

Good Shepherd Catholic School



Junior High Handbook 2018-2019

Good Shepherd Catholic School



STUDENT CODE

1. The student shall excel in Christian concern for his/her schoolmates by kind, respectful behavior toward them.
2. Courtesy and cordiality toward faculty and staff shall be consistently required of the student.
3. The student shall conduct himself/herself reverently in church and at prayer.
4. The student shall observe classroom regulations, and behave in an orderly, respectful manner during all class activities.
5. The student shall approach his/her academic program seriously, and cooperate with school personnel to achieve his/her optimal growth.
6. The student shall adhere to the established dress code as stated in the Good Shepherd Catholic School Parent and Junior High Handbooks.

Welcome to GSCS Junior High

We are delighted to welcome both students and parents to a new school year at Good Shepherd Catholic School. Junior high is an exciting adventure toward high school. We anticipate a year of commitment and enthusiasm, filled with accomplishments, friendships, and fond memories.

Students, you will face many challenges this year as you grow spiritually, academically, physically, emotionally, and socially. As leaders in the school community, you will serve as role models for the entire student body.

Education is a shared responsibility requiring cooperation among teachers, staff, students, and parents. Together we will work as a team toward a successful and productive junior high experience.

Begin your year by carefully reading this handbook. It is intended to provide an overview of school policies and curricular requirements pertaining to junior high students at our school. After reading the contents of this handbook, reflect carefully before signing the enclosed contract. This contract is a binding agreement stating that you will abide by the philosophy, policies, procedures, academic and behavior standards of Good Shepherd Catholic School.

Our junior high comprises sixth, seventh, and eighth grade students. We look forward to a great year together. We ask Jesus Christ, Our Lord, to guide us as we continue our life journey together. We pray that we will follow in His path in our ministries as students, teachers, and parents.

May God bless you in all you do.

Junior High Faculty

Miss Cox
Mrs. Hubbard
Mrs. McNeil
Mrs. Marentez
Mr. Drummond
Mr. Palpal-Latoc
Fr. McWeeney
Mrs. McKinney
Miss Cordeiro
Mr. Banayat

Junior High Faculty

2018-2019

Mrs. McNeil	Homeroom 8 Science 6, 7, 8 Drama 6, 7, 8
Mrs. Hubbard	Homeroom 7 Literature 6, 7, 8 Language Arts 6, 7, 8 Spelling/Vocabulary 6, 7, 8 Handwriting 6, 7, 8
Miss Cox	Homeroom 6 Math 6, 7, 8 FLEX 6
Mr. Drummond	PE 6, 7, 8 Social Studies 6, 7, 8
Mr. Banayat	Music 6, 7, 8
Mrs. McKinney	Spanish 6, 7, 8
Ms. Cordeiro	Art 6, 7, 8
Fr. Nate	Religion 7, 8

General Junior High Guidelines

Progress Reports

Our hope is that student progress will be closely monitored at home via Gradelink as well as student/parent/teacher communication.

Homework Policy

All work must be completed in black or blue ink. Individual teachers will advise on use of cursive or print script for particular assignments. Pencil will be used for all mathematics assignments. Illegible, messy work, including torn or wrinkled papers, will not be accepted. Students will be required to redo unacceptable work.

Assignments can earn full credit if satisfactorily completed and submitted on time (ready for correction/review upon request).

Missing/Late Assignment Policy

Missing/late homework assignments are recorded through the student's Gradelink report. Please see each individual teacher's Weebly page for their homework policy. Students who are absent due to illness will have the number of day's equivalent to the absence to make up missed assignments. This policy is in place to support each student in being an organized, independent learner who demonstrates responsibility and accountability in meeting daily learning expectations.

Class Celebrations

Class celebrations will be held during lunchtime only. These parties are not mandatory but are allowable upon teacher discretion. No helium/mylar balloons or gifts of any kind will be allowed to be distributed at school for birthdays or holidays. **Please be aware of food allergies.**

Healthy and Nutritious Lunch

It is strongly encouraged that parents pack healthy and nutritious lunch items for their child's recess snack and lunch. Fast-food lunches are discouraged. No soda allowed.

Responsible Behavior

Each student will receive an individual responsible behavior grade for each class. Students and parents will be given a rubric so they have a clear understanding of the expectations. They will no longer be receiving an individual effort grade. Effort will now be a component of responsible behavior. Grades will be updated by homeroom teachers twice per quarter. Teacher's will communicate with parents as needed if a student's behavior requires attention.

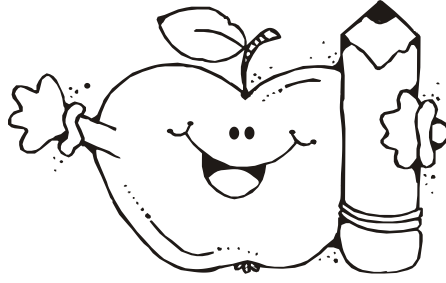
Starting with the 2018/2019 school year, GSCS will be awarding student's who go above and beyond with the Disciple of Christ award. Student(s) will be recognized for their actions and behavior by junior high faculty during the first morning assembly of the month.

Responsible Behavior Rubric - Good Shepherd Catholic School				
Criteria	Exceeds Expectation (93-100, O)	Meets Expectation (90-92, VG)	Working Towards Expectation (80-89 G+, G, G-)	Below Expectation (72 and Below, S-, NI, and U)
A Good Shepherd Catholic School student is expected to display responsible behavior in the area of <u>attitude</u> :	Consistently demonstrates a positive and helpful attitude during class. Student demonstrates enthusiasm for learning, is cooperative with all assignments, and is supportive of others.	Demonstrates demonstrates a positive and helpful attitude during class. Student demonstrates enthusiasm for learning, is cooperative with all assignments, and is supportive of others.	Inconsistently demonstrates a positive and helpful attitude during class. Student seldom demonstrates enthusiasm for learning, is cooperative with all assignments, and is supportive of others.	Minimally demonstrates a positive and helpful attitude during class. Student rarely demonstrates enthusiasm for learning. Cooperation with assignments and support of others is limited.
A Good Shepherd Catholic School student is expected to display responsible behavior in the area of <u>participation</u> :	Consistently takes initiative and contributes to class discussions and projects. Contributions are relevant to topic and enhance the learning experience.	Adequately takes initiative and contributes to class discussions and projects. Contributions are relevant to topic and enhance the learning experience.	Displays inconsistent initiative and seldom contributes to class discussions and projects. Contributions are inconsistent to topic and seldom enhance the learning experience.	Displays minimal initiative and rarely contributes to class discussions and projects. Contributions are minimal and rarely enhance the learning experience.
A Good Shepherd Catholic School student is expected to display responsible behavior in the area of <u>effort</u> :	Consistently contributes to their own academic development by bringing materials to class, submitting quality assignments in a timely and orderly manner, and seeking assistance as needed.	Adequately contributes to their own academic development by bringing materials to class, submitting quality assignments in a timely and orderly manner, and seeking assistance as needed.	Inconsistently contributes to their own academic development when bringing materials to class, submitting assignments in a timely and orderly manner, and seeking assistance when needed.	Minimally contributes to their own academic development when bringing materials to class, submitting assignments in a timely and orderly manner, and seeking assistance when needed.
A Good Shepherd Catholic School student is expected to display responsible behavior in the area of <u>respect</u> :	Consistently models high levels of respect for classroom, teacher, students, materials, and self. Consistently adheres to class rules.	Adequately models high levels of respect for classroom, teacher, students, materials, and self. Adequately adheres to class rules.	Inconsistently models respect for classroom, teacher, students, materials, and self. Somewhat adheres to class rules.	Minimally models respect for classroom, teacher, students, materials, and self. Rarely adheres to class rules.
A Good Shepherd Catholic School student is expected to display responsible behavior in the area of <u>responsibility</u> :	Consistently accomplishes tasks in a timely and accountable manner. Consistently aware of consequences of their actions.	Adequately accomplishes tasks in a timely and accountable manner. Is adequately aware of consequences of their actions.	Inconsistently accomplishes tasks in a timely and accountable manner. Somewhat aware of consequences of their actions.	Minimally accomplishes tasks in a timely and accountable manner. Rarely aware of consequences of their actions.

Discipline Procedures

Specific behavioral expectations will be clearly posted in all junior high classrooms. Respect and Christian attitude are the overall themes of our discipline policy. Students choose to either comply with the rules or not. Inappropriate behavior and/or non-compliance with classroom rules and expectations will result in one or more of the following consequences:

- Verbal Warning
- “Sign-in” in the classroom behavior log
- Three “sign-ins” in one week will result in a detention



Detention

Detention is incurred following three “sign-ins” in one week. Sign-in sheets are submitted to the homeroom teacher at the end of each day. A detention slip will be issued by the homeroom teacher following the third sign-in. ***This slip must be signed by the parent(s) and returned to the teacher the following day.*** Failure to produce a signed detention slip the next school day will result in an additional detention.

Blatant disrespectful behavior will not be tolerated and will result in an automatic detention.

Detention is scheduled for thirty minutes after school. At this time students will reflect on Christian values, attitudes, and responsible behavior. They are offered an opportunity to set goals for future improvement.

Detentions will be postponed or reassigned ONLY with a signed doctor’s note.

Junior High Curriculum

Religion and Family Life

The students will examine the Catholic Church, its past and present. In sixth grade students study the Old Testament, liturgy and the liturgical calendar. The seventh grade will focus in-depth on the New Testament and our Catholic beliefs. A study of Church history and morality will be explored in eighth grade. Each grade level is expected to memorize grade level appropriate prayers as well as participate in spontaneous and personal prayer. All students are expected to actively participate in liturgies and paraliturgies.

The Family Life program comprises a series of ten lessons focusing on God's gift of family, self, life, sexuality, and community. Permission slips will be sent home for signature prior to the first lesson in the curriculum.

Christian Service Hours

Service is a very important and valuable lesson for our students to practice. Each student is expected to complete six hours of service each quarter. Points are given for service performed for others (parents, teachers, relatives, friends, neighbors, organizations etc.) in which monetary or gift compensation is **not** received. ***If a student completes hours outside of school sponsored activities, they must take a picture as additional documentation of completion.***

All service hours must be pre-approved by the student's Religion teacher prior to the activity to ensure he/she will receive an appropriate credit for the Religion requirement. A written reflection will be required as an attachment to the Christian Service hour form (details listed on the form).

Service opportunities are an overt expression of the Themes of Catholic Social Teaching (Life and Dignity of the Human Person; Call to Family, Community, and Participation; Rights and Responsibilities; Option for the Poor and Vulnerable; The Dignity of Work and the Rights of Workers; Solidarity; and Care for God's Creation).

A document, available online or supplied by the teacher, will be used to record the hours of service, signature of the recipient of these services, and parent signature. This document will be submitted to their religion teacher no later than two weeks before the end of each quarter (dates will be posted in the classroom). No signatures will be given on the due date.

Service Hours Grading Scale:

6 hours service	100%
5 hours service	83%
4 hours service	67%
3 hours service	50%
2 hours service	33%
1 hour service	17%



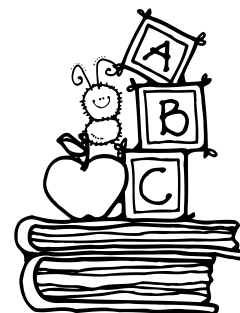
Language Arts

The language arts curriculum includes composition, grammar, spelling, vocabulary, and handwriting. The writing process is emphasized in completing various assignments in order to strengthen writing across the curriculum. Speech and drama will also be incorporated into the curriculum. Good Shepherd Catholic School has adopted the Step Up To Writing supplemental program across all grade levels to promote cohesive in the writing curriculum. Students in Junior High will have the opportunity to represent the school in the San Diego County Spelling Bee.

Literature

Sixth, seventh, and eighth grade students will read from their grade appropriate literature textbook. Novels will also be incorporated to enhance the reading curriculum. Novels may need to be purchased or borrowed from the library. Students will read and analyze various genres in literature and present various book reports. Vocabulary development and enhancement is a component of the literature curriculum.

Accelerated Reader Program will count for 20% of the student's literature grade. This is an all-school reading program in which all students have individualized requirements they will meet.



Science



The science curriculum is designed to meet the Curriculum Course Content of the Diocese of San Diego and the Next Generation Science Standards (NGSS). There is an emphasis of Earth science in sixth grade, Life science in seventh grade, and Physical science in eighth grade, with across grade level opportunities in the above sciences and Engineering. Scientific measurement, lab equipment use and safety, scientific problem-solving and the scientific method are taught at all levels and are reinforced through lab experiments, field study research and applications, and a science fair research project. Science Fair participation is mandatory in sixth, seventh, and eighth grade levels. Qualifying seventh and eighth grade students have the opportunity to participate in the Greater San Diego Science and Engineering Fair. All students will be required to sign a science safety and appropriate lab application form.

Mathematics

The mathematics curriculum is aligned with the State of California Framework and Common Core State Standards. The junior high math curriculum is structured so that:

- Students see the relevance of mathematics in their lives by applying mathematical concepts to real-life situations, thereby increasing understanding and meaning.
- Students, working both individually and cooperatively in groups, are involved in activities that include the use of paper/pencil, mental math skills, math manipulatives, and computer-based technology for mathematics.

- Prior knowledge is a foundation on which to build and explore new concepts.
- Students are required to define and utilize mathematical language and vocabulary, both in written and oral form.
- Students are exposed to a variety of learning experiences and assessment strategies so that all learning styles are accommodated.

Social Studies

The sixth grade curriculum is comprised of the study of world history and ancient civilizations such as Egypt, Greece, and Rome. Students will also study the history of the Middle Ages and Renaissance periods. Students in seventh and eighth grade will develop a more thorough understanding of United States history with an emphasis on the rights and responsibilities of American citizens.



Physical Education/Health

The purpose of the P.E./Health program is to develop the whole child: mind, body, nutrition and inner self. P.E./Health provides leadership opportunities and fosters positive attitudes and lifelong fitness, while developing athletic abilities. Activities include running, stretching, fitness exercises and team sports. The class meets twice a week. All students are required to dress in P.E. attire for class. They will change into the P.E. uniform during school hours. Athletic shoes are part of the P.E. uniform and multi-colored athletic shoes are allowed. Due to the new gymnasium, non-marking soles/shoes (i.e., no black soled dress shoes) will be permitted. **Three non-suits will lower a student's grade by one letter grade.**



Computers

All junior high students will attend computer class each week. They will receive instruction in computer operations, history of digital technology and computer technology. Students will continue to develop keyboarding skills. Junior high students are strongly encouraged to sign up for a Gmail account. Students will use Google Documents, Gmail, and various word processing, spreadsheets, and graphic software. Graphic communications media and digital multimedia will also be presented. Finally, Junior High students will receive further instruction of the proper use of online resources in order to assist the student with any future research reports/projects. All students will study safe and responsible Internet use, and will discuss ethical issues involved in the usage of computer technology. Parents are required to sign an Internet permission slip before their child is permitted to access this component of the computer curriculum.

Personal Computing Devices and Internet Use

Devices are not permitted at this time until further notice from administration. School laptops will be available and provided for student use. This also includes all smartwatches or other communication devices.



Art

Students gain experience with a variety of art forms and media, such as landscapes, 3-D objects, paper/pencil and ink drawings, use of proportion, visual art, and historical artists and styles. The use of art materials and various techniques cause students to gain greater proficiency in producing increasingly well-constructed works of art.



Music

Students will learn about different forms and genres of music and the basic concepts of music theory, performance, and listening. Students will be given opportunities through the year to perform both individually and in groups. Studying music gives students opportunities for building self confidence in performing and speaking in front of audiences, as well as cooperating with peers. Some skills that students learn through the study of music are essential to being a sensitive, caring, well-rounded person. Musicianship develops discipline, taking direction, leadership, self-expression, critical thinking skills, and socialization, all of which are useful in everyday life, and necessary in most areas of the workforce. Students will be able to develop these skills as they learn, perform, and respond to various types of music through the year.

Spanish

6th Grade: With one class period weekly, students will start their language development with the basics of vocabulary building, speaking and writing practice, and conversation at home and at school. Topics include the alphabet, sounds of consonants and vowels, greetings, numbers, calendar, weather, family, and simple sentence structures using the verb "ser." Students will complete exercises from the book *Spanish is Fun* by Heywood Wald and use supplemental resources as well. To practice their Spanish speaking abilities, students will recite prayers in Spanish. Assessments will be given regularly, approximately every 3 class periods and songs and games will be incorporated. Homework will be assigned after each class.

7th Grade: Learners will have two Spanish class periods weekly with a faster pace of Spanish language exposure using the middle school text *¿Cómo te Va?* The basics will be introduced first quarter with a greater emphasis on conversation and grammar. Seventh graders will learn similar topics introduced in 6th grade but will have a more extensive vocabulary base. *Ser*, *tener*, and simple forms of *gustar* will be learned. Students will learn prayers in Spanish and be assessed on listening skills. Assessments will be given regularly, approximately every 4 class periods. Homework will be assigned after each class.

8th Grade: In anticipation of high school Spanish, 8th graders will learn vocabulary, practice speaking and listening skills, and eventually present short skits and create an autobiography. Learners will practice sentence structure, question words, pronouns, and additional –AR verbs along with the vocabulary foundation noted in the sixth and seventh grade curriculum. As in seventh grade, the *¿Cómo te Va?* text will be also be used. More Spanish will be spoken by the instructor during class time in order to develop listening skills. Assessments will be given regularly, approximately every 4 class periods. Homework will be assigned after each class.

Homework Help

After school homework assistance is offered for junior high students daily. See individual teachers for schedule availability.

Any student who wishes to receive additional assistance in academics is ***strongly encouraged*** to partake of this opportunity.



Honor Roll

Junior high students are encouraged each quarter to strive to attain either A or B honors status. The criteria for Honor Roll are as follows:

A Honors

- 93% or above as an average of the six core curriculum subjects
- VG average or better in Responsible Behavior for ALL subject areas

B Honors

- 85% or above as an average of the six core curriculum subjects
- VG average or better in Responsible Behavior for ALL subject areas

(The six core curriculum subjects include religion, language arts, literature, mathematics, social studies, and science).

Be advised that numeric averages are posted on the report card in place of letter grades for all curriculum subjects. The purpose of this is to facilitate a more accurate view of student performance as opposed to the range that is indicated by a letter grade. Additionally, numeric averages are posted on Gradelink.

Any student who earns 65% or below on their report card in **ANY** subject is automatically disqualified from honor roll for that quarter.

Any student suspended from school will automatically be disqualified from honor roll for that quarter.

Grading Scale

A	93 – 100	B-	80 – 82	D+	67 – 69
A-	90 – 92	C+	77 – 79	D	63 - 66
B+	87 – 89	C	73 – 76	D-	60 - 62
B	83 – 86	C-	70 – 72	F	59 and below



California Junior Scholarship Federation (7th and 8th grade)

Seventh graders are invited to apply for membership to the California Honors Society at the end of the first semester if their grades are 75% or above in ALL subject areas. Responsible Behavior grades, which are calculated separately, must average VG or better for the SEMESTER. Three successful semesters in junior high (7th and 8th grade years) earns the student membership in the California Honors Society and receipt of a gold cord at graduation.

Grades in the six core subjects are averaged over consecutive report card quarters. A student must accumulate 12 out of a possible 18 points to qualify for CJSF each semester.

<u>Grade/Point equivalents for CJSF</u>		
Range	Average	Points
A	(95-100)	3
A-	(93-94)	2 1/3
B+	(90-92)	1 2/3
B	(87-89)	1

No points are available for grades lower than 87%. If a student earns 65% or lower on the report card for ANY subject, he/she is automatically disqualified from CJSF for that semester.

Suspension disqualifies a student from CJSF for that entire semester.

Grade to Grade Promotion

A student must earn a minimum cumulative average of 65%, over four quarters, in all six core subjects, in order to be considered for promotion to the next grade level.

(The six core curriculum subjects include religion, language arts, literature, mathematics, social studies, and science).

Graduation

Graduation diplomas are earned by students who have satisfactorily completed the academic requirements of Good Shepherd Catholic School. Satisfactorily completed is defined as a cumulative average of 65% in each core subject for the school year. Compliance with ALL dress code guidelines is a requirement for participation in any/all graduation activities.



Sports and Extracurricular Eligibility Requirements

It is expected that all After School Sports participants follow the Code of Conduct (see page 2) outlined for them as students of Good Shepherd Catholic School and be exemplary witness to good sportsmanship, both as players and spectators. Lower than 65% in 3 or more core classes will result in ineligibility in extracurricular activities and sports during that season. Any serious infraction of these codes or insufficient effort with academics, conduct, and behavior will affect a student's eligibility to play on a team (*at the discretion of Athletic Director and Administration*). Please refer to the Athletics Handbook on the school website or Mr. Drummond's Weebly page.

Cheating

Cheating is defined as, "borrowing test answers from an *unapproved* source," copying a classmate's homework or assignments, providing answers to a friend over the phone or by any other means, and/or plagiarizing from the Internet or any other source.

At the discretion of administration, the consequences for cheating are as follows:

1 st Offense	1 day at-home suspension
2 nd Offense	2 day at-home suspension
3 rd Offense	Withdrawal/Expulsion

Suspension automatically disqualifies a student from honor roll for the quarter in which the infraction occurred and from CJSF for that semester. A suspension will result in a Behavior Grade no higher than a G+. **All tests/quizzes/assignments will result in a zero grade for all parties involved in the cheating offense.**

School Uniform

Students are required to comply with the uniform policy (as detailed in the Good Shepherd Catholic School Parent Handbook). An explanatory note from a parent must accompany any student who is out of uniform. Shirts must be tucked in and pants/shorts must be worn at the waist with a belt. **Skirts or skorts may be no shorter than four inches above a bent knee and may not be rolled at the waist.** Students must change into their P.E. uniform on scheduled P.E. days. Non-suits for P.E. will be reflected in the P.E. grade on the report card. Full uniform dress is mandatory on designated liturgy days.

All students are expected to abide by the uniform regulations **throughout the school year**. All uniforms must be purchased through the PARKER uniform company. Any other brand is considered "out of uniform", regardless of any similarities to the school uniform. Students who are out of uniform will place a call to the parent to have uniform clothing delivered to school. Out of uniform infractions will be reflected on the report card under Responsible Behavior.

Please note:

- Students will only wear their navy blue sweatshirt during PE classes.
- Students in grades K-8 will have the choice of wearing a navy blue vest, cardigan, or pullover sweater in place of the sweatshirt.
- The plaid skort (kulat) is discontinued. A navy and khaki skort for girls 4-8 will be offered.
- Khaki pants, shorts, or skorts will be an option for students in grades 4-8. Flat front shorts in navy and khaki will be offered for girls in grades 4-8.
- Church attire or dress uniform will consist of a plaid skirt with white blouse and navy blue cardigan, vest, or pullover for girls in grades 4-8 and navy or khaki pants with white polo (new logo) and navy blue vest, cardigan, or pullover for boys in grades 4-8. In addition, all students will wear appropriate tie for liturgy days.
- Shirts must be tucked in **at all times**.
- Oversized clothing is NOT permitted at any time.
- Shorts and/or pants should fit at the waist (not hip or below).
- Skirts and/or skorts should be modest length (1-4 inches above a bent knee) Note: the length may need to be adjusted as the year progresses.

ACCESSORIES

- Accessories must be very simple: one ring, one basic watch and/or one simple bracelet, and/or one simple necklace.
- Girls' earrings: one stud per ear (large, dangling, and/or loop earrings are not permitted for safety reasons).
- Makeup of any kind and hats/caps are not permitted.
- Clear nail polish only is acceptable.

SHOES/SOCKS

- Shoes may be either SOLID BLACK or SOLID WHITE. All logos must comply with the shoe color. Shoes must fit below the ankle bone.
- Laces are to be solid black or white only and must COMPLY WITH THE SHOE COLOR. Laces must be tied on the OUTSIDE and over the tongue of the shoe.
- Skater shoes are not permitted.
- Crew socks that cover the ankle must be worn at all times. Only solid white, navy, and black socks are allowed. **No logos on socks will be permitted.**
- Ped or tennis type socks are NOT permitted for relaxed dress or normal uniform days.

MISCELLANEOUS

- Solid WHITE t-shirts ONLY may be worn under uniform shirts.
- Plain, fitted belts, solid dark brown, navy blue or black (buckle no wider than belt) must be worn when wearing either shorts or pants.
- Tattered/holes in uniform must be repaired/replaced.

General School Rules

Safety and Quiet Zones

Students are required to WALK and to be QUIET in this area during the school day, and particularly while changing classes. Students should maintain respectful behavior while walking through school and parish grounds.

Food

During recess, snacks will be consumed at the lunch tables, not in the play areas. Lunch will also be eaten in the designated lunch area. Students are expected to leave the eating area in good order; clean the table, deposit trash in trash cans. Soda (cans/cups) is prohibited on school grounds. Students are not allowed to eat any food or drink during passing periods or after the final bell following the recess and lunch periods.



Gum is not permitted on school grounds at any time and is strictly prohibited on field trips, 6th grade camp, and any other school activities.

Remaining on School Grounds

Students are required to remain on school grounds during the school day. Students may not go into the parking lot to collect snacks or lunches from parents.

If lunch must be delivered, parents are requested to deposit it on the table outside the school office. Students must remain on school grounds during the time between the end of the school day and the beginning of after school sports.

Students involved in after school tutoring, play practice or any other after school activity must be in the designated classroom under proper supervision.

The parish hall, church, and offices are considered to be off school grounds except for school activities under the supervision and guidance of faculty/staff.

Extended Care

Students are required to check into Extended Care if they are on school grounds before 7:30 A.M. or after 2:45 P.M. Check-in to Extended Care on minimum days is 11:45 A.M.

Parent Volunteers

Parent and /or any other volunteers who have direct contact with children in the classroom, playground, fieldtrips, or otherwise, must undergo a TB test and be fingerprinted through the Live Scan process. (Per directive from the Diocesan Office for Schools) Parents can complete background and safe driver training through CMG Connect website.

Please note: 2017-2018 parent volunteer hours must be submitted to the homeroom teacher for approval. The teachers will turn in parent hours to the office for verification purposes.

Miscellaneous

- Perfumes, cologne and lotions are not permitted on campus due to the possibility of having an adverse effect on students with allergies and/or asthma.
- Make-up, lip stick, lip gloss, chap stick, colored nail polish, acrylic nails, and French manicures are not permitted at any time.
- Hair may not be colored, streaked, highlighted, bleached or spiked. Hair will be worn in a neat, well-groomed manner, keeping it out of the face at all times. Boys must wear hair above the collar.
- Relaxed dress guidelines (as outlined in the Good Shepherd Catholic School Parent Handbook) must be followed on designated days when students have earned that privilege. Failure to do so will result in loss of the privilege.
- Students who are required by parents to bring a cell phone to school must surrender the cell phone to the homeroom teacher before school, and are responsible to retrieve the cell phone at the end of the school day. Cell phones must be turned off upon entering school grounds.

THE SCHOOL IS NOT RESPONSIBLE FOR ANY EQUIPMENT OR DEVICES BROUGHT TO SCHOOL BY A STUDENT.

These rules are enforced for the safety and well-being of the entire student body.

**Please refer to the
Good Shepherd Catholic School Parent Handbook
for further details on school policies (can be found on school website).**

Achievement Review for New Students

All new students entering grades K-8 at Good Shepherd Catholic School are automatically placed on achievement review status (academic and behavioral) for the duration of the first quarter of the school year.

Procedure:

During the fourth week of the quarter the teacher(s) involved will meet with administration to discuss and evaluate the following categories:

1. Extent of student's involvement in his/her own learning: class participation and completion of assignments.
2. Student's application to study/homework.
3. Level of progress.
4. Academic standing.
5. Responsible behavior, attitude, peer relationships, and any other areas of concern.

Parents will receive written notification indicating Ongoing Achievement Review status with the first quarter report card. Should the student be experiencing difficulty in one or more of the categories listed above, the administration and/or junior high faculty will request a conference with the student, parents, and teachers involved. Observations will be shared along with strategies/accommodations to help the student improve his/her situation.

At the end of the first quarter, one of the following will occur:

- Achievement review status will be discontinued (written notification)
- Achievement review status will continue, tutoring will be required, closer home supervision will be required, progress at school will be monitored closely
- Testing, psychological and/or academic, may be requested at this time.

The principal will assist parents in discerning what is in the best interest of the student.

A student may remain on Achievement Review status for an extended period of time at the discretion of administration. If parent/student commitment does not allow for the attainment of specific, pre-conference accommodations/modifications for said student, the administration will assist the parents in finding an alternative environment more suited to the student's needs.

Ongoing Achievement Review for Students Currently Enrolled

Any student currently enrolled may be placed on ongoing achievement review if they fail to meet the standards required of all students. Students are evaluated according to:

1. Extent of student's involvement in his/her own learning: class participation and completion of assignments.
2. Student's application to study/homework.
3. Level of progress.
4. Academic standing.
5. Responsible behavior, attitude, peer relationships and any other areas of concern.

Should a student experience difficulties in any of the above mentioned areas, the teacher(s) will work with the student to provide a variety of strategies designed to help the student succeed. Inability to improve will lead to a conference with the student, parents, teacher(s), academic dean and administration at which time a future course of action will be discussed.

Should the student be unable to improve in the above mentioned areas of concern at the time of the subsequent report card, he/she will be placed on ongoing achievement review. The teacher(s) will monitor the student for the entire ongoing achievement review period, which will last one full report card period. At that time a written notification will accompany the student's report card. Should the report be satisfactory, ongoing achievement review will be discontinued. Should it be unsatisfactory in one or more of the areas listed above, the administration and/or junior high faculty will request a conference with the student, parents, and teachers involved. Observations will be shared along with strategies/accommodations to help the student improve his/her situation.

If achievement review continues for the second report card period, independent tutoring and closer home supervision will be required, progress at school will continue to be monitored and psychological and/or academic testing will be requested. The administration will assist parents in discerning what is in the best interest of the students.

In support of students' needs, the SST (Student Success Team) was created for remediation and/or acceleration as a vehicle to improve student learning. The SST will collaborate to determine individualized strategies and goals for improved student success in order to challenge high level and low level students. Our SST also coordinates any referrals for testing to our parentally placed district representative to address the needs of students with identified learning challenges. An additional goal of the SST is to identify gifted students and provide individualized instruction to further challenge them within the school day. Students recommended to the SST team are contingent on parental approval.

A student may remain on achievement review for an extended period of time at the discretion of administration. If parent/student commitment does not allow for the attainment of specific, pre-conference accommodations/modifications for said student, the administration will assist the parents in finding an alternative environment more suited to the student's needs

Student Threats Policy and Procedure

1. Any and all student threats of harm to self or others must be taken seriously.
2. Whoever hears the threat will report it to the principal immediately.
3. Police will be notified immediately.
4. The parent or guardian of the student who has made the threat will be notified immediately.
5. The student will be kept in the principal's office under supervision until the police/parents arrive.
6. The parent or guardian of any student who has been mentioned as a potential victim, as well as any adult who has been mentioned, either verbally or in writing, will be notified immediately.
7. The student will work from home and will not be considered for readmission to the classroom unless the following steps have been completed:
 - a. The principal must receive a report from the police, either written or verbal. That report should include notification of whether the child will be charged with any crime, as well as an assessment of the child's access to weapons.
 - b. A comprehensive mental health evaluation and risk assessment must be conducted by an independent psychiatrist or psychologist. If a psychiatrist performs the primary evaluation, he/she will determine whether it is necessary to utilize a psychologist for psychological consultation or testing. If a psychologist performs the primary evaluation, he/she shall determine the need for psychiatric consultation.
 - c. The principal will, after obtaining the permission of the parents, provide the mental health care professional with all relevant facts including, but not limited to, aggressive behavior, details of the threat as known to the principal, copies of any drawings or writings, disciplinary history of the student, behavioral concerns, and the names of any known victims or potential victims.
 - d. The principal shall receive a written, comprehensive, detailed evaluation, report, and documented treatment plan from the mental health care professional stating the basis (factual and risk factors and test results) upon which it has been determined that the student does or does not pose a danger to self or others. The report must also address the concerns raised by the principal to the mental health care professional. The evaluation and report must be delivered to the principal. The principal will share information with

legal or administration, which will assist the principal in the decision regarding readmission of the student to the school.

8. If the psychiatrist or psychologist recommends re-admittance, and if the principal is satisfied with the report given, the principal will, after due consideration, including a conference with the parents, decide whether to re-admit the child. The outcome of the investigation, including police and mental health reports, will be considered as the determining factors in the decision whether to re-admit. This decision will not be finalized until after an initial meeting with the parents. The decision will not be made or announced at that meeting. Any decision on whether to re-admit will require consultation with the pastor/superintendent.
9. Disciplinary action including suspension/expulsion will be administered as deemed appropriate.
10. If the student is re-admitted to the school, the mental health care professional must, at the principal or pastor's request, provide a follow-up assessment of the student within 30 days. The principal must be provided with a copy of the follow-up assessment, evaluation, and with any recommendation for therapy, counseling, or other treatment. Cooperation with recommendations for continuing care will be a condition of re-admittance and continued enrollment.
11. Counseling will be made available to children who are victims of the threatening behavior or who observed the threatening behavior, if it is determined that such counseling is needed and parental permission is granted.
12. Documentation from the mental health care professional concerning the student is to be placed in a separate, confidential file and will not be part of the student's academic or disciplinary file. Only the principal and/or pastor should have access to these files. This documentation will be kept for a period of one year beyond the time when the child leaves the school as a result of expulsion, withdrawal by parent/guardian, or graduation before being destroyed.

**The Policy and Procedure for Student Threats is included in the
Good Shepherd Catholic School Parent Handbook.**