

St. Albert Elementary School

Student/Parent Handbook

2010 - 2011

### Mission Statement

The mission of St. Albert Elementary, a school committed to Jesus Christ through the teachings of the Catholic Church is to foster spiritual, moral, physical and intellectual growth by providing quality educational opportunities for all students.

## **Diocesan Mission Statement**

The mission of the Catholic Schools of the Diocese of Des Moines is to provide educational experiences for children/adolescents in an environment integrated by Gospel values, which nurture faith, community, prayer and service.

Therefore, we believe that:

Catholic schools exist to teach the traditions and doctrines of the Catholic Church, and to live the Gospel message of Jesus Christ.

Parents are the primary educators, and that Catholic schools are partners with parents in the education of their children.

Each child in a Catholic school, regardless of race, cultural heritage or gender, grows in self-esteem through the development of his/her talents, skills and interests.

## **Administrative Team**

Bishop	Richard Pates
Superintendent	Dr. Laverne Gubbels School Office Diocese of Des Moines
President	Mr. James Rouse
Principals	Mrs. Anne Jensen St. Albert Elementary  Mrs. Jonna Andersen Jr./Sr. High School
Assistant Principal	Mr. Ken Schrieber
Assistant Administrator	Mrs. Diane Shanno
Controller	Mrs. Cathy Faurot
Project Specialist	Ms. Abby Jares

## **Elementary Staff Directory**

Principal	Mrs. Anne Jensen
Assistant Administrator	Mrs. Diane Shanno
Pre-Kindergarten (3 yr old)	Mrs. LaRhea Schnepel
Pre-Kindergarten (4 yr old)	Mrs. Lucy Burgan Mrs. Lynne Johnson
Kindergarten	Mrs. Beth O'Neil Mrs. Vicki Overstreet
First Grade	Ms. Lisa Ball Mrs. Ellen Rallis
Second Grade	Mrs. Felisa Avalos Mrs. Lori Epperson
Third Grade	Mr. Brent Schaeffer Mrs. Noelle Stevens
Fourth Grade	Mrs. Kim Gorman Mrs. Sara McColloch
Fifth Grade	Mrs. Kathy Marshall Mr. Pat Ryan Mrs. Robann Spencer
Sixth Grade	Mrs. Cindy Assmann Mrs. Gina Schmitz
MAGIC (formerly T.A.G.)	Mrs. Lynette West
Resource	Ms. Tina O'Donnell
Library	Miss Donella Pauli
Art	Mrs. Sheila Downey

Music: Vocal  
Instrumental

Mrs. Marcia Blain  
Mr. Carter Leeka

Physical Education

Mrs. Phyllis Damgaard

Counselor

Mr. Michael Mott

Speech Pathologist

Title I

Mrs. Diana Nohr

School Psychologist

Mr. David Henry

### **Support Staff**

Pre-Kindergarten (3 yr old)

Mrs. Melinda Straka

Pre-Kindergarten (4 yr old)

Mrs. Cathy Gorman  
Mr. Chad Pearce

Kindergarten

Mrs. Bridget Trager  
Mrs. Georgetta Shea

First Grade

Mrs. Nancy Jones

Second Grade

Mrs. Denise Olson

Third Grade

Mrs. Sandy Rosas

Fourth Grade

Mrs. Dawn Tarbox

Fifth Grade

Mrs. Lorry Ficek

Sixth Grade

Mrs. Teresa Rannells

Media Clerk

Mrs. Carol Versaci

School Secretaries

Mrs. Lyn Bowers  
Mrs. Mary Clouse

School Nurse

Mrs. Kathleen Zajic

Technology Coordinator

Mrs. Joy Nelson

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## **Philosophy of Catholic Education**

Catholic education is an expression of the mission entrusted by Jesus to His Church when He said: “Go therefore, and teach all nations...” We believe this is the mission entrusted to the St. Albert Catholic schools – a mission shared with parents and the total Catholic community.

In seeking to develop the whole person, opportunities are provided for all students to develop the spiritual, academic and social skills required for leading a productive Christian life. Inherent in Catholic education is not only the provision of a sound academic curriculum, but teaching the Gospel message, building and maintaining a Christian community and encouraging service toward our fellow man.

The Gospel message gives us a perspective about our relationship to God, to others and to the world around us. We are called to search for a more mature understanding and growth in these relationships. We possess the gift of Faith. This gift of Faith makes hope possible...hope in ourselves, hope in each other and hope in the future.

The Christian community calls us to respect the dignity of each person and to respect our world. It calls us to work with each other and to recognize and use our gifts as well as to discover and call forth the gifts and talents of each other. The Christian community calls us to worship our God together.

A life of service to our fellow man calls us to explore ways of peacemaking and of achieving justice in our world.

## Goals

1. Creating and maintaining an atmosphere of love, respect and closeness to God with classes and school
2. Recognizing and appreciating each faculty member, parent and student as an individual with unique talents to contribute and specific needs to be met
3. Fostering community harmony by maintaining a positive open attitude and accepting appropriate responsibility for work to be accomplished
4. Displaying conduct and dress that affirms a commitment to professionalism, accountability and Christian ethics.
5. Developing a program within each grade that will meet the spiritual, academic, and social and personal needs of each student
6. Providing an environment that reflects an understanding of discipline as a positive developmental process of achieving self-control, and respecting others' rights.

## **\*From the Diocesan 504 Assistance Guide**

### **The Law**

Section 504 of the 1973 Rehabilitation Act requires the Diocesan Schools through the regulations of the Department of Education to provide educational services to ‘qualified handicapped persons, if these persons can, with minor adjustments, be provided with an appropriate education...within...the program’.

### **Notice of non-discrimination**

The Schools of the Diocese of Des Moines should provide an on-going public notice on non-discrimination as required by the mission of the schools, and the policies of the Diocesan Board of Education. The following is provided as an example of a means to provide such notice.

### **Notice of Non-Discrimination**

Applications for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment with St. Albert School, is hereby notified that this school does not discriminate on the basis of color, race, religion, national origin, sex, age or disability, as defined in Section 504 of the Rehabilitation Act of 1973 as it applies to the Diocesan Schools and Title I of the Americans with Disabilities Act, as it applies to the Diocesan School, in admission or access to, or treatment of employment in its program and activities. Any person having inquiries concerning St. Albert School’s compliance with the regulations implementing Title VI and Title IX of the Civil Rights Law, the American with Disabilities Act or section 504 should contact:

Jim Koch has been designated by the school President to coordinate the school’s efforts to comply with the regulations related to these laws.

Title: Director of Operations

Location: 400 Gleason Ave., Council Bluffs, Ia. 51503

Telephone: 712-329-9000

## **General Information**

### **System-wide**

#### **Notice of non-discrimination**

It shall be the policy of the Diocesan Board of Education that, in admission of students, employment of personnel and operation of athletic programs, school shall follow practices that do not discriminate on the basis of sex, race, religion, national origin or disability as defined in Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Participation in educational programs and extra curricular activities in all schools shall be in compliance with Title VI and Title IX of Education Amendments of 1972.

#### **School System Structure**

The St. Albert School system is a consolidated Catholic school system that services students who qualify for enrollment in Pre-Kindergarten (age 3) through grade twelve.

The Superintendent of Schools for the Diocese of Des Moines is based in Des Moines. A Diocesan School Board meets monthly to discuss issues and establish policies which apply to all Diocesan Schools. Monthly meetings are also scheduled with the Superintendent and all Diocesan principals.

At the local level, the St. Albert school system operates under the direction of the Area Board, a Foundation Board and a president. The elementary and secondary school each have a building principal who is responsible for carrying out Diocesan and local board policies as well as providing instructional leadership.

Membership on the Foundation Board is by invitation. Membership on the Area Board is through parish election. Two representatives from each parish are selected for three-year terms each. Representatives are limited to two consecutive terms. Area Board meetings are held monthly on the last Monday of each month at 5:30 p.m. at 400 Gleason Ave. Dates, times and places are subject to change.

Families new to the St. Albert School system who are requesting enrollment for their elementary age children meet with the principal to discuss the elementary program and previous school history for the children to be enrolled. Enrollment is conditional, pending the St. Albert elementary program is reasonably able to meet the needs of the student. Families may enroll their children at any time during the school year if space is available.

In the spring of each year, families currently enrolled in the St. Albert school system are provided the opportunity to pre-register their children for the following year. Students currently enrolled are given the priority for enrollment in the coming school year. The Area Board has established an enrollment priority guideline which is available upon request. Following the pre-registration deadline, student enrollment is accepted on a first come basis, as space becomes available. Final registration is scheduled in August. Information regarding this process is sent to each family by mail from the office of the president.

### **Tuition**

A family tuition plan has been developed for the St. Albert School system. Tuition charges are based upon the grade of the student entering, and the number of children in the family who are enrolled in the school system.

All matters/questions related to tuition payment and tuition assistance are handled through the Business Office at 400 Gleason Ave. Tuition may be paid on a monthly, semester or yearly basis.

### **Child Custody**

Whenever the structure of a family changes, school personnel wish to remain sensitive to the needs of individual family members. In the event that a separation or divorce occurs, the principal should be notified immediately. Every effort will be made to assist the student in whatever manner is appropriate. Parent conferences can be scheduled separately, and copies of newsletters, report cards, etc. can be issued to both parents following a request in writing. Unless the school is given a copy of legal custody documents that indicates otherwise, it will be assumed that both parents continue to have the same rights, privileges and obligations that existed prior to the separation/divorce.

## **Chapter 102 (Student Abuse)**

By law, we are required to have a chapter 102, Level 1 investigator. Mrs. Jensen and Mrs. Shanno are our Chapter 102 Level 1 investigators. Please report any case of suggested student abuse to either of them.

## **Food Service**

St. Albert elementary participates in a federally funded hot lunch program. Free lunches or reduced price lunches are available to those families eligible under federal guidelines. Application forms for free and reduced lunches are available through the Business Office. Students may bring sack lunches and purchase milk if they desire.

Parents are asked to pay for student lunches on the first school day of each month, regardless of the number of lunches being eaten that month. A calendar/menu will be sent home in advance to allow parents to determine the number of hot lunches their child wishes to eat in a given month. Payment by check is preferred. Any cash must be sent in a sealed envelope marked with the child's name, teacher's name and amount. The school does not assume liability for cash lost by students.

Parents will be notified via power school if the lunch balance falls below \$10.00. Payment should be sent by check within the week. All lunches eaten are verified in the cafeteria on a daily basis. If a student becomes ill and is unable to eat hot lunch, there will be no charge for that lunch. If a parent brings a child lunch once the child has ordered hot lunch, and the lunch count has been turned in, the process of preparing the food will have begun. The child will be charged for that lunch.

## **Having lunch with your child**

Elementary students enjoy having lunch with a parent/grandparents, etc. You are always welcome to bring lunch and eat with your child. Do not bring lunch for your child's friends unless you have made prior arrangement with the school to provide a lunch for everyone in his or her classroom.

## **Breakfast**

Elementary students may eat breakfast on any day of the week except when there is an 11:30 am dismissal. The cost is \$1.10. Their lunch account will be charged so they will not need to bring money. Students that qualify for free also lunch qualify for free breakfast. If your child qualifies for reduced the lunch, the cost for breakfast is .30.

## **School closing**

All radio and television stations will inform you if there is a school cancellation, late start or early release due to weather conditions. It will also be posted on the St. Albert website – [www.saintalbertschools.org](http://www.saintalbertschools.org). It is suggested that parents/guardian listen to radio station KFAB (1110 AM) for necessary information. Do not call the station for information. If school is cancelled or there is an early dismissal due to weather, all school activities scheduled for that night will be cancelled.

In case of an early dismissal, students will comply with the instructions on their emergency card that parents fill out, unless the school is otherwise notified.

## **Fire and tornado**

Whenever the fire alarm rings, students promptly leave the building. There are charts posted in each classroom and special work areas to show where exits are located. Regular fire drills are conducted throughout the school year.

If there is a tornado alert, all staff and students in the building will proceed to the designated area(s). If students are on school buses, the drivers will stop and escort students to the closest shelter. Drivers will remain with the students until it is safe to resume driving the bus route.

## **Student Records**

### **Emergency cards**

Every family must have an emergency card on file. These cards must be completed and returned at registration in August. Please inform the school office if your home or work phone number, or any other information on this card, changes. Emergency cards will also provide space for you to grant permission for the student to attend field trips. You will be notified of any such trips in advance, and be given the opportunity to withdraw permission if so desired. The card also has room where any allergies, illnesses etc., may be listed and also what your child is to do if school is closed early for any reason.

### **Immunization card**

Every student must have an immunization card, which is complete and signed by the child's physician, in order to be allowed to attend classes. This is a state law. The Health Department inspects these cards yearly. They are kept on file in the school office.

### **Permanent record/cumulative folder**

Every student attending St. Albert School has a permanent record card, and a cumulative folder that is kept on file in the school office. The permanent record card is a summary of the report card grades, and standardized test scores a student receives throughout his/her enrollment at St. Albert.

In addition, pertinent academic records, health information, special reports/testing summaries, and pertinent correspondence are kept in the cumulative folder. Parents may view the contents of their child's cumulative folder, upon written request, and only in the presence of the principal.

Information may not be released from the cumulative folder without written consent of parent/guardian.

If a student transfers, the cumulative folder is sent directly to the new school following receipt of a written request from the parent/guardian. A form for this purpose is available in the school office. Cumulative folders are not released directly to anyone other than school officials. The permanent record card remains with the St. Albert School system for verification of years attended and grades/test scores achieved.

### **Bus Transportation**

Bus transportation is available within the Council Bluffs/Neola area at no additional cost to St. Albert students. In addition, there is a St. Albert bus that provides service to/from Glenwood.

Mr. Tim Vogel, St. Albert Jr./Sr. High School, is responsible for coordinating transportation services for students in the St. Albert School system. Any questions regarding bus stops or establishing bus rider-ship after the start of the school year should be addressed to him. Mrs. Diane Shanno is responsible for the implementation of transportation policies and procedures Pre-K-6. Any questions/concerns regarding seat assignment, bus conduct reports for elementary students should be directed to her.

In the spring of each school year, a bus pre-registration form is sent home to be completed and returned to school. During the summer months, this data is processed, and bus routes, stops and times are finalized. This information is available at registration in August.

### **Drop Off and Pick Up Policy**

#### **Elementary building**

Please note that the driveway that runs closest to the school on the upper level is to be free of all cars from 7:30 – 8:30 am, and from 2:30 – 3:30 pm. There are signs posted with this information on it – please respect this request.

This is the drop off and pick up for the elementary students. The lane is one-way only. Please enter at the lower drive into the main parking lot and proceed through the drop off and pick up lane.

#### **Bus regulations**

Of prime importance is the safety and welfare of students riding the school bus. Rules and consequences are established which take into account the ages of the students involved, number of students riding the bus, and the need to insure the ability of the driver to concentrate on driving safely. All elementary students should ride in the front of the bus with the jr./sr. high students in the back.

The following bus regulations are in effect for the current school year:

1. The driver is in charge of the students and the bus. His/her judgment in making decisions on the bus is final.
2. Students must be on time. Students must be at the bus stop 10 minutes prior to the scheduled pick up time. The bus cannot wait beyond its regularly scheduled time for those who are not ready.

- a. Deliberate, unnecessary delay loading or unloading
  - b. Refusal to stay safely seated
  - c. Having or using chemical/hazardous substance of any kind at the bus stop or on the bus (this includes, but is not limited to, weapons of any kind)
  - d. Extending hands, arms or head out of the window
  - e. Tampering with equipment, deliberate vandalism
3. Students should never stand in the street while waiting for the bus
  4. Once on the bus, students must remain in their seat until they reach their destination
  5. Any behavior that is destructive, physically or verbally, or in any way interferes with the safe operation of the bus, is prohibited at all times. The following behaviors are subject to a warning or written conduct report by the bus driver.
    - a. Deliberate defiance: a refusal to cooperate with the driver
    - b. Obscene and/or unacceptable language, gestures, remarks, pictures or signs
    - c. Excessive talking and unnecessary noise, lack of courtesy and/or respect
    - d. Throwing items of any kind in the bus or out of the window
    - e. Fighting or scuffling on the bus or at the bus stop
    - f. Deliberate, unnecessary delay loading or unloading
    - g. Refusal to stay safely seated
    - h. Having or using chemical/hazardous substance of any kind at the bus stop or on the (this includes, but is not limited to, weapons of any kind)
    - i. Extending hands, arms or head out of the window
    - j. Tampering with equipment, deliberate vandalism
  6. The student(s) responsible must pay for damage to a bus before he/she will be allowed to ride again.
  7. The driver will not discharge riders at places other than the designated bus stop unless approval is received from the building administration as well as prior written authorization from the parent/guardian
  8. The emergency exit is to be used for emergencies only. The driver is responsible for stating when an emergency exists. He/she is also responsible for insuring that students know how to use the emergency exit safely.

## **Bus Discipline**

### **Elementary**

1. **FIRST OFFENSE:** verbal warning by the bus driver: assistant administrator and homeroom teacher will be notified
2. **SECOND OFFENSE:** first official warning: bus conduct report will be mailed home for parent/guardian signature
3. **THIRD OFFENSE:** second official warning: bus conduct report will be mailed home for parent/guardian signature
4. **FOURTH OFFENSE:** third official warning: bus conduct report mailed home for parent/guardian signature. Student loses bus privilege for one week.
5. With each subsequent offense, an additional week is added to the discipline action (i.e. fifth offense equals two weeks of loss of bus privileges)

It is understood that parents/guardian of students who appear to be having chronic behavior problems on the bus will be contacted, and every effort must be made to modify the student's behavior, if he/she is to be allowed to continue riding the bus. Any behavior that seriously endangers the safety of any student may result in immediate loss of bus privileges pending satisfactory resolution of the problem.

Please note that because all buses are currently filled to capacity, changes in bus assignments cannot be made. Every effort will be extended to assist parents/guardian in case of an emergency

If a student will not be using assigned bus services to depart from school on any given day, a written note signed by the parent/guardian must be sent, in advance, to the school office. **IF A NOTE IS NOT SENT IN ADVANCE, THE STUDENT WILL BE REQUIRED TO RIDE THE BUS.**

## **Uniforms**

### **The school uniform is as follows:**

Dark navy blue DRESS slacks. Corduroy or cotton blend/twill slacks are acceptable. If there are belt loops, a belt must be worn. Girls may wear slacks at any time, but knits/stirrup pants/elastic hems, or outside pockets are not allowed. Boy's slacks may not have elastic bottom hem or outside or zippered pockets.

Dark, solid navy blue cotton/polyester twill plain DRESS walking shorts, with no outside pockets, may be worn with a uniform shirt/blouse from the first day of school through Oct. 31<sup>st</sup>, and from April 1<sup>st</sup> through the end of the school year – weather permitting. The bottom of the shorts is to be no more than 4-6 inches above the knee. Denim, sweatpants or jogging/sports shorts are not acceptable. If there are belt loops, a belt must be worn.

Students are to wear solid colored white, red, navy blue, black, white or gray socks, tight or knee socks with their slacks, shorts or jumpers.

Cardigan, V-neck or crew neck sweaters in plain solid primary red, dark navy blue, medium gray or white is permissible. Oversized or patterned sweaters or sweatshirts are not permitted. No hooded sweaters are allowed.

A plain white shirt or blouse with collar or plain white turtleneck may be worn. Shirts must be tucked in at all times. Tank tops are not allowed (boys or girls) at school – including days when play clothes are allowed. This includes shirts with spaghetti straps.

St. Albert uniform sweatshirts that can be worn at school are sold only at Midwest Sports on East Broadway – not at Mall of the Bluffs or through the School Store.

Leggings may be worn under the school jumper, but must cover the entire leg – no skin should be exposed. The leggings and socks must meet.

Ball caps and scarves are not allowed.

Cologne and/or perfume are not allowed.

Hair extensions, wigs and three corner scarves of any kind are not allowed.

A plain white shirt or blouse with collar or plain white turtleneck may be worn. Shirts must be tucked in at all times. Tank tops are not allowed (boys or girls) at school – including days when play clothes are allowed. This includes shirts with spaghetti straps.

The girl's uniform jumper or skort is Marymount plaid available from Dennis Uniform in Omaha. This is the **only** skort allowed – no plain colors will be acceptable.

No jewelry is to be worn at school. One small pair of stud pierced earrings may be worn to keep the ear holes open. Watches may be worn, however, students may be required to remove and give them to the classroom teacher if they become a distraction in class. Any jewelry that interferes with their ability to concentrate on schoolwork, or is used in such a manner as to disturb the learning of other students, will also be turned into the classroom teacher. The item(s) will be returned at the end of the day.

Students must only wear tie up or Velcro athletic tennis shoes to school. Sandals, clogs, crocs, musical, shoes with roller skates, Mary Jane/slip-on canvas, mule tennis shoes, flip-flops or any shoe with a heel are not allowed. They must wear tennis shoes on days

that play clothes are worn. Make-up, colored nail polish, glitter body lotion and hair spray are not allowed at the elementary level.

Students with major dress code violations, where three warnings are not applicable, will be required to wait in the office until parents/guardians bring the appropriate uniform.

Student's hair must be well groomed. The length on boys should be above the collar and not in the eyes of boys or girls. No Mohawks, dread locks or other extreme haircuts are permitted. No scarves, bandanas or sports style headbands are allowed. Administration has the right to ask any student to get a haircut if he/she feels the hair is not well groomed.

**DRESS CODE NOTICE**

Date: \_\_\_\_\_

\_\_\_\_\_ was not in uniform today.

Warning: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

\_\_\_\_\_ inappropriate sweater, blouse, socks

\_\_\_\_\_ inappropriate shirt, slacks, shorts

\_\_\_\_\_ inappropriate jewelry, fingernail polish, make-up

\_\_\_\_\_ no belt

\_\_\_\_\_ other \_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

Teacher signature

Please sign and return to school tomorrow or the next school day.

Thank you for your cooperation

---

Parent Signature

## Building Procedures

### Student Arrival/Departure

#### School Day

The school day for the Elementary building begins at 8:00 am and ends at 3:00 pm. If students arrive prior to 7:45 am, he/she will go to KidzKare and you will be charged the daily rate plus the registration fee (\$15.00/child) if not currently enrolled. Teachers will be in their classrooms starting at 7:45 am.

If you are driving to Omaha in the morning, you may drop your child off at KidzKare at 7:30 am and you will not be charged. Your child will need to sit on the bleachers for this time period. If however, you drop a child off prior to 7:30 am (**according to KidzKare clock**), you will be charged the daily rate plus the \$15.00/child registration fee.

If you are picking up your child at the elementary building at the end of the day, he/she will be waiting outside the main entrance.. **Parents must wait in your car. If you need to pick your child up prior to the bell ringing at 3:00 pm, you must park in the main parking lot and walk in to get your child.** Children will not be allowed outside to wait for their ride. If your child is not picked up by 3:15 pm at the elementary building, he/she will be put in KidzKare and you will be charged the current rate plus the \$15.00/child registration fee if you are not currently enrolled.

Elementary students are not allowed to take advantage of the Jr./Sr high concession stand after school. Older students or parents are not allowed to buy for elementary students. This is a privilege for Jr/Sr high school students only.

#### Absence

Parents should call the Elementary building (323-3703) between 7:45 and 8:15 am to notify the school of student absence.

#### Late Arrival

Students arriving after the scheduled start time will be marked tardy. A written excuse, signed by a parent/guardian is required. Frequent tardiness may result in the child having to make up this time.

**Early Departure**

Parents/guardians requesting early departure must meet the student in the school office, having notified the school, in writing, in advance.

Please Note: The following policy will be adhered to in regard to absences and tardiness:

Any student arriving after 8:00 am and before 10:00 am will be marked tardy in the morning. Any student arriving after 10:00 am will be marked half-day absent in the morning.

Any student arriving after 1:00 pm will be marked absent in the morning. Students leaving school before 1:00 pm are marked half day absent in the afternoon.

**Phone Usage**

A student may use the school phone only if he/she has the permission of school personnel.

**Cell Phones**

Cell phones cannot be turned on during school hours, while waiting in the bus line, on the bus or during field trips or any other school activity that occurs during school hours. Cell phones must stay in the child's backpack. The first cell phone offense will result in the cell phone being taken away from the child and may be picked up in the office by him/her at the end of the school day.

The second offense will result in the cell phone being taken away and must be picked up the parent/guardian at the end of the day in the office.

## **Elementary Code of Conduct**

### **Foreword**

The St. Albert Elementary Code of Conduct is designed to assist students to live by the principles of a school rooted in our Judeo-Christian Scripture and Spiritual beliefs.

Two sets of principles are used to guide the student's behavior. The first set of principles is the obedience to the Ten Commandments, the Beatitudes, and the moral teachings of Jesus Christ. The second set of principles is the moral and ethical laws of the Church with particular emphasis on the six precepts of the Church.

St. Albert is a school system dedicated to the spiritual, intellectual, physical and social development of its family of students.

### **Discipline**

Desirable behavior is not an innate trait. Making choices and accepting the responsibility for those choices, building trust, respect and confidence, showing consideration for others, sharing, following the rules and other social skills must be learned in the very same way as academic and physical skills. Students will be guided in developing the following responsible behaviors:

1. Obeying classroom and school rules, as well as directions from adults in charge
2. Communicating physically and verbally in a respectful manner
3. Working and playing cooperatively
4. Using student and school materials in a safe and proper fashion
5. Obtaining the owner's permission when taking or using materials other than one's own.

In dealing with students whose behavioral patterns are significantly inappropriate in comparison to their peers, the following steps will be followed.

1. Parents/guardians will be notified and a meeting with parent/guardian, principal and teacher(s) may be arranged to discuss the child's needs
2. Parents/guardians will be asked to give consent for any professional evaluations considered necessary by the principal and the teacher(s) involved.
3. It is expected that professional recommendations made to parent/guardian at a scheduled staffing will be followed.

4. Parents/guardian's failure to give consent or comply with recommendations may result in a request to the Area Board of Education to deny continued enrollment.
5. A student whose behavior does not improve after repeated interventions may be placed on a contract. If the contract is broken, the student will be asked to leave for the remainder of the school year.
6. Your child will be held responsible for vandalism or destruction of school property. Parents will be notified regarding financial restitution – i.e. desks, chairs, books, etc.
7. For any student throwing rocks, sticks, snowballs etc., the first offense will be parent notification. The second offense, and everyone thereafter, will be the loss of one recess for each incident.

**St. Albert Elementary School  
School/Parent Notification**

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Class/Location \_\_\_\_\_

Student responsibilities

1. obey classroom and school rules, as well as directions from adults in charge
2. communicate physically and verbally in a respectful manner
3. work and play cooperatively
4. use student and school materials in a safe and proper fashion
5. when taking or using materials other than their own, students must have the owner's permission

Disregard for responsibilities noted above reflect both understanding and deliberate intent.

Description of student behavior

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Teacher comments

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Teacher signature \_\_\_\_\_

Parent comments

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Parent signature \_\_\_\_\_

Sign and return the next school day

## **Due Process**

Anonymous allegations about student misbehavior will not be investigated.

Due process rights for St. Albert students are defined by Area Board policy. It is our practice to inform every student of the rules.

St. Albert students will be given an opportunity to be aware of the school rules and acceptable behavior. Parents will be made aware of the matters leading to the proposed discipline and may provide their perspective on a situation, which may result in disciplinary action. Parents may appeal disciplinary actions to the building principal. If not satisfied with the results, they may then appeal to the President of St. Albert.

The principal or the president may recommend that a student withdraw from the school. Following a full and fair review of all available facts, the Board of Education may expel a student. Expulsion may be permanent.

## **Expulsion**

Expulsion of a student is the sole responsibility of the Area Board of Education. Normally, other means of correction must have been tried and have failed to bring about proper conduct, or due to the nature of the violation, the pupil's presence causes a continuing danger to the safety of other pupils, and other means of correction are not feasible. The decision to expel or not is reached only after a recommendation by the principal has been heard, and the student and/or parent/guardian have had the opportunity for a closed hearing with the Board. The Board may expel a pupil for committing, or conspiring to commit, or cooperating in offenses related to:

1. Damage to or theft of school or private property
2. Infliction of or threatened physical injury to another person
3. Possession or sale of weapons or drugs – including alcohol
4. Disruption of school activities
5. Failure to abide by school rules

## **In-School suspension**

The principal or his/her designee may specify the imposition of an in-school suspension. In-school suspension may be imposed for infractions of school rules or policies. Before making a decision to suspend a student, the administrator shall notify the parent/guardian of the charges against his/her child, and shall afford the parent/guardian an opportunity to speak in his/her defense.

## **Out-of-school suspension**

Out-of-school suspension is used when other disciplinary methods have failed or when the student's presence is a threat to other students or detrimental to the best interests of the school. Parents will be notified promptly of the suspension and of the facts leading to the decision to suspend. The parent/guardian may appeal a suspension as per school board policy. Upon return to school, the student is placed on full probation.

**Possession**

Possession is defined as owning, having or being in control of material either physically (on one's person) or within one's personal sphere of influence (in lockers, vehicles, bags etc.). In alcohol situations, possession is defined as being on the premises where alcohol is served or consumed illegally.

**Restitution**

Restitution is defined as the replacement cost involved in replacing or repairing a victim's incurred loss or damage. Arrangements for the determination and payment of restitution must be made between the student's family and the injured/damaged party.

**Attendance**

Because of the impact on their academic success and the work ethic they are establishing, students are expected to be present when school is in session. Administrators reserve the right to determine whether an absence is excused or unexcused.

**Excessive Absence**

Upon the 12<sup>th</sup> day absent from school in a semester, a contract with limited future absences allowed is initiated between the school, parent and student. A violation of the contract can result in withdrawal.

**Tardiness**

Parent notification

## ANTI-BULLYING/HARASSMENT POLICY

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated. St. Albert is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, St. Albert has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by students, school employees, and volunteers who have direct contact with students will not be tolerated in our school system.

St. Albert prohibits harassment, bullying, hazing, or any other victimization, of students, based on any of the following actual or perceived traits or characteristics: age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees based upon race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability is also prohibited.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures up to, and including, exclusion from school grounds. "Volunteer" means an individual who has regular, significant contact with students.

Harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
- Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or

- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment.

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The Principal or designee will be responsible for handling all complaints by students alleging bullying or harassment.

## Acceptable Use Policy for Technology

“Technology must not outweigh our humanity” – Albert Einstein

I pledge, as a St. Albert student, to be the best I can be. I will be courteous, kind and respectful. It is my responsibility to behave as a Christian in all of my actions. It is my duty to complete my schoolwork accurately and on time. I will respect the rights of my peers and be a good role model to all. May God Bless Us All. – written by Sixth Grade, August, 2001.

Technology is a vital part of the approved curriculum in the St. Albert Catholic Schools. The use of school owned and maintained computers is a privilege, not a right, and may be revoked if abused. Technology use must be consistent with the educational and spiritual objectives of the school system. Appropriate and equitable use of the Internet will allow students and staff access to resources unavailable through traditional means. Student’s use must be in support of education, including research and administrative support consistent with school policy. All use, including email, may be monitored in accordance with the Federal Communication Privacy Act (18 U.S.C.\2510-20)

The purpose of the St. Albert Schools system Acceptable Use Policy is to ensure that the Internet usage at school is for constructive educational goals and is consistent with the philosophy of the school system. Because the internet provides access to computer systems located all over the world, families should be aware that some material accessible via the internet may contain material that is illegal, controversial, inaccurate, or potentially offensive. The St. Albert Catholic School system cannot control all of the content of the information available. However, the school system believes that the benefits to students from access to the internet in the form of information resources and opportunities for collaboration exceed the disadvantages. The school system does not condone the use of inappropriate materials and will take precautions to filter access to these materials.

The following are terms and conditions for using the school system technology:

### **Unacceptable practices include, but are not limited to:**

1. Giving out our passwords or other individual’s passwords
2. Using someone else’s account or user name
3. Harassing someone:
  - a. any use of sites that specifically involve unacceptable topics such as sex, violence or drugs
4. Seeking unauthorized access to any resource
5. The use of profanity or inappropriate language in email or electronic communications of any kind
6. Trespassing in another’s folders, work or files
7. Transmission of any material in violation of any U.S. or State regulation

8. Reproduction or transmission of copyrighted material without explicit permission
9. Downloading, copying, installing or transmitting commercial software, shareware or freeware without permission from the school's Technology Coordinator
10. Private, commercial or political use
11. Playing online or downloading games that are not for educational purposes
12. Never, under any circumstances, use a diskette or CD from any source other than the school without permission of the teacher

### **Security**

Security on any computer system is a high priority, especially when the system involves many users. If you identify a security problem, you must notify the school Technology Coordinator immediately. Do not demonstrate the problem to other users. Note that electronic mail (email) is not guaranteed to be private – system administrators have access to all mail. Messages relating to, or in support of, illegal activities may be reported to authorities.

### **Vandalism**

Vandalism will result in cancellation of user privileges and may result in suspension or expulsion. Vandalism is defined as any malicious attempt to harm or destroy equipment and/or data of anyone connected to the internet or to any other computer on the school property. This includes, but is not limited to, uploading, creating or transmitting computer viruses.

### **Netiquette**

1. Be polite. Never forget the person reading your mail or posting is a real person with feelings that can be hurt. Never mail or post anything you wouldn't say to your reader's face.
2. Use appropriate language. Swearing, vulgarities or any other inappropriate language is unacceptable.
3. Illegal activities are strictly forbidden
4. Do not use the network in such a way that would disrupt the use of the network by other users.
5. Email is not guaranteed to be private, but all communication and information accessible via the network and the internet should be assumed to be private property.
6. Do not reveal your personal address or telephone number, or those of anyone else
7. Notify an adult immediately if, by accident, you encounter materials that violate the rules of acceptable use.
8. Internet users see typing in all CAPITAL LETTERS as 'shouting'
9. Do not print anything without permission from a teacher
10. A good rule to follow is never view, send or access materials which you would not want your teachers and/or parents to see

11. The internet should not be used to meet unknown people. This is a dangerous practice and could have extremely negative consequences
12. Please don't stay online when you are finished (log off when you go to lunch or class)

### **Consequences**

Be prepared to be held accountable for your actions and for the loss of privileges if the terms and conditions of acceptable use are violated. The school system has the right to restrict or terminate information network access at anytime for any reason.

Students/staff who violate the Acceptable Use Policy will be subject to disciplinary action according to the Code of Conduct, as well as additional consequences which include, but are not limited to, the following:

Suspension and/or termination of computer use privileges

- a. 1<sup>st</sup> violation – loss of computer privileges for 20 school days
- b. 2<sup>nd</sup> violation – loss of computer privileges for 45 school days and 1-3 school days in-school suspension
- c. 3<sup>rd</sup> violation – loss of computer privileges for 90 school days and 1-3 school days in and/or out-of-school suspension and possible expulsion.

Consequences may be carried over to the following school year.

Students who have lost their computer privileges may attend classes which are held in the computer labs and/or library while under direct supervision of their teacher

Parents may request, in writing, that their student(s) be excluded from using the internet.

### **Civil or Criminal prosecution**

Should any student violate local, state or federal laws while using the St. Albert Catholic Schools computers or networks, the administration will notify the appropriate authorities to begin the process of civil or criminal prosecution

### **Payment for damages**

Students and/or their parents/guardians will be responsible for the repair or replacement of computer hardware or software which has been damaged by abusive or inappropriate actions of the student. This includes additional time spent by technology staff or vendor.

St. Albert Catholic Schools make no warranties of any kind, whether express or implied, for the service it is providing. St. Albert Catholic Schools will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the internet is at your own risk. St. Albert specifically denies any responsibility for the accuracy or quality of information obtained through the internet.

Should any student's computer usage result in penalties or damages for which St. Albert Catholic Schools become liable, or result in claims or litigation involving the St. Albert Catholic Schools, the student and their parents/guardian will indemnify and hold harmless the St. Albert Catholic Schools for all damages, penalties and cost incurred by the school system.

## **School Work**

### **Homework**

The purpose in assigning homework to elementary age students is two fold:

1. Homework should create an awareness in parents of:
  - a. the type of material being presented in various subject areas
  - b. how well their child is able to work with material presented
  
2. Homework provides students with an opportunity to:
  - a. Spend a reasonable amount of time practicing academic and/or study skills they are learning in school
  - b. Develop a sense of responsibility and independence in completing a task

If a student is going to miss school due to vacations etc., he/she will be given the work to make up when he/she returns to school. Homework will not be given prior to the student leaving town. The child will be given ample time to complete the work missed when he/she returns.

Taking into account stages of readiness, the following guidelines should assist parents in understanding what is reasonable to expect from children in levels K-6.

### **Kindergarten/Level One**

Students are in the beginning stages of following directions, developing a sense of responsibility, judging time, and working independently. Homework is not assigned at this level. Occasionally, a small project may be given to work on at home.

### **Level Two**

Students are developing the ability to complete a task with some help (as needed). They are beginning to understand how to manage their time, and they are able to remember directions. Level Three students use assignment notebooks first and second semester.

### **Level Three/Four**

Students are continuing to develop the ability to complete an assignment. They are requiring less supervision. Students are able to remember three step directions within a given class period. In addition to being able to manage their time, students at this level are beginning to develop the ability to organize a 'work schedule'. They use an assignment notebook at this level.

Students who use their time productively should have no more than a total of 30 minutes of homework on a regular basis. When appropriate, special projects may be assigned that will take more than one evening to complete.

### **Level Five**

Students are able to complete assignments with minimal assistance, once understanding has been established. They are able to remember and follow four and five step directions within a given class period, and simple directions from one day to another.

The ability to organize a ‘work schedule’ continues to develop with teacher assistance – the students use an assignment notebook at this level.

Subject matter at this level is becoming more complex and requires more thought on the part of the student. Homework assignments may take up to a total of 45 minutes nightly, and may increase in frequency. Special projects may be assigned as described in Level 4.

### **Level Six**

The ability to organize a ‘work schedule’ continues to develop. Students should be using an assignment notebook with minimal reminders. In general, homework assignments will require a maximum of 60 minutes of effort. When appropriate, special projects will be assigned which require outside library research.

The following are some suggestions to help your child complete school work at home:

1. Give your child time for a snack and an opportunity to play when he/she arrives home. Due to the long bus ride and a busy day at school, your child needs to relax before starting in with school work at home.
2. Set up a good study environment at home. Your child’s study area should be well lit and free from distraction. Parents may wish to offer support/encouragement, but are not expected to provide extensive instruction at home.
3. If your child becomes frustrated, or cannot complete an assignment within a reasonable amount of time, stop the study session and contact the teacher with a written note or phone call the next day.
4. If there are skills that you help your child with consistently, please notify the classroom teacher. Students are expected to print/write their own responses to an assignment. If someone other than the student writes an answer, please make note of it on the paper.
5. All homework should be returned to school the next day.

Assignments sent home are usually self-explanatory.

## **Lockers.**

Students are not allowed to decorate their lockers – no photos, pictures, signs etc.

## **Special Celebrations**

Elementary students enjoy celebrating their birthday with their peers. Students may bring treats to school if they wish. Because of the gum regulation, you are asked not to send gum as a treat. **No homemade treats are allowed due to allergies in children. Treats must be individually wrapped in manufacturer's wrapping.** In lieu of candy, students in grades 1<sup>st</sup> through 6<sup>th</sup> are encouraged to donate a book to the classroom.

Invitations to parties may be distributed at school providing ALL boys or ALL girls within the student's homeroom are included. If not, you must mail the invitations to the child's home.

If your child has received recognition for an achievement not related to a school event, and he/she wishes to celebrate with classmates, please contact the homeroom teacher to discuss possible arrangements.

## **Student Activities Programs**

### **Book Club**

Classroom teachers have the option of participating in various book clubs. The most common are Scholastic and Troll. You are under no obligation to purchase books from either of these companies. Classroom teachers are responsible for all clerical related to these clubs. If you have any questions, contact the teacher directly.

### **Field Trips**

Classroom teachers may request permission to take students on field trips that have some educational merit. You may be asked to pay an admission fee and transportation costs. If any difficulty arises because of financial reason, please contact the classroom teacher immediately. At the time of final registration in August, parents/guardians are asked to give blanket permission on the emergency card. Prior to any field trip, the student will be given a notice to bring home. If you wish to withdraw permission, please send a signed note to school the next day.

If there are serious behavior or academic concerns, the student may be required to stay behind that day. Participation is at the discretion of the teacher with the approval of the principal.

## **Vocal/Instrumental Music**

All student participate in vocal music weekly. Two concerts are routinely scheduled during the year – Christmas and spring. In addition, the vocal music teacher may schedule a special musical performance with intermediate students as the performers. Prior notice is sent home. It is mandatory that the children participate in these programs.

Students at the intermediate level are provided with the opportunity to participate in instrumental music. Classes are provided at no charge at school. The instrumental teacher handles arrangements. There is a fee for those families wishing to rent rather than purchase an instrument. The instrumental teacher manages all financial arrangements – any questions should be directed to this teacher.

\*\*\*All students will be required to make up any work missed during a scheduled band time.

## **Math Bee**

Students in Grade Six who demonstrate exceptional ability in mathematics are invited to participate in the Southwest Iowa Math Bee. Following several weeks of coaching after school by a volunteer parent, students take a qualifying test. The Math Bee team consists of four students and one or two alternates.

## **Invention Convention**

Students in grade 4 participate in Invention Convention. Students in Grades 5 and 6 are also eligible to participate in Invention Convention that is sponsored by Area XIII. The extended learning teacher will send information home to parents.

\*\*\*Students also have the opportunity, during the school year, to participate in other events, such as History Day, Destination Imagination, Spelling Bee and Speech competitions.

## Student Health

### Medication

1. Medication brought to school must remain in a locked cabinet in the office.
2. Children are not allowed to have any prescription or over the counter drugs on them or in their possession
3. A licensed doctor or dentist must prescribe all medication
4. Medication must be in a pharmacy labeled container (not in an envelope)
5. Parents must complete the “Parents Request for Giving Medication at School” form
6. Parents may administer medication at school with the above
7. If a child has a temperature of 100 or higher, the child will be sent home. **The child must be fever free for 24 hours before returning to school – without the aid of Tylenol, Ibuprofen etc.**
8. If you feel that your child cannot participate in physical education, you must have a note from a licensed physician stating that the child is unable to participate. This is the same if you think your child should stay in for recess – we must have a note from his/her doctor.
9. If a child has been sick to his/her stomach during the night, he/she cannot return to school for 24 hours.

In addition, a spoon/cup for dispensing medicine must accompany the medication. Please limit the amount of medication sent to school to that required for one day at a time. The school will not dispense aspirin, non-aspirin products, and cough drops that are sent without a written request from the physician as noted for prescribed medication.

These are rules mandated by the State to protect your child.

### Screenings

Each year all new elementary students participate in hearing screening conducted by staff from AEA XIII. All elementary students participate in a yearly vision screening also. In the event any concerns are noted in the screenings, parents are notified and advised as to the course of action recommended.

The St. Albert nurse, at the beginning of each school year, will check students for head lice. Any child found with head lice, at this time or throughout the year, will be sent home until treated. You must return the box top of whatever remedy you used in order for your child to be readmitted into school.

## **Student Progress**

The Iowa Test of Basic Skills is administered to all students in Grades 2 – 6 in the fall. Students are given the Multilevel Battery. The Educational Strategist will be responsible for administering the test to mildly educationally delayed students assigned to the Extended Learning Center or Resource Room.. All other students will complete the test in their assigned homerooms.

BRI (Basic Reading Inventory) is administered in grades K, 1<sup>st</sup> and 2<sup>nd</sup>

Cognitive Ability will be administered in grade 3

Constructed Response Survey (Reading) is administered in grade 4.

Exemplars (Math) are administered in grades K-6.

## **Reporting**

### **Conferences**

Parent conferences are held twice yearly. Conferences are scheduled in advance and are twenty minutes in length. Conferences for students Pre-K – 6 are in the homerooms. An opportunity is provided, in advance, for parents/guardians to submit information they wish to discuss at the conferences.

### **Report Cards**

Report cards are sent home with students at the end of each trimester and at the end of the school year.

## **Curriculum**

### **Program of Studies**

The program of studies implemented at St. Albert Elementary School is in compliance with State and Diocesan guidelines, which include addressing multicultural/global and non-sexist issues. Once the curriculum has been established, each faculty member is expected to maintain the integrity of the content in his or her daily instruction

Information related to compacting (teaching like related topics together, or condensing information into a format that stresses the critical elements and eliminates unnecessary or unrelated, and/or teaching only information students have not yet mastered), the questionable value of using ‘workbook pages’ or worksheets extensively, and the elements of effective instruction indicates that as a decision maker within the classroom, teachers have several sound alternatives available to them other than a page by page ‘lecture’ style method of teaching with ‘paperwork’ as the primary practice format. The importance of teaching thinking skills, study skills, as well as addressing different learning styles, and insuring that students are able to remember and use what they are learning, necessitates that a variety of sound teaching and testing strategies be utilized.

Faculty is given the option of conferring with the administration and using strategies, which may not necessarily always include completion of every page in a ‘workbook’. Periodic and Mastery Tests are administered to insure that students have mastered the prescribed content.

The curriculum includes the following subject areas:

- Art
- Guidance
- Language Arts
  - English
  - Penmanship
  - Reading
  - Spelling
- Library Skills
- Mathematics
- Music
- Physical Education
- Religion
  - Human Growth & Sexuality
- Science
- Social Studies

### **Textbook Adoption**

St Albert Elementary School is currently on a five-year textbook adoption schedule. Each fall the administration, in cooperation with a consultant from Area XIII, provides the faculty with research relative to the subject area under consideration. This research is presented and discussed. The faculty is provided with texts to review for approval. The faculty is in-serviced as to the steps to follow in evaluation of each text. Following the selection of the desired series, a representative from the publishing company is asked to present in-service to the faculty regarding the implementation process.

## **Human Growth and Sexuality**

Human Growth and Sexuality is a required element within the curriculum. The series being implemented has been selected and approved by the Diocesan School office. Human Growth and Sexuality will be taught as an integral part of the Religion curriculum. Prior to beginning the course of study, parents/guardians are provided with information regarding the topic to be discussed in the grade level in which their child is enrolled.

## **Peace and Justice**

Peace and Justice issues are incorporated into daily teaching where appropriate. The Diocesan School Office arranges for training for new faculty.

## **Substance Abuse Prevention**

This topic is assessed in a developmentally appropriate manner with Health Science and/or Guidance at the primary level. In addition, students at the intermediate level participate in programs such as “D.A.R.E” as these services are available.

## **Religion/Sacramental Preparation**

In an effort to reinforce faith as an important element in our daily lives, religious instruction is incorporated into all subject areas as appropriate. Homeroom teachers schedule formal instruction in religion three times weekly. In addition, area priests or deacons are scheduled, as available, to visit each classroom.

All elementary students in PreK-6 attend weekly Liturgies or prayer service. Each class is provided the opportunity of planning the Liturgies on a rotating basis. Also students in grades 3-6 attend Mass weekly and K-3 attend Mass on the first Friday of every month.

Formal prayer is said at the beginning and the end of each day, as well as before and after lunch. Intermediate students pray the Rosary together during the month of May and are offered opportunities to receive the sacrament of Reconciliation twice during the course of the year.

Sacramental preparation is an important element of your child’s spiritual development. Following the Second Vatican Council, the Church stressed the importance of the ‘parent as the primary religious educator of their children’. In keeping with the focus of the Church, area pastors have determined that sacramental preparation is primarily a joint effort between parishes and parents, with the school serving in a support role.

The parish sacramental preparation programs vary, however, all include participation of both parent and child in sessions held within the parish setting.

Grade 2 classroom teachers at St. Albert are familiar with the materials being used, and reinforce the concepts being taught at the parish sessions. Enrollment at St. Albert does not relieve parents and students from participation in the parish sacramental preparation program. Pastors will make the final determination as to whether or not a child is ready to receive First Eucharist or Reconciliation. Any questions regarding this process should be directed to your parish pastor.

## **Special Services**

### **AREA XIII**

The Southwest Iowa Area Education Agency XIII, known as Loess Hills Area Education Agency, services St. Albert School System. This local agency provides a variety of services and consultants to assist in the provision of excellence in education for students. There are three major areas in which service is provided:

1. Resource
2. Instructional
3. Media

#### **Resource**

A team of support staff is assigned to the school that consists of a school psychologist, educational consultant, speech/language pathologist and social worker. These individuals are considered adjunct and have access to student records. They are also expected to comply with appropriate regulations in operation within the school setting. The role of this special service team is to provide support to administration, faculty and staff in dealing with special needs students.

The St. Albert Elementary School Educational Strategist is also a member of the support team, and is responsible for insuring process management for each student referred.

Teachers are provided the opportunity, on a weekly basis, to discuss students who are of concern. Following discussion with the team, a decision will be made as to whether a pre-referral activity consisting of up to six meetings with the teacher and/or student would be of benefit, or a complete diagnostic evaluation is in order. In either case, parents are notified. Parental permission is obtained for complete diagnostic evaluations.

## **Instructional**

Within the Instructional Services Division, consultants are available to offer assistance. These individuals, with their unique area of expertise, are available to offer in-service, staff development and consultation. They are called upon to offer assistance in textbook adoption as well. In some cases, personnel will work directly, over a limited period of time, with students.

## **Media**

The Media Division provides a variety of services related to the audio-visual aspects of instruction.

## **Resource and Tag**

The Extended Learning Center is the environment within the St. Albert Elementary School setting that services students with special needs. This center follows the Renewal Delivery System Building Plan that has been approved by Area Education Agency XIII, and is on file in the Diocesan School Office. It is the responsibility of the Agency to notify the school of any procedural changes mandated by the State of Iowa.

## **Goals**

The goals of the Resource Center are as follows:

1. Provide curriculum strategies designed to meet the individualized needs of the mildly educationally delayed student
2. Provide curriculum strategies designed to meet the individualized needs of the at-risk student
3. Provide support services to faculty/staff with regard to students identified as having special needs.

## **Identification process**

1. Referral sources will include, but not be limited to:
  - a. Faculty/administration
  - b. Staff
  - c. Parents
  - d. Support personnel (school psychologist, social worker, educational consultant and speech pathologist)

- 2 Referrals generated by individuals other than the classroom teacher will be processed through the classroom teacher. The Educational Strategist will be consulted, and in cooperation with appropriate personnel, will determine from data gathered, an effective course of action. The building administrator will be notified of any proposed interventions.
- 3 The classifications services will include:
  - a. Mildly educationally delayed

Definition:

Students within the category demonstrate inability to learn efficiently, in keeping with their potential, when presented with the instructional approaches of the general curriculum.

### **Criteria for Qualification**

A significant discrepancy between a student's general intellectual functioning and achievement in one or more of the following areas must be noted:

- School readiness skills
- Basic reading skills
- Basic mathematic skills
- Written expression

The determined discrepancy is not primarily the result of sensory or physical impairments, mental disabilities, behavioral disorders, cultural or language differences, environmental disadvantages or a history of inconsistent educational programming.

Hearing and vision with normal limits

Intellectual functioning must be at or above an intelligence quotient of 85 as measured by an individually administered intelligence test.

A member of the diagnostic team must observe the student's performance in the general educational/classroom setting. The primary purpose of the classroom observation is to seek evidence for the existence of an educational delay and to determine the degree to which the delay affects learning.

The appropriate Action Plan must be completed by the classroom teacher, and submitted for review at the time the referral is initiated. Evidence of prior attempts to resolve any difficulties must be documented with a summary of results.

## **Educationally at-risk**

Definition: students in this category do not qualify on the basis of test scores for special education services. They are, however, identified as students whose school performance indicates that lack of intervention may result in significant developmental delays.

## **Criteria for Qualification**

Students demonstrate evidence of classroom performance that consistently reflects a need for intervention beyond classroom instruction. The purpose of the intervention is to enable the student to be more successful with the adopted curriculum, and to attempt to prevent more serious educational delays.

Hearing and vision within normal limits

Intellectual functioning must be at or above an Intelligence Quotient of 85 as measured by an individually administered intelligence test or a standardized group administered assessment.

A member of the diagnostic team must observe the student's performance in the general educational/classroom setting. The primary purpose of the observation is to seek evidence to support the need for additional intervention.

## **Parent involvement process**

The Loess Hills Area Education Agency is responsible for establishing minimal requirements with regard to protocol and documentation. As this information is made available, it will be published in the Parent/Student Handbook, and updates as needed via the school newsletter. Faculty will be provided with this information in the Faculty Handbook, and updated as needed at faculty meetings.

## **Standards and Benchmarks**

Evaluation will proceed as follows:

Standards and Benchmarks will be assessed using exemplars for math and constructive reading test (CRT) for reading. These tests are administered throughout the school year. Annual Iowa Test of Basic Skills (Iowa norms) will also be used to measure growth.

## **Title One Reading**

Students in grades K-3 are provided Title One Reading services within specific guidelines. Each fall, the Council Bluffs Title One Reading Specialist assigned to the primary building will evaluate Iowa Test of Basic Skills scores from the previous year to determine which students qualify on the basis of their reading scores. National Norms are used. Following the initial screening, the addresses are checked to determine whether or not the student is living within the boundaries of a Council Bluffs Elementary school that receives Title One reading services. Once these two criteria are met, the Title One teacher will notify the classroom teacher and the principal of these students who qualify for services. In addition, the Title One teacher sends a letter to the parents of the identified students requesting permission to service the child. Parents have the right to deny permission.

## **Home/School Communication**

Every effort is made to inform parents of school events and student progress both formally and informally. Information sent home to parents from school would be identified as such or signed by a member of the faculty/administration. System-wide communication will generally be sent through the office of the executive coordinator.

### **Formal**

Each month parents will receive a copy of the school newsletter via email. A calendar and lunch menu will be included. The newsletter is the primary vehicle for informing parents of upcoming events, thanking various individuals for their support, and sharing information related to the growth, development, education and parenting of elementary school children.

Each trimester, parents/guardians are provided with information regarding their child's progress in school. Detailed information related to parent conference and report cards can be found in the Student Progress section of this handbook.

On occasion, it may become necessary to inform parents of concerns regarding a child's ability to follow school rules, or complete academic work. Specific school forms related to bus conduct, completion of daily and/or homework assignments, dress code and following school rules have been designed to provide parents/guardians with specific information as to the exact nature of the difficulty. These forms are sent home for parental signature and should be returned to school the following day. The classroom teacher is responsible for contacting parents/guardians if the form is not returned to verify receipt of the information.

## **Informal**

Events such as Open House and Catholic Schools Week luncheons provide parents/guardians and teachers to visit informally. Whenever possible, teachers will communicate by note or telephone to discuss your child's progress and/or answer any questions you may have. Parents/guardians should always feel free to contact the teacher or administrators at 322 7004.

## **Parent Initiated Communication**

Parents/guardians are encouraged to contact the school whenever there is a need to initiate communication. It is requested that individuals identify themselves and leave both a work and home telephone number, as well as an indication of the nature of the call. Failure to leave a name as well as both phone numbers has resulted in an inability to return calls for several days. If the need to contact a teacher or administrator is urgent, please indicate that to the secretary.

It is helpful to know who to contact when a question arises or more information is needed while your child is a student at St. Albert. The individual in the best position to respond concerning an individual student is the teacher most directly involved with the situation. In most instances, the questions and/or need for additional information can be successfully handled at this level.

Should a satisfactory answer/resolution not be achieved following a discussion with the classroom teacher, parents/guardians are advised to proceed in the following manner:

1. Issues related to busing should be addressed to Mrs. Shanno. In the event the situation requires further attention, Mr. Tim Vogel should be contacted, as this is the person ultimately responsible for transportation within the St. Albert School System
2. Issues related to student activities/programs – i.e. field trips, special events, musical programs etc., should be addressed to the elementary administration.
3. Issues related to curriculum, discipline or school policies should be addressed to the elementary administration. A request may be made that the question/concern be submitted in writing with an indication as to the suggested solution(s).

4. Issues related to participation in Parent Support Group activities should be addressed to the committee chairperson. If there is a need for further discussion, you are advised to contact the administrative assistant or the principal
5. In the event a situation arises in which a parent/guardian wishes to appeal an administrative decision, they may submit a formal written request to review the decision to the president.
6. Following written/verbal communication with the president, parents/guardians are then advised to contact the Superintendent of Schools in Des Moines. A written request to review the decision of the administration and president may be made.

NOTE: If a concern involves a policy issue, and attempts made through the appropriate 'chain of command' require further attention beyond the president, a written request may be made to the Superintendent of Schools and Area Board of Education, in that order, if necessary to review the decision and/or policy.

## **Talent Identification and Enrichment Opportunities**

### **Talent Identification and Classroom Support**

**Talent Identification** – The gifted education program serves gifted and talented students of both genders and all cultural and socioeconomic groups from Kindergarten to 6<sup>th</sup> grade. No single criteria will either qualify or eliminate a student from participation. Activities are either by invitation of the school or self-selected participation by the students.

#### **Talent Pool**

Students who meet the following criteria will be considered by the Case Management Review Team, CMRT, for invitation to participate in the specific activities outlined.

#### **Grades K – 2** three or more of the following:

Woodcock Johnson 95% or better in composite and/or content areas of reading or math

ITBS 98% or better in composite and/or content area of reading or math (grade 2 only)

Peabody Picture Inventory

Basic Reading Inventory

Products (writing sample)

Kingore Observation Inventory

Parent and Teacher Nominations

6 + 1 Trait Writing Assessment

#### **Grades 3 – 6** three or more of the following:

ITBS 98% or better in composite and/or content areas of reading or math

CogAT

Belin Blank Talent Search

Kingore Observation Inventory

Parent and Teacher Nominations

6 + 1 Trait Writing Assessment

#### **Exit Policy**

Student participation in the program will be reviewed on an annual basis. Many factors influence how a student exhibits his or her knowledge on an assessment tool. If there has been a significant variance in the Woodcock Johnson or ITBS score, the CMRT will review the other data sources to determine if the student will begin, continue or exit the program.

### **Classroom Support**

#### **Differentiated Instruction (Grades K – 6)**

Classroom teachers will be supported by the Gifted and Talented teacher. Teachers will be assisted as they develop specific activities in a variety of content areas to meet the needs of the students who exhibit mastery at a faster pace.

#### **M.A.G.I.C. Class (Grades 4 – 6)**

As prescribed by the Iowa State Department of Education, students as early as kindergarten will be identified in their areas of academic strength. MAGIC will include direct instruction for all students on problem solving, divergent thinking and logic. Selected student work will be used as a TAG identification tool as students progress through the grades.

### **LITERACY AND MATHEMATICS - By Invitation**

#### **Literacy and Language**

##### **Book Clubs (Grades K – 2)**

The reading of selected chapter books at the students' instructional level allows them to employ literacy skills. Products will be created to share their understanding of the books with their peers.

##### **Foreign Language Opportunity (Grades 5 – 6)**

The study of a foreign language enhances oral and written language skills. Students will have the opportunity to become familiar with Latin.

##### **Junior Great Books (Grades 4 and 6)**

Shared inquiry is the effort to achieve a better understanding of a text by discussing questions, responses and insights with others. Careful listening is essential. Students learn to cite evidence, respect divergent thinking and develop well reasoned interpretations of thought-provoking readings.

##### **Omnibus (Grade 5)**

Students will research and make real-world connections on a topic – i.e. architecture, law, etc.

##### **Research Group (Grade 3)**

Students will research a topic and compose a paper worthy of publication. Guidance will be provided in the skills of research, writing, editing and presentation.

## **MATHEMATICS**

### **ALEKS (Grades 5 – 6)**

ALEKS is a self-paced, prescriptive, independent math computer assisted mathematics instruction program. A pre-assessment develops a precise picture of each student's level of mastery allowing for optimum time for new learning.

### **Math Club (Grade 6)**

Success in mathematics is enhanced with problem solving activities that stretch the students' use of mathematical skills already mastered. These activities will be based on student interests or current events, but each will present the students with multiple entry points and the possibility for the use of a variety of strategies to determine a solution.

### **MATHCOUNTS (Grade 6)**

MATHCOUNTS is a national enrichment club and competition program that promotes mathematics achievement. MATHCOUNTS is providing today's students with the foundation for success in science, technology, engineering and mathematics careers.

## **ENRICHMENT OPPORTUNITIES – OPEN TO ALL**

### **Leadership**

#### **Student Council (Grades 4 – 6)**

Student Council provides student leadership opportunities in the school. Students are asked to write their thoughts on a topic that is appropriate for the St. Albert community. Once written, the papers are shared anonymously with the rest of the class. The audience then determines the "best" paper and that author will be the representative for that class on the Student Council.

## **CREATIVE PROBLEM SOLVING**

### **Chess Club (Grades 4 – 6)**

Steady concentration, pre-planning and strategies are all components of a good chess match. Students will increase these skills as they engage in the age-old game of chess.

### **Destination Imagination (Grades K – 6)**

Destination Imagination programs provide students to practice creativity, teamwork and problem solving. Students work as teams to solve mind-bending challenges and present their solutions at tournaments.

### **History Day (Grade 6)**

Students choose historical topics related to a theme and conduct extensive primary and secondary research through libraries, archives, museums, oral history interviews and historic sites. After analyzing, interpreting and drawing conclusions from their findings, students present their work in original papers, websites, exhibits, performances and documentaries.

## **St. Albert Area Board of Catholic Education**

Be it resolved that the St. Albert Area Board of Education promotes the mission of the St. Albert School System: a mission that is based on Christian values that are rooted in our parishes and our homes. The Board therefore resolves to focus on these values in all aspects of our educational system, and thus directs the administrative team to reinforce this focus in the daily operation of our schools.

Be it further resolved that the Board directs the administrative team to focus their time, efforts and talents on the future direction of our education system as a Catholic school.

Finally, because parent's trust, belief and support of the values and mission of any school system is fundamental to their child's success in that school system, it is the directive of the Board that those parents who do not hold to the values of the St. Albert system, or who continue to address their concerns about the St. Albert system in a destructive, negative and unchristian manner, be requested to remove their children from the St. Albert school system. This is a necessary action for the future growth and development of their children, as well as the future growth and development of our schools.

### **Nov. 1993 Board meeting**

#### **Public participation (Open Forum) at Board of Education meetings**

The following are guidelines that the St. Albert Area School Board will follow at its monthly meetings. It will be the responsibility of the Board secretary to see that these guidelines are carried out.

The Area Board of Education will sit in a horseshoe shape facing guests.

There will be a nametag placed on the table in front of each Board member, administrator and staff member. Parish names will be included where applicable.

Guests will be provided with a copy of the meeting agenda and appropriate handouts for the evening's meeting.

Prior to the meeting, guests will sign in and include the following information – name, address and, in intending to speak, state their business.

The president of the Board will greet guests in the opening remarks

There will be a 20 minute regularly scheduled open forum set aside at the beginning of each meeting. There will be no more than six speakers with a maximum of three minutes each. This time will be used for comments from the speakers with the understanding of all present, that there may not be any action taken by the Board that evening.

The following steps will be taken:

The comment/concern shall be recorded in the Board meetings

The comment/concern shall be addressed at the next Executive Committee meeting

The Executive Committee will determine the person responsible to handle the comment/concern

The Executive Committee will notify the person of the action taken, and make that action a matter of record at the next Board meeting

A verbal thank you from the Board president will be made at the close of the open forum

Consideration of agenda items from non-members

The right of non-members to have an item considered for the agenda of a Board meeting shall be limited to those whose written petition has been submitted to the Board president or president prior to the agenda setting meetings.

### **Parent Support Group Home and School Association**

#### Statement of Purpose

1. To model Christian family values in the community
2. To promote fellowship among St. Albert School families
3. To provide an organized support system for the administration, faculty and staff of St. Albert Elementary school
4. To organize and sponsor activities which will allow for the acquisition of materials for the elementary school

All families with children enrolled at St. Albert Elementary are members of the Parent Support Group/Home and School Association (PSG). Each year individuals are asked to serve as committee chairpersons who oversee the tasks of their particular committee. Any questions regarding committee projects should be directed to the committee chairperson. Any questions or concerns not immediately related to the purpose of the PSG should be discussed directly with the principal.

The following is a list of committees within the PSG:

1. Book Fair
2. Fundraising
3. Pride Week
4. Catholic Schools Week
5. Carnival
6. Box top collection
7. Annual classroom parties (Christmas and Valentines Day)

Each year at final registration in August, an opportunity is provided for parents/guardians to sign up to participate on one of the committees.

PSG By-Laws are available to view on the St. Albert website