problems of a more serious nature which are outside the scope of school counseling services, should be handled by outside agencies and are the financial responsibility of the individual family seeking the services.

Guidance Program services also include assistance to the academic support program, interpretation of test scores, study help, organizational skills, student social interactions, and peacemaking initiatives. A character development program is addressed in whole group sessions at each grade level through regular guidance lessons. General and specific services are available for all students, faculty and staff through the school counselor.

Academic Support Services

Student Intervention Team

The Student Intervention Team (SIT) is a team of SCS school personnel who meet regularly to discuss ways to assist students who are experiencing learning or behavior difficulties. The SIT is comprised of SCS school staff. Students are typically referred to the SIT when classroom accommodations have been unsuccessful and additional support is needed. Parents are invited to attend these meetings. Additional testing may be recommended or required.

Parents who suspect their child may have a specific learning disability should know Federal Law requires public school districts to evaluate any student who is suspected of having a learning disability. Parents are the only ones who can request an evaluation through the public school system. After a request for testing, the school district contacts the private school to learn more about the student and determine if he/she meets the criteria for being evaluated. A specific process must be completed prior to a student being evaluated. This process is called Response to Intervention (RTI). RTI is implemented by the private school classroom teacher. The teacher implements research-based strategies and tracks the student's progress for a predetermined amount of time. If a student goes through RTI without making adequate progress then a district evaluation is typically the next step. The results of this evaluation are discussed at a meeting with the parent, the classroom teacher, and a district representative. When a student is eligible for Exceptional Student Education (ESE) Services, through the public school system, a Service Plan is written for the student. The Service Plan includes the type and amount of special education services the local school district personnel will provide the student throughout the school year. The district ESE teacher provides these services either before or after the private school hours for no more than 60 minutes per week.

ADD/ADHD students may also receive accommodations if there is a doctor's letter stating the student has been diagnosed with ADD/ADHD on file with the school.

Academic Support Teachers

St Cecelia Catholic School has two full-time certified resource teachers to assist our students with diagnosed learning disabilities. Students have a Student Support Plan listing specific accommodations to be implemented in order to ensure a student's success. The Student Support Plan is reviewed annually with the resource teacher, classroom teacher, and the student's parent. The Resource teachers work closely with the classroom teachers and parents to provide a unified team of support for each student. Depending on the needs of the individual student these teachers may meet with them individually or in small groups in the Resource Room or in the regular classroom setting.

Enhanced Learning

Enrichment opportunities are offered to students in first through fifth grade who have been identified as “gifted” under the specifications of the State of Florida and who meet the gifted qualifications of St. Cecelia Catholic School. Please schedule an appointment with a resource teacher or school counselor for additional information.

Tutoring & Extra Help

All teachers are expected to provide extra help to students who may be struggling or who just need a little extra time to master a skill or understand a concept. Requests for extra help may be initiated by a parent or a student. There is no cost for these extra help sessions and they are never more than 15 minutes. They occur on campus, either before or after school, and are available for any student a teacher currently has in class. Employees of the Catholic schools in the Diocese of St. Petersburg *may not* tutor students for money (\$) if those students are in their current classes or if they are students they may presumably teach in the future.

STREAM (Science, Technology, Religion, Engineering, Arts, Math) Center

As a Catholic school we take STEM two steps further by incorporating religion and the arts to prepare our students to be responsible, faith filled members of the world community. *STREAM...changing the world one innovation at a time.*

The STREAM Center provides our students with multiple opportunities to dream, learn, and create. There are seating areas which encourage collaboration, exploration, and problem solving. There are also areas with a wide variety of books for both study and recreational reading.

STREAM Center Hours:

- Passes are available from the STREAM Center during recess and lunch.
- During the entire school day individuals and small groups are always welcome.
- Please check the posted STREAM Center schedule. Classes will be scheduled jointly by teachers and the Media-Integration Specialist.

Borrowing books rules:

- Two-week loan: All fiction and nonfiction books except reference books.
- Overnight loan: All reference books including encyclopedias.
- Books may be renewed if there is no hold on the book.
- Damaged and/or lost books will have a fine.

St. Cecelia uses a complete library management system called Destiny. Students and parents may access the school catalog by going to the school website and selecting the student tab at the top, then click Destiny on the left. There you will find the inventory of books available. Third through eighth grade students have login Id numbers they use to sign in to place a particular book on hold. Students may also use the One Search option when completing research.

STUDENT PERFORMANCE

Standardized Testing

TerraNova: Beginning in 2019, The Catholic Schools in the Diocese of St. Petersburg began using the *TerraNova* standardized achievement test for students in grades 2-8. The *TerraNova* is a series of standardized achievement tests published by CTB/McGraw-Hill and administered each spring.

ARK: The Assessment of Religious Education (ARK) is administered in the spring to the second through eighth grade classes.

Assessments

A. Purpose of Assessments

An assessment is defined as any instrument that is able to indicate or provide feedback on student achievement or performance. The purpose of an assessment may be summarized as follows:

- To provide information to students in regard to their progress towards mastery of a learning standard(s). In addition, it provides information for self-evaluation and incentives to learn.
- To provide information to teachers on the individual student's level of mastery of the content/skill.
- To allow teachers to use assessment data to plan instruction that will meet the needs of students.
- To communicate information to parents about student achievement and performance in school.

B. Types of Assessments: While assessments will take many forms and types, they are grouped into two broad categories.

○ **Formative**

Whenever a student learns new material, he or she needs time to practice and gain familiarity with the material. It is expected that the student will make mistakes during this learning process. Any work done during this learning period is considered *formative*. The purpose of a *formative* assessment is to evaluate where a student is in the learning process, diagnose any problems, and motivate and help the student learn the material. Formative assessments also inform the teacher of learning areas that may need reinforcement or re-teaching. Middle School students are required to submit all assignments by the end of each unit. Assignments turned in after a unit has been completed will not be accepted.

○ **Summative**

After a student has had instruction and practice on a topic, including assessments of a formative nature, it is then necessary to evaluate mastery of understanding, content or skills. The purpose of a summative assessment is to evaluate how well a student knows and understands the material.

○ **School Wide Assessments**

Students throughout the school use STAR assessments. These are very short tests that students take on the computer. The tests adapt to the students answers and response pattern as the student is taking the test. Teachers are able to use assessment results to learn what students already know, what they are ready to learn next, and monitor student growth.

C. Purpose of Grades

A grade is a recorded score derived from an assessment or assessments. The purpose of grades may be summarized as follows:

- To provide information to students with regard to their performance relative to the learning standard(s).
- To provide information to teachers on the individual student's level of mastery of the content/skill.
- To communicate information to parents about student achievement and performance in school.
- To document student performance for transcripts.

D. The Grade Composition

In order to represent an accurate measure of student performance, the academic trimester grade needs to be based on work that is evaluated for an appropriate level of mastery of the standards. Summative assessments will therefore be the primary constituent of the trimester grade. They will account for no less than 80% of the trimester grade. Formative assessments will account for no more than 20% of the trimester grade.

- All grading is done using the 100-point scale.
- The lowest “earned” grade is 50.
- An “earned” grade is derived from any assessment that is reasonably attempted and handed in.
- An attempted assessment is one where the student has made a diligent attempt to follow the instructions and complete the assessment.
- Assessments not attempted or not handed in will receive zero points.

Completed student work will be assessed and is a direct measure of student learning.

E. Academic Keys

Pre-Kindergarten grades are aligned with assessments shared with the parents.

Kindergarten the following grading scale is used: S=Satisfactory P=Making Progress N=Needs Strengthening

<u>Grade 1</u>		<u>Grades 2 - 8</u>		<u>ATL Grades 3-8</u>	
E	Excellent	A	89.5 - 100	4	Exceeds
VG	Very Good	B	79.5 - 89.4	3	Meets
S	Satisfactory	C	69.5 - 79.4	2	Developing
N	Needs Strengthening	D	59.5 - 69.4	1	Rarely

In grades 1-5 the following designations may be used for Art, Music and Technology: E = Excellent VG = Very Good S = Satisfactory N = Needs Improvement U = Unsatisfactory for specific electives and /or specials.

SCS MYP Conversion Chart from IB Achievement Level to Grade

IB Achievement level	Points	Grade
8	100	A
7.5	95	A
7	90	A
6.5	88	B
6	85	B
5.5	83	B
5	80	B
4.5	78	C
4	75	C
3.5	73	C
3	70	C
2.5	68	D
2	65	D
1.5	63	D
1	60	D
0	59 or less	F

Approaches to Learning (ATL) – Middle School

- **Self-management** - Mindfulness, emotional management, self-motivation, perseverance, resilience, reflection, organization time management, safety, healthy lifestyle, codes of behavior, informed choices.
- **Social** - Accepting responsibility, respecting others, cooperating, resolving conflict, group decision making, adopting a variety of group roles.
- **Communication** - Speaking, listening, reading, writing viewing, presenting, non-verbal communication.
- **Thinking** - Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, metacognition, critical thinking, creative thinking, transfer.
- **Research** - Information and media literacy, academic honesty, formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings.
- **Conduct** – Consistently meets classroom and schoolwide behavior expectations.

Approaches to Learning (ATL) – Primary & Intermediate

- **Self-management** - Consistently meets classroom behavior expectations, school supplies, desk, and personal spaces are neat and organized, turns in completed work on time, arrives to school/class on time, uses technology appropriately, manages emotions at an age-appropriate level, respects uniform and personal appearance requirements, manages physical movement to not distract self or others.
- **Social** - Respects others in words and actions, accepts personal responsibility for behavior, resolves peer-conflict appropriately, works well with others in any group setting, ensures others are included.
- **Communication** - Uses respectful tone, body language, and facial expressions in all interactions, expresses him/herself clearly in verbal and written forms, thinks before speaking, asks for help when needed, speaks clearly during classroom presentations.
- **Thinking** - Shares acquired knowledge in verbal and written forms in their own words, makes connections between acquired knowledge and real-life situations, summarizes and teaches others what they have learned, asks thought-provoking questions that are aligned and contribute to classroom discussions, evaluates their personal learning process.
- **Research** - Observes, collects, and records data, organizes data, interprets and presents data/research findings, uses a variety of resources to research information.
- **Conduct** – Consistently meets classroom and schoolwide behavior expectations.

F. Other

Homework

Homework may be assigned as reinforcement or to enrich the learning experience that takes place in school. Parents are asked to cooperate with teachers in supervising these home assignments. The amount of homework at each grade level will vary based on the child, subject matter, and the teacher's requirements.

- At the discretion of the teacher, a child may be asked to remain after school to complete any missing assignment
- *If a student is absent, the school requires the parent to give the school office a 24 hour notice to prepare and gather all missed assignments for that student.*

Parents should not expect homework to be prepared and ready for pick-up the day the student is actually absent.

Late Work Policy

All late work must be completed *by the end of each academic unit*. Once the unit and summative assessment is completed, teachers will no longer accept formative assessment assignments for that unit.

Make-Up Work - Students must make-up all work missed due to absence. The student should contact the teacher for information as soon as possible. If a student is absent for two days or less, work should be made up as soon as possible. If a student is absent for more than two days, work must be completed within one school week. If a student has an extended illness, assignments may be requested through the office. Please allow two days for this material to be compiled. Please know it is the student's responsibility to speak with their teachers regarding make-up of all missed work, including tests. Teachers are very willing to assist students with make-up work but the student must be responsible (extended absences work will be given out at the teacher's discretion). Incomplete grades may be given under special circumstances at the end of a grading period. Work not completed within two weeks of the trimester's end will receive no credit and the grade will reflect that average.

Retakes Policy

*The focus of our Catholic schools is to always encourage and support the learning process that leads to mastery. This retake policy supports this emphasis on learning and relearning. Teachers have the discretion to refuse retakes to students who do not fully engage in the learning process prior to the summative.**

The following retake policy is designed to encourage relearning on the part of the student.

Criteria for Retakes

Grades K-5

1. The retake process is initiated by the teacher. The teacher will communicate with the parent when a retake is necessary.
2. A student may retake a summative once.
3. Students may be required to participate in additional practice in order to qualify for a retake.

Grades 6-8

1. The retake process must be initiated by the student.
2. A student may retake a summative once.
3. The “Application for a Retake” should be completed by the student (with parent, if needed), signed by student and parent, and returned to the examining teacher no more than five (5) school days after the grade has been posted.
4. On the “Application for a Retake,” the student will identify the deficient standards/topics and include a clear learning plan and timeline to close the learning gap.
5. Students may be required to participate in additional practice in order to qualify for a retake.

Formative assessments that are graded for accuracy cannot be redone. (Please refer to “Purpose of Assessments.”)

Limitations and Deadlines

1. Only one retake will be allowed per summative.
2. Absences may impact the availability of a retake.
3. All graded formative assessments including study guides which are considered mandatory by the teacher must be completed prior to the original summative.
4. The retake for any summative in a unit must be completed before the date of the first summative of the following unit.
5. Semester/Trimester exams and summatives, which are extended projects with ongoing feedback and clear completion deadlines, do not qualify for retakes.
6. Due to the nature of extended summative projects, they will not be accepted after the deadline.
7. The student will forfeit the retake opportunity if either the scheduled retake date or a scheduled teacher required additional practice is missed, unless excused or rescheduled by the teacher.

Teacher Facilitations

1. Teachers will group summative assessments around specific learning standards to help the student identify deficiencies and plan a successful retake. Teachers will post retake dates when the summative assessments are returned.
2. The retake will only assess the deficient standards, allowing the student to focus on closing the learning gap and improving the assessment score. The higher grade (out of the retake or the original grade) will be recorded for credit in the grade book.
3. Teachers have discretion and may require that a student complete missing ungraded assignments correlated to the deficiencies before the retake is administered.
4. Teachers have discretion over the format of the retake assessment.

*Teachers reserve the right to deny a student from a retake before, during, or after the retake form is completed if the teacher can show due cause as to why there should not be a retake. This may include, but is not limited to, situations that involve academic dishonesty.

Progress Reports

Parents have access to student's grades through the Parent Portal. Teachers will update student records on a weekly basis. Please monitor your child's progress and contact the teacher if there are questions or concerns. A progress report is issued midway through the trimester to any student with a D or F.

Report Cards

Report cards are issued at the end of each trimester, emailed to parents, and posted on the parent portal.

G. Awards and Recognitions

Middle School Honor Roll Qualifications

1. **Principal's List:** Grade average is between 95 – 100% in each class. No Conduct or Approaches to Learning Grade lower than a 3.
2. **First Honors:** Grade average is between 90 – 100% in each class. No Conduct or Approaches to Learning Grade lower than a 3.
3. **Second Honors:** Grade average is between 85 – 100% in each class. No Conduct or Approaches to Learning Grade lower than a 3.

A Conduct or Approaches to Learning grade lower than a 3 will eliminate a student from Honor Roll.

Christian Spirit Award

This award is given once a trimester to two (2) boys and two (2) girls in grades 6, 7, and 8. These students have been nominated and selected by the middle school faculty and staff. Students are chosen for exhibiting Christian spirit in the school in word and deed by standing for his/her faith, demonstrating acceptance of everybody, reaching out to others, and helping fellow students. They have shown maturity in learning and practicing the Catholic faith and sharing their Catholic values with the school community.

IB Learner Profile Award

The IB learner profile represents 10 attributes valued by IB World Schools. These 10 attributes, Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers/Courageous, Balanced, and Reflective represent the values and characteristics IB and St. Cecelia Catholic School believe help students learn to respect themselves, others, and the world around them. This award is given monthly to a student who in each class PK 3-5th grade and each grade level in middle school exhibits the attribute of the month. These students are selected by their teachers, PK-5th grade and middle school recipients are nominated and selected by the middle school faculty and staff.

Service Recognition

Students participating in SCS service groups are recognized for the gift of time and talent in service to the school community.

Eighth Grade Awards

Select 8th grade students receive recognition and outstanding achievement awards at the 8th Grade May Crowning Mass and at the 8th Grade Graduation Prayer Service.

8th Grade Graduation

Graduation at St. Cecelia Catholic School is a public celebration of a student's successful completion of elementary and middle school. Graduation ceremonies for the eighth grade are held at a participating parish. Dress for graduation and May Procession is an academic robe. A reception, given by the seventh grade, follows graduation in the parish hall for graduates, relatives, and friends.

H. Promotion/Retention/Remediation Policy

Grades K-1

In determining whether a student will be promoted or retained, the teachers and administration will consider how the needs of the student can be met most effectively. If the teachers and administration feel that it is not in the best interest of the student to advance to the next grade based upon criteria listed, retention may be considered. In such cases, a great deal of communication will take place between parents and the school staff. Parents will be given ample opportunity to express their concerns regarding the academic needs of the student. The final decision will rest with the principal as advised by the student's teacher.

Some questions that would influence the staff's decision regarding promotion are:

- 1) Has the student mastered basic concepts and skills in the core subjects (language arts and math)?
- 2) Has the student met Diocesan Standards & Benchmarks?
- 3) Is the student consistently able to complete class work independently?
- 4) Does the student assume responsibility for homework assignments?
- 5) Has the student received multiple N's, I's, U's?

Promotion/Retention Policy: Grades 2-8:

- 1) Any failed core subject (an average of "F" at the end of the year) must be repeated in an approved summer program in order to pass into the next grade at St. Cecelia Catholic School. Florida Virtual School is an approved option.
- 2) Failures in two (2) core subjects at the end of the year constitute a failure in that grade for the year. The subjects need to be successfully completed in an approved summer program or the student may not return to St. Cecelia's. The Administration and teacher will evaluate summer success and make the final determination using evaluation tools. If 3 or more subjects are failed, the student must repeat that grade.
- 3) If an eighth grade student fails two (2) core subjects at the end of the year, he/she cannot graduate. If the student is able to successfully complete these courses in an approved summer program, his/her diploma will be awarded at that time. He/she cannot participate in the graduation ceremony. He/she may or may not repeat at St. Cecelia's at the discretion of the principal.

Remediation Guidelines

The core subjects in the Catholic Schools of the Diocese of St. Petersburg are Religion, Math, Language Arts, Science, and Social Studies. Failure of two core subjects will result in remediation or retention at the discretion of the principal. Failure of three or more core subjects will result in retention.

The following criteria must be met with regard to the remediation process:

1. Remediation must take place in a program which has been approved by administration.
 - 20 contact hours must be completed in the summer with a teacher certified in the subject area contacted by the parent and approved by administration.
**Neither the student's current teacher nor any teacher who presumably will be the subject area teacher in the near future may tutor/provide remediation for a student.*
2. Prior to the beginning of the next school year the administration must receive:
 - Validation of attendance
 - Proof of proficiency in the subject area(s) including work samples and test scores **Failure to meet remediation guidelines will result in retention.*
3. After above criteria has been met, a student must pass a subject area assessment given by the St. Cecelia Catholic School subject teacher.
4. The following documentation guidelines will be followed after meeting remediation guidelines:
 - the original failing grade is recorded on the permanent record and may not be altered
 - proof of proficiency in the subject area must be recorded separately on the permanent record card

5. *Transfer Rule:* Any student who fails one or more core subject must meet the remediation guidelines of the originating school.

**Note:* Situations involving students with an existing student support plan will be reviewed individually utilizing the student support team process.

I. Behavior Expectations

St. Cecelia Catholic School Code of Conduct

St. Cecelia Interparochial Catholic School reserves the right, as they deem necessary, to take disciplinary action for any behavior which violates the spirit and philosophy of our school, and the teachings of the Catholic Church, even though it may not be specified here.

Expectations for Parents and Guardians:

Parents are expected to be respectful of the school rules and disciplinary actions. The school reserves the right to dismiss a student based on a parent's lack of support for disciplinary actions, policies, or lack of respect for teachers, staff, or administration. The school also reserves the right to restrict a parent's involvement in the school or interactions with the staff due to what the administration deems to be disrespectful behavior.

Early intervention and positive working relationships are the key to helping students succeed. Teachers have support from the school administration when managing student behavior. For this reason, the school administration often gets involved early in working with children who need to improve their behavior.

The school administration reserves the right to speak with students during school hours without parent permission or notification. Parents are notified of any student interactions with administration which are considered serious in nature. Many conversations between students and the administration are not serious and are not followed-up by a parent phone call.

Expectations for the Students

We believe all students have the right to learn, pray, and play in a safe and healthy environment. Behavior that negatively impacts the environment for students or staff members will not be permitted. The following is a list of behavior infractions that have a negative impact on the school environment and will not be tolerated at St. Cecelia Catholic School.

The following expectations must be observed in all classrooms, field trips, cafeteria, gymnasium, playground, sporting events, general assemblies and after-care. Any of the following behaviors may result in disciplinary action.

Students will be respectful to other students at all times.

- Verbal or physical harassment of other students; name calling, verbal intimidation, threats, continual teasing, etc. through personal interaction, media, or the use of an electronic device. (Students may be disciplined for harassment of other students outside of the school day, if there is reason to believe that the harassment has created an impaired learning opportunity for any student.)
- Physical aggression or physical harm, fighting and/or physical violence
- Bullying or harassment as defined in the Diocese of St. Petersburg Harassment Policy
- Vulgar language or gestures, physically or through the use of media or an electronic device.
- Property damage or vandalizing students' possessions
- Stealing, or using property without permission.

Students will be respectful to teachers at all times.

- Interrupting classroom instruction
- Not following the classroom rules for direct instruction, collaboration, or independent work time
- Not following the class rules in the cafeteria, at recess, assemblies, or field trips.
- Not responding appropriately to redirected behavior from a teacher, such as arguing, disregarding, or disrespectful gestures/attitude.

- Displaying a poor attitude, including disrespectful gestures.
- Arriving late for class
- Cheating - copying - plagiarism - forgery (See Academic Integrity Policy)

Students will be respectful of the school rules at all times.

- Possession and/or use of cigarettes, matches, vaping, alcohol, illegal drugs, over the counter medications, or prescription drugs, knives, weapons (real or facsimile), laser pointers, or inappropriate pictures/media
- Possessing cell phones, smartwatches, I-Pods or any other non-approved electronic devices on school grounds.
- Possession of potentially hazardous items such as, but not limited to aerosol sprays, skateboards, toys, etc.
- Disregard for uniform policy or dress code.
- Leaving any activity or learning environment, inside or outside, without permission
- Violation of the Internet Use Agreement
- Violation of the Technology Use Agreement
- Damage or vandalism to school property.
- Running, yelling, throwing objects/food, or any such disruptive or potentially harmful behavior
- Public display of affection
- Chewing gum
- Eating or drinking in the classroom, other than bottled water, without teacher permission.
- Repeated violations of any rules of the School

Because it is impossible to foresee all situations that may arise the principal reserves the right, as deemed necessary, to take action for any behavior which violates the spirit and philosophy of our school, *even though not specified in this handbook*.

Positive Recognition

In addition to the monthly IB Learner Profile Awards where students at all grade levels, PreK-8th, are recognized for their globally minded attributes and behaviors, teachers also recognize students daily. All teachers employ positive praise and other means of rewards for following school and classroom expectations. Students at all grade levels who are seen going above and beyond or seen exhibiting traits of an IB World student also receive IB Profile cards regularly and are recognized on the daily afternoon announcements. Additionally, middle school students are recognized for their Christlike behaviors and may be awarded House Points.

Discipline Policy

One of our primary roles as a Catholic school is to partner with parents to teach children the importance of making good choices and treating others with respect. We understand that childhood is a time of learning and development, and during this time, children are going to make mistakes. When this happens, our job is to help children learn from their mistakes and make positive changes to their behavior. Therefore, in most situations, the first step is to work in partnership with parents to help children change their behavior. This often involves, but is not limited to, the following behavior interventions or disciplinary actions:

The following behavior interventions are not steps and are not necessarily issued in the order they appear.

Teacher Intervention

All teachers follow their own classroom procedures, which align to the school expectations and are clearly posted and regularly reviewed. The three most common behavior expectations posted are for the following teaching and learning times:

- Direct Instruction
- Collaboration
- Individual Work or Quiet Time

Teacher responses to inappropriate behavior typically include a reminder to follow the classroom expectations, positive encouragement, verbal warnings, visual warnings (name on board, name moved up or down on behavior chart, etc.) change in seating, and/or removal from activities. After repeated disruptions, at the teacher's discretion, the teacher will call or email the parents to inform them of their student's inappropriate behavior and enlist their help and support. The teacher may also administer disciplinary action such as, but not limited to;

- Lunch, Recess, or After School Detentions
- Loss of privileges, such as attending field trips or special events
- Overnight Assignment (See Below for Details)
- Referral to the administration

Meeting with the School Counselor:

Students of all ages may meet with the school counselor for support, not discipline. The role of the counselor is to provide an additional level of support by helping students to achieve in the areas of social, emotional, or academic growth. This support often gives students the tools they need to improve behavior. Students in EC 3 – Grade 2 often benefit from an opportunity to meet with the counselor to learn new skills for improving behavior. For this reason, students in EC3 – grade 2 will usually be referred to the school counselor if the teacher's interventions are unsuccessful. Like the teacher, the school counselor will continue to communicate with parents.

Administered by Administration

- **Overnight Assignment**
 - Overnight assignments are given by the administration. These assignments take precedence over all other assignments and must be turned in upon entering the classroom on the next school day.
 - The teacher and the administration work together to create a developmentally appropriate assignment that will allow the student time to reflect on his/her behavior and understand the importance of making changes.
 - Students who fail to complete an overnight assignment to the administration's satisfaction will be prohibited from attending class until it is satisfactorily completed.
- **In-School Suspension**
 - In-school suspensions are given after a student exhibits behavior that results in the loss of the privilege to return to class.
 - Students are assigned an area where they will be supervised by a staff member and work alone to complete their assignments.
- **Out-of-School Suspension:**
 - Students may be given an out-of-school suspension at any time their behavior is unacceptable. Out-of-school suspensions are typically issued for 1, 2, or 3 days. All out-of-school suspensions are accompanied by a project that must be completed by the child during their time out of school. Students are provided with a project intentionally developed to align to their developmental level and specific needs. The goal of each project is to give students an opportunity to reflect on their choices and understand the importance of making positive changes upon their return to school. Suspension projects are designed to be an opportunity for students to view their behavior from a different perspective and provide the time that is needed outside of school to stop, think, and refocus on positive changes. With parent support, the results can be positive and successful.
 - Each project includes a specific list of criteria that must be met. Failure to meet all of the criteria will result in the child not being permitted to return to class until all the criteria has met the satisfaction of the administration. Students are prohibited from taking part in any school activity/function while on suspension.
 - Removal from the National Junior Honor Society and extra-curricular activities, such as sports, performing arts, Student Council, ambassadors, etc.
- **Expulsion:**

Expulsion is the permanent removal of a student from St. Cecelia Catholic School. Expulsion of a student from a Catholic school is serious and is invoked only as a last resort. Expulsion usually occurs when the above behavior interventions have not resulted in a positive and continual change in a student's behavior. However, expulsion may also be the first punishment issued, if the serious nature of the behavior, in the sole judgment of the school administration, warrants expulsion. The Diocesan Office of Catholic Schools and Centers will be consulted in all situations where an expulsion is warranted. The decision made by the Pastor and Principal shall be final.

The above behavior interventions are not steps and not necessarily issued in the order they are listed. Each child and each situation is completely different. We believe, as a Catholic school, we are called to see the uniqueness of each child, each situation, and the details of the circumstances surrounding each event. It is only after all of these important components are given thoughtful consideration that a disciplinary decision is made.

Formal Appeal Process

If in serious cases (those involving more than five days of suspension or expulsion), the parent or legal guardian wishes to invoke a formal appeal's process, the following procedure must be followed:

1. This policy pertains only to serious disciplinary matters (more than five-day's suspension or expulsion) and is not for academic or other disciplinary sanctions.
2. This appeal process must be initiated by the student or parent(s)/legal guardian as a written request to the school administrator. It must be made within 5 business days from the date of official communication by the school administrator of the disciplinary decision. Failure to request a hearing before the school's panel within these 5 business days forfeits the right to a hearing.
3. The panel shall consist of five members comprised from any of the following selected by the principal in consultation with the pastor:
 - A member of St. Cecelia School Advisory Commission designated by the principal and pastor. (one)
 - A priest/priests designated by the pastor. (one or two)
 - Teacher/teachers or professional staff member/members designated by the principal and pastor. (one to four)
4. The panel will convene within five business days after a request for a hearing.
5. The panel may review written material and hear oral testimony, including that from the student and his/her parent(s)/legal guardian.
6. The deliberation of the panel is limited to determining the following:
 - An act has taken place in clear violation of the code of conduct, the mission of the school or the parameters indicated in the Parent/Student Handbook.
 - The student(s) is/are known to have committed the violation.
 - The sanction was issued based on the parameters in the Parent/Student Handbook. If the sanction is found not to be within the parameters of the Parent/Student Handbook, the issue will be returned to the principal and the disciplinary committee for reconsideration.
7. The decision of the panel and the action taken should be documented and placed in the student's file with copies mailed to the parent(s) or legal guardian and to the Diocesan Office of Catholic Schools within 3 business days of the completion of the local appeal panel's hearing.
8. If the student or parent(s)/legal guardian wish to appeal the local panel's decision, a written request to do so must be made by the student/parent(s)/legal guardian within 10 business days from the date of the official communication by the local appeal panel. This next written request is to be directed to the Office of Catholic Schools and Centers with a copy to the local school administrator.
9. The Office of Catholic Schools and Centers may not be involved in any local panel's decision until such time as all the aspects of Item 7 have been fulfilled.
10. The Office of Catholic Schools and Centers will conduct an internal, administrative review only of the local appeal panel's decision to determine if the process was followed. There is no hearing at this level.
11. The Office of Catholic Schools and Centers will render a decision within 10 business days from the receipt of request for a diocesan level appeal. Copies of the Superintendent's decision will be mailed to the student and his/her parent(s)/legal guardian as well as to the local school administrator.

12. The decision of the Superintendent in the appeal process is final. If the process was not followed, the matter is returned to the school for re-evaluation using proper procedures.

Harassment and Anti-Bullying

Harassment Policy

St. Cecelia Catholic School, Clearwater, Florida strives to establish a Christian, professional and supportive educational community for administrators, faculty and staff, parents, and students. The Diocese of St. Petersburg has adopted and promulgated a harassment policy for its schools that addresses behaviors that interfere with fulfilling the school's mission. We, at St. Cecelia Catholic School, condemn any form of harassment. Concerns should be reported directly to the School Counselor. All credible allegations will be addressed according to the Diocesan policy.

Anti-Bullying Policy

The Office of Catholic Schools and Centers of the Diocese of St. Petersburg (herein referred to as the “DOSP”) and each school within the DOSP (herein referred to as the “School”) are committed to promoting a safe, healthy, caring, spiritual, and respectful learning environment for all of its students. The DOSP and each school is committed to protecting its students from bullying and/or harassment. As such, bullying and/or harassment is strictly prohibited, will not be tolerated and shall be just cause for disciplinary action. Therefore, this anti-bullying policy prohibits any unwelcome physical, social, electronic, nonverbal, verbal or written conduct directed at a student by another student.

Grades 2-8 Discipline System

Introduction to the Discipline System for Grades 2-8 – St. Cecelia Catholic School aims to teach our students to become respectful and responsible citizens. Our discipline system is built with the intention to communicate our students’ progress in becoming respectful and responsible citizens and work in partnership with the student and their family to correct those behaviors which do not follow our school mission statement. We believe our students are the best and brightest students who are capable of growth in their character and academics.

There are two parts to the SCS Discipline System – Areas for Improvement (AFI) and Demerits. The Discipline system runs continuously throughout the school year. Second through eighth grades utilize the system for correction of misbehaviors during the school day and/or school activities.

In a regular classroom setting, a student usually receives verbal warnings. Sometimes these warnings have occurred during a previous class or day. If a misbehavior continues, an Area for Improvement (AFI) notice or a demerit will be given. AFI notices should be considered warnings. Demerits are for more serious offenses or an accumulation of five AFI notices. Repeated misbehavior may not warrant a warning (i.e. repeated uniform code violations, repeated warnings for disrupting the classroom, etc.).

The consequences for demerits and AFIs are cumulative and will only be cleared at the end of each school year. However, demerits and Areas for Improvement (AFIs) acquired during a trimester will be used to determine Conduct and AFI grades for each trimester’s report card.

The purpose of the demerit system is to keep parents/guardians informed of their child’s behavior. Teachers give serious consideration before issuing an AFI Notice or Demerit. It is important that parents/guardians support this process.

The Discipline System includes two (2) types of notices (Please see Appendix):

1. **Areas for Improvement (AFI):** This notice is given to a student, usually, but not always, after verbal warnings and redirection have been given, but the student continues to struggle within a given area.
2. **Demerit:** This is given to a student whose behavior violates the expectations of spiritual growth, specifically in the areas of Respect and Responsibility.

Please note: Teachers give serious consideration before issuing an AFI/Demerit. It is important that parents/guardians support this process. If a notice/referral is treated as a serious matter by the parent/guardian, the student will also understand the seriousness of the AFI/demerit.

The following is the rubric for the reporting of Conduct:

Grade	Criteria
4 - Exceeds	0 Demerits & 0 AFIs
3 - Meets	1 Demerit or any AFIs
2 - Developing	2-3 Demerits
1 - Rarely	4+ Demerits

- Receipt of a demerit must be acknowledged by the parent through signature or email.
- **Parents/Guardians are to sign and have their child return notices/demerits/detention the following day to the issuing teacher.** A parent's/guardian's refusal to sign a notice/demerit/detention is considered to be in direct conflict to the commitment necessary between home and school and a violation to the spirit and philosophy of St. Cecelia Catholic School. Parents/Guardians should contact the issuing teacher for further explanation, should they have questions or concerns.
- **If incomplete or missing work needs to be completed (as indicated on an AFI Notice), students must also return the work on the next school day. If the student's work is still not completed, they may be issued an additional AFI Notice. However, the student's work should be completed and turned into the appropriate teacher. Summative assignments will result in an immediate AFI. Missing formative assignments not made up by the end of the unit will result in an AFI. Not completing schoolwork is not an option. All schoolwork must be completed.**

Progression of Discipline

Areas for Improvement (AFI) Notices: The accumulation of five AFI Notices will result in a Demerit.

Demerits: The accumulation of demerits will place the student on the following trajectory:

1 Demerit:

- A copy of the code of conduct system will be emailed to the parents, and the parents will have the ability to ask questions about the demerit system. (Depending on the reason for the demerit, the student may also receive an additional consequence.)

2 Demerits:

- One 30-minute detention during lunch/recess time where the student will complete a reflection of prior behaviors along with a plan for future improvement. The student must bring a bag lunch for their detention. If a student arrives late for detention or does not show up for detention, he/she may be given an additional consequence.
- Any members of the SCS Student Council, National Junior Honor Society (NJHS), sport teams, drama, and other school sponsored activities shall be put on probation.

3 Demerits:

- One 30-minute detention during lunch/recess time where the student will complete a reflection of prior behaviors along with a plan for future improvement. The student must bring a bag lunch for their detention. If a student arrives late for detention or does not show up for detention, he/she may be given an additional consequence.
- Members of the Student Council and NJHS shall be permanently removed.

- Suspended from extracurricular activities including, but not limited to, current school sports teams, drama, and clubs of which they are members, for a period of one week.
- The student will be given an overnight assignment to reflect on how they intend to improve their behavior.

5 Demerits:

- One (1) after school detention (3:15-4:15p.m.). Detentions are scheduled on the day(s) specified by the teacher and/or administrator. The detention takes precedence over any other activity or personal appointment (including sports practices and/or games, drama rehearsals, etc.). If a student arrives late for detention or does not show up for detention, he/she may be given an additional consequence.
- A conference is held with the student, parent(s)/guardian(s), teacher(s) involved, and Assistant Principal.
- Permanently suspended from play on current/future school sports teams, as well as any other school sponsored activities including, but not limited to the school drama production or clubs of which they are members and may not try out for other school sports teams or join clubs for the remainder of the school year.

7 Demerits:

- In-School Suspension
- Parents, Assistant Principal, and School Counselor will meet and discuss a plan of action to improve the student's behavior.

8 Demerits:

- Out-of-School Suspension for one day.
- A conference is held with the student, parent(s)/guardian(s), and administrator(s), the School Counselor, and teacher(s).
- The student may not attend and/or participate in any school functions for the remainder of the school year, including all field trips, dances, and school activities both on and off campus.

9 Demerits:

- Out-of-School Suspension for three days.
- The student is placed on probation. The student's continued enrollment at SCS is in jeopardy and questionable.

10 Demerits [Possible Expulsion]:

- Possible suspension and/or dismissal from SCS to be determined by the administration.
- A conference is held with the student, parent(s)/guardian(s), administrator(s), and the School Pastor.

Other Disciplinary Measures

Some behaviors are so serious as to warrant additional or different disciplinary responses. Such serious infractions may include, but are not limited to:

- Repeated disrespect toward the administrators, teachers, staff members, students, or others;
- Possession/use of smoking/vaping materials, alcohol, non-prescribed drugs, etc. on campus or at school-sponsored activities/events;
- Any act endangering the lives and/or safety of others, including verbal or written harassment (in person or via electronic communication) or sexual harassment or disrespect of another student or staff member, whether real or in jest; fighting among students; possession of firearms, or other weapons and objects which could endanger the safety of students or staff, etc.;
- Vandalism or willful destruction of any and all school or personal property;
- Truancy, leaving school grounds, or skipping class without permission;
- Consistent and flagrant violation of school rules;
- Possession of pornographic pictures or literature while at school or while attending any school sponsored events;
- Misuse of social media, including but not limited to, Snapchat, TikTok, Facebook, etc., which impacts the school learning environment;
- Stealing, cheating, or plagiarism;
- Membership in a gang whose primary goal is to commit crimes;
- Gambling during school hours or at school events;

- Intentional disruption of school technology systems/network

Any other behaviors deemed serious by the Administration, the School Pastor, and faculty/staff members.

This document was created by a committee of teachers based on feedback from the prior discipline system. A committee of parents was formed to review the system. A new committee of parents and teachers will be formed should the Code of Conduct system need revisions during the school year. The purpose of this document is to create Christ-like individuals.

**St. Cecelia Catholic School (SCS)
Student iPad Use Agreement 2023-2024**

I understand the iPad I have been issued is not a personal iPad. It is owned by the school and is for school use only. As a student I agree to:

1. Only use my iPad when instructed by my teachers.
2. Only use apps on my iPad that a teacher has agreed I can use in the lesson.
3. During a school assignment, I will never record or photograph a classmate without their permission.
4. I will not visit websites unrelated to school assignments.
5. I will not use the iPad for personal use or have any personal photos or videos on my iPad.
6. I will not share my iPad with classmates or touch anyone else's iPad.
7. I will not email anyone during school hours such as friends or family members.
8. No gaming other than teacher approved apps during teacher approved times.
9. I will not place decorations (such as stickers, markers, etc.) on my iPad or case. I will not deface the serial number iPad sticker.
10. Bring a fully charged iPad to school each day.
11. Keep the iPad with me or secured at all times and I will never leave my iPad unattended.
12. Keep food and beverages away from my iPad since they may cause damage to the device.
13. Not disassemble any part of my iPad or attempt any repairs.
14. Protect my iPad by only carrying it in the school provided protective case.
15. Have no expectation of privacy on any information stored on, accessed from, or used with the iPad, and that appropriate school officials and technicians may monitor it or access its contents at any time.
16. Submit my iPad for inspection at any time without notice.
17. Bring my iPad to the Tech department when a repair or replacement is needed. An assessment will be made to determine what repair is needed and a loaner may be issued based upon the expected replacement time.
18. Be responsible for all damage and/or loss of my iPad.
19. Have a police report filed in case of theft or vandalism, and report other acts to the school immediately.
20. Return my iPad, case and power cords in good working condition at the end of the school year or on the date I graduate, withdraw, or my enrollment at SCS is terminated for any reason.

As an SCS student, I understand I am responsible for following all of the above rules. I also understand that if I choose not to follow the rules listed in BOLD, or I do not take care of my iPad responsibly, I will receive a mandatory overnight assignment which must be signed by my parents and turned into Mrs. Letizia before returning to class the following school day.

Student signature

Date

I understand the iPad my child has been issued is not a personal iPad. It is owned by the school and is for school use only. As a parent, I agree:

21. Review this agreement with my child prior to signing it.
22. Never email or message my child during the school day.
23. Ensure my child cares for and respects their iPad.
24. Immediately report any loss or theft which happens out of school firstly to the police and then to the school.

- 25. I understand the iPad will be labeled with a SCS approved label that cannot be removed for any reason.
- 26. iPad is for school use only. No summer use is permitted. Students will be required to return the iPad, protective case, charging block and cable at the end of the school year.
- 27. I understand AppleCare covers the device, charging block and charging cable. Screen breaks along with water damage are considered accidental damage and are assessed a fee of \$49 (each) for the first and second incidents. The need for a third repair is not covered and would be the full responsibility of the family. Any repairs not covered by AppleCare will be charged to the student's family. Upon receipt of payment another iPad will be issued.

A charge of, the current market value, will be assessed for each lost power cord and/or adapter, and a for a lost or damaged case. Upon receipt of payment another iPad will be issued. Theft is not covered by AppleCare+, therefore the family will be charged for the replacement cost of a lost or stolen iPad. Upon receipt of payment another iPad will be issued.

Parent Signature _____ Date _____

SCS agrees to:

- Provide each student with an iPad to access a range of eLearning apps.
- Provide students with a range of learning opportunities which make use of the iPad both in school and at home.
- Provide a protective case, charging block and charging cable for the iPad. Students may only use school issued protective case.
- Enroll the iPad in Airwatch Mobile Device Manager.
- Enroll iPad in AppleCare which includes 24/7 Apple Technical Support.

Student Name _____ Homeroom _____

COMMUNICATIONS

Contact Information

Please inform the school office immediately in writing if you change your address, telephone, email, job or emergency information in any manner. It is vital that we are able to contact parents at any time during the day in case of an emergency. Forms are available for this in the school office.

Communication

If a parent or guardian has an academic or behavior question or concern, the first point of contact is the child's teacher. It is expected that the parent/guardian and teacher will work together for what is in the best interest of the child. If additional assistance is needed after speaking with the teacher, contact the Assistant Principal who will work with the parents and teacher. The next level of communication would be the Principal and finally the Pastor-In-Charge.

The administration and faculty of St. Cecelia Catholic School are committed to working with parents regarding the academic and behavioral progress of your child(ren). In fairness to all the children at St. Cecelia Catholic School, we are unable to conference with parents while we are engaged in other responsibilities that require our full attention.

Spontaneous conferences at drop off and pick up times are not appropriate and compromise the teacher's supervision. If you have a question or concern about your child(ren)'s academic and/or behavioral progress, you are asked to schedule an appointment with the teacher at a time that is mutually convenient in order to facilitate a focused and productive conversation about your child(ren).

We expect the faculty and staff of St. Cecelia Catholic School to conduct themselves in a professional, respectful, and Christian manner in all aspects of their teaching responsibilities, including their interactions with you, the parents. We hold these same expectations of parents or guardians when interacting with the members of our administration, faculty and staff. Parental behavior that violates these expectations may result in the removal of your child(ren) from St. Cecelia Catholic School or other parental restrictions.

Messages

Urgent messages must be delivered through the school office. Emergency messages regarding dismissal should be made before 2:15pm to ensure communication with the student and the teacher. As a proactive security measure, parents are not allowed in the halls or in classrooms after the morning bell or before the final dismissal bell in the afternoon unless they have signed in as a volunteer or for a specific reason.

Conferences

At no time should a parent be in doubt about his/her child's academic progress or behavior. Parents are notified of a child's academic progress through the Parent Portal and the report card. If there are questions, the parent should email the teacher and request an appointment with the teacher before or after school or at a time that is convenient to both. Please avoid impromptu conferences at drop-off or dismissal. Teachers may also request conferences with a student and/or his or her parents in order to give or arrange individual help or to clear up misunderstandings. There will be scheduled conference times available during the first semester. Communication between parents/guardians and the teachers is encouraged throughout the school year.

Newsletter

The school's newsletter is emailed on a weekly basis. Please notify the school office if you do not receive the weekly newsletter.

School Notices

Announcements and general notices will be emailed or sent home during the school year to keep you informed about school activities and expectations. Please read these publications carefully and, when requested, sign and return them to school promptly. A weekly newsletter and other notices will be emailed at the end of each week. The Parent Portal is our main tool of communication. All announcements, written or verbal, must be approved by the principal

before distribution. The deadline for submitting items for the weekly bulletin is Tuesday afternoon. Personal advertisements are not accepted.

Website

The St. Cecelia Catholic School website may be accessed online. Type in www.st-cecelia.org to find the weekly calendar, Parent/Student Handbook, and other items of interest.

STUDENT INTERNET USE POLICY

Student Internet Account Agreement

I. Student Section

By signing the Parent Student Handbook Form, I state that, I have read the Diocesan Student Internet Use Policy and the Wireless Network Internet Access Policy which is made a part of this Agreement, by reference. I agree to follow the rules contained in this policy. I understand if I violate the rules, my account can be terminated and I may face other disciplinary measures.

II. Parent or Guardian Section

By signing the Parent Student Handbook Form, I agree that I have read the Diocesan Student Internet Use Policy, which is made a part of this Agreement, by reference. I hereby release the Diocese and school, its personnel, and any institutions with which it is affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, the School Internet system, including but not limited to claims arising from the unauthorized use of the system to purchase products or services or exposure to potentially harmful or inappropriate material or people. I understand I can be held liable for damages caused by my child's use or misuse of the School Internet system.

I will instruct my child regarding restrictions against accessing material in addition to the restrictions set forth in the Diocesan/school policy. I will emphasize to my child the importance of following the rules for personal safety.

By signing the Parent Student Form, I agree that I hereby give permission for my child to use the School Internet system. I understand this permission includes permission for my child to access information on-line through the World Wide Web, receive e-mail communications through a class account or individual e-mail account, if applicable, and engage in other educationally relevant electronic communication activities.

Wireless Network Internet Access Policy

Students are expected to abide by both aforementioned policies.

Purpose

Use of wireless mobile learning devices (WMLD) are becoming increasingly prevalent in education. These devices can greatly supplement and enhance the academic learning environment. Your teacher has asked for student use of WMLD as an instructional aide to add to the student learning process. For this reason the internet access use policy addendum needs to be added.

Policy

While in some instances the possession and use of WMLDs by students at school may be appropriate, the possession and use of such devices or objects by students at school can have the effect of distracting, disrupting, and intimidating others in academic setting and leading to opportunities for academic dishonesty and other disruptions of the educational process. The purpose of this policy is to vest with school administrators and staff the authority to enforce reasonable rules relating to student use of such objects or devices at St. Cecelia Catholic School.

Background

St. Cecelia Catholic School offers wireless Internet access for school owned and personally owned devices (POD). In addition, the St. Cecelia Catholic School wireless network utilizes a WPA2 wireless security protocol.

1. Procedure

1.1. Definitions:

1.1.1 Acceptable Use: Students are not permitted to use any type of WMLD during class time, passing periods or breaks without the permission of the teacher or school administration. All WMLDs must remain turned off and out of sight while on campus. Some teachers may allow students to use these devices in class, but such use should not disrupt the learning environment and must conform to the policies set forth.

1.1.2 Prohibited Use: Any use that violates local, state and/or federal laws.

1.2. Prohibited Uses:

Students are not to use material, images or text message to invade personal privacy or harass another person, or disrupt the instructional day, or engage in dishonest acts. The following are inappropriate uses of electronic WMLDs:

1.2.1 Harassment, threats, intimidation, cyber bullying/cyber threats of other students, teachers, staff or school administration via cellular phone calls, SMS text messaging or by the use of MMS picture messaging.

1.2.2 Passing or transmitting otherwise secure information, i.e. electronic forgery.

1.2.3 Invasion of personal rights in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to locker rooms, restrooms, and any other areas where students or others may change or be in any stage or degree of disrobing or changing clothes.

1.2.4 Cheating on tests/exams by either transmitting or receiving test/exam information or images before, during, or after the administration of the test/exam.

1.2.5 Violation of any other school policy or other forms of illegal behavior during the instructional and non- instructional day.

1.2.6 Image capture or intended image capture anywhere on the campus of St. Cecelia Catholic School either indoors or outdoors, without administrative approval. "Image capture", "photography" and "videoing" refer to any kind of image capture, still or moving, obtained by any photographic device including still image cameras, video cameras, CCTV cameras, webcams and photographic/video enabled cell phones, and any other type of image capture device not specified here, whether digital or not, using technology existent at this time or in the future. In addition, the uploading of said images to public venues, such as social networking sites.

1.3 Privileges and Discipline:

1.3.1 Students may have WMLDs in their possession or in their lockers at other times as long as the device is powered down and the device is out of sight in a pocket, bag or backpack.

1.3.2 If a student receives permission by a teacher or school administration to use a WMLD, it shall not disrupt the educational program.

1.3.3 If disruption occurs, the school staff shall direct the student to turn off the WMLD and confiscate it. In the event a school staff member finds it necessary to confiscate a device, it will be returned in accordance with school policy as stated in the St. Cecelia Catholic School 2024-2025 Parent/Student Handbook.

2. Non-Employee Use

Each time someone accesses the St. Cecelia Catholic School wireless network (SCSWN), they agree to the terms listed below.

Terms

St. Cecelia Catholic School will not be held liable for any damage that may occur as a result of connecting to the SCSWN or any electrical power source.

St. Cecelia Catholic School will not be held responsible for any physical damage, loss or theft of the personally owned device.

The SCSWN will provide filtered Internet access and related web-based services only.

St. Cecelia Catholic School reserves the right to inspect, at any time, any personally-owned device while connected to the SCSWN. Any other inspection of any personally-owned device is subject to the requirements set forth in the St. Cecelia School Parent/Student Handbook.

Personally-owned WMLDs will only be connected to the network at designated locations.

St. Cecelia Catholic School will not be obligated to supply electrical power access where such access does not already exist.

Persons connecting computers to the SCSWN agree to maintain current anti-virus software enabled on said devices.

Illegal, destructive, harmful or any other inappropriate activities, including, but not limited to computer hacking, cyber-bullying, accessing offensive/obscene materials, engaging in illegal activity are strictly prohibited as set forth in St. Cecelia Catholic School Parent/Student Handbook and local, state and federal laws.

The parents and/or guardians of any student bringing personal technology to school agree to be responsible for and to reimburse St. Cecelia Catholic School for any damage that their student may cause arising out of and relating to the use of the SCWN with his/her personally owned device.

6. Monitoring

Through the use of sophisticated hardware, all users accessing the Internet through the St. Cecelia Catholic School wireless network will be monitored and all website activity tracked.

Any WMLD accessing inappropriate material on the Internet will be added to a device blacklist, preventing future connection to the St. Cecelia Catholic School wireless network.

7. Enforcement

The St. Cecelia Catholic School administration reserves the right to pursue legal recourse for activities conducted upon the devices and networks utilized in the education setting on campus in which it deems inappropriate or illegal by local, state and federal laws. Any abuse of the law will be immediately reported to law enforcement.

EXTRA-CURRICULAR ACTIVITIES

St. Cecelia Catholic School sponsors a variety of extra- curricular and/or after school activities and organizations. These extra-curricular activities provide students with an opportunity for experiences and accomplishments beyond the regular classroom.

Student participation in an activity or an organization is always optional. Any student participating in an activity or an organization accepts the responsibility of representing St. Cecelia Catholic School. Therefore, the school

reserves the right to decide which students deserve the honor of participating in the name of St. Cecelia Catholic School.

Philosophy

The goal of St. Cecelia Catholic School is to develop each child spiritually, morally, academically, socially, emotionally and physically. To meet this goal it is incumbent upon the school to offer various opportunities for students to maximize their individual growth in each of these areas, realizing that each child's talents will vary. However, to accomplish the goal of developing the whole child, all these interdependent areas must remain in balance. Focus on one area, regardless of the success attained, can lessen the possibility of the student's full development and cannot substitute for development in all of these areas. The following policy is offered in order to ensure the proper balance between these critical areas of development.

Extra-Curricular Eligibility (K-8)

Participation in a school sponsored extracurricular event, such as sports, performing arts, cheerleading, Odyssey of the Mind, etc. is a privilege that requires a student to balance participation times, games and their academic responsibilities. Students must maintain a 70 percent or above in all subject areas and an S in all specials. Students with a Student Support Plan may have alternative criteria and will be assessed by teachers for consistent academic effort. If a student does not meet these requirements, they may be ineligible for one or more games.

The student must have a 3 or above in conduct for all subject areas. If a student is serving a detention the day of an extracurricular activity, he/she will not be able to participate in the event until after the detention is served. Students may not participate in an extra-curricular activity on the day he/she serves an in/out of school suspension.

Students must be present for a minimum of 4 hours of the school day in order to be considered eligible to participate in an extracurricular activity. If a student is absent from school or leaves school early due to illness (even if they meet the 4 hour minimum), the student cannot participate. If the activity is on a Saturday, the student must be at school on the Friday before.

If a student is shadowing at a high school, it is the student's responsibility to get a shadowing form signed by the high school office, at the end of the day, to ensure they are present. The shadowing form needs to be turned in to the school office to ensure eligibility for the SCS extra-curricular activity.

The athletic director, adviser, or coach, in consultation with the principal, reserves the right to suspend or remove any student from the school sponsored activity. The principal maintains the discretion to adjust consequences as needed.

Extra-Curricular Activities

The Performing Arts Drama Club

Students gain valuable life skills through their participation in our performing arts productions. Drama Club is offered to students in grades K-8 and performs a spring production each year. A Participation Fee, and Costume Fee along with a Volunteer Commitment Form are required from all drama families.

A drama production requires many hours of hard work not only from the student, but from the parent(s) as well. Students typically rehearse 3-4 days a week for approximately 1 ½ to 2 hours.

It is important for students to commit to attending all rehearsals. Drama performances are a team effort and multiple absences create a need for more rehearsals and longer rehearsal times. Cast members who are in the main cast roles must be in attendance at rehearsals they are called to attend or they will be replaced by an understudy. If any student must miss a rehearsal due to an illness or an appointment, they must contact the director before the rehearsal time.

Unacceptable behavior during the school day or during any school sponsored activity can result in suspension from drama club for a determined amount of time by the director. Suspension decisions are made in consultation with administration. When such a suspension occurs the parent will be notified by the director and the student will not

participate in the drama club. In addition, other appropriate disciplinary sanctions may be imposed as indicated in the Discipline Policy.

There are many volunteer positions that need to be filled to have a successful performance. For this reason, each family is required to complete a Volunteer Commitment Form.

Any student who is not picked up within ten minutes of the rehearsal dismissal time will be sent to the Extended Day Program. Any charges assessed will be the responsibility of the parent.

Cantors

Cantors are by audition only and students must have completed one year of choir. Cantors lead the school community in the musical celebration of the Mass.

Altar Servers

Catholic students in third grade and above who have completed a parish-based training program are invited to altar serve at school Masses. Altar servers must be reverent, polite, and a positive role model for their peers in every aspect of school life.

Liturgical Leaders

Liturgical Leaders are senior altar servers chosen from among the 8th grade class who assist the school DRE and priests with the organization of school liturgies.

Choir

Choir is offered to students in grades 3-8. Practices may be set up before or after school.

Guardian Angels

Students in 5th grade assist primary students with getting out of their cars and walk them to their classrooms. Four students will be on duty for a given morning. A rotating schedule will be used to ensure every member has a chance to participate.

Scouting

St. Cecelia Catholic School does support our parishes' scouting programs. Requests for space must be in writing with an advance notice of 30 days before the first meeting. Space is assigned on a first-come, first served basis. Once approved, additional information will be needed.

Middle School Only

The following extra-curricular activities are available for Middle School students.

Student Council

The Student Council is an elected organization through which students express their opinions, assist the administration and school staff, and participate in the management of school enterprises. The Student Council tries to promote leadership, initiative, and self-control. Each year, a president (8th grade only), vice president (8th grade only), recording secretary, and public relations are elected. Two representatives are elected by each middle school homeroom in the fall. One At-Large representative will be chosen by each homeroom teacher. Middle school students vote in the annual elections. Members of Student Council must not receive a final grade of less than 80% in any subject.

National Junior Honor Society

Being a member of the St. Cecelia Catholic School National Junior Honor Society (SCSNJHS) is a prestigious designation for our 8th grade students. Students involved in NJHS not only maintain excellent grades and provide services to their community, but they are looked up to as role models.

Students must meet the following criteria to be considered for NJHS candidacy in their 8th grade year:

- A GPA of 3.5 or higher each trimester of 6th and 7th grade.

- A score of 3 or 4 in both conduct and ATL skills in 6th and 7th grade.
- No after-school detentions, in-school or out-of-school suspensions or a behavior plan in 6th and 7th grade.
- Acceptable behavior while on campus from arrival to dismissal, which includes recess, lunch, hallways, bathrooms, before or aftercare, etc.

Before the end of 7th grade, students who qualify to be NJHS candidates will be “tapped” and receive a written “Invitation to Apply.” Tapped students should complete their NJHS applications the summer before 8th grade. The Faculty Council will review applications within the first month of school and select those students who meet all of the above criteria on the basis of leadership, service, character, and citizenship to become an SCSNJHS Candidate during their 8th grade year. Eighth grade candidates will be announced during morning blacktop. Parents will be notified in advance so they may attend. A student will be recognized as NJHS Candidate until they are officially inducted into the SCSNJHS during the third trimester of their 8th grade year. As an NJHS Candidate, each student is required to provide 25 hours of individual and group service work. Group service work is chosen and required by the NJHS advisor(s). If a student cannot attend a group service event, the student will need special approval by the advisor(s) to replace those group service hours with individual hours. During candidacy in their 8th grade year, members must maintain the requirements for GPA, conduct, ATL skills, leadership, service, character, and citizenship. Their GPA will be re-calculated before the Induction ceremony. Their GPA must remain above a 3.5 GPA each trimester, with all 3s and 4s for conduct and ATL skills to qualify for induction. Immediate removal from NJHS is possible for discipline issues in accordance with the discipline system or for violating the academic integrity policy. Administration will have the final say on NJHS candidate’s induction.

Ambassadors (7th Grade Students)

The SCS Ambassador Club is a 7th grade service organization supporting the St. Cecelia School community. It is composed of student leaders who have applied, qualified, and been chosen by a committee to represent St. Cecelia Catholic School. Ambassadors represent the International Baccalaureate Learner Profile attributes and exhibit the values of a role model student.

Athletics

Junior Varsity: Grades 5-6. Varsity: Grades 7-8

JV and Varsity Girls Sports:

- Basketball
- Cheerleading (3-8)
- Soccer
- Flag Football
- Volleyball
- Track

JV and Varsity Boys Sports:

- Baseball
- Basketball
- Flag Football
- Soccer
- Track

Athlete Eligibility

Each after-school sports participant must complete a school Sports Physical and Emergency Medical Release Form. Forms must be turned in by the first week of school in August for fall sports and turned in by the last day preceding Christmas vacation for spring sports. A \$100 fee per after school sport is due and must be paid upon making the team.

All student athletes are required to maintain a 70% in each subject area and an S in specials. Students averaging below a 70% will be notified and given time to improve. Students who do not improve the grade before each game could be ineligible to participate until the grade improves. Ineligible athletes may not attend games. Students with a documented disability who have a Student Support Plan may or may not be held to the same requirements. Each student will be dealt with on an individual basis and according to the nature of the disability.

Unacceptable behavior during the school day or during any school sponsored activity can result in suspension from sports for a determined amount of time by the athletic director. Suspension decisions are made in consultation with administration. When such a suspension occurs the parent will be notified by the athletic director and the student will not participate in the sport. In addition, other appropriate disciplinary sanctions may be imposed as indicated in the Discipline Policy.

Tryouts

St. Cecelia Catholic School participates with other Catholic and private schools in the Pinellas Youth Conference (PYC). Tryouts for team sports are open to all eligible students in grades five through eight. Students are chosen for teams based on skill level, talent, sportsmanship, and effort. Tryouts are closed to all parents and spectators.

Playtime

The Pinellas Youth Conference is a competitive league. Making a team does not guarantee play time in every game. The Athletic Director and coaches determine playing time based on individual game situations and individual athlete's playing ability.

Supervision at Athletic Events

We encourage students to attend games and cheer on our sports teams. Any student staying after school to watch an athletic event must always have an adult (other than school staff) with them. STUDENTS MAY NOT ATTEND AN EVENT WITHOUT SUPERVISION. Coaches are unable to provide this supervision because of their other responsibilities. One parent may take responsibility for a number of students. Students should remain in the gym and should not be returning to lockers and/or roaming the campus during or after the event. This is for the safety of our children. Students need to be supervised by their parents before and after school if they are not participating in a school supervised event.

Athletics' Code of Conduct

Our program is governed by a code of conduct for coaches, athletes, and spectators. Our philosophy is to promote good sportsmanship, fellowship, and youth development through competition. It is important to maintain these high standards in all of our athletic endeavors.

Players' Code of Conduct

As an athlete for St. Cecelia Catholic School and the Pinellas Youth Conference, I subscribe to the principles of good sportsmanship, fellowship, and youth development through athletic competition. Recognizing these principles, I understand that profanity and/or any unsportsmanlike conduct will cause:

- 1) Suspension from one league game;*
- 2) Removal from the team;*
- 3) Major offense - reviewed by athletic director and principal.*

Spectators' Code of Conduct

I understand, as a spectator, the St. Cecelia Athletic Program is designed to teach the principles of good sportsmanship, fellowship, and youth development. Recognizing these principles, I understand profanity, yelling at the referees, coaches, Athletic Director, spectators, players, and any other unsportsmanlike conduct is not acceptable. I, as a parent, understand that failure to adhere to these principles may result in my being asked to leave the athletic event in question and may result in absence from any remaining games in the season.

Coaches' Code of Conduct

As a coach for the Pinellas Youth Conference and St. Cecelia Catholic School, I subscribe to the principles of good sportsmanship, fellowship, and youth development through athletic competition. Recognizing these principles, I understand that profanity and/or unsportsmanlike conduct will result in my resignation as coach. As the coach, I understand I have authority at the athletic event over my players and parents. All coaches will abide by diocesan regulations which they will receive at a coach's orientation. All St. Cecelia Catholic School coaches must attend an in-house orientation presented by the Athletic Director. (Ethics for Coaches).

The Catholic school is unique because of its total commitment to the three-fold purpose of Christian education: message, community, and service. It creates an atmosphere where Catholic faith is integrated with life and learning. All those involved in a Catholic school – parents, pastors, faculty and staff, administrators, and students—must strive to make it a community of faith which indeed is living, conscious, and active. Recognizing athletics plays an integral role in the overall development of the whole person, the Catholic schools in the Diocese of St. Petersburg support such programs as part of their ministry.

In carrying out this ministry, the coach will:

- Place the spiritual, emotional and physical welfare of the players above a personal desire to win. Affirm effort and good sportsmanship whether the game has been won or lost.
- Be aware he or she has a tremendous influence, for either good or ill, on the education and formation of the student-athlete, and thus, shall never place the value of winning above the value of instilling the highest Christian ideals.
- Uphold the honor and dignity of the profession. In all dealings with student-athletes, game personnel, athletic directors, school administrators, and the public.
- The coach shall strive to set an example of the highest ethical and moral conduct in the sole judgment of the principal.
- Respect and support game personnel. The coach shall not indulge in conduct which would incite players or spectators against the officials. Public criticism of officials or players is unethical and is not tolerated.
- Meet and exchange greetings with the coaches of the competing team in order to set a correct and proper tone for the event and begin each game with a prayer.
- Encourage students to give priority to their studies, so they can remain academically eligible.
- Treat each player as an individual, remembering the great range of emotional and physical development for students of the same age group.
- Take an active role in the education and prevention of drug, alcohol and tobacco abuse. Coaches must also abstain from the use of alcohol and tobacco products when in contact or in proximity to players.
- Schedules for practices and competitions should be coordinated with other co-curricular events, so students may participate in more than one activity if they choose.
- Master the contest rules and teach these rules to the members of the team and the working staff. The coach shall not seek an advantage by circumvention of the rules or of the spirit for which they were intended.
- Exert influence to increase sportsmanship by spectators, both directly and by working closely with the Athletic Director, and school personnel.
- Opponents will not be scouted.

SCHOOL UNIFORM REQUIREMENTS

All uniforms must be purchased from Risse Brothers or the used uniform room on our campus. Uniforms must be clean and fit properly. Parents of students out of compliance with the Uniform Requirements will receive a formal notice via email. Students have one week from the date on the notice to make corrections. If corrections are not made within one week, the student will complete classwork in the office until the proper uniform can be worn to class. The school administration does not accept parent requests to discuss the Uniform Requirements. Exceptions will not be granted to students whose parents do not agree with the written policy. It is the parent's responsibility to partner with the school in teaching their child respect for school rules. The school staff has the authority to decide if a student is out of compliance with any part of the Uniform Requirements and their decision is final.

Risse Brothers School Uniforms
11701 S. Belcher Rd.
Largo, Florida
727-448-0357
www.rissebrothers.com

Pre-K3 GIRLS

Red T-Shirt with SCS logo
Red Polo with SCS logo
Navy Pull-on shorts & pants with SCS logo
Navy or Red polo dress with SCS logo
Shorts or black/navy/white leggings required under polo dress
Sneakers, preferably Velcro-laced, no light-up shoes

Pre-K4 GIRLS

Red T-Shirt with SCS logo
Red Polo with SCS logo
Navy Pull-on shorts & pants with SCS logo
Navy or Red polo dress with SCS logo
Shorts or black/navy/white leggings required under polo dress
Sneakers, preferably Velcro-laced, no light-up shoes

Pre-K3 BOYS

Red T-Shirt with SCS logo
Red Polo with SCS logo
Navy Pull-on shorts & pants with SCS logo
Sneakers, preferably Velcro-laced, no light-up shoes

Pre-K4 BOYS

Red T-Shirt with SCS logo
Red Polo with SCS logo
Navy Pull-on shorts & pants with SCS logo
Sneakers, preferably Velcro-laced, no light-up shoes

Cold Days: Uniform sweatshirt with uniform white or light blue long sleeve shirt may be worn underneath.

K – 5TH GRADE GIRLS

Uniform Navy Shorts or Navy Pants w/ SCS logo
K-1: Navy Pull-on shorts & pants with SCS logo
Brown, Black or Navy Belt
White or Carolina Blue Uniform Polo
White Peter Pan Collar Uniform Shirt worn w/ jumper only
Plaid Skort or Jumper
*Black Shoes
White or Black Socks
Uniform sweater, jacket, or sweatshirt
Uniform white or light blue long sleeve shirt

Belts are not necessary for Kindergarten Students

Cold Days: Uniform sweatshirt with uniform white or uniform light blue long sleeve shirt

K – 5TH GRADE BOYS

Uniform Navy Shorts or Navy Pants w/ SCS logo
K-1: Navy Pull-on shorts & pants with SCS logo
Brown, Black or Navy Belt
White or Carolina Blue Uniform Polo
*Black Shoes
White or Black Socks
Uniform sweater, jacket, or sweatshirt
Uniform white or light blue long sleeve shirt
Belts are not necessary for Kindergarten Students

6TH – 7TH GRADE GIRLS

Uniform Navy Skort*, Shorts*, or Pants with SCS logo
White or Carolina Blue V-neck Polo with SCS logo
Brown, Black or Navy Belt
White or Carolina Blue ¾ Sleeve Blouse with SCS logo

*Black Shoes

White or Black Socks

Uniform sweater, jacket, or sweatshirt

Uniform white or light blue long sleeve shirt

6TH – 7TH GRADE BOYS

Uniform Navy Shorts or Pants with SCS logo
White or Carolina Blue Polo with SCS logo
Brown, Black or Navy Belt
White, short or long sleeve Oxford w/SCS logo
Carolina Blue short or long sleeve Oxford w/logo

*Black Shoes

White or Black Socks

Uniform sweater, jacket, or sweatshirt

Uniform white or light blue long sleeve shirt

Cold Days: Uniform sweatshirt with uniform white or uniform light blue long sleeve shirt

8TH GRADE GIRLS

Uniform Navy Skort*, Shorts*, or Pants with SCS logo
Red Polo with SCS logo
Brown, Black or Navy Belt
White or Carolina Blue ¾ Sleeve Blouse with SCS logo
Red V-neck Polo with SCS logo

*Black Shoes

Uniform sweater, jacket, or sweatshirt

Uniform white or light blue long sleeve shirt

8TH GRADE BOYS

Uniform Navy Shorts or Pants with SCS logo
Red Polo with SCS logo
Brown, Black or Navy Belt
White, short or long sleeve Oxford w/ SCS logo
Carolina Blue short or long sleeve Oxford w/logo

*Black Shoes

Uniform sweater, jacket, or sweatshirt

Uniform white or light blue long sleeve shirt

Cold Days: Uniform sweatshirt with uniform white or uniform light blue long sleeve shirt

*Shoes and St. Cecelia Catholic School accessories are available at Risse Brothers Store. See Personal Appearance

Physical Education

Appropriate athletic-type shoes are required on PE days. Any form of slip-on shoes is not considered safe or appropriate for physical activity on PE days.

If a student cannot participate in PE because of an illness or injury, an email or written note from a parent or guardian will excuse the student.

Dress Out Day Requirements

Dress out days are out-of-uniform days when students may wear regular clothes with their uniform shoes. These are usually associated with a special event or fundraiser. Students who choose to participate must follow the dress out day requirements, which are announced ahead of time and sent home via email. Uniform shoes are to be worn on dress out days. The following clothing items are not permitted.

- Ripped/torn jeans
- Leggings (Except K-3) *
- Spandex
- Shorts more than 4" above the top of the kneecap
- Message Shirts (Christian Only)
- Tank Tops, see through or spaghetti straps, midribs showing, underwear showing, flip flops, dyed hair and hats.
- *Pre-K3 through grade 3 students may wear leggings on dress out days.

Students who are not in compliance will be given a uniform from the school used uniform store, to wear for the day.
Students may not call home for a change of clothes.

Crusader Spirit Dress-Out Days (CSD)

Once a month (usually the last Friday) as a school spirit day, students may wear a Christian T-shirt, School Spirit Wear T-shirt, Blue Ribbon T-shirt, SCS fundraiser T-shirts, SCS sports team shirts, or drama production T-shirts with uniform bottoms (Shorts, pants, or skorts) and uniform shoes. Any student not dressing out for CSD should wear the regular school uniform.

Colors: Red, White, and Powder Blue

Mascot: Crusader

Dates for Crusader Spirit Days:

August 30	January 31
September 27	February 28
October 25	March 28
November 22	April 25

Personal Property

All clothing and personal items should include a clearly written first and last name. Personal play items (e.g., balls, toys, etc.) are not permitted.

PERSONAL APPEARANCE

Parents of students out of compliance with the Personal Appearance Policy will receive a formal notice via email. **Haircut and color corrections must be made within 6 calendar days of email notification.** The school administration does not accept parent requests to discuss the Personal Appearance Policy. Exceptions will not be granted to students whose parents do not agree with the written policy. It is the parent's responsibility to partner with the school in teaching their child respect for school rules. The school staff has the authority to decide if a student is out of compliance with any part of the Personal Appearance Policy and their decision is final.

Uniforms

All uniform clothing should be in good condition and fit properly. Faded, torn, stained, or tight-fitting clothing must be replaced.

Skorts and Shorts

Girls' skorts and boys' and girls' shorts must be modest in length – no less than 2 inches below fingertips when standing up straight. Students wearing skorts or shorts that are too tight or short will be required to replace them with one of appropriate size and/or length in the front and back. Students have one week from the time a notice is sent to replace a skort or shorts.

Shirts

All uniform shirts are to be tucked in. A SOLID WHITE undershirt may be worn under the school shirt. **Uniform shirts must be worn under uniform sweatshirts/jackets.**

Shoes

Leather or sneaker style shoes must be all black, black with white soles, or black with white accents such as a white Nike swoosh or white Adidas stripes. No other part of the shoe should be white. No other colors are permitted on the shoe.

No platform shoes. No shoes that light up or roll. Leather, black shoes may be worn for grades K-8 on non-PE days; however, sneakers must be worn for PE. No sandals or backless shoes are permitted at any time.

Belts (Grades 1-8)

Belts must be all black, all brown, or all navy and must be worn with looped uniform shorts/pants and should be the appropriate size. Chains worn as belts are not permitted. Belts with decorations or logos are not permitted. Belts which cause a safety concern are not acceptable.

Outerwear

Only uniform sweatshirts and sweaters may be worn on campus. In very cold weather a coat may be worn OVER a school sweater or sweatshirt. Any non-uniform coat must be removed when indoors.

Head Wear

Hats or bandanas of any kind are not permitted. Girls may wear bows no longer than 5 inches, regular headbands (those without adornments such as pompoms or animal ears), and hair clips. Headwear may not have logos, such as Nike or Addidas.

Underwear

NO undergarments of any kind may be showing. Nothing other than a white undershirt or a white camisole may be worn under the uniform shirt, with the exception of cold weather days. Students may wear a uniform solid white or light blue long sleeve shirt under their uniform shirt during cold weather. Risse Brothers does sell long-sleeved shirts in white and light blue.

Hairstyles

All hairstyles must be neat in appearance and natural in color. Students with hairstyles that are messy, attention-getting, unnatural in color such as **fairy hair**, extreme highlights, green, purple, ombre, etc. will receive a written

notice. Parents are expected to comply within **6 calendar days** if their child receives a written notice of a haircut, color, or style being out of compliance. Exceptions will not be made for students who are not able to schedule an appointment in time to meet compliance.

All boys' hair length must be at least one inch above the collar and no longer than one inch below the top of the ear. Hair must also not touch the eyebrows. Boys may not wear ponytails or manbuns. Students are not permitted to shave their heads, have extreme differences in length of hair, or long hair slicked back or piled high on their head. Middle School boys are expected to shave facial hair.

Jewelry

Boys may not wear earrings. Girls may wear only one pair of small earrings – one in each earlobe.

Three bracelets, one anklet, and a watch may be worn. No smart watches are permitted. To avoid loss, expensive jewelry should not be worn.

Makeup and Fingernails

Mascara may be worn by eighth grade girls only. No other students may wear makeup.

Fingernails should be modest in length. False fingernails, nail tips, coffin or almond-shaped nails may not be worn.

SAFETY INFORMATION

Safety Director

The Safety Director is responsible for the security of the building, fencing, surveillance cameras and the safety of the students at all times. The Safety Director participates in school drug awareness and education programs and in curriculum issues involving safety, e.g. bicycle, strangers, traffic, etc., and also encourages positive character development and peace-making initiatives.

Persons Appearing to be Impaired by Drugs/Alcohol at Pick-Up

The staff at St. Cecelia Catholic School will contact local police and/or the other custodial parent should a parent appear to the staff of SCS to be under the influence of drugs and/or alcohol. The parent's right to immediate access does not permit the agency from denying a custodial parent access to their child even if the parent is or appears to be impaired. However, SCS staff will delay the impaired parent as long as possible, while contacting the other parent, the local police and Child Protective Services. Any other authorized person who appears to be impaired and attempts to pick-up a child will also warrant the staff of SCS to contact the child's parents, local police and Child Protective Services to notify them of the situation.

Department of Children and Families

The school will reasonably cooperate with regard to any investigation by the Department of Children and Families (DCF) pertaining to allegations of child abuse. Since the school is on private property, DCF will be precluded from reasonable access to students at school unless consent of a parent or guardian is obtained. Absent such consent, the school will cooperate in allowing DCF to have access to students if DCF obtains, according to law, an appropriate court order or other legal authority, such as the presence of a police officer or deputy sheriff.

Emergency Closing of School

The decision to close the school due to an emergency is usually made by the principal in conjunction with the School Pastor and the Superintendent of the Diocesan Office of Catholic Schools and Centers.

*In all cases of hurricanes the Diocesan Hurricane Team, who monitors weather and county emergency management offices to determine if any schools, early childhood centers, or the Pastoral Center need to close for safety reasons, will make recommendations to the Bishop of the Diocese of St. Petersburg. It is the Bishop who will make the final decision about school closings and reopenings.

The following procedures have been developed to ensure the safety of our students and staff.

- **Emergency School Closings:** If it should become necessary to close school for any reason, the Emergency Notification System and the Parent Portal will be our means of communication.
- **Evacuation of Premises:** If it becomes necessary to evacuate the property at St. Cecelia Catholic School, the following are the staging areas to which students will be brought. The nature of the incident and the need to move away will dictate which site we use.

Immediate evacuation sites: Glen Oaks Park

- Route: Cross Court Street at Hillcrest. Location: (South of Primary building across Court St.)

Secondary Locations

- Convent Route - West on Franklin. Location: 1305 Franklin. (West of school)
- Crest Lake Park Route - East on Court/Gulf-to-Bay. Location: Gulf-to-Bay and S. Glenwood Ave.

Safety Precautions

Fire, lock down, and tornado drills are held on a regular basis according to diocesan regulations to train students to respond appropriately in an emergency.

- **Inclement Weather**—The school possesses a NOAA system, which is an early warning system connected to the National Weather Service and Instalert which is connected to Pinellas County. When a tornado watch is issued, students will return to their homerooms and shades will be drawn. If an alert is sounded (a tornado sighted in the area) students will be instructed to duck and cover at specified sites.
- **Medical Emergencies**—See accidents and illness. The office staff and many other personnel in the buildings are trained in first aid and CPR.
- **Other Emergencies**—If it is necessary to notify parents during the day of an emergency, the Emergency Notification System will be used. An emergency procedure handbook, covering many possible scenarios, is given to and reviewed by each staff person.
- **Trespassers**—The school has procedures in place to alert staff about potentially dangerous trespassers. The Safety Director, maintenance and other key personnel possess walkie-talkies. Personnel are instructed to notify the office immediately regarding suspicious activity. The entire facility is fenced. St. Cecelia Catholic School has a gate system. Gates will be opened at 7:30am. They will be locked at 7:50 am. Entrance to the building will be through the office facing Court Street. Gates will be reopened after 3:00pm. All visitors are required to sign in at the office. Students travel in pairs when going from place to place on campus. Kindergarten students always travel with an adult. The campus is monitored by video cameras.

Lockers

All lockers on campus are the property of the school and therefore can and will be subject to random searches by school officials. Additionally, for the safety of all students and faculty, backpacks will be subject to random searches. If there is suspicion that a student and/or students are breaking the law, posing a threat to the school, violating school rules (i.e. substance abuse, bullying, smoking, vaping, etc.) a search will be conducted.

Locks for all middle school lockers must be purchased through the school office. Only school issued locks may be used. Students are required to memorize the combination and keep it confidential. Parents who need to get into their child's locker (ex. due to absence) should get the combination from their child. The lock will be the student's to keep and reuse in future years at St. Cecelia Catholic School. If a lock is lost, a new school issued lock must be purchased. If a non-school lock is used, it will be removed and replaced by a school issued lock. Repeated non-use of the locker lock will result in a referral to the administration.

Accidents/Illness

Every accident in the school building, on the school grounds, at school athletic sessions, etc., must be reported immediately to the person in charge and to the school clinic. The school will make every effort to inform parents if an accident or illness occurring at school needs care or observation at home. Students will not be sent home unless a responsible adult is to be there. "Permission to Treat" forms and clinic cards are required for all students. The clinic card along with the "Permission to Treat" form, which is notarized, is to be filled out and turned in with the other paperwork at registration time.

A Medical Alert form must be filled out for every child who has an exceptional medical situation. This is obtained from the Clinic and kept on file in the clinic. If a student becomes ill during school hours, he/she should notify the teacher before going to the school clinic. A clinic pass is issued and is to be hand-carried by the student or his/her partner to the clinic.

Our goal is to make our school a healthy, safe place for both students and staff. Based upon the nature of the clinic visit we will monitor your child and either send them back to class or call the parent/guardian. If a child is unable to return to class after a visit to the clinic, you will be notified and your child should be picked up as soon as possible. Our school clinic is not equipped or staffed to handle children for long periods of time.

Please inform us immediately if telephone numbers or other information on your child's emergency card changes. The information on your child's emergency card is vital for the safety and well-being of your child.

Student Insurance

Student insurance is provided for all students. This policy runs from the beginning of the school year until the last day of student attendance. To file an insurance claim, the accident must be reported to the school office promptly following the accident. Claim forms are available in the school office and must be completed and returned to the school for mailing to the insurance company within 30 days of the accident.

When to Keep Children Home

We ask you not to send your child to school if any of the signs/symptoms listed below are present:

1. VOMITING OR DIARRHEA WITHIN PAST 24 HOURS
2. FEVER WITHIN PAST 24 HOURS
3. Sore/red throat
4. Persistent coughing or sneezing
5. Red watery eyes
6. Rash
7. Earache, drainage from the ears
8. Excessive mucus from the nose, particularly green/yellow mucus.

Your child should return to school 24-hours after symptoms are gone without medication, or when your physician provides a written statement indicating your child is ready to return. **NO STUDENT IS PERMITTED TO CARRY MEDICATION OF ANY KIND.** If it is necessary for a student to receive a medication, prescription or over the counter, written permission must be provided by the parent. All medication must be kept in the clinic and be in its original container. Failure to do so will result in disciplinary action.

Florida Statute 1006.062 clearly states: For each prescribed medication, the student's parent shall provide to the school principal a written statement which grants to the school principal or the principal's designee permission to assist in the administration of such medication and which explains the necessity for the medication to be provided during the school day, including any occasion when the student is away from school property on official school business. The school principal or the principal's trained designee shall assist the student in the administration of the medication. The office/clinic does not keep aspirin, Tylenol, Advil, etc. in the office for general use. . The medication permission form may be obtained from the office. Please do not send in aspirin, Tylenol, or any over the counter medicine unless it is absolutely necessary. This should be for a limited time. If the child has been absent due to an illness considered to be contagious, please call and tell us the nature of the illness and when he/she may return. A medical release may be required.

Wellness Plan

The Wellness Plan has been created as the result of the school's Strategic Plan. The plan called for an increased awareness to students' physical health including areas such as healthy eating and habits, movement, sun protection, and spiritual well-being. The Wellness Committee developed the following plan [Wellness Plan](#).

Lunch/Cafeteria

The cafeteria serves a variety of items at reasonable prices. A menu and price list will be sent home monthly. Students may bring their lunches or parts of their lunches from home. The cafeteria makes a concerted effort to offer nutritious lunches to students. Please help us by teaching your child basic nutrition at home. If there is something your child should not purchase, please be sure that he/she knows this and the teacher has been notified. This applies to grades one through five only. If a student loses or forgets his lunch, he will be given lunch money from the cafeteria. The money must be paid back to the cafeteria the next day. This should be an infrequent situation. There are very limited funds for lunch lending. Email notices will be sent.

Students should enter the cafeteria from their assigned door. Students may not purchase food or drinks for other students. Proper manners should be observed in the cafeteria. Food or drink spilled on the floor, tables, or chairs should be cleaned before leaving. Indoor voices are required. The teacher in charge may require silence if there is some problem. If necessary, seats may be assigned on a permanent basis. Lunch must be eaten in the cafeteria, and nothing may be taken out of the cafeteria unless it is in a closed lunchbox.

NOTE: Please do not send glass containers with your child since they are potentially dangerous.

Parents are welcome to eat lunch with their child and are required to observe the following guidelines:

1. Buy or bring lunch for your child only.
2. If you would like to bring lunch for more than your child it must be for the entire class.
3. Sit at the class table with your child.
4. Sit at the outdoor picnic tables with your child only.
5. Other classmates or friends will not be permitted to leave the cafeteria to join a classmate for lunch.

Lost and Found

Lost and Found is located in the cafeteria. However, items of value such as money or jewelry should be turned into the school office. Unclaimed lost articles are eventually given away. All articles should be labeled with a student's full name.

Asbestos

St. Cecelia Catholic School has an approved asbestos management plan on file in the school office. Parents are free to inspect this plan.

Safety in Private Spaces - Students

The school complies with the requirements of §553.865, Florida Statutes, "The Safety in Private Spaces Act", which is consistent with the teaching and tenets of the Catholic Faith. Except where facilities are specifically designated as unisex, the school's bathroom and locker rooms/changing facilities are designated exclusively for use by biological females or biological males. Any student who willfully enters a school restroom or locker room/changing facility designated for the opposite sex and refuses to depart when asked to do so by any school personnel will be subject to disciplinary consequences as established by the school principal unless a specific statutory exception applies. This handbook provision shall be considered a part of the school's code of student conduct.

Safety in Private Spaces – Faculty and Staff

The school complies with the requirements of §553.865, Florida Statutes, "The Safety in Private Spaces Act", which is consistent with the teaching and tenets of the Catholic Faith. Except where facilities are specifically designated as unisex, the school's bathroom and locker rooms/changing facilities are designated exclusively for use by biological females or biological males. Any adult staff member who willfully enters a school restroom or locker room/changing facility designated for the opposite sex and refuses to depart when asked to do so by any school personnel commits a violation of the Principles of Professional Conduct for the Education Profession and is subject to discipline pursuant to section 1012.795, any applicable criminal codes, and disciplinary consequences as established by the school principal or superintendent of schools, unless a specific statutory exception applies. This faculty handbook provision shall be considered a part of the school's code of ethical conduct.

SPECIAL EVENTS

Birthdays and Class Parties

All classroom celebrations must have prior approval of the appropriate teacher. In keeping with our school's commitment to healthy children, be mindful of the nutritional value of the food item. Refer to the Wellness Plan for suggestions of healthy food ideas to celebrate.

- Students in Pre-K through grade 5 may celebrate birthdays.
- Parents must make arrangements with the homeroom teacher for any and all classroom celebrations.
- All food and drinks must be store bought with ingredients labeled.
- Invitations to personal parties may be passed out on school grounds under the following conditions: Every student in the class is invited. Flyer invitations must be used, and invitations are to be reviewed and approved by the teacher. The invitations must clearly state that it is NOT a school-sponsored activity.

Field Trips

The St. Cecelia behavior expectations and discipline policy applies to all off campus school sponsored activities.

- No student may attend without a signed field trip permission form received by the date requested.
- Buses are used for transportation on all field trips.
- Elementary students wear Blue Ribbon t-shirts.
- Middle School students wear IB t-shirts.
- No siblings are permitted to attend field trips.
- Students are not permitted to bring toys or backpacks on a field trip.
- Students should not bring money on field trips. They will not be allowed to make purchases at gift shops.
- A medical alert list by homeroom is carried by the teacher in charge. All medicines kept in the clinic for particular students will be brought on the field trip.
- The student teacher/adult ratio on field trip depends on the age of the students and the nature of the activity. A 10:1 ratio is the minimum.
- Parent picking up a child while on a field trip, must sign-out the child in the presence of the classroom teacher. A parent is not permitted to sign-out any other child.

All homerooms in grades one through five may have two field trips each year. The cost of the bus will be divided equally per number of students attending the field trip. Students who exhibit a pattern of inappropriate behavior may be prohibited from participating in field trips at the teacher's discretion.

Gift Giving

Individual gift giving including balloons and flowers is discouraged at school. Students will not be allowed to carry balloons or flowers from class to class. Gifts delivered to the office will be given to the student at the end of the day.

Use of Facility/Community Resources

The school encourages teachers to utilize the resources of the local community in enhancing the curriculum. The use of the local media center system, visits to community helpers such as the fire department, and the Officer Friendly program are all opportunities that enrich the school. The community is encouraged to use the school resources within existing policy. Any requests to utilize the school resources and the school are made directly to the administration. During natural disasters, the local police will utilize the school. The community is also encouraged to use the school resources at times and in situations which do not interfere with the education or safety of the students

FAMILY INVOLVEMENT

All families are required to complete mandatory hours of service. Family involvement adds a great dimension and enrichment to the life of the school. It is vital to both the financial stability and community spirit. Therefore, all families are expected to be equal and active partners.

Volunteer Requirements

In 2002 the US Council of Catholic Bishops issued the Charter for the Protection of Children and Young People. This charter mandates training for individuals who come into contact with children and youth to help them recognize, report and prevent child abuse, including sexual abuse.

A Diocesan Level II Background Check and Safe Environment On-line Training Certificate is mandatory for ALL volunteers. This documentation must be up to date and on file in the school office before volunteering in any capacity. St. Cecelia cannot accept a background screening from any other agency other than the Diocese of St. Petersburg.

***Diocese of St. Petersburg – Policy for the Protection of Children and Vulnerable Adults**

Guidelines for 24 Mandatory Hours of Service: (MHS)

Each PreK-3 through 8th grade family, single or dual parent, is responsible for 24 MHS. Parent MHS are not transferable from family to family nor from year to year. Each school year, the Home & School Association hosts a fall and a spring meeting.

- Each family is expected to be in attendance at each of these mandatory meetings. The dates of these meetings are posted on the school calendar.
- Each family is responsible for submitting their MHS on the parent portal to receive credit.
- The 24 MHS are divided among the following categories; raffle, mandatory fall and spring Home and School Meetings, field trips, and other; fundraisers, Grandparent’s Day, Welcome Back Dinner, class parties, field day, at home projects, etc. Certain categories, listed below, have a limit on the number of VHS that will be credited towards each family’s 24 hour requirement.
- Raffle: Ten hours must be earned by selling 30 raffle tickets. It is to your advantage to buy out any unsold tickets while the raffle is still in progress. Any unsold raffle tickets will be billed to your December Facts payment.
- H&S Mandatory Meetings: Two hours must be earned by attending the fall and spring Meeting. (One hour for the fall and one hour for the spring meeting.)
- Field Trips: If more than one adult in the same family chaperones on a field trip, volunteer hours will only be credited to one adult.
- Additional MHS may be earned by volunteering at a fundraiser, Grandparent’s Day, Welcome Back Dinner, class parties, at home projects, etc.
- Options for Meeting MHS Requirement
 - **MHS Buy-Out: Buy out all 24 hours at \$50.00 each for a total of \$1200.00.**
 - Earn Some/Buy Some: Pay for only un-served MHS at a rate of **\$50.00** per hour.
 - Materials Purchase: Purchases made at the request of a teacher for various class activities are credited toward MHS at the rate of **\$50.00** per hour. Purchases being made at the request of a teacher for MHS must be submitted on a Home & School Green Form with all receipts attached to receive credit.
 - Any families who have not fulfilled their MHS by Friday, May 27th (Field Day) are required to pay the rate of **\$50.00** per hour for all remaining hours owed in order for their children to sit for exams, participate in graduation activities, or to be re-registered for the following school year.
 - Major fundraisers are vital to the economics of our school and need the support of all family and school community members. Donations to the school for fundraising events and other needed and/or enhancement projects are tax deductible and separate from MHS.

Visitors

Everyone visiting the school, including parents, must first report to the office, sign in, and receive a visitor or volunteer sticker that must be worn. No visitors are allowed to visit a class without permission from the office.

Non-Smoking Campus

The school is a smoke-free campus.

Supervision of Volunteers

The Administrator supervises all who serve in any capacity in the school and in official school-related activities. The Administrator may delegate the supervisory role to a designated member of the school staff for specific activities. Volunteers are expected to review and adhere to Policies and Procedures contained in the Parent/Student Handbook.

Scheduling and Duties

Teachers and the Family Involvement Coordinator are responsible for sharing specific requirements and routines with the volunteers who have been scheduled, according to the needs of the school and the skill set of the volunteer.

Confidentiality

In the course of volunteer work, information, confidential or otherwise about students or teachers may be learned. Respecting others' privacy and our Christian values, please keep this and any information private and share only with the supervising teacher if necessary, avoiding unnecessary gossip. This information must remain confidential in any setting inside or outside the school/center, just as one would wish his/her own child's privacy rights to be respected. At times, the volunteer may come into possession of information about students that may need to be conveyed to the volunteer's supervisor (teacher or administrator). If information is appropriate in the judgment of the administrator, other persons on a "need to know" basis may be advised by the administrator to include, but not be limited to, parents/guardians, and pastor.

Management of Student Behavior

Student behavior is managed by faculty and staff. Volunteers are asked to provide praise for positive behavior observed and to use positive interactions when volunteering with students. If a volunteer notices a student acting inappropriately, they should immediately bring it to the attention of the teacher in charge. Volunteers are prohibited from using verbal or physical punishments, including but not limited to isolation, use of sarcasm, yelling, or any physical contact in directing and/or disciplining a child, e.g. pulling, grabbing, etc. Classroom teachers are prepared to act in accordance with the school behavior expectations and discipline policy.

Health Emergency and Safety Procedures

All situations should be dealt with individually with prudent, adult judgment as the primary response to any illness or injury. Simple scrapes, small cuts, bruises, etc., will be taken care of in the classroom or clinic. If the injury is of a more serious nature, the parent will be notified, and the office may call 911. Serious injury such as a possible broken bone, severe bleeding or allergic reaction should be dealt with immediately and with caution. **DO NOT MOVE THE CHILD. DO NOT LEAVE THE CHILD.** Send to the office for assistance. Remove other students from the proximity of the situation as soon as possible. Keep the affected child as still and comfortable as possible until help comes. Never dispense any medication (not even aspirin), to any child. All volunteers are encouraged to undergo first aid and CPR training

Mandatory Reporting

Chapter 415.504, Florida Statutes protects children from abuse and/or neglect. Abuse is defined as including any non-accidental injury, sexual battery, financial or sexual exploitation or injury to the intellectual or psychological capacity of a person by the parents or other persons responsible for the child's welfare. Neglect is failure to provide adequate food, clothing, shelter, and health care or needed supervision. Under Florida Law, anyone who suspects child abuse is legally obligated to report that abuse. It is the volunteer's responsibility to inform the school/center administrator of any suspicions of abuse. If, for some reason, the administrator declines to make a report based on a volunteer's suspicions, the volunteer still has a legal obligation to report. The child abuse hotline number is 1-800-962-2873.

Field Trip Chaperone

- All volunteers must complete the Diocesan Level II background screening and complete the Safe Environment Training. This documentation must be on file in the school office before chaperoning.
- The responsibility of being a chaperone should be taken seriously and requires the chaperone's complete attention to the students, the teachers, and any presenters at all times.
- Consumption of alcohol is not permitted during any daytime or overnight field trips.
- Smoking is not permitted at any time during a field trip.
- Cell phones should be muted and used at a minimum while chaperoning.
- Modest and appropriate dress is expected – No Spandex.
- If a child goes on a field trip with a parent in a car, he/she must be signed out of school in the office.
- No siblings, other family members, and/or friends are permitted to attend field trips.
- Any problems or concerns should be reported immediately to the supervising teacher.
- The chaperone must know where every student in their group is at all times.
- All students must return to school for dismissal unless they have been signed out by a parent.
- Cell phone numbers need to be given to the supervising teacher.

The Home and School Association

The Home and School Association formal parent and teacher group working for the benefit of the school. The purpose of this organization is to promote cooperation between the school and the parents, facilitate parent enrichment, support school activities and events as well as monetary assistance to the school's operational budget. Dues are collected with registration fees. All parents are members and encouraged to participate in all Home and School Association functions. The dates for all Home and School Association functions are on the school calendar. The Home and School Association officers will be introduced at the Fall Parent Meeting.

Home & School Association Executive Committee 2024-2025

President – Mrs. Lauren Jursik

Vice President – Open Position

Secretary – Mrs. Dena Butler

Treasurer – Mrs. Jill Notz

Family Involvement Coordinator – Mrs. Elizabeth Harris

Mrs. Lynn Shaner

Website – www.st-cecelia.org

School Advisory Commission (SAC)

Since the 1960s, as a result of Vatican Council II, the role of the laity in the church has been greatly emphasized. In line with this concept, the Diocese of St. Petersburg requests that each school have an Advisory Commission. St. Cecelia Catholic School Advisory Commission is a visionary and advisory body, charged with fiscal responsibility for the school. In discharging its responsibility, the School Commission must comply with policies established by the Diocese of St. Petersburg. The School Commission operates under a constitution which has been approved by the Diocese. A copy of this constitution is available for your inspection upon request. You are also asked to provide assistance to the School Commission through such activities as the Home and School Association and its projects and other school related activities. School Commission meetings are open and the dates appear on the calendar; you are welcome to attend. During the 1989-90 school year and again in 2009, the St. Cecelia School Board was chosen as one of the outstanding Catholic Boards of Education in the United States. The National Catholic Education Association made the selection.

SAC Members 2024-2025

Mr. Peter Hyc – St. Brendan

Mr. Dave Bell – Light of Christ

Mr. Pete Pergola – St. Cecelia

Mrs. Amanda Payne – At-Large

Mrs. Brenda Guinand – St. Cecelia

Father Tim Sherwood – Pastor in Charge

Mrs. Elizabeth Harris – St. Cecelia

Ms. Valerie Wostbrock - Principal

Mrs. Brandy Peckham – St. Cecelia

Mrs. Gerda Letizia – Assistant Principal

Mr. Eric Busch – St. Cecelia

Mrs. Maryanne Del Monte – Development Director

Mrs. Alicia Lannon – St. Cecelia

Mrs. Lauren Jursik – H & S President

Mrs. Carrie Layne – St. Cecelia

Mrs. Michelle Towns – Past H & S Presiden

Mr. Josh Reynolds – St. Catherine



**Academic Integrity Policy
For
St. Cecelia Catholic School (SCS)
Primary Years Programme (PYP) and Middle Years Programme (MYP)**

International Baccalaureate Programme Standards and Practices

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)

Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)

Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)

Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

Mission Statement

St. Cecelia Catholic School creates an environment with high academics, grounded in the Catholic faith, which inspires globally minded students to become compassionate leaders.

Introduction & Purpose

St. Cecelia Catholic School encourages students to demonstrate the ability to work both independently and interdependently within groups to increase productivity and achieve common goals. Students should act responsibly and ethically. To develop academic honesty in all students, SCS views cheating and plagiarizing as unacceptable behaviors that have moral and legal implications. Cheating is violating established rules and codes of ethics. Plagiarizing is falsely claiming authorship. Cheating and plagiarizing are serious offenses.

Academic Integrity Policy at St. Cecelia Catholic

The Academic Integrity Policy is in place at St. Cecelia Catholic School to reinforce our mission, vision, and values. SCS empowers all students to pursue the highest academic standards and engage in interdisciplinary learning. We foster an environment where our students are able to embody the IB Learner Profile by becoming critical and creative thinkers who make ethical decisions in our global society.

SCS believes all students can learn and be successful, given the appropriate support, and it is important to help students learn from their mistakes and failures. To be successful, SCS feels it is important to instill the value of academic

honesty in our students and ensure everyone understands their responsibilities and expectations in the above section, as well as the additional responsibilities and expectations from SCS below.

Teachers have the responsibility to:

Teach or review the correct use of sources and citations when assigning work.

1. Structure conditions during testing to alleviate the possibility of cheating.
2. Specify the types of collaboration that are discouraged and those that are encouraged.

Students have the responsibility to:

1. Avoid situations that might contribute to cheating or plagiarizing.
2. Avoid unauthorized assistance.
3. Use sources in the prescribed manner.
4. Document borrowed materials by citing sources.
5. Avoid plagiarism by using quotation marks for statements taken from others, by acknowledging information and ideas borrowed from any source, and by consulting faculty members about questionable situations.
6. Avoid “cutting” and “pasting” from computer text without proper attribution.

Students who violate “the spirit or the letter of the law” as regards to cheating and plagiarizing must accept responsibility for their actions and the accompanying consequences.

Artificial Intelligence (AI)

The age of consent to use AI platforms such as ChatGPT is thirteen years old. The policy for use of AI platforms by students in the classroom only pertains to our eighth-grade students. Students younger than thirteen may not use AI platforms as tools within the classroom. Teachers of middle school students may use and model the proper use of AI platforms as educational tools within the classroom.

The IB understands there may be reservations regarding the use of Chat GPT and other artificial intelligence tools in IB World Schools. However, we believe these tools can provide great opportunities to enhance the skills of IB learners. Critical thinking, for example, is a skill that will grow in importance when using artificial intelligence tools. We, therefore, need to work with these tools rather than against them and embrace what technology is capable of. The IB strongly believes we should find appropriate ways to include such tools in teaching and assessment, which are complementary with learning aims.

In any type of work where an external source has been used, a citation must be included at the point of use. The inclusion of a reference at the end of the paper is not enough. The citation in a text should link to a full reference in the Works Cited. Students should be clear that if they use the text (or any other product) produced by an AI tool—by copying or paraphrasing that text or modifying an image—they must clearly reference it in the body of their work and add the reference in the Works Cited. The in-text citation should contain quotation marks using the referencing style already in use by the school, for example: “the development of the tools and variables required for.....” (text taken/paraphrased from ChatGPT, 2023). The reference in the Works Cited should also contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023). ChatGPT response to example prompt about example topic.

Teacher Responsibilities:

1. Be clear and concise with students about what constitutes an academic honesty violation.
2. Ensure students understand when it is okay for them to collaborate with others and when they must work on their own.
 - Provide instruction on legitimate partner and group collaboration – ensure students understand all involved must be contributing and working together.
3. Provide students with instruction about cheating and plagiarism throughout the school year, particularly when working on essays, projects, and assessments.
 - Provide examples and scenarios for discussion.
 - Provide students with the definitions provided by IB/MYP literature for academic honesty, cheating, and plagiarism.
 - Academic Honesty – an authentic piece of work based on one’s original ideas and the work of others being fully acknowledged.

- Cheating:
 - Any behavior that gives a student an unfair advantage or affects the result of another student (i.e. using notes when not allowed, copying another student’s work, etc.).
 - Collusion – supporting another student in gaining an unfair advantage on assignment Examples:
 - Helping someone else cheat both deliberately and through support.
 - Allowing your work to be copied and/or submitted by another student.
 - Divide and conquer approach where you are not the author of the entire assignment given by the teacher (if not part of the assignment).
 - Representing significantly unequal work as equal collaboration.
 - Writing a paper or doing homework for another student, both at the time as well as sharing completed work with students who take the course in the future.
 - Sharing information about assessment content with other students. This includes any form of communication during or after testing times including passing materials, whispering, talking, signaling, or mouthing words to other students.
- Plagiarism – representing the ideas and work of another person as your own; using the ideas or words of another person without properly citing them.
 - Teachers will instruct students on the proper and acceptable way to cite research and other people’s ideas and words in their work (i.e. using footnotes, having a works cited page, using MLA format, using APA format, etc.)
 - Plagiarism equally applies to work other than text (i.e. art, music, etc.).
 - Examples of Plagiarism
 - Any representation of others’ work as your own.
 - Nonoriginal work that is not cited and appropriately referenced in submissions.
 - Copying information from a book or website.
 - Misuse of quotation marks, paraphrasing, and in-text citations makes authorship unclear.
 - Failure to identify source of elements of nonverbal work (i.e. painting, dance, photo, proof, musical composition, etc.)
 - Using online language translators unless explicitly allowed.
 - Provide MYP students with instruction on the appropriate usage of AI technologies.
- 4. Teach students the difference between summarizing and copying straight from the text.
- 5. Help students learn from their mistakes when an act of cheating or plagiarizing occurs.

Student Responsibilities

1. Ask staff for clarification if unsure whether an action would be cheating or plagiarizing in a certain situation.
2. Pay attention to and internalize all instruction from staff about plagiarizing, cheating, and academic honesty.
3. Notify a staff member if you become aware of a situation where cheating or plagiarizing has occurred.

Administrator Responsibilities

1. Support teachers in addressing academic honesty violations.
2. Support teachers with educating students about academic honesty.
3. Track student violations of cheating and plagiarism to identify trends and patterns that must be addressed.

Parent/Guardian Responsibilities

1. Support students in adhering to the SCS Academic Integrity Policy.
2. Be familiar with the SCS Academic Integrity Policy and what constitutes cheating and plagiarizing.

If a student violates the SCS Academic Integrity Policy and engages in an act of cheating or plagiarizing, the parent/guardian, student, school counselor, and administrator will be informed. In addition, the student may receive any of the following consequences:

Student Consequences

1st Offense:

- Parents will be notified.
- The teacher will discuss with student about academic dishonesty.
- The student will receive a 0% for the assignment.

- For a summative assignment, the student will redo the assignment or an equivalent assignment for a maximum of 70%.
- The student will accept responsibility in a letter of apology to the teacher.
- The student will receive a demerit.

2nd Offense:

- Parents will be notified and conference with the teacher, the student, an administrator and/or the school counselor.
- The teacher, the student, and an administrator or school counselor will review the SCS Academic Integrity Policy.
- The student will receive a 0% on the assignment/assessment on which they cheated.
- For a summative assignment, the student will redo the assignment or an equivalent assignment for a maximum of 50%.
- The student will accept responsibility in a letter of apology to the teacher.
- The student will receive a demerit, a detention and a written reflection assignment.
- The student will be removed from any Honor Societies and/or Class Office for the remainder of the school year.

3rd Offense:

- Parents will be notified and conference with the teacher, the student, and an administrator.
- The student will receive a 0% on the assignment/assessment on which they cheated.
- The student will accept responsibility in a letter of apology to the teacher.
- The student will serve a one-day in-school suspension and complete an appropriate assignment for failing to comply with the SCS Academic Integrity Policy.
- Further consequences for each offense will be determined in a case-by-case manner by the administrator – dependent on the disruption to the academic process and the student’s needs and history of academic honesty violations. The goal in every situation is to ensure that the student is learning from his/her mistakes in an effort to maintain an environment that fosters growth, academic integrity, and the characteristics of the IB Learner Profile.
- Created and adopted 8/2023
- Reviewed and updated 1/2024
- Reviewed and updated 6/2024



**Language Policy
For
St. Cecelia Catholic School (SCS)
Primary Years Programme (PYP) and Middle Years Programme (MYP)**

International Baccalaureate Programme Standards and Practices

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)

Lifelong learners 3.3: Pedagogical leaders provide opportunities for student voice to be represented in the school. (0402-03-0300)

Lifelong learners 7.3: Students take opportunities to develop their language profiles. (0402-07-0300)

Mission Statement

St. Cecelia Catholic School creates an environment with high academics, grounded in the Catholic faith, which inspires globally minded students to become compassionate leaders.

Purpose

The purpose of this document is to ensure that the IB's values and aims in relation to access, and multilingualism are reflected in the philosophy and school day of St. Cecelia School.

Language Philosophy

At SCS, language is a vital instrument for learning, communication, and expression.

- All teachers are language teachers, and all students are language learners.
- Teaching and learning is driven by the idea that through language instruction, we are encouraging intercultural awareness, new perspectives, curiosity, and an appreciation of our world's diversity.
- Through the exploration of language, students broaden their global understanding of other cultures in the world and become more effective communicators in both writing and speaking.
- Language should be taught in response to previous experiences.
- Mother tongue languages are respected, and their development is promoted.
- SCS students have access to learning more than one language.

Language Profile

St. Cecelia Catholic School recognizes the diverse cultural and linguistic backgrounds of our students and their families and is committed to providing an appropriate education for each of our students. SCS supports language acquisition, sustaining the mother tongue, and requiring English language arts instruction.

Out of the student population of 475, 25 percent speak Spanish with 20 percent speaking Spanish as their first language. Sixteen different languages are spoken as second languages. Polish, Arabic, and Vietnamese follow Spanish as the most prominent second languages. All teachers speak English with Spanish spoken as a second language by some teachers.

Languages and Curriculum Planning

The administration and faculty of SCS value language as an integral facet of the educational experience.

- All teachers contribute to the language learning process.
- It is our expectation that language instruction is conducted throughout the course of each subject area and will include competencies such as **oral language** - listening and speaking, **visual language** - viewing and presenting, and **written language** - reading and writing.
- As part of the curriculum planning process, PYP units including American English and Latin American Spanish as our second language are designed throughout the Program of Inquiry (POI) and implemented throughout the school.
- In the Middle Years Programme (MYP), Language Acquisition is a core subject and can also be part of an interdisciplinary unit.
- Multiple activities are celebrated each year to generate both enthusiasm and appreciation for other world cultures.

Language and Literature (Language A)

In order to promote holistic learning within the context of the PYP and MYP, the administration and faculty at SCS recognize the importance of incorporating the teaching and learning of language throughout the implementation of the program and across the curriculum. English is the school language of instruction. Language A is taught each day formally for 90 minutes daily in the PYP and MYP programmes, excluding early years classes. The Early Years programme (PreK 3 and PreK 4) classes have formal Language A instruction for sixty minutes a day. Language A teaching continues across the curriculum as students engage in discussions and written assignments in all academic areas.

In the PYP, the Formal Language A curriculum consists of grammar, writing, literacy, and phonics. The MYP Formal Language A curriculum consists of grammar, writing, speaking, and literacy.

The Language A program at St. Cecelia Catholic School aims to develop students' language skills, while fostering an appreciation for language and literature.

Language Acquisition (Language B)

The mastery of essential language skills, such as reading, writing, listening, and speaking, is a vital part of a student's overall development. The importance of developing these skills and becoming culturally proficient in a second language is recognized.

All students, starting PreK3 and continuing through eighth grade, have the opportunity to learn a foreign language. With exposure to the language and an experience in the culture, students are encouraged to develop new perspectives, intercultural awareness, and an appreciation of the richness of our world's diversity.

The Early Years programme receive 30 minutes a week of Spanish instruction from the Spanish teacher along with continued classroom encouragement from all teachers. Kindergarten-5th grade receive 45 minutes twice a week of Spanish instruction. Middle school grades receive 45 minutes three days a week in a classroom with a Spanish instructor. All language students receive instruction through the framework of the International Baccalaureate Programme.

International understanding, cultural awareness, and historical knowledge are enhanced through the study of customs, traditions, songs, poems, and everyday life in countries around the world. Students receive language instruction with an emphasis on grammatical structures and vocabulary development.

Mother Tongue Support

The mother tongue of the majority of the students at SCS is English, which is also the language of instruction of the school. However, within our population there are bilingual students, including those whose home language is a language other than English.

- Native language screeners will be available through the school counselor for students who are English language learners.
- Language instruction is scaffolded by highly qualified classroom teachers.
- For students whose primary language is something other than English, ESOL (English Speakers of Other Languages) strategies may be implemented through classroom instruction.
- In addition to a supportive climate, the strategies may include placing the student close to the front of the room, establishing a daily routine, providing guidance for homework assignments, allowing students ample time to finish assignments, verbal and visual instructions, and/or assigning buddies and peer tutors.
- Spanish speaking members of the staff communicate with parents and students in mother tongue language.
- Library resources are available in mother tongue languages.
- School newsletter can be translated into Spanish.
- Parent communication in Spanish.

Support Services

The school has several formal and informal support services available, including:

- ESOL Title I services are available to students that qualify after completing Native language screening. Parents are notified and meet with the counselor or academic support teacher to create a plan to support their ESOL student.
- Fluent or near fluent Spanish speakers can work with an ESE teacher during their Spanish class to help support English fluency.
- Media Specialist: The media specialist works closely with teachers, students, parents, and the school administration to ensure any curricular and support materials necessary for the development of language are available.
- Translation apps available on student iPads.

Created and adopted 2/2014

Reviewed and updated 9/2020

Reviewed and updated 3/2023

Reviewed and updated 1/2024

Reviewed and updated 6/2024



**Admissions and Access Policy
for
St. Cecelia Catholic School (SCS)
Primary Years Programme (PYP) and Middle Years Programme (MYP)**

International Baccalaureate Programme Standards and Practices

Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)

Culture 1.1: The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100)

Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

PYP 1: The school articulates and demonstrates the PYP to include all students, regardless of learner variability, unless the school's regulatory environment precludes full enrollment and requires the school offer the relevant national or state/provincial curriculum to certain students. (0301-01-0311)

PYP 2: The school implements the PYP across all early years and/or primary grade levels offered at the school. (0301-01-0312)

MYP 1: The school monitors and evaluates its efforts to provide students with equal opportunities to undertake the MYP. (0301-01-0321)

Mission

St. Cecelia Catholic School creates an environment with high academics, grounded in the Catholic faith, which inspires globally minded students to become compassionate leaders.

Purpose

The purpose of this document is to communicate the expectations for creating and maintaining equitable educational opportunities in admission and within all environments for all learners as required by IB.

Admissions

Once a student is registered at St. Cecelia Catholic School that student is continuously enrolled. Reasons a student would not be re-enrolled may include, but are not limited to, the following: unsatisfactory discipline history, excessive tardiness or absences, educational needs beyond what the school can meet, lack of parental support for school policies, and not adhering to the tuition policy.

The open admission policy of the Catholic Schools of the Diocese of St. Petersburg allows no person to be discriminated against or denied admission based on the basis of race, color, or ethnic origin if space is available, nor is the staff hired or assigned on the basis of race, color, or ethnic origin. Administration, in consultation with the admissions office and staff, is responsible for the acceptance of new students.

The application of new students includes a \$100.00 nonrefundable fee. St. Cecelia Catholic School's programs may not meet the needs of every student, and therefore, every potential new student is evaluated on the basis of prior academic performance, behavior performance, and standardized test scores.

Probationary Period

All students entering St. Cecelia Catholic School do so on a probationary basis for a minimum of 30 calendar days. During this period the student's performance will be reviewed. Reasons for dismissal may include, but are not

limited to, the following: unsatisfactory discipline history, tardiness, excessive absences, educational needs beyond what the school can meet, not adhering to the tuition policy. St. Cecelia Catholic School reserves the right to ask any student to leave at any time during the school year should it be deemed necessary by the school administration team.

Order of Acceptance for Pre-K Admissions – Students are accepted in the following order:

- 1) Full time sibling
- 2) Full time parish affiliated
- 3) Full time
- 4) Part time sibling
- 5) Part time parish affiliated

Applications

Applications for the general public are available after our November Open House. If there is a sibling of a current student coming to the school for the first time, it is necessary to file an application. This is particularly important in pre-kindergarten and kindergarten. Applications are available online at <https://www.st-cecelia.org/admissions/application/>.

Registration

Re-enrollment fees are per student and are billed to the FACTS tuition payment plans with one half of the total fees being billed in February and the remaining balance billed in April. Newly accepted students are to pay fees in full upon acceptance to SCS.

Age Requirements

- A child must be three (3) years of age to be admitted to the Pre-K3 program.
- A child must be four (4) years of age on or before September 1st to be admitted to the Pre-K4.
- A child must be five (5) years of age on or before September 1st to be admitted to kindergarten.
- In order to enter first grade, a child must have satisfactorily completed kindergarten and be six (6) years of age on or before September 1st of the school year. Exceptions – out of state transfers.

Florida Health Certificate

Health Requirements Pre-K

Each child must have current health records on file in the school office which include a current Student Health Examination and a Florida Certificate of Immunization. Immunization Records and Health Requirements -

Grades Pre-K – 8

The State of Florida requires each student to have a current record of immunization on file in the school office. Each student entering Pre-K must have a current student Health Examination and a Florida Certificate of Immunization on file. Parents are asked to help us comply with this regulation by providing this information each year. A health exam by a Florida physician is also required to be in each student's folder. This is a requirement upon entering school in Florida; this is not required to be repeated each year. Children attending kindergarten through eighth grade are required to have a second dose of measles vaccine, preferably MMR. Students attending kindergarten are required to have the Chicken Pox vaccine. Students attending kindergarten through first grade and seventh through ninth grade are required to have the hepatitis B vaccine series. Students attending seventh through ninth grade are required to have tetanus diphtheria, or Td booster. Students are not permitted to start school until these health requirements are completed and the school has received the immunization forms. Meningitis inoculations are considered for 7th and 8th grade students. Please discuss this with your pediatrician.

Immunization Exceptions

Some students may be exempt from immunizations due to medical reasons. A medical exemption form must be completed by a licensed medical physician and be renewed each school year. A religious exception is not recognized by the Diocese of St. Petersburg.

However, notwithstanding these exemptions, in the event the school or center believes in good faith that a greater risk exists to the faculty, staff and/or students, the principal, upon consultation with the pastor and superintendent of schools, may reject the exemption for the greater good of the school or center.

Tuition Payment Policy

Tuition is payable through FACTS Tuition Management Company. There are a variety of payment dates and methods to choose from as well as the frequency of payments. Payment plans can be monthly, quarterly, semi-annually or annually. Every student must have a Facts Tuition account. It is important to stay current on your tuition. Past due tuition after 60 days may put your child's continued attendance in jeopardy if satisfactory alternative arrangements are not made after consultation with the Business Office and approved by Administration. If students are withdrawn, no report cards or student records will be released until all outstanding financial obligations are met. In order for students to return to SCS, all previous year financial obligations must be current.

An account can be set up through the following link: <https://factsmgt.com/signin/3V4VC>. Contact Facts with any questions at 866-412-4637.

Tuition Assistance / Scholarships for K-8 Students

Tuition Assistance is available. Applications for tuition assistance begin in the spring of the year preceding the school year of which you are seeking assistance.

1. **Step Up For Students Family Empowerment (FES) and Florida Tax Credit Scholarships (FTC)** - are scholarships available to all families with students in grades K-12 regardless of income. The scholarship amount varies by grade level covering approximately \$7,809 to \$8,440 toward private school tuition. Please apply through the Step Up EMA link, <https://www.stepupforstudents.org/ema/>.
2. **Step Up For Students FES-UA Unique Abilities Scholarship** - Qualifying and Applying for FES-UA The Family Empowerment Scholarship for Students with Unique Abilities (FES-UA) is available to students ages 3 to 22 with variety of diagnoses. The UA scholarship amount varies depending on the Unique Ability but can cover 100% of tuition and fees. Please apply through the Step Up EMA link: <https://www.stepupforstudents.org/ema/>.
3. **AAA Income Based Scholarship** – AAA is another tax credit scholarship administrator in addition to Step Up offering both the FTC and FES scholarships as well as the Unique Abilities scholarship. Please apply through the following link: <https://www.aaascholarships.org/parents/florida/>. Do not apply for both Step Up and AAA, they offer the same exact scholarships.
4. **St. Cecelia Tuition Assistance Fund** – (Pre-K to Grade 8) Each year funds are set aside in the school's operating budget to help families offset some of the additional costs (such as fees and extended day care) not covered by the Step Up/AAA scholarships Funding priority is given to Pre-K for help with tuition since those students are not eligible for Step Up/AAA until Kindergarten.

For Pre-K 4 students: The State of Florida participates in the Voluntary Pre-K (VPK) program. All four-year-old students regardless of income are eligible to receive VPK funding. More information is available on the following website: <https://elcpinellas.org/>.

- Created December 2023
- Reviewed and Updated June 2024



**Inclusion Policy
For
St. Cecelia Catholic School (SCS)
Primary Years Programme (PYP) and Middle Years Programme (MYP)**

International Baccalaureate Programme Standards and Practices

Student support 2: The school identifies and provides appropriate learning support. (0202-02)

Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Lifelong learners 1.2: The school implements and reviews processes that actively engage students in their own learning. (0402-01-0200)

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Approaches to teaching 5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

Approaches to teaching 5.5: Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)

Mission

St. Cecelia Catholic School creates an environment with high academics, grounded in the Catholic faith, which inspires globally minded students to become compassionate leaders.

Purpose

The purpose of this document is to communicate the expectations for creating and maintaining an inclusive educational environment for all learners as required by IB.

In the spirit of Catholic education and Christian justice, these guidelines have been developed as a tool for following procedures for identifying, assessing, and educating the student with special needs within the Catholic educational setting.

Inclusion Philosophy

It is the philosophy of both Saint Cecelia Catholic School and The International Baccalaureate Programme that every child should receive the necessary resources, guidance, accommodations, and differentiation needed to attain their highest level of academic potential.

Definitions:

Inclusion—An ongoing process to increase engagement and access in learning for ALL students by identifying and removing barriers. Specializing the curriculum to meet student’s academic needs allows them to progress academically with their peers. Inclusion also involves collaboration, mutual respect, support, and problem solving involving whole school community.

Least-restrictive Environment (LRE)—A placement decision based on an individual student’s Service Plan/Student Support Plan, which could include pull-out, small group, full-inclusion, or a combination.

Differentiation—An instructional model where teachers vary instruction to meet the needs of individual students.

Service Plan—Public school services are provided to parentally placed private school students with disabilities through the Service Plan. This document is created through the zoned public school and services are provided, if possible, through contracted teachers to students found eligible.

Gifted and Talented (GT) Students—GT Students are students who are identified as possessing outstanding abilities and who are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Students in the PYP programme who meet specific criteria may be eligible for *Enhanced Learning*. Students in the MYP programme who meet specific criteria are eligible for *Honors Math* and/or *Honors Language and Literature*.

English Language Learners (ELL)—An ELL student is any student whose home language is not English and whose English language proficiency is considered limited.

Student Intervention Team

The Student Intervention Team consists of teachers from middle grades, intermediate grades, primary grades, a resource teacher, and the guidance counselor. The team meets as needed to support classroom teachers with behavioral, academic, and/or social-emotional student concerns. The process begins with a referral from the classroom teacher. The referral process is data-driven and includes Tier 2 interventions. The team then meets with the teacher and the student’s parents to listen to their concerns. In collaboration, the group discusses strategies and interventions to address the concerns. Once the course of action is agreed upon, an action plan is written for the student. A sixty-day period is provided for the implementation of the action plan. After the sixty-day period, a follow-up meeting is held with all the participants to evaluate the student’s progress. At that time, it will be determined whether the student meets expectations or a Response to Intervention is warranted.

Response to Intervention

Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Student progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention.

Tier 1 – Students receive high-quality, scientifically based instruction, differentiated to meet their needs and are assessed on a periodic basis to identify needs for additional support.

Tier 2 – Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3 – Students receive individualized, intensive interventions that target the student’s skill deficits for the remediation of existing needs and the prevention of future obstacles.

Academic Support Protocol

If a student is not responding to specific strategies provided by the teacher in the classroom, support procedures are as follows:

- A student is identified by a teacher or parent.
- The student's name is submitted to the Student Intervention Team (SIT).
- The SIT evaluates the situation and provides recommended strategies and interventions for the teacher to implement over a sixty-day period.
- After the sixty- day period of strategy implementation, the SIT reviews the student's progress and determines if more interventions, academic support, or RTI is warranted.
- If the needs of the student are greater than what is provided by the school, the RTI process begins.
- To begin this process, parents are responsible to contact Pinellas County School Board to request testing.
- If a student qualifies through the RTI process, he or she will be connected to services through Pinellas County Schools (i.e. Varying Exceptionalities Resource Teacher, Physical Therapist, Occupational Therapist). Once a student meets specific criteria for exceptional student education, he or she can have access to therapies specific to their needs.
- For speech/articulation deficits, parents request a packet from FDLRS/ADAPT and the student can be assessed to qualify for speech therapy.
- Speech therapists are providers of language therapy for students who have a language impairment (learning disability as identified through RTI) NOT as a result of their native tongue spoken at home (ESOL/ELL)
- Native language screeners will be available through the school counselor for students who are English language learners.
- For social-emotional concerns and/or anxiety, the school counselor is available

Access

St. Cecelia Catholic School is committed to meet all students' learning needs and remove barriers so all students can easily engage in classroom learning and assessments. This policy covers all the diverse students that are enrolled in the SCS PYP and MYP Programmes. This is to support all students and help students work through and around barriers to learning and assessment. Possible barriers our students at SCS face include, but are not limited to, the following areas: language ability, cultural variations, hearing, intellectual exceptionalities, movement and coordination issues, physical health, mental health, numeracy issues, processing disorders, reading, seeing, social-emotional, speech and language, and writing.

Removing and Reducing Barriers

St. Cecelia Catholic School will identify students on a case-by-case basis as to barriers that are impeding a child's learning. Students with a diagnosis and a plan will follow the Academic Support Protocol. Students without a diagnosis will be referred to the school counselor to meet his or her specific needs. If necessary, parents will be informed and involved in creating a temporary or permanent plan to remove barriers. Plans may consist of in-house small groups, outside counseling, and/or referral to the SIT committee. The school counselor regularly meets with each class to discuss social-emotional learning strategies. The school uses the Second Step curriculum to address social-emotional learning.

Other Accommodations

Additional individualized academic support may include: small group or one-on-one instruction, assistance through the inclusion model, classroom accommodations, and testing accommodations. Students with learning disabilities and/or a medical diagnosis will have a formal written Student Support Plan that supports their learning needs.

Title I, a federally funded program, provides certified teachers to work with students in reading (grades K – 8) and/or math (grades 1-8). Students will receive planned, small group instruction in the Title I room several times per week. For middle school, this instruction takes place after school. The Title I teacher will work closely with the classroom teacher, providing reinforcement of the reading and/or math program. Catapult is a private business who will provide Title 1 services in both reading and math at all grade levels. Title I supplement does not replace the regular classroom instruction.

Created and adopted 2/2014
Reviewed and updated 9/2020

Reviewed and updated 3/2023
Reviewed and updated 1/2024
Reviewed and updated 6/2024



**Assessment Policy
for
St. Cecelia Catholic School (SCS)
Primary Years Programme (PYP) and Middle Years Programme (MYP)**

International Baccalaureate Programme Standards and Practices

Culture 5: The school implements, communicates, and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)

Approaches to assessment 3:1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant program documentation. (0404-03-0100)

MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)

Mission Statement

St. Cecelia Catholic School creates an environment with high academics, grounded in the Catholic faith, which inspires globally minded students to become compassionate leaders.

Introduction & Purpose

We at St. Cecelia Catholic School believe assessment to be essential to the mission of SCS. It is a continuous process which guides teaching and learning and helps evaluate the effectiveness of the International Baccalaureate Primary Years and Middle Years program for our students.

The purpose of this document is to communicate to all stakeholders in our IB community, the program expectations for assessment for all learners as required by the International Baccalaureate Organization (IBO). This policy provides the instructional staff at SCS with a system for effective assessment practices and provides an essential agreement of the assessment expectation for all stakeholders. This policy also fulfills verification and evaluation requirements for the Primary Years Programme (PYP) and the Middle Years Programme (MYP) as set by the International Baccalaureate (IB).

The SCS instructional staff regularly discusses assessment to ensure alignment with our philosophy and practices. Teachers at SCS are committed to working collaboratively to design instruction that actively engages and challenges all students. In order to improve student learning assessment:

- provide students with frequent and effective formative assessment feedback with teacher guidance on how to set goals for improvement;
- provide data for teachers to use, reflect upon, and adapt their teaching strategies, which includes strategies for differentiation;
- ensure students are reflecting, analyzing, and evaluating their own work and that of their peers;
- empower and encourage IB students to become lifelong learners who take ownership of their own learning.

The SCS Assessment Policy is communicated to all stakeholders via faculty meetings, teacher/parent conferences, syllabi, and the SCS student/parent handbook. The IB assessment policies are reviewed annually.

St. Cecelia Assessment Policy aligns with current Diocese of St. Petersburg and IB assessment practices and policies. It encompasses **planning, assessing, recording, and evaluating and reporting.**

Planning for Assessment:

Planning and assessing at St. Cecelia IB World School is ongoing. The primary objectives of assessment at SCS are to provide feedback on the teaching and learning process and to drive future instruction. Assessment practices at SCS allow teachers to effectively plan and differentiate learning by evaluating student's current ability and level of understanding. When planning for student learning within the IB- PYP-MYP, SCS teachers strive to provide opportunities for learners to construct meaning through structured inquiry emphasizing the connections between subject-specific knowledge and the transdisciplinary/interdisciplinary skills and themes.

Our philosophy of assessment recognizes the value of assessing the process of inquiry as well as the product(s) of inquiry and aims to integrate and support both.

Through planning and collaboration, teachers design learning units. Teachers begin with the end in mind by identifying summative assessments which allow students to reflect and demonstrate their understanding of the PYP Central Idea /MYP Statement of Inquiry.

Student progress and growth is regularly assessed using formative assessment tools and strategies. Formative assessments used during instruction help identify what students are learning, allowing teachers to differentiate and adjust the pace and content of instruction.

Assessment strategies and tools are adapted to meet individual student needs. Student self-assessment and reflection is also a helpful assessment tool.

Assessing, recording, and evaluating:

St. Cecelia teachers use a variety of strategies to provide a comprehensive view of our students' achievement across all subject areas. Examples of types of assessment are as follows:

- Creation of solutions or products in response to problems
- Essays
- Questionnaires
- Investigations
- Labs
- Research Projects
- Performances
- Presentations-verbal (oral or written) graphic (through various media)

Compositions- musical, physical, artistic

- Content tests

Formative/Diagnostic Assessments

Formative assessments are used to obtain feedback on students' progress in their grasp of knowledge, conceptual understanding and skills within the IB framework. Examples of formative assessments are as follows but not limited to:

Observations - all students are observed on a regular basis. Checklists, inventories, and narrative descriptions are common methods of observing.

Selective Responses - are single occasion, one dimensional exercises. Tests and quizzes are the most familiar samples of selective responses.

Exit Slips - are a quick progress check of the expected learning goal. These are usually given at the end of a lesson to evaluate students' understanding and to identify any misconceptions.

Running records - are used to assess young readers' ability to read aloud and their reading behaviors. Teachers use the data to determine the student's reading level and to place students in instructionally appropriate level texts.

Reflection/Process Journals - are an ongoing collection of student's reflections, connections, and work samples in respect to their learning.

Summative Assessments

Summative assessments are completed at the end of each unit to assess the mastery of knowledge, conceptual understanding, and skills. Examples of summative assessments are as follows but not limited to:

Open-ended tasks - situations in which students are presented with a stimulus and asked to communicate an original response. This might be a brief written response, a drawing, a diagram, or a solution.

Performance assessments - goal directed tasks with established criteria that are authentic challenges and problems. This requires many skills and there is rarely only one response. Audio, video, and narrative records are often useful for this kind of assessment.

MYP Criteria Assessments - Summative assessments are criterion related in all MYP subject areas. The IB MYP provides rubrics within each content area that align with the subject area objectives. Teachers use the IB MYP rubrics specific to their subject area, and the criteria being assessed, to determine student achievement levels. Feedback is provided on the rubric by highlighting achievement descriptors that were met and offering suggestions for improvement in order to reach the next level of achievement. **Students are assessed using each of the MYP criteria a minimum of two times over the course of the year in each subject area.**

Subject Area	Assessment Criteria
Language and Literature	A. Analyzing B. Organizing C. Producing text D. Using language
Language Acquisition	A. Listening B. Reading C. Speaking D. Writing
Individuals and Societies	A. Knowing and understanding B. Investigating C. Communicating D. Thinking critically
Sciences	A. Knowing and understanding B. Inquiring and designing C. Processing and evaluating D. Reflecting on the impacts of science
Mathematics	A. Knowing and understanding B. Investigating patterns C. Communicating D. Applying mathematics in real-world contexts

Arts	A. Investigating B. Developing C. Creating/performing D. Evaluating
Physical and Health Education	A. Knowing and understanding B. Planning for performance C. Apply and performing D. Reflecting and improving performance
Design	A. Inquiring and analyzing B. Developing ideas C. Creating the solution D. Evaluating
Community Project	A. Investigating B. Planning C. Taking action D. Reflecting
Interdisciplinary	A. Evaluating B. Synthesizing C. Reflecting

Summative assessment tasks and expectations tied to them, are discussed with students prior to the assessment through distribution and study of the MYP rubrics. These rubrics are clarified using task-specific descriptors with student friendly language. When possible, exemplars are also made available to students and when indicated students may be involved in the development of the task-specific descriptors for the MYP rubrics to aid their understanding of the assessment task and method of evaluation.

Self and Peer Assessment- Peer and self-assessments help students be more aware of their personal strengths and challenges.

Learner Profile Attributes Within the Assessment Policy

These learner profile attributes, when applied to student learning and work, will establish skills and student behaviors which support solid practices in the classroom that continue to the assessment level. These positive practices are expected to be introduced, modeled, and used throughout the school. The IB has created learner profile attributes which describe all types of learners. Below are the specific descriptions of learner profiles as created by the IB.

- Inquirers- We nurture our curiosity, developing skills for inquiring and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- Knowledgeable- We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- Thinkers –We use critical thinking skills to analyse and take responsible action on complex problems. We exercise in making reasoned, ethical decisions.
- Communicators- We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- Principled- We act with integrity and honesty, with a string sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- Open-minded- We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- Caring- We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and the world around us.

- Risk-takers- We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovate strategies. We are resourceful and resilient in the face of challenges and change.
- Balanced- We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- Reflective- We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB Culminating Document of Progress and Success:

PYP Portfolio- SCS uses the platform *SEESAW*, a student driven digital portfolio to document student progress in the PYP. Each PYP student has an individual Seesaw account, which is used to document student work and growth through each year of the PYP. Examples of student work and growth includes photos, classroom documentation, and FACTS. Parents have access to their child's account.

MYP Microsoft Teams and OneNote and Toddle - MYP students have subject based One Note folders documenting their work and progress throughout the years of the MYP program. MYP students also have portfolios in Toddle to document student work and growth through each year of the MYP. Parents have access to their child's account.

PYP Exhibition - This is a celebration of the PYP student using the skills and processes displaying the characteristics of a life-long learner and an internationally-minded citizen. It is a transdisciplinary inquiry involving personal and shared responsibility, as well as, a summative assessment. This is part of the fifth-grade curriculum and prepares students for middle school and the MYP.

MYP Community Project - The community project focuses on community and service. This experience encourages students to explore their right and responsibility to implement service as an action in the community. The community project gives students an opportunity to develop an awareness of the needs in various communities. Students participate in a sustained, self-directed inquiry within a global context. The community service project is student-centered and age-appropriate. It enables exploration through the cycle of inquiry, action, and reflection. Personal experience gained through the MYP community service projects helps students develop the attributes of the IB Learner Profile, demonstrate Approaches to Learning (ATL) skills, and fosters the development of independent, lifelong learners.

Reporting:

SCS uses multiple reporting practices and tools to share individual and group academic information derived from assessments.

- Consistent reporting is a goal of all teachers.
 - Evidence of learning is shared with parents through Seesaw, Microsoft Teams and OneNote, Toddle, FACTS, teacher conferences, and summative assessment rubrics.
 - Parents can access their child's grades at all times. FACTS gradebook is on the school portal, and grades are reported as formative and summative assessments.
 - MYP students are scored using subject IB criteria then converted to a percent grade.
 - Report cards are posted at the end of each trimester as published on the school calendar.
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- Created and adopted 2/2014
 - Reviewed and updated 9/2020
 - Reviewed and updated 3/2023
 - Reviewed and updated 1/2024
 - Reviewed and updated 6/2024



Diocesan Policies

- A Code of Conduct for Parents, Guardians, Caregivers, Volunteers, & Visitors
- Code of Conduct for Volunteers Working with Minors
- The Diocese of St. Petersburg Anti-Bullying Policy
- Computer and Internet Use Policies

“In Unity We are One in the Lord”



*A Code of Conduct
for
Parents, Guardians, Caregivers,
Volunteers, and Visitors
of Catholic Schools*

*“Search Me, O God, and Know My Heart”
-Psalm 139*

This Code of Conduct applies to all parents, guardians, caregivers, volunteers, and visitors who interact with our schools and Catholic Education in the Diocese of St. Petersburg. It also applies to all parents, guardians, caregivers, volunteers, and visitors who are present at school and school sponsored activities, meetings, and/or functions within and outside of school hours. As parents, guardians, caregivers, volunteers, and visitors, there is an expectation of support for the Vision and Mission of Catholic Education in the Diocese of St. Petersburg.

Code of Conduct for Catholic Schools in the Diocese of St. Petersburg

The school is a multifaceted organization comprising a diversity of populations that have distinctive relationships to one another. Relationships are at the very core of our Catholic Christian belief in our Triune (three persons in one) God. The Holy Trinity is God in relationship! This beautiful doctrine inspires all of us in Catholic Schools, to attempt to be a living Christian community in relationship with God and others. It is essential in such a community that all members recognize and respect not only their own rights and responsibilities but also the rights and responsibilities of other members of the community and those of the school itself. “All rights have to be balanced by responsibilities because we are in relationship” (Putney, 2005).

The responsibility for promoting and upholding these core values of the school community must fall on all those with the greatest capacity to reason and control their actions. Therefore, it is the expectation of the school that all parents/guardians/caregivers/volunteers and visitors model acceptable behavior always within the school setting, at school sponsored activities or when the school can be involved in any social or professional media. “It is incumbent upon parents to cooperate closely with the school teachers to whom they entrust their children to be educated; and in fulfilling their duty, teachers are to collaborate closely with parents who are to be willingly heard and for whom associations or meetings are to be inaugurated and held in great esteem” (*The Code of Canon Law*, Canon 796, Para. 2).

As a parent, celebrate that you play a foundational role in the development of your child's sense of justice, equity, and worth of all members of the school community. You are one of the most instrumental role models within your child's life. “Since parents have given children their life, they are bound by the most serious obligation to educate their offspring and therefore must be recognized as the primary and principal educators” (*Gravissimum Educationis*, 1965, para. 3).

This Code is designed to guide all stakeholders in their dealings with staff, other parents, students, and the wider school community. All staff and students at our Catholic schools are guided by similar codes. The Code is written in line with the school's values and expectations. The Code stands beside, but does not of course exclude or replace, the rights and obligations of individuals under common law. All Catholic schools are private property owned by the Roman Catholic Diocese of St. Petersburg. The school joyfully exercises its responsibility to teach Catholic faith and morals in all fullness. Parents whose religious practices and beliefs run counter to Church teaching might experience conflicts as we maintain mission integrity. Sincere questioning of the practices and doctrines of the Catholic faith—whether by students or their parents—in order to more deeply understand them are welcome; but openly hostile or persistent defiance of Catholic truths or morality are a violation of the Family-School Agreement and may result in denial of admission or dismissal from the school.

The Gospel and Our Values:

We are called to emulate Jesus' call to love God and to love each other. We look to the values taught to us in scripture and the Christian belief to guide us, including: *Love* (1 John 4:7-19); *Promoting Life in Abundance* (John 10:10); *Inclusion* (Luke 19: 1-10); *Reconciliation* (Luke 15: 11-32); *Compassion* (Luke 10: 30-37); *Justice* (Matthew 25: 31-460); *Liberation* (Luke 4: 16-21); *Community* (John 15); and *Hope* (Luke 24: 13-35).

In living out these Gospel values, we strive to develop the following:

- An inclusive approach including a non-judgmental and welcoming attitude towards all people
- An ability to appreciate the situation of others
- A cooperative attitude in working with others
- Open, positive and honest communication
- The ability to work civilly with other people
- Reverence for Creation
- Trusting relationships
- Responsible actions

As a Parent, Guardian, Caregiver, Volunteer, and/or Visitor, we ask that you:

- Respect the decisions made by the administration, even if you disagree with them.
- Value the school community and its reputation especially when engaging with social media
- Support in words and actions the philosophy of Catholic Education
- Work in trust with the school for the common goal of achieving what is best for all
- Support your child/ren in all educational endeavors by giving praise and showing interest in school activities
- Help your child/ren to discover that it is more the process that is experienced, rather than the end-product, that makes it all worthwhile
- Model flexibility – encourage healthy problem solving
- Help your child/ren to understand that ‘giving of your very best’ is what matters rather than always comparing yourself against the capabilities or achievements of others
- Listen to your child/ren, but remember that a different version of the event may be interpreted by others
- Understand the importance of a healthy parent/teacher/child relationship and communicate any concerns to your school in a constructive and appropriate manner
- Validate that both parents and teachers work together for the benefit of the child/ren
- Observe the school’s policies, as outlined on the school webpage and/or the school’s handbook and endeavor to support them in the home
- Cooperate where your child’s behavior has overstepped accepted school standards, as outlined in the Student Code of Conduct, and follow specified protocol for communication with faculty/staff members
- Support the school in its efforts to maintain a positive teaching and learning environment
- Cast off gossip and hearsay by communicating with the school and always model good manners for your child/ren
- Sustain a positive and co-operative attitude and interact positively with other parents and members of the school community
- Encourage community building with other parents in your year, level, and across the school
- Do not smoke or use offensive language on school premises

Rights of a Parent, Guardian, Caregiver, Volunteer, and Visitor:

- To be treated with respect and courtesy by staff, students and other parents
- To be listened to, and clearly communicated with by the school, regarding your child/ren’s education and development
- To have confidentiality over sensitive issues respected by faculty/staff
- To be treated in a caring and polite manner
- To have a timely response to concerns raised, usually within 24-48 hours
- To be treated with professionalism by all faculty/staff members

Responsibilities of a Parent, Guardian, Caregiver, Volunteer, and Visitor:

- Value and advocate for your school and its reputation. Be mindful of the hurt and damage social media may cause to faculty/staff members and other parents
- Under no circumstances approach another child while in the care of the school to address, discuss or reprimand them because of actions towards your own child/ren
- Respect the rights of faculty/staff members and other individuals
- Respect the reputation of teachers and be mindful of communications especially social media; e.g. tone of emails
- Follow the correct procedures to resolve a grievance or conflict, as outlined in the school’s handbook
- Respect teachers’ preparation time before, during, and after school. Make an appointment for long discussions at a mutually convenient time. If you wish to speak to a teacher, please do not expect a meeting unless pre-arranged
- To protect our children do not discuss any grievances or perceived failings in front of them regarding the school
- On excursions, helping in class or on campus, parents must follow the instructions and directions of the teacher. A parent may remind students of the rules but at no time issue consequences and should refer the student to the teacher if the behavior continues

- As valued members of the school community attend and participate appropriately in school liturgies or special events including athletics, concerts, academic and cultural events

Grievance Process for a Parent, Guardian, Caregiver, Volunteer, and Visitor:

Our Catholic schools want to work in partnership with our families. If anyone has a current complaint, criticism, or concern, it is expected the following steps be followed in the first instance:

1. Speak to the appropriate school person involved (e.g. class teacher) first and try to resolve the concern with mutual respect and clear communication. Where/if possible make an appointment with the relevant person. Follow the chain of command.
2. If for some reason this is not possible, then make an appointment to see an administrator, or other designated leadership personnel
3. The Administrator (or designee) should attempt to mediate and find resolution in the presence of both parties.
4. If, having followed Steps 1-3 with no satisfaction, you may complete the online form found on the website of the Diocese of St. Petersburg - Office of Catholic Schools and Centers for further facilitation.

It is important to note that criticism regarding a faculty/staff member will only be heard if it is related to their professional conduct.

Deliberate breaches and inability to respect the Diocese of St. Petersburg – Office of Catholic Schools and Centers Code of Conduct for Parents, Guardians, Caregivers, Volunteers, and Visitors, or exasperating complaints, may result in exclusion of a parent, guardian, caregiver, volunteer, and/or visitor from a school, and/or possible termination of enrollment of their child/ren.

If your complaint relates to Sexual Abuse by a faculty/staff member towards a child in both an historical or current matter, you should, contact the statewide toll free abuse and neglect registry at 1-800-96ABUSE (1-800-962-2873) and/or law enforcement.

Excerpts of this policy have been used by permission of the Diocese of Townsville, AU.

Parents, Guardians, and/or Caregivers, when signing off on accepting the school's policies in the Enrollment Application Form, and by the act of accepting enrollment at a Diocese of St. Petersburg Catholic School, are accepting of this Code of Conduct in its entirety.



Diocese of St. Petersburg Code of Conduct for Volunteers Working with Minors

Any form of sexual misconduct is sinful. It is a violation of the sixth commandment, and it is a “failure in genuine love for God and neighbor, caused by a perverse attachment to certain goods” (CCC 1849). Certain forms of sexual misconduct may also be criminal. Adults, including and especially Church Personnel (hereafter referred to as “Adults”), who engage in any form of sexual misconduct with minors violate the ministerial relationship of trust by misusing their authority to take advantage of the vulnerability of those they serve. Because of the unique position of those in ministerial service, there is always an absence of meaningful consent to any sexual activity.

It is the responsibility of adults to maintain appropriate physical and emotional boundaries with those with whom they work or serve. While it is not possible to identify every form of inappropriate conduct that violates a person’s boundaries, the following section includes behaviors that should be practiced, as well as those that are to be avoided.

Church Personnel/Volunteers will:

- Treat everyone with respect, loyalty, patience, integrity, courtesy, dignity, and consideration.
- Try to avoid situations in which one is alone with a child at Church activities.
- Use positive reinforcement with children and youth rather than criticism, competition, or comparison.
- Refuse to accept expensive gifts from children and youth or parents without previous written approval of the pastor or administrator.
- Refrain from giving expensive gifts to children or youth without prior approval of the parents or guardian and the pastor or administrator.
- Report actual or reasonably suspected abuse to the Department of Children and Families (DCF Abuse Hotline: 800-962-2873), and the Diocesan Victim Assistance Coordinator (1-866-407-4505). The Pastor/Administrator or Principal must also be notified.
- Be familiar with the Diocese of St. Petersburg Safe Environment Policy for the Protection of Children and Vulnerable Adults.
- Cooperate fully in any investigation of abuse of children or youth.
- Demonstrate respect for the teachings of the Church as well as the provisions of secular and canon law.
- Provide appropriate adult supervision of minors.

Church Personnel/Volunteers are not to:

- Smoke or use tobacco products in the presence of children to whom they are not related.
- Use, possess, or be under the influence of illegal drugs at any time while volunteering.
- Use, possess, or be under the influence of alcohol at any time while volunteering.
- Pose any health risk to children and youth. If the employee or volunteer is ill, he/she should stay home.
- Strike, spank, shake, or slap children and youth.
- Humiliate, ridicule, threaten, or degrade children and youth.
- Touch a child in a sexual or other inappropriate manner.
- Use any discipline that frightens or humiliates children and youth.
- Use profanity in the presence of children and youth.
- Engage in any conversation of a sexual nature which does not comport with church teaching.
- Wear sexually suggestive or immodest attire.

- Show sexually suggestive objects or pornography*.
- Use any electronic device, desktop, laptop, tablet, mobile phone or any other means to accessing the internet to view pornographic* images of any type.
- Examine the genitalia of any person for any reason.
- Provide free medical advice or medical procedures unless authorized or are required by law.
- Administer drugs, including over-the-counter medication, in the absence of express written permission.
- Offer a prolonged hug when a brief hug is customary behavior, behavior must be initiated by the child.
- Kiss any part of the body of a minor.
- Invite children and young people to one's home unsupervised or for overnight stays, even with the permission of the parent or guardian.
- All Adults are required to comply with the Policies of the Diocese of St. Petersburg, including but not limited to the *Policy for Social Media*.

*According to the *Charter for the Protection of Children and Young People*, the federal legal age for defining child pornography includes pornographic images of minors under the age of eighteen.

Behaviors that raise serious concerns with respect to maintaining a safe environment for children include, but are not limited to:

- Acting like a peer around children and youth rather than an adult
- Failure to set appropriate limits with children
- Indications of anxiety regarding adult sexuality
- Overly anxious in interviews or under supervision
- Success in getting around the rules
- No sense of responsibility for one's actions
- Keeping secrets with children and youth
- Allowing special relationships with or giving gifts to an individual child or youth
- Allowing individuals to break some rules (favoritism)

PLEASE NOTE: Any action inconsistent with this Code of Conduct or failure to act appropriately as mandated by the same may result in the removal of an individual as a volunteer with children and youth.



**Office of Catholic Schools and Centers
Diocese of St. Petersburg**

The Diocese of St. Petersburg Anti-Bullying Policy

The Office of Catholic Schools and Centers of the Diocese of St. Petersburg (herein referred to as the “DOSP”) and each school within the DOSP (herein referred to as the “School”) are committed to promoting a safe, healthy, caring, spiritual, and respectful learning environment for all of its students. The DOSP and each School is committed to protecting its students from bullying and/or harassment. As such, bullying and/or harassment is strictly prohibited, will not be tolerated and shall be just cause for disciplinary action. Therefore, this anti-bullying policy prohibits any unwelcome physical, social, electronic, nonverbal, verbal or written conduct directed at a student by another student.

- (1) physically, emotionally, or mentally harming a student;
- (2) damaging, exhorting or taking a student's personal property;
- (3) placing a student in reasonable fear of emotional or mental harm;
- (4) placing a student in reasonable fear of damage to or loss of personal property; or
- (5) creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities of the Catholic mission of the school; or (6) disrupting the orderly operation of a School.

I. Definitions

- a. Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying results in physical hurt or psychological distress of an individual. Bullying is unwanted purposeful written, verbal, nonverbal, or physical behavior and/or actions, including, but not limited to, teasing, name-calling, slurs, rumors, jokes, false accusations, intimidation, threatening, stalking, innuendos, demeaning comments, pranks, social isolation, gestures, public humiliation, theft, destruction of personal property, physical violence, cyber-bullying and cyber-stalking.
- b. Harassment means to engage in a course of conduct directed at a specific student, which causes emotional distress to that student and serves no legitimate purpose.
- c. Cyber-stalking means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific student, causing emotional distress to that student and serving no legitimate purpose.
- d. Cyber-bullying is the willful and repeated harassment and intimidation of a student through the use of digital technologies, including, but not limited to, email, blogs, texting on cell phones, social websites (e.g. Facebook, Instagram, SnapChat, MySpace, Twitter, etc.) chat rooms and instant messaging. Cyber-bullying includes the following misuses of digital and/or electronic technology: teasing, intimidating, or making false accusations about another student by way of any technological tool.
- e. Course of conduct means a pattern of conduct composed of a series of acts over a period of time, however short, which evidences a continuity of purpose.
- f. The definitions hereunder apply to any student who either directly engage in an act of bullying and/or harassment, or who, by their behavior, actions and/or conduct, support another student's act of bullying and/or harassment.

II. Scope/Expectations:

The DOSP and each School expects students to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and the educational purpose underlying all School activities. As such, the DOSP and each School prohibits bullying and/or harassment of any student:

- i. that occurs on school premises at any time;
- ii. during any educational program or activity conducted by the DOSP or the School;
- iii. during any school-related or school-sponsored program or activity;
- iv. that occurs on any bus or vehicle as part of any school activity; or
- v. through threats and/or other communications made outside of school hours, which are intended to be carried out during any school related or school sponsored activity or program;
- vi. though an incident of alleged bullying and/or harassment may occur off of the School's campus and may not entail threats of acts to occur during school hours, if a student's ability to receive an education or a School's ability to provide an education is significantly impaired, as determined by the School and/or the DOSP, disciplinary sanctions may be issued.

II. Reporting Complaints

Each student, parent and/or any other members of the School's community has a duty to immediately report any incident of bullying and/or harassment to the student's homeroom teacher and/or to the School Counselor. The School Counselor will provide the reporting party with the Bullying Complaint Report Form which must be completed, dated, and signed by the reporting party, so the School may initiate further inquiry and investigation, when appropriate.

IV. Disciplinary Action

Concluding whether a student's action, conduct, behavior or a particular incident constitutes a violation of this policy requires a determination based on the facts and circumstances of each complaint, followed by the determination of disciplinary sanctions. Any student found to have violated this anti-bullying policy will be subject to the appropriate disciplinary action, which may include, but is not limited to, temporary removal from the classroom, loss of privileges, detention, counseling, parent conference, suspension, expulsion, and/or notification to appropriate authorities. The disciplinary action may be unique to the individual incident and may vary in method and severity based on the School's and/or DOSP's sole discretion. False reports or accusations of bullying and/or harassment also constitute a violation of this anti-bullying policy and will subject the offending party to appropriate disciplinary action.



Office of Catholic Schools and Centers Diocese of St. Petersburg

Computer and Internet Use Policies

Computer Policy Statement - The following is a policy statement regarding the use of microcomputer software: *The Diocese of St. Petersburg and St. Cecelia Catholic School purchase or license the use of copies of computer software from a variety of outside companies. The Diocese of St. Petersburg and St. Cecelia Catholic School do not own the copyright of this software or its related documentation and, unless authorized by the software developer, does not have the right to reproduce it for use on more than one computer.*

Employees, parents, volunteers, and students of schools and centers shall use software on local area networks and multiple machines only in accordance with the license agreement.

Employees, volunteers, and students learning of any misuse of software or related documentation within the school or center shall notify the school/center administrator or the Superintendent of the Diocese of St. Petersburg. According to the US Copyright Law, illegal reproduction of software can be a serious offense punishable by fine and criminal penalties. The Diocese of St. Petersburg will not tolerate the use of illegal, pirated software. Any employee, parent, volunteer or student who makes, acquires or uses unauthorized software shall be disciplined as appropriate under the circumstances.

This document sets forth the rights and responsibilities for students under the Diocese of St. Petersburg Student Internet Use Policy. This Student Internet Use Policy is, by reference, a part of the Student Internet Account Agreement which must be executed by each Student and each Student's Parent or Guardian.

A. EDUCATIONAL PURPOSE:

1. The School Network has been established for a limited educational purpose. Educational purposes include classroom activities, continuing education, professional or career development, and high quality, educationally enriching personal research.
2. The School Internet system has not been established as a public access service or a public forum. The Diocese and school has the right to place restrictions on the material you access or post through the School Internet system. You are expected to follow the rules set forth in this policy, the student disciplinary code, and the law in your use of the School Internet system. The student disciplinary code will govern any violations of this policy.
3. You may not use the School Internet system for commercial purposes. This means you may not offer, provide, or purchase products or services through the School Internet system.

B. ACCESS TO ONLINE MATERIALS:

1. The material you access through the School Internet system should be for class assignments or for personal research on subjects you study in a class or would otherwise research in the school media center. Use for entertainment purposes is not allowed.
2. You are not allowed to use the School Internet system to access inappropriate information, which includes, but is not limited to, the following: obscene material, child pornography, material which depicts or describes in an offensive way violence, nudity, sex, death, or bodily functions, material designated as for adults only, material which promotes or advocates illegal activities, material which promotes the use of alcohol or tobacco, school cheating, or weapons, or material advocating participation in hate groups or other potentially dangerous groups.

3. If you mistakenly access inappropriate information through the School Internet system, you are required to immediately report this access in the manner specified by your school. This will protect you against a claim you have intentionally violated this policy.
4. The school has installed filtering software to attempt to prevent access to inappropriate material.
 - a. If you feel filtering software is blocking your access to an appropriate site, report this to your teacher.
 - b. You are not allowed to seek to bypass the filtering software by using a proxy site or some other technology.

C. PRIVACY AND COMMUNICATION SAFETY REQUIREMENTS:

1. "Personal contact information" includes your full name, together with other information which would allow an individual to locate you, including your family name, your home address or location, your work address or location, or your phone number.
2. If you are an elementary or middle school student, you are not allowed to use the School Internet system to disclose your full name or any other personal contact information online for any reason.
3. If you are a high school student, you may disclose, through the School Internet system, personal contact information to educational institutions, companies or other entities for continuing education, professional or career development purposes with specific staff approval.
4. You are not allowed to disclose names, personal contact information, or any other private or personal contact information about other students. You are not allowed to forward a message sent to you privately without documented permission from the person who sent you the message.
5. You are required to promptly disclose to your teacher or other school staff member any message you receive through the School Internet system which is inappropriate or makes you feel uncomfortable. You should not delete such messages until instructed to do so by a teacher or other staff member.

D. UNLAWFUL, UNAUTHORIZED, AND INAPPROPRIATE USES AND ACTIVITIES:

1. Unlawful activities:

- a. You are not allowed to attempt to gain unauthorized access to the School Internet system or to any other computer system through the School Internet system or go beyond your authorized access. This prohibition includes attempting to log-in through another person's account or to access another person's files.
- b. You are not allowed to disrupt or attempt to disrupt the School Internet system or any other computer system or destroy data by spreading computer viruses, or by any other means, using the School Internet system.
- c. You are not allowed to use the School Internet system to engage in any unlawful act, including but not limited to arranging the sale or purchase of drugs or alcohol, engaging in criminal gang activity, or threatening the safety of any person.

2. Inappropriate language:

- a. Restrictions against inappropriate language apply to all speech communicated through the School Internet system, including public messages, private messages, and material posted on Webpages.
- b. You are not allowed to use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language on the School Internet system.
- c. You are not allowed to post information which could cause damage or a danger of disruption to your school or any other organization or person on the School Internet system.
- d. You are not allowed to engage in personal attacks, including prejudicial or discriminatory attacks on the School Internet system.
- e. You are not allowed to harass or bully another person on the School Internet system.
- f. You are not allowed to post false or defamatory information about a person or organization on the School Internet system.

- g. You are required to promptly disclose to your teacher or another school employee any message you receive on the School Internet system in violation of the restrictions on inappropriate language.

3. Plagiarism and copyright infringement:

- a. You are not allowed to plagiarize works you find on the Internet. Plagiarism is taking the ideas or writings of others, and presenting them as if they were yours, without proper attribution.
- b. You are required to respect the rights of copyright owners in your use of materials found on, disseminated through, or posted to the Internet. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright.

4. Specific Activities prohibited:

- a. Inappropriate activities subject to discipline under this policy include but are not limited to:
- b. The transmission of material, information or software in violation of school policy, or c. local, state and federal law,
- d. Changing of Windows/Mac platform settings (desktop, screensavers, etc.),
- e. Downloading software or plug-ins into the School Network or Computer,
- f. The use of web-based email accounts,
- g. Online chatting or any instant messaging,
- h. Making purchases via the internet,
- i. The installation of any software on the system by a student. Software can only be installed by the School, using software purchased by the School and appropriately licensed by law for use on School computers, violating copyright or other laws, accessing personal files belonging to others, accessing areas of the network which are not designated for your use.

5. Limited Privacy:

- a. You are notified by reading and signing this document that you have only a limited expectation of privacy in your files on the School Internet system and in the records of your online activity. All student use of the School Internet system may be supervised and is subject to being closely monitored at all times. You are notified that the school's monitoring of Internet usage can reveal all activities you engage in using the School Internet system.
- b. Routine maintenance and random monitoring of the School Internet system may disclose information indicating you have violated this policy, the student disciplinary code, or the law. A detailed search of your individual School Internet system account, and its historical activity, may be conducted if there is reasonable suspicion you have violated this policy, the student disciplinary code, or the law.

E. SYSTEM SECURITY AND RESOURCE LIMITS:

1. System security:

- a. You are responsible for your School Internet system individual account and should take all reasonable precautions to prevent others from being able to use your account. You should not provide your password to another person.
- b. You are required to immediately notify a teacher or the system administrator if you have identified a possible security problem involving the School Internet system. However, you are not required to look for security problems; this may be construed as an unlawful attempt to gain access.
- c. You are required to avoid the inadvertent spread of computer viruses by following the school virus protection procedures.

2. Resource limits:

- a. You are required to use the School Internet system only for educational, professional or career development activities and limited, high-quality personal research.
- b. You are not allowed to download large files from or to any computer on the School Internet system unless absolutely necessary, and then only with approval of a teacher or another school employee. If necessary, and allowed, you may download large files when the system is not being heavily used; you are required to immediately remove the file from the School Internet system computer as soon as possible after appropriate copying or use.
- c. You are not allowed to use Diocesan, school, or personal distribution lists or discussion groups for sending irrelevant messages.

F. DISCIPLINE

Violations of this Student Internet Use Policy can result in termination of the student's account, denial of access to the School Internet system, suspension, expulsion, or referral of matters to the appropriate law enforcement agency, depending on the severity of the actions. Such determination is within the sole discretion of the School and the Diocese.

G. LIMITATION OF LIABILITY:

Neither the Diocese nor school guarantees the functions or services provided through the School Internet system or its internet service provider will be without error. The Diocese and/or school will not be responsible for any damage you may suffer, including but not limited to loss of data, interruptions of service, or exposure to inappropriate material or people. The Diocese and/or school will not be responsible for the accuracy or quality of the information obtained through the School Internet system. The Diocese and/or school will not be responsible for financial obligations arising through the unauthorized use of the School Internet system. Your parents can be held financially responsible for any harm resulting from your use or misuse of the School Internet system. You may use the School Internet system only if your parents have signed a disclaimer of claims for damages against the school and Diocese.

Parents, Guardians, and/or Caregivers,
when signing off on accepting the school's policies in the Enrollment
Application Form, and by the act of accepting enrollment at a Diocese of St. Petersburg Catholic School, are
accepting of this Code of Conduct in its entirety.
Excerpts of this policy have been used by permission of the Diocese of Townsville, AU.

APPENDIX A – AFI Notice
St. Cecelia Catholic School
Area for Improvement (AFI) Notice

Please sign and return to school the following day. **Please attach missing and/or incomplete school work, if applicable.

Student Name _____ Grade _____ Class _____
Teacher _____ Date _____

- _____ Disruptive behavior
- _____ Inappropriate language
- _____ Inappropriate voice volume
- _____ Inappropriate hallway behavior
- _____ Inappropriate physical contact

- _____ Careless academic work
 - _____ Inattentive or off-task behaviors
 - _____ Not following instructions
 - _____ Unprepared for class
 - _____ Incomplete or missing work
 - _____ Assignments turned in late assignment(s): _____
- **Make sure completed work is attached to this notice

- _____ Uniform infraction _____
- _____ Drawing on self or others
- _____ Chewing gum
- _____ Late for class
- _____ Using technology at inappropriate times
- _____ Other: _____

Teacher Comments and Signature
Parent/Guardian Comments and Signature
Five Area for Improvement (AFI) Notices will result in a Demerit.

**APPENDIX B – Demerit
St. Cecelia Catholic School**

Student Name _____ Grade _____
 Issuing Teacher _____ Subject _____
 Date _____ **Please sign and return to school the following day.

_____ Demerit	_____ Detention <i>to be served on:</i> _____
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Academic Responsibility

_____ Five Areas for Improvement (AFI) Notices

Respect:

- _____ rude, discourteous language (verbal, written, or gestured)
- _____ using foul/unacceptable language or imagery (oral or written)
- _____ threatening/harassing others
- _____ misuse of school property/materials
- _____ inappropriate use of technology
- _____ disrespect to any adult or other student on campus or at school sponsored functions
- _____ disruptive behavior during Mass or prayer
- _____ un-Christlike display of behavior regarding others' mistakes
- _____ other: _____

Responsibility

- _____ unnecessary rough play
- _____ behavior which disrupts the teaching/learning process
- _____ dishonesty in written work/tests (see academic integrity)
- _____ lying
- _____ unsafe behavior (s)
- _____ misuse of items belonging to others
- _____ not observing school/class rules
- _____ fighting (verbal/physical)
- _____ cell phone violation ___ 1st offense ___ 2nd offense

Student Signature _____	Administration Signature _____
Teacher Signature and/or Comments	

Parent/Guardian Signature and/or Comments	

