ST. PIUS X SCHOOL

A Rochester Catholic School

K-5 FAMILY HANDBOOK
2022-2023

Updated 8/15/2022

St. Pius X School Mission

St. Pius X School fosters a Christ-centered learning community where every person's gifts are celebrated. We make Christ known, loved, and served through our interactions with others in order to pursue our God-given potential.

RCS MISSION

The Rochester Catholic Schools develop the spiritual, social, emotional, and academic growth of young people. Nurtured within a Christ-centered learning community and rooted in Gospel values, Rochester Catholic Schools strives to foster a culture of excellence where students grow in wisdom, courage and character to become critical thinkers, collaborative problem solvers, creative visionaries and servant leaders who bring hope to the world.

ST. PIUS X School Philosophy

St. Pius X School is a Catholic community in which we strive to grow as disciples of Jesus Christ, as we pursue academic excellence and celebrate the gifts of every individual. We foster a caring environment by knowing, loving, and serving others by following the teachings of Jesus Christ. As saints in the making, we seek to help every member of our community reach their God-given potential on their journey to Heaven.

ST. PIUS X CORE VALUES

What actions demonstrate our beliefs and lead to the achievement of our mission.

- Believe faithfully
- Respect sincerely
- Care passionately
- Think critically
- Work cooperatively
- Learn eagerly

A MESSAGE FROM THE PRINCIPAL

Welcome to St. Pius X Catholic School - a preschool through fifth grade school that serves families in west, northwest, and southwest Rochester. St. Pius X Catholic School is home to nearly 200 students. Part of the Rochester Catholic Schools (RCS) system, we strive to inspire a Christ-centered culture of excellence where students grow in wisdom, courage, and character.

We believe that all people deserve to be loved and respected as people made in God's image. Guided by the teachings of Christ and the anti-bullying program, Olweus, staff and students work cooperatively to communicate that all students matter.

At St. Pius X Catholic School we believe that we reach our full potential as members of a welcoming, supportive, and joyful community. We foster this community through multi-age Mass and learning buddies, all school events, assemblies, and traditions, as well as the nurturing of a virtue-based learning environment.

We believe that each one of us has the responsibility to develop our gifts and talents and share them for the common good. In addition to instruction in math, language arts, social studies, science, religion, choral music, and physical education, students also have the opportunity to explore instrumental music, world languages, and in fifth grade, Math Masters.

Most importantly, we believe that Jesus Christ is our model for prayer, service, and how we build relationships. Wednesday liturgies are the highlight of each week where all students have the opportunity to participate in liturgical ministries and engage in parish life. Frequent service projects allow students opportunities to live their faith and put the Gospel into action. Integration of Catholic teaching throughout the curriculum demonstrates how faith connects to all areas of life.

I invite you to read through this handbook and discuss the information it contains with your child. The handbook was designed to be a guide to promote greater understanding and cooperation among parents, students, and staff at St. Pius X Catholic School. If you have questions concerning policies, guidelines, or procedures, please feel free to call or visit the school office.

Sincerely,

Dave Jenson, Principal
djenson@rcsmn.org

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Absenteeism

When a student will be absent for any reason, the office must be notified via a phone call (507-282-5161) before 8:00AM, email (stpattendance@rcsmn.org), or written note. The school will contact parents if notice has not been received.

No student may leave the school premises at any time without authorization of the parent/guardian and approval of the principal. The school does not accept responsibility for any student who leaves the premises without permission. If appointments must be made during school hours, a written or verbal request from the parent/guardian is required in advance. Adults are asked to **meet and sign students out in the office for early dismissal or appointments.** If someone other than a parent will be picking up a student for early dismissal, the office must be notified.

Academic and Behavior Expectations

In order that all students may learn in an accepting, positive, enriching environment and gain full advantage of educational resources, we ask that students:

- communicate others matter
- help others succeed
- honor the absent
- see the problem; own the problem
- show kindness

Student behavior at St. Pius X Catholic School should exemplify high standards, reflect a desire to learn, and model Christ's teaching.

Accident/Illness

In case of accidents or illness at school, parents/guardians will be notified as soon as possible. If the parents/guardians cannot be reached, the listed emergency number will be called. ***Please notify the office when there is a change in a work phone number or emergency reference.*** In case of an accident, an adult witness will fill out an accident form and a copy will be sent home. ***Please note:*** it is the responsibility of school personnel to contact parents/guardians in the event a student becomes ill or is injured; students are not allowed to contact parents using a cell phone/electronic device.

Accreditation

The four Catholic elementary schools are all accredited through Minnesota Nonpublic Schools Accrediting Association (MNSAA). This accreditation is based on a seven-year cycle. Beginning in year six, the school completes a thorough Self-Study. Once the Self-Study is complete, the school develops a plan that lays forth the objectives, strategies and action steps for the school's future. Following the development of this plan, the school is ready to host an onsite visit. The visitation is a time for outside educators to validate the Self-Study and evaluate the improvement plan proposed by the school. This entire process must be completed prior to the end of the seven year cycle. During the other six years of the accreditation cycle, the school must file an Annual Report with the association. The Annual Report, due June 15th, asks for details on both the successes attained and obstacles encountered in relation to the School Strategic Plan. A template is provided by MNSAA for this annual report.

Additional information regarding this process can be obtained by calling the MNSAA office at 952-758-5985. Vicki Marvin is the new Executive Director and is very willing to offer suggestions.

St. Pius X Catholic School hosted our site visit in 2015-2016 and is entering year seven of our cycle with a site visit in spring of 2023.

Activity Fees

Each grade will estimate the cost of field trips and special projects throughout the year. An estimated fee will be requested at the beginning of the year for each student. Families unable to pay are asked to contact the school office.

Admissions and Enrollment

St. Pius X Catholic School will accept students of any religious conviction or ethnic background. Every student is considered part of the total Catholic Christian school community and is therefore expected to participate in all classes and activities.

According to the school laws of Minnesota, a child who is five years of age or will reach five years of age on or before September 1st is eligible for kindergarten. Similarly, a child who is six years of age or will reach six years of age on or before September 1st is eligible for grade one.

Announcements

The school day begins with prayer and announcements. Afternoon prayer and announcements are held prior to dismissal. It is important for students and parents to be attentive during morning and afternoon announcements.

Appointments- Permission/Excused

If appointments must be made during school hours, a written or verbal request from the parent/guardian is required in advance. Students will not be released without written, email or phoned permission. Permission is granted when a legitimate reason exists. The school has the right to determine if an event or reason is considered an *excused* absence. (Examples of acceptable reasons are student appointment/illness noted by parents, liturgy practice, concert rehearsal, service projects, and functions of this nature.)

Students who need to leave school for specific appointments will be called to the office to meet their parent/guardian at a designated time. **Adults are asked to meet and sign students out in the office for early dismissal or appointments.** If the student will be leaving with someone other than the parent/guardian, a written permission or email must be sent with the student, with the name of the person who will be picking them up. When students return from appointments, they should report to the office and receive a pass to admit them to their class.

>Appointments that last ½ day or more will be considered absent.

>No student may leave the school premises at any time without authorization of the parent/guardian and approval of the principal. The school does not accept responsibility for any student who leaves the premises without permission.

Attendance/Tardiness

Regular attendance at school is *essential* for all children. The first bell rings at 8:15 a.m. At this time, students are expected to go to their homerooms. If your child will not be in attendance, you are asked to ***CALL THE SCHOOL OFFICE at 282-5161 by 8:30 a.m.*** or email stpattendance@rcsmn.org. Students will be considered tardy if they are not in the classroom by 8:25

a.m. If students are late because of buses or appointments, they will not be considered tardy. ***Late and tardy students must report to the office before going to the classroom.***

Awards (details about this program)

Saints in the Making awards will be presented to students in K-5th grade at the completion of each full week. Students are recognized for academic achievement, service, character, community/school involvement, and living their faith out in their everyday school life. They may be nominated by any member of the school community.

Students also earn awards, selected by their peers, based on their willingness to live the school root beliefs and core values in their everyday interactions.

Band

(Grade 5)

Students in grades five are invited to participate in instrumental music. Lessons are weekly during school hours. Two band concerts are held each year; one in the winter and one in the spring.

There is a fee to take lessons. Band payments must be paid in advance. There are two payment options available. Instruments are the responsibility of the individual student. Check with the band instructor regarding the availability of larger instruments. Students are responsible for completing class work and homework in the classes that they miss during their band lessons.

Bathroom Breaks

Daily bathroom breaks for students should be scheduled with other faculty members using the same bathroom area. ***Children must be supervised***. All classes will use the bathrooms **closest** to their classrooms before lunch. If there is a need to use the bathroom during the lunch period, students will use the bathrooms nearest the lunchroom. ***Children must wash hands before lunch and after using the bathrooms.*** In the event the bathroom you typically use is being used by another group, please be flexible and move to the next closest bathroom.

Before and After School Times

Students are expected to enter the building in the morning no earlier than 8:15, unless they are attending morning extended care. **They should not loiter in the hallways prior to the start of the school day or after dismissal calls.** With written permission and in the presence of an assigned staff member, students may enter the building prior to the start of the school day. If written permission has not been given, stop in the office for permission.

Birthday Guidelines

We will announce your child's name on his/her birthday during morning announcements if permission has been granted. Your child may be recognized in the classroom as well.

Students are allowed to bring birthday treats to celebrate their birthday with their classmates. Parents should follow the procedure outlined by their child's teacher.

After Mass on Wednesdays, students who had a birthday that week will receive a birthday blessing.

If you are planning a party for your child, we ask that you send birthday invitations through the mail.

Book Orders

Occasionally classroom teachers will send home advertisements from book clubs. You are under no obligation to purchase items from these clubs. Each teacher will send instructions detailing deadlines and the process for payment.

Calendar

The Rochester Catholic School (RCS) calendar is published each year in conjunction with Independent School District #535 (ISD #535). St. Pius X Catholic School will publish its calendar items on the RCS website (www.rcsmn.org). RCS School days may not match up completely with the RPS calendar.

Cancellation of School

All local radio stations are notified at or before 6:00 a.m. if a decision is made to close school or start school late. This is a joint decision made by the transportation department of ISD #535 and the ISD #535 Superintendent. The decision is always made with the safety of the students in mind. Listen for an announcement on local radio stations, KROC or KWWK radio, or KTTC and KAAL television stations. Email, text and voicemail messages will be sent to faculty, staff and families, who signed up for these options in the event of an early dismissal, no school, etc. If school starts late, buses run the same number of hours late as the beginning of school. Any meetings or events will also begin the same number of hours late. If school is closed or dismissed early, all extra-curricular events and practices are postponed or canceled. Dependent on weather conditions, some varsity practices may be held. If school is dismissed early, RCS will make the decision on whether or not our Extended Day PM Supervision Program will run.

Catholic Schools' Week

Each year Catholic schools throughout the nation celebrate their uniqueness with a themed, weeklong celebration of activities the last week of January. Details of this celebration will be sent home prior to the event.

Communication between Home and School

The school uses several avenues to communicate with parents. Teachers send home Friday folders at the end of each week. These folders may contain your child's work, progress updates and notices from the office. Some teachers utilize weekly or monthly newsletters. The St. Pius X Broadcast is sent electronically once a week. Conferences are held two times per year, typically in October and February. All staff members can be reached via email or telephone.

St. Pius X Catholic School website is available through a link with the Rochester Catholic Schools website: https://www.rcsmn.org/schools/st-pius-x-school

Progress Reports

Parent-Teacher conferences are scheduled twice a year for all students. Refer to the current school calendar for specific dates.

Teachers are very willing to talk to any parents who have a concern. They may be contacted via phone or email. Please contact them at school between the hours of 8:00 a.m. and 4:00 p.m. Calls during the school day may be transferred to voicemail. Teachers will return calls as soon as possible.

Mid-quarter reports are sent home with students in fourth and fifth grade midway through each grading period to any student earning a D or F. Parents are asked to sign, comment, and return these forms promptly.

Paper copies of progress reports are issued in grades K – 5 at the conclusion of each grading period.

Counseling Services

Rochester Catholic Schools provide school counseling services to the elementary (K-5) students. Guidance lessons, conflict resolution, and individual/group counseling sessions are available. If you would like your child to meet with our school counselor, please contact Mr. Jenson at djenson@rcsmn.org to set up a brief meeting to understand your child's needs.

Curriculum

Rochester Catholic Schools have written curriculum for each subject area for grades preschool through twelve. Curriculum guidelines and a textbook adoption cycle are followed by all Rochester Catholic Schools in the system. Elements of each core subject area are reviewed, revised, and updated according to an established timeline under the direction of the Diocese of Winona-Rochester. St. Pius X Catholic School follows this standard curriculum cycle and includes all state-required core subject areas to enhance offerings to students.

The **Standard Curriculum** includes:

Religion
-Catholic-Based Family Life/Theology of the Body
English/Language Arts
Mathematics
Physical Education/Health
Spanish
Science
Social Studies
Music
Art
2nd Step Social-Emotional Learning

Custody Arrangements

St. Pius X Catholic School abides by the provisions of the Buckley Amendment with respect to the rights of non-custodial parents. In the absence of a court order to the contrary, St. Pius X Catholic School will provide the non-custodial parent with access to academic records and other school information regarding his/her child. If there is a court order specifying that there is to be no information given, it is the custodial parent's responsibility to provide the school with a court-certified copy of the custody section of the divorce decree.

Directories

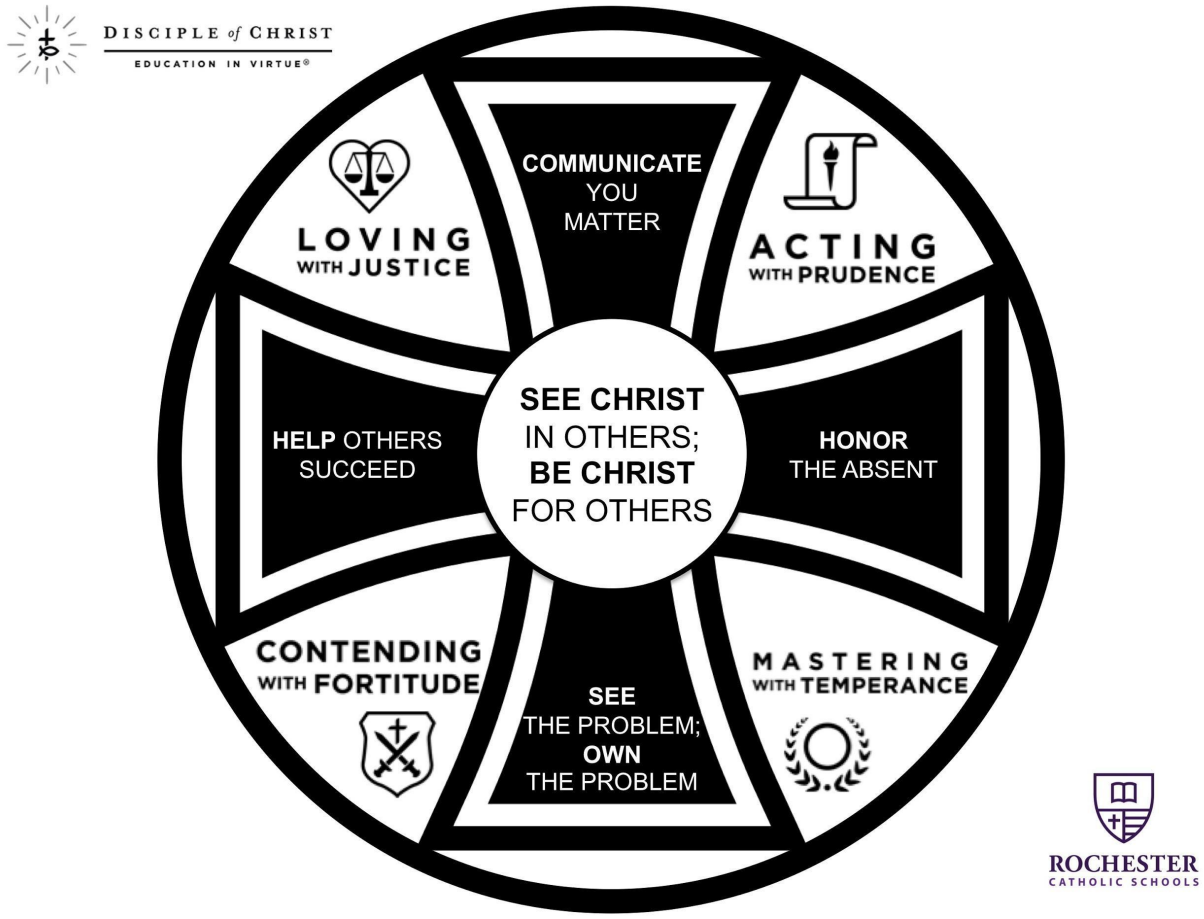
School Directories are assembled on an annual basis. Electronic directories are kept by the school, and if parents wish to have their information disclosed, it will be provided upon request.

Discipline and Consequences

St. Pius X School Discipline Policy

St. Pius X School strives to foster a sense of respect among all of our students and community members by encouraging Christ-like behavior in a joyful learning environment. Helping children develop self-control while interacting with their peers in a Catholic environment is the priority of our discipline policy. It is the goal of school staff to know students' needs, dreams, and abilities in an effort to help each student succeed and believe in themselves.

Of utmost importance is that children are growing in the cardinal virtues of prudence, fortitude, temperance, and justice. The plan outlined below allows us as educators to work with parents to help our students be the outstanding young men and women of faith that we know they are called to be.



Teachers and staff members will seek to be positive by design, to encourage Christ-like behavior and affirm practice of the virtues. Students will be instructed about the virtues and encouraged to aspire to a good and holy life that focuses on Jesus, the needs of others, and finally making sure to take care of themselves. St. Pius X School staff will seek to model Christ-like behavior for students in their interactions with other adults and with students. Staff members will provide many opportunities for students to recognize Christ in each other and affirm one another's efforts to live as a disciple of Christ. Staff are committed to communicating with parents the positive attributes of their children and their continued growth in becoming the saints God created them to be.

Classroom/Teacher Discipline Plans

The **core beliefs** listed above will provide a framework for the discipline plans in our individual classrooms. Within each class positive discipline will be modeled and used. These will vary between grade levels and will be explained to the students by their teachers and administration.

Managing Behavioral Learning

Strategies that teachers will use to help shape and promote student self-control (used frequently in the classroom):

Initiate Correction →	Corrective Strategies →	Progression of Consequences →	Office Referral
Prompts ↓	Cool-Down Time ↓	Issue Moderate Consequence ↓	You have earned a referral ↓
Corrective Strategies ↓	Empathy ↓	Use Corrective Strategies ↓	Please report to the office
Guided Self-Correction ↓	Specific Praise ↓	Referral Warning	
Corrective Teaching	Coupling Statements ↓		
	Reality Statements		

- **Modeling**- the most powerful tool at your disposal is your ability to model the behavior you want to see from your students.
    - Modeling academic behaviors is simply showing students what to do to help them learn a subject.
    - For social behaviors, you have to be as diligent and specific about modeling what you want students to do in your classroom and school.
    - It's counterproductive to mirror, or mock, any poor behaviors a student might demonstrate.
- **Corrective prompts-** Nonverbal and verbal prompts that remind students of proper behavior.
- **Corrective strategies**- a group of five separate responses that offer more specificity than a corrective prompt. These strategies give students time to reflect on their situation and give teachers additional strategies for their tool belt. (Also useful to calm a young person.)
    - **Cool-down time-** give the student a specific length of time and a task that will help him or her reflect on and think about how to turn a behavior around. Don't force a conversation. This is also a time you can use to calm yourself or to make sure other students are doing what they need to do so they don't involve themselves in the situation.
    - **Coupling statements**- Brief statements in which you describe a student's inappropriate behavior while offering a more appropriate alternative behavior. Coupling statements are effective if you avoid vague or judgmental terms and keep your descriptions specific. Avoid overusing any one particular phrase. A coupling statement serves as a

check on your emotions. (focus on observing and describing student behavior) If many behaviors are inappropriate- focus on the most overt or intrusive behavior.
    - **Reality statements/reasons-** Always make sure you provide students with the "why" of engaging in certain behaviors. Reality statements and reasons (rationales) are two ways to communicate the "why" to students. Both can point out potential benefits or negative outcomes.
        - With rationales students are most likely to understand the benefits of following your instructions and accepting the merits of your teaching. By highlighting the potential outcomes of using a skill or regaining self-control, students can make better choices about their behavior.
        - Reality statements- similar to reasons, but they point out something that's real and relevant to the student's immediate situation rather than something that might happen.
    - **Empathy-** appropriate and effective when you have a student who is struggling with a skill. Sometimes, when students have repeated difficulties with a behavior or skills, it turns into an excuse to not try anymore. A statement that lets students know you understand his or her situation or experiences can help de-escalate problem behavior.
    - **Specific Praise-** Reinforcing students when they make good choices is as important as correcting them when they make a mistake. When correcting a problem behavior, acknowledge any appropriate responses or actions the student takes. Recognizing any effort the student makes and reinforcing behavioral approximations (doing some of the steps of a skill) can help the student regain self-control and maintain appropriate behaviors. By praising the prosocial behaviors, you increase the likelihood that these behaviors will continue to be used more frequently.
- **Guided Self-Reflection-** problem solving process you can use with a student when he or she is agreeable and willing to have a conversation with you. When a student is too upset to listen or argues and becomes aggravated, more intensive strategies may be used.
    - For guided self-reflection to be effective, the student has to understand that he or she made a mistake and knows how to correct it, and be willing to talk with you about what happened.
    - Guided self-correction is essentially a conversation that helps the student analyze and learn from the mistake.
        - Acknowledge the behavior or situation, assuming the student is willing to talk.
        - Ask the student what he or she did.
        - Ask the student what he or she should have done.
        - Ask the student to give you a rationale for using the skill appropriately.
        - Ask the student how he or she can improve on the skill.

As you can see, teachers have a range of consequences and instructional virtue-based strategies to employ for minor offenses. Parents will be notified by the teacher or principal if the misbehavior persists. Parents will be asked to come in for a conference if the teacher notices a pattern of misbehavior that is not being affected by instruction and guidance. Good communication is essential for understanding the problem and shaping behavioral changes through prayer and action.

Infractions of Discipline Policy

When a child chooses to disregard the rules that have been put in place, it is important that he/she understands that consequences and instructional guidance based on virtues will take

place to correct the behavior. Teachers may address student behavior for any of the following infractions:

1. Not helping others succeed.
2. Not honoring the absent.
3. Not communicating to others that they matter.
4. Not seeing problems or taking responsibility for them.

OFFICE REFERRALS

Staff members decide when an office referral is made:

- Consider the safety of other students
- If other students are getting restless or active
- Frequency, severity, and duration of the behavior
- Whether the student shows any progress toward the goal of regaining self-control
- If you perceive the behavior as dangerous to the student, you, or others, all the Corrective Teaching steps should be bypassed and the student should immediately be referred to the office.
- When you feel your efforts to motivate behavioral change are futile, or the behavior continues to escalate, you need to refer the student to the office.

When behaviors do not change, teachers are to let the student know an office referral is possible. This lets the students know that this is serious and what will happen if they continue. The choice is now in the student's hands and they will hopefully realize that he or she determines what happens next.

Giving the student the choice to report to the office on his or her own, or with assistance, gives that young person one last opportunity to save face, make a good decision, and demonstrate a willingness to finally turn the behavior around.

If a student refuses to leave- staff are to wait for an administrator to arrive. If a student refuses to leave and their behavior is detrimental to others- take the class out of the room.

*When a student has earned an office referral, the student will **face a consequence and more intensive reflection and instruction, which may include but is not limited to: loss of recess, after-school repention, lunch repention, loss of a privilege, etc.**

If the initial intervention has not eliminated the problem behavior, an instructional, problem-solving conference may be held with the student, parents, the principal and teachers to discuss consequences and strategies for improving the student's conduct. A plan will be put in place for helping the student follow the discipline code; with the aim that improvement in behavior will take place.

If the student continues to struggle with a problem behavior, the Principal will determine a strategic plan for the improvement of behavior. The plan will be presented to the student and parents. If subsequent referrals are issued, the student will receive an in-school suspension. Any infractions after an in-school suspension require a mandatory meeting with the parents, and an out-of-school suspension will be issued.

CORRECTIVE TEACHING UTILIZED BY STAFF AND ADMINISTRATION

Corrective teaching is more restrictive and requires more in-depth teaching than the four previous strategies. Should be used when other four strategies don't change behavior. Strategy aims to empower students to make better choices rather than trying to suppress behavior. There are six components to Corrective Teaching - using them over time will result in a change of behavior.

- **Offer initial praise or empathy**
  - Begin with a positive statement related to the behavior you are teaching
  - Praise sounds more genuine when it is attached to a specific behavior
  - Initial praise reinforces approximations of the desired behavior and helps students recognize their progress. Shows you are aware of accomplishments. Starts interactions off on a positive note
  - Choose to start your interaction with a positive note of empathy= colors the entire relationship
  - Important to include this step so others don't think of you as punishing- quicker to criticize mistakes and slow to recognize accomplishments.
- **Describe the inappropriate behavior**
  - Involves describing in specific terms, the student's inappropriate behavior
  - Describe the antecedents that led to the behavior and the students' actions.
  - Avoid using judgemental terms. Describe the behaviors instead of motive
  - Use brief, to the point descriptions
  - Point out the most obvious behavior and move on
    - Increase student awareness of the behavior- shift emphasis to solutions
- **Describe the appropriate behavior**
  - Teach the student an appropriate alternative; helps them learn social skills to use in other settings
  - Refrain from using I statements- avoid teacher pleasing activities and focus on self-management skills
  - As part of your description, label the skill you are teaching so it is clear for you and the student.
  - Teach each of the incremental behaviors that comprise the skills.
  - Demonstrate or model the behaviors in order to make the description clear for the student.
- **Give a rationale.**
  - Offering the student a rationale after describing the appropriate behavior tells him or her why the skill should be learned and used.
  - The rationale should be personal, skill-based, and brief, and explain the short-term benefits the student can receive by using the skill. This helps the student internalize the behavior.
  - Your rationale might also point out negative outcomes for not using the skill or how the student's behavior affects others.
  - Rationales also empower students to understand that their behavioral choices, in part, determine what may happen to them.
- **Practice.**
  - Having a student practice an alternative positive behavior provides him or her with an opportunity to immediately use the skill in a low-risk situation.
  - Practice acts as a bridge between the initial inappropriate behavior and progress toward mastering an alternative social skill
  - Student performance during practice lets you know how well you taught the skill

- In order for the practice to be truly effective, it has to be set up clearly.
    - Student knows exactly what to do
    - What skills is being practiced
    - What you are going to do
    - After explaining what to do, always ask your students if they understand what to do
    - Have the student practice the skill in the original context
    - Very intense or emotional response- rehearse a theoretical situation the 2nd time
    - If a student doesn't meet the practice criteria- they should have to do it again
- **Use a negative consequence.**
    - Giving a consequence is an optional step because sometimes just having a conversation with students and having them practice the skill is enough to change behavior.
    - If you use a negative consequence, it has to be something meaningful to a student-
    - consider the following when giving a negative consequence:
        - **Size of the consequence**- start small, using the least amount of response cost possible to produce the desired change. When deciding the size of the consequence- consider the frequency and the severity of the behavior
            - Frequent or severe behavior should warrant a larger or more punitive consequence.
        - **Difficulty of the desired behavior or skill-** consider how difficult it is for the student to perform the appropriate behavior
            - Can't give large consequences for everything- students get embarrassed, give up, refuse to cooperate
        - **Appropriateness of the consequence-** should be individualized to make sure they are meaningful
            - Look at the effectiveness of consequence based on whether students continue or decrease the poor behavior.
            - Consequences looked at on a continuum- on one end- is the least punitive consequence that will promote the greatest desired behavior change. On the other end is the largest or most severe consequence that could change student behavior
            - Teaching interactions serves as a consequence.
            - Student must pay attention, listen, and spend time with you to practice a skill or appropriate alternative behavior.
                - Pointing this out as a consequence is helpful to the student
            - Point out other consequences that could happen as a result of inappropriate behavior
            - When students practice a skill sincerely, regain their composure, or accept a consequence without complaint, it's a good idea to recognize their efforts with positive correction (small reward).
            - Some situations demand compensatory behavior or restitution

PROBLEM SOLVING USED BY STAFF MEMBERS AND/OR PRINCIPAL

Research suggests using a multi-step process for teaching youth problem-solving strategies that includes: 1) problem identification or general orientation 2) problem definition 3) generation of alternatives 4) evaluation of the solutions 5) decision making. Students with a plan or strategy to follow are much more likely to succeed in recognizing and resolving problems.

S= define the **SITUATION**
O= examine the **OPTIONS** available to deal with the problem
D= determine the **DISADVANTAGES** of each option
A= determine the **ADVANTAGES** of each option
S= decide on a **SOLUTION** and practice

*Can be used for intrapersonal, interpersonal, or group conflict/problem solving

1. **Define the Situation-** help the student recognize or clearly define that the problem exists. A problem is a situation in which they need to do something to get what they want, but they don't know what to do or how to do it.
    - Once students know a problem exists, they are ready to define the situation or problem.
    - To pinpoint the problem, use general clarifying questions to help them focus on the issue: "Can you explain that further?" Or, ask more direct, specific questions to help the student talk about his or her issues.
    - It's crucial that you engage in supportive verbal and nonverbal behaviors that communicate empathy, concern, and encouragement.
    - When a student clearly defines the problem, summarize what he or she is saying.
2. **Examine the Options-** The ability to generate a list of alternatives or options is probably the single most important problem-solving skill.
    - Help the student generate options or potential solutions to the problem. Ask questions like, "Can you think of a way to handle that?" or "What do you think you can do about this?" (students should be generating the options)
    - Try not to be judgmental with the options they develop. Don't label options as good or bad, be objective by commenting positively about the student's involvement in the process.
    - It's okay to suggest options after students have exhausted their's, but phrase it in the form of a question. "How about……..?"
3. (3-4)**Determine the Disadvantages and Advantages**- students evaluate the pros and cons of each option based on these criteria:
        i. Efficacy- will this solution help me achieve my goal without causing me (or others) any additional problems?
        ii. Feasibility- Will I be able to take the action outlined in my options?
    - You are acting as a guide at this point, helping students realize there is a cause and effect relationship between what they do and what happens to them.
        i. Help by asking- What do you think would happen if…….?
    - Help the student generate as many disadvantages and advantages as possible.
    - Remain nonjudgmental and avoid arguments about their perceptions
        i. Rather than argue, rephrase the student's viewpoint "Okay, so you think that an advantage would be….." You can also ask- "What happens if……?
    - After discussing advantages and disadvantages of all options, do a summary review of each one.
4. **Decide on a Solution, then Practice**- student chooses a workable option from their list. Even if their choice isn't your favorite- as long as it doesn't hurt anyone, isn't illegal, and does not contradict the values of the school- let it stand. The student must "own" the solution.
    - Support their efforts to implement the solution effectively.
    - Role play or practice how to carry out the solution. The role play should be as realistic as possible.
    - Ask the student to check back with you after implementation of their solution. Never promise them that their option will be successful.

Didn't work? Return to SODAS for another solution.

Automatic **Consequences** and Instruction will be given **when serious offenses occur**:

1. Fighting, harassment, bullying and any forms of intimidation
2. Defacing of school property
3. Dishonesty – which could include but may not be limited by the following: cheating on tests, copying someone else's work, letting someone else copy your work, looking at a test, quiz or exam of another student's, signing a parent's name, etc.
4. Abusive, profane, indecent language or gestures
5. Stealing

Repention (Detention with the intent to change behavior)

Students may receive a repention for misuse or abuse of school regulations. These may include:

* leaving the school grounds without proper authorization
* disrespect to classmates or staff
* disruptive behavior in the classrooms, halls, library, lunchroom, etc.
* abusive or crude language
* improper playground behavior, i.e. fighting, throwing snowballs, etc.
* destruction of property - school or personal
* neglecting school work
* doing poor quality work
* continued disregard of the dress code
* other conduct in violation of rules or lacking common courtesy

Repention Implementation Guidelines

1. An email notification or student reflection sheet will be issued by the teacher and/or principal stating the reason for and date of the assigned repention.
2. It is the teacher or principal's responsibility to notify parents/guardians of the repention. If a reflection sheet is sent home, the student should bring it back signed the next day. E-mail notices should be confirmed by the parent/guardian.
3. Repentions will be monitored by a staff member and will be approximately thirty to forty-five minutes in length. Prior to serving the repention it is the student's responsibility to make arrangements for transportation with the parents/guardians.

Immediate Suspension and/or Expulsion May Be Issued for the Following Infractions:

1. The use or possession of drugs, alcohol, or weapons of any kind
2. Fighting that causes or has the potential to cause serious injury
3. Leaving the school grounds during school hours without permission
4. Flagrant violation of the Acceptable Use Policy for technology
5. Flagrant inappropriate physical contact

*Suspensions / Expulsions

Any deliberate action that is contrary to the moral climate, serious in nature, and having potential to cause harm to any student or staff member may result in a suspension of up to three days and/or expulsion.

Suspensions may be “in-school suspensions” or “out of school suspensions” depending on the seriousness of the offense.

Prior to any suspension or expulsion, the Principal will conduct a conference with the student, the parents of the student, and the student’s teacher. The Pastor will be informed of the incident and invited to attend the meeting. The final decision will rest with the Pastor and the Principal. The parents will then be informed as soon as possible of the decision

In-School Suspension

If repention(s) prove ineffective, in-school suspension may follow. In-school suspension will ordinarily be one to three days.

Out of School Suspension

A student may be suspended from St. Pius X Catholic School in the event that his/her behavior warrants a punishment more severe than repention. The student will be responsible to complete any work or assignments missed.

Expulsion

A student may be expelled from St. Pius X Catholic School in the event that repentions and suspensions prove ineffective. Another possible cause would be when conduct is of such a nature that continuance of the student in school will, in the school’s determination, pose a significant problem to orderly school activities. Parents/guardians, student, President of Rochester Schools, and pastor will be notified by the principal.

Each student at St. Pius X Catholic School is responsible and accountable for his/her behavior and actions. Positive reinforcement will be used freely; likewise, consequences will be imposed when necessary.

Dismissal Procedures

Students in grades K-5 will dismiss at 3:05 P.M. Students attending extended care will report to the cafeteria when their classroom walkers/bikers/pick-up students are dismissed. Teachers will walk with their students getting picked up in the car line outside of the building.

STUDENTS BEING PICKED UP BY CAR

Students will either meet their parent/guardian outside or will line up on the blacktop to get ready for car pick-up. Students line-up in the parking lot based on the first letter of their last name.

Students are to walk on the sidewalk, meet their parent/guardian, and wait for a staff member to stop traffic before walking to parked vehicles.

No waiting, visiting or loitering in the school.

Students will not run or wander around as they wait for their ride to arrive.

If a student’s ride has not arrived by 3:30, they will be escorted to after school care and charges will apply.

WALKERS/BIKERS

Obey crossing guards and teacher supervisors. Students and parents stay on the sidewalk.

Walk bicycles in the crosswalk at intersections.

Stay on sidewalks, do not walk on grass.

BUS STUDENTS

Bus students remain in the classrooms until they are called for dismissal.

No food or drink allowed while waiting in the classrooms.

Students may not leave the classroom without permission.

Students should use inside, conversational voices.

Students will go directly to their bus line and wait until directed to board the bus. .

Students will wait in their line and not try to board their bus until those students getting off the bus have done so.

In case of inclement weather, students will follow inclement weather protocol.

SUPERVISORS

Teacher supervisors will be positioned outside in the following manner from 3:05-3:15: four teachers lined up between the north driveway and the power pole, with one teacher calling out names and the location for student(s) to line up.

PRESCHOOL PARKING LOT PROTOCOL FOR ARRIVAL AND DISMISSAL
Preschool parents must park their cars and walk the preschool students to the classroom at arrival times. At preschool dismissal, parents MUST park their cars and wait for the students outside the main school entrance (Door #1) at dismissal times.

Donations

St. Pius X Catholic School appreciates the donations of *BOX TOPS FOR EDUCATION* by our school and parish families. In previous years we have been able to purchase books for the library and classroom technology with money earned from the collection of these items.

Periodically, requests for donations for specific causes are noted in the school newsletter. We ask for your continued support and generosity in these areas.

Our Home and School Association has made various projects possible through its hard work and generous efforts.

Due Process

Rochester Catholic Schools is concerned for the growth of each student. Occasionally, it is necessary to discipline a student for inappropriate behavior. Rochester Catholic Schools act carefully to make the discipline or accountabilities a growth experience.

Reluctantly, at times it is necessary for Rochester Catholic Schools to resort to suspension, exclusion, or expulsion of a student from education programs. Such actions always are taken with the hope that the experience might bring the pupil to a greater responsibility.

The Rochester Catholic Schools use the following guidelines to insure that a student is treated fairly and that family and school can work together for the greater good of that pupil while protecting the school community.

Suspension, exclusion, or expulsion is intended for major infractions of school rules and for progressive or repeated minor infractions. Examples of major infractions are vandalism, violence, alcohol or drug use in school or at school activities, truancy, teacher abuse, or other acts that might endanger students, teachers, or the learning and activity programs of the school.

If used, suspension is limited to ten days. Expulsion of a student from school is used in situations dictating more than ten days suspension. Expulsion may extend to a full calendar year or may be permanent.

In general, when a serious discipline incident occurs, Rochester Catholic Schools follow this due process:

- Upon investigation and weighing of evidence at hand, an administrator informs the student of the decision of the school.
- If the matter is serious enough, an administrator seeks the advice of the Administrative Team before making a decision.
- Parents are contacted by phone about the incident and the action by the school. If necessary, a letter is sent, explaining the incident and the action.
- If requested or helpful, a meeting with the parents, pupil, and administration is held to review the situation.
- If the parents request an appeal of the decision of the Administration, such an appeal is handled through the "President of Rochester Catholic Schools and any advisory council he/she chooses to assemble to assist in the discernment of said appeal."

Rochester Catholic Schools are committed to maintaining confidentiality in all school disciplinary matters.

Extended Care

The K-5 Extended Day program provides a safe and caring environment which supports the mission and goals of St. Pius X Catholic School. Students will have the opportunity for both individual and group activities which include: outdoor or gym time, computer, puzzles, games, arts and crafts, snack, and quiet time for reading or homework. If in the case of a shortened school day, extended care will shift by the same amount of time. For example, a 2 hour weather delay in the morning means that extended care will be available from 8:30-10 AM; an early release day at 1 PM means that extended care would be provided until 4 PM.

Location

Gymnasium, Door #5 Call (507) 218-7873 for afternoon pickup.

Extended Day will be open when school is in session for the following hours:

6:30 - 8:00 AM

3:05 - 6:00 PM

Attendance Procedure

Sign in and out with the supervisor upon arrival in the morning and departure in the afternoon. Only those with authorization will be allowed to sign out students. If there is a change in authorization please notify the office.

Absences

Please report absences or change in attendance schedule for Extended Day to the school office. (507) 282-5161 or stpattendance@rcsmn.org

Snacks

Snacks will be provided at 7:00 AM and 3:15 PM. This cost is included in the session fee.

Billing/Payment

Please find the fee structure for grades K-5 extended care on the RCS Parent Portal. Extended day usage will be added to your family's tuition throughout the year.

Student Conduct

Extended Day will follow the St. Pius X Catholic School discipline policy.

Field Trips

Each teacher is encouraged to have a maximum of two educational field trips a year. Field trips are a direct outgrowth of concepts studied at each grade level. The need for chaperones and transportation will be handled by the teacher arranging the field trip. Due to liability purposes, buses must be used to transport students on all field trips.

Fines

Loss or damage of textbooks, materials, lockers, or other property may result in a monetary fine established by the school. Vandalism/damage to any school property will result in a fine and responsibility for maintenance/repair/cleaning of the item or equipment.

Fire and Tornado Drills

Fire, lockdown, and tornado drills are required by law. Ordinarily, five fire drills and five lockdown drills will be conducted annually; a tornado drill each semester. Teachers discuss correct procedures and appropriate behavior with the students. Evacuation routes are posted in each room of the facility.

Grading

Student Grading

The scale used for student marks is printed on the report cards for each grade level. Academic grading guidelines for students under the letter grading system:

Grade K

S = Secure

D = Developing N = Not yet NA = Not Applicable

Grades 1-3

E = Excellent

S+ = Satisfactory +

S = Satisfactory
S- = Satisfactory –
N = Needs Improvement
NA = Not Applicable

Grades 4-5

Pct	Grade	Pct	Grade	Symbol	Grade
100%		73-77%	C		
93-99%	A	70-73%	C-	N	Needs Improvement
90-93%	A-	67-70%	D+		
87-90%	B+	63-67%	D	I	Incomplete
83-87%	B	60-63 %	D-		
80-83%	B-	Below 60 %	F		
77-80%	C+				

Hallway Behavior

Students are to respect the rights of any person to enter, exit, and move within the school building. Students should allow for the orderly passage/movement of others, be reasonably quiet in the hallways, and not loiter in the hallways.

Harassment Statement

St. Pius X Catholic School shall maintain a learning environment that is free of harassment. We are called as Catholic Christians to value each person, to be accepting of others, and to respect the differences that make each of us unique. The following actions are unacceptable: **bullying, teasing, name-calling, ridiculing, making threats, using offensive language, and any other actions that may hurt or harm another person.**

In cases of reported harassment, the student will meet with faculty, counselor, and/or administrator. If the behavior is severe or pervasive, disciplinary actions will be taken, and parents/guardians will be contacted.

Health Services

Rochester Public Schools supplies nursing services to St. Pius X Catholic School. These services include vision and hearing screening in grades one and three and vision screening in grade seven. Daily health needs are taken care of by our office staff.

Health Guidelines

Ordinarily we ask that children be sent to school even if they seem a little tired or irritable in the morning as long as they do not have any of these signs or symptoms:

Reasons why children should stay at home

1. Temperature of 100º or more during the previous evening or night or in the morning.
2. Has vomited or had diarrhea during the night or in the morning.
3. Has a rash that may be caused by a disease or if the cause is unknown, check with your family physician **before** sending your child to school.
4. Until results of laboratory tests (i.e., throat culture, nasal swab) are known.

Children may return to school when:

1. Well enough to participate in normal school activities.
2. Temperature remains normal for a 24-hour period ***without the use of fever reducing medications.***
3. Has not vomited or had diarrhea for a 24- hour period.
4. On an antibiotic for at least 24 hours

   OR

5. ***Your health care provider states your child can return to school.***

If your child is at home sick, please call or email the school office daily to report the absence.

Home and School Association

The Home and School Association of St. Pius X Catholic School exists as an organization dedicated to improving the well-being of the school through fundraising and community events. The Home and School Association holds monthly meetings during the school year. All parents/guardians of St. Pius X Catholic School students are members of the Home and School Association. Parents are encouraged to become involved through membership as a grade representative, board officer, event chairperson, or fundraising helper. For information on becoming more involved in the association's activities, please contact a board member listed in the school directory or look for announcements of the Home and School Association events in the school newsletters and mailings.

Homework

Homework, as drill, study, or research activity, is an integral and necessary part of the learning process. Children should be encouraged to do this promptly and carefully. A suitable place in the home and designated time are essential; encouragement and monitoring by parents/guardians are also important.

In the event of a planned vacation, teachers should be notified at least one week in advance. Teachers will do their best to provide some work to be completed, but generally we wish for students to be engaged with family during a vacation and students will catch up on missed work upon their return to school.

Lavatory Use

Behavior in all bathroom areas will show respect for others and their privacy as well as respect for school property. We ask that students use the facilities and bathroom fixtures appropriately and keep the lavatories clean from litter.

Library

St. Pius X Catholic School is served by a part-time librarian. Students have a scheduled library period each week. The following guidelines are used:

- Students in grades kindergarten through fifth will check-out books for one week
- There will be no fines for late returns
- Students will pay for lost and damaged books
- The price of lost and damaged books will be the replacement cost
- Books may be renewed one time
- Students may have only two items on reserve

Library Donation Guidelines

Rochester Catholic School Libraries greatly appreciate donations of used books that are in excellent condition:

- Clean
- No writing or drawing
- No loose pages or covers
- Less than three years old
- Appropriate content for a Catholic School Library
- Appropriate for grades preschool – fifth grade

Not all donated books are added to the collection. Some are given to teachers for their classrooms, used for prizes and reading incentives, donated to rummage sales or charity events, or discarded.

Liturgy

Children participate in a weekly liturgy. Teachers, the principal, and students together plan these liturgies using the daily readings. Student participation may include reading scripture, preparing and reading petitions, presenting the offertory gifts, serving, making banners, playing instruments or singing with a selected choir group.

The school newsletter and parish bulletin publish dates and times of the weekly liturgies. Parents are invited to join the children at Mass.

Locker Use (Prek-5th)

Lockers should be used appropriately throughout the school day. Care should be taken when opening and closing locker doors. Sticky tack (rather than tape) or magnets must be used to secure items to the locker surface. Lockers may periodically be checked by staff and/or administration. Students should remove signs, greetings, etc, from the front of their locker doors by the end of the school day. Students should only open their own lockers and stay out of others' lockers.

Lost and Found

Lost and found articles are placed in a box in the upper hallway. Students are periodically reminded to check for unclaimed clothing. Please make sure your child's belongings are labeled with his/her name. Unclaimed lost and found articles will be given to charity at the end of each grading period.

Lunch Program

St. Pius X Catholic School, along with the other Rochester Catholic Schools, provides a federally subsidized lunch program that is regulated and monitored through the Food and Nutrition Program of the Minnesota Department of Education. Additionally, the Olmsted County Public Health Department inspects each site's food preparation areas twice per year. Students and staff can participate in the daily hot lunch program or bring a nutritious cold lunch.

The "Offer versus Serve" concept is used where meat, grain product, vegetable, fruit, and milk is offered. The student must take at least 3 of the 5 items, with one item being a fruit or vegetable. Students are allowed additional servings of fruits and vegetables. Students with a cold lunch may purchase milk. Students in grades 3 and up may purchase items from the a la carte program.

Menus are sent to parents/guardians electronically, they are also available on St. Pius X Catholic School's website on the "About" drop down.

Lunch payments may be made by check, cash, or on-line via the Infinite Campus parent portal, where a pre-pay system is available. Parents/guardians are asked to keep a minimum balance of $15 in the account. Low Balance reminders will be sent by email or a paper copy.

Families may apply for Free or Reduced Meals at any time throughout the year. Applications are available on the St. Pius X website on the "Lunch Menu" drop down.

Lunchroom volunteers help clean tables during lunch time. Students in Grades 4-5 may help serve their school by also cleaning tables after their lunch.

"The USDA is an equal opportunity provider and employer."

Lunchroom Behavior

Students have the right to eat lunch in a clean, quiet, and relaxing atmosphere. Students are not allowed to bring pop or any music-listening devices into the lunchroom. All food should be eaten in the lunchroom, and no purchasing of food right before going back to class, not at recess or in the classrooms. No food leaves the lunchroom.

St. Pius X Lunch Behavior Expectations

1. Be respectful and responsible at all times, especially while waiting in line.

2. Remain seated at your table. Raise your hand if you need to:
    - use the restroom
    - see the nurse
    - return your tray

3. Use only inside voices.

4. Please walk at all times.

5. You will be excused by table to go to recess or back to class when your entire table area is clean.

Medications

All medications are kept in the health office and administered by school staff unless the Authorization for Administration of Medication form states that the student is able to self-carry and self-administer the medication safely without staff supervision. If your student needs to take medication at school, please read the medication guidelines and medication notes that are posted on the school website under policy and procedures. The Authorization for Administration of Medication form can be found on the school website under policy and procedures; student health forms and information; or you may pick one up from the school health office.

Back to School "Meet the Teacher" Night

Each fall before school begins, all students and parents are invited to the school to visit the classroom and meet the teachers and staff. The required school forms are made available a week prior, and are usually collected during the fall open house. Parents are given an opportunity to sign up for various volunteer committees, drop off medications, deposit monies to lunch accounts, browse through used uniforms, and talk with teachers.

Money & Valuables at School

For safety and security reasons, children are discouraged from bringing large amounts of money or expensive personal items to school such as trading cards, cell phones, MP3 players, iPods, video games, headphones, rollerblades and skateboards. Any items brought for personal reasons are the sole responsibility of the child. No items are to be brought to school to be traded or sold for any reason unless approved by the building principal. The distribution of party invitations at school is discouraged.

Movies

Rochester Catholic Schools support using a variety of educational experiences that support the existing curriculum in the school setting. Occasionally, the students may be taken off campus for field trips that support the curriculum or offer the student a fun, social experience that celebrates certain events, e.g. Catholic Schools Week.

If staff members employed by the Rochester Catholic Schools select video media for the above reasons, the selection must be age appropriate. The United States Council of Catholic Bishops has a website that reviews and codes movies as to their age appropriateness. (www.usccb.org/movies/weekly.htm) Rochester Catholic School staff must refer to the Bishops movie review when selecting movies for their students and use the following criteria:

A-I – general patronage
A-II – adults and adolescents
A-III – adults

Movies reviewed by the Bishops Council, and given an A-I rating, would be appropriate for students in grades K-4. An A-II rating would be appropriate for students in grades 5-12. An A-III rating would be appropriate for older high school students. Staff will have their video or movie selection approved by their administrator before showing to the students.

Olweus Bully Prevention Program

RCS has adopted the Olweus Bullying Prevention Program. All staff will be trained in this program. This is a program to encourage safe and respectful school environments. Bullying behavior will be identified and parents notified if their children are involved.

Bullying is defined as follows: *"Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself."* Bullying is characterized by the following three components:

1. Involves an aggressive behavior
2. Typically involves a pattern of behavior repeated over time.
3. There is an imbalance of power or strength.

Parties

Classroom may have a class party at Halloween, Christmas, and Valentine's Day. Teachers may reach out to parents to come volunteer in the classroom for class parties.

Parents/guardians are reminded that treats must be purchased rather than homemade due to health regulations. Pop is not allowed as a snack or treat in grades K-5.

Phones/Electronic Devices

Students will only be allowed to use the office phone **in emergency situations**. Arrangements for after-school activities must be made beforehand. The use of cell phones and personal electronic devices is prohibited during the school day without permission from school personnel. If any of these items are brought to school, they need to be turned off and remain in backpacks or lockers. If a student is observed with an electronic device, the item will be confiscated and returned to the student at the end of the day with a warning. A second offense will result in the item being confiscated and a parent being called to retrieve the item. Additional offenses could result in detention or suspensions.

Physical Education Conduct/Effort

Appropriate behavior and effort in the gym class is expected of all students.

Expected conduct:

- ➢ All shoes are to be tied properly before class.
- ➢ Be **Safe, Respectful, and Responsible** toward classmates, teacher(s), and equipment.
- ➢ Display good sportsmanship

Expected effort:

- ➢ Participate to the best of your ability
- ➢ Be on time for class
- ➢ Bring in a parent or doctor's note if you are unable to participate due to illness or injury

Failure to meet expectations may result in loss of points, a make-up assignment, or an incomplete.

Plagiarism

Plagiarism is taking someone else's work and claiming it as your own. Plagiarism is cheating. If a student is found plagiarizing any of their homework, a zero will be issued for the assignment until it is redone. Also, the student's parents and the principal will be informed.

Playground

All students are expected to be outside of the building unless they have teacher permission to remain inside. Teachers will give passes to students who remain inside. **Students must be accompanied by a teacher to be indoors at recess time.**

COLD WEATHER DRESS GUIDELINES (outside recess if real feel temperature is -10 F or warmer)
Grades Kindergarten – Five are required to wear snow pants and boots.

Students in grades Kindergarten through five (K-5) without snow pants or boots will remain on the sidewalk only. Classroom teachers may impose other consequences if students repeatedly come without proper attire. Students must wear a winter jacket if the temperature is less than 40 degrees.

Students are expected to respect the authority of the playground supervisors and obey all rules and expectations.

Playground Rules

1. No food or gum. Students will be asked to dispose of it in the garbage.
2. Whether on the Blacktop or Green Space, students are to remain on school property. Students are to refrain from crossing the sidewalk onto the boulevard or street.
3. Students are to play on designated areas and should be visible at all times
4. Students are to retrieve playground equipment (balls and ropes) at the end of each recess period.
5. When playing on the blacktop, no child is to retrieve balls that roll out into the street. This is the responsibility of the playground supervisors.
6. If equipment is not being used properly, the supervisor will take it away.
7. If games are inappropriate or dangerous, the supervisor will ask that they stop (e.g., tackling, piling up, pulling on clothing, pretend shooting). This includes chucking the ball at someone or kicking the ball away from the play area.
8. No football on the blacktop.
9. Playground balls and Nerf balls will be provided on the playground. Balls from home are allowed with specific permission from Mr. Jenson.
10. Do not pick up wood chips, rocks or sticks.
11. Please show courtesy and respect to each other and to the supervisors.
12. Climbing/playing on snow hills is not allowed at any time.
13. Students must have permission from a supervisor to leave the playground for any reason.
14. When the class whistle sounds, **immediately** line up and **quietly** return to your classroom.

Winter Playground Rules

(Starting when cold and snow arrive)

1. No throwing, kicking of snow, snowballs, or ice chunks.
2. Sledding is allowed with adult permission and supervision.
3. Do not take other people's hats, scarves, mittens or gloves.
4. Snow forts and tunnels are an appropriate form of winter play. No one person or grade level "owns" the snow on our play area. It is an expectation that students will display respectful behavior when playing with snow forts and tunnels.
5. All other rules are still in effect.

PRIVACY RIGHTS ACT

HIPAA Compliance Information

Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy and Security Rules)

(used to collect information for non-employees such as coaches, etc.)

The following statement is used in a form to collect information for students in school sponsored events when there is no school personnel involved.

The school intends to use the requested information to provide your child's health and safety needs while at school and extracurricular activities. You may refuse to supply the requested personal information. There will be no consequence for not providing the information. It may result in an incomplete health and safety plan for your child. The information you provide will be shared only with staff and volunteers in the school whose jobs require access to this information to ensure your child's safety and school success.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he/she reaches the age of 18. The general provisions of the law include but are not limited to:

1. Parents of eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
2. Parents or eligible students have the right to request that school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record, setting forth his/her view about the contested information.
3. Generally, a school must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent to the following parties or under the following conditions (34 CFR 99.31):
    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant specific state law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights

under FERPA. The actual means of notification is left to the discretion of each school. St. Francis of Assisi School will publish this notification annually via the Weekly Broadcast.

The Family Educational Rights and Privacy Act of 1974, also called the Buckley Amendment, establishes student and parent rights with regard to student records. The amendment applies only to records pertaining to individuals who have been admitted as students at private or public education institutions.

The amendment's major requirements are that student records be kept confidential, that parents be allowed access to their children's educational records, and that parents be allowed to challenge information kept in their children's records. Students who are eighteen years of age or older have all the rights granted to parents.

RCS Governance Structure/Board of Trustees

Catholic schools are established to carry out the teaching ministry of the Catholic Church. As such, the religious and educational work of the Rochester Catholic Schools shall at all times continue to be in accordance with the teachings and laws of the Roman Catholic Church and the Diocese of Winona- Rochester.

The Rochester Catholic Schools Board of Trustees shall have as its primary concern the ministry of Catholic elementary and secondary school education: the spiritual, intellectual, physical, emotional, and social development of students. The Board of Trustees, operating in conformity with the policies of the Diocese of Winona-Rochester, under the guidance of the Diocesan Office of Catholic Schools, the Superintendent of Schools for the Diocese of Winona-Rochester, and the Pastors of the Catholic Parishes of the City of Rochester, State of Minnesota, shall concern itself with local school policy matters pertaining to the general excellence of Catholic education at Rochester Catholic Schools, Inc. pursuant to the laws of the State of Minnesota relating to non-profit corporations, and in accord of the 1983 Code of Canon Law of the Roman Catholic Church.

Working in close collaboration with the Rochester Catholic Schools, Inc. the Director of Schools, and hearing its many publics, the Board of Trustees shall formulate local school policies that will enable the school to reach its agreed upon and approved goals. These goals will be related to, but not limited to, the overall goals established by the Diocese of Winona-Rochester.

In general the RCS Board of Trustees serves to support and advise the Director of Schools of Rochester Catholic Schools, Inc. Specifically, and subject to the reserved powers of the Pastors of the Roman Catholic Parishes of the City of Rochester, State of Minnesota enumerated below, the RCS Board of Trustees shall have the powers, responsibilities and duties of general governance of this Corporation, including but not limited to the following:

- Strategic Planning.
- Formulation of local school policies in the areas of: Academic Affairs, Student Affairs,
- Faith Community Affairs, Business Affairs, and Advancement/Development Affairs.
- Evaluation of: the Director of Schools, the effectiveness of school system policies and plans, the effectiveness of RCS Board operations, and mission effectiveness.
- Oversight of financial operations including but not limited to: approval for all capital improvements, additions, and structural changes to facilities as well as approval and ratification of annual operating budgets.

Registration

Rochester Catholic Schools begins the registration process for new students as early as October. For currently enrolled students in K-5, all students will be considered re-enrolled for the subsequent school year unless the school is notified that a child will not be returning to Rochester Catholic Schools.

In the case of having more registration requests than available classroom space, the following admissions guidelines will be used to prioritize registration requests:

1. Children from a family registered at any of the Rochester Catholic parishes who reside within that school's bussing boundary.
2. Siblings of children currently enrolled in a Rochester Catholic School and from a family registered at any of the Rochester Catholic parishes, who reside within that school's bussing boundary.
3. Children of employees of Rochester Catholic Schools system.
4. Siblings of children currently enrolled in a Rochester Catholic School and from a family registered at any of the Rochester Catholic parishes, who do not reside within that school's bussing boundary.
5. All children currently enrolled in grade kindergarten or higher, at the school they currently attend.
6. Children from a family registered at any of the Rochester Catholic parishes who do not reside within that school's bussing boundary.
7. Siblings of children from a family registered at a Catholic parish other than a Rochester Catholic parish.
8. Siblings of children currently enrolled at that school and from a family not registered at a Catholic parish.
9. Children from a family registered at a Catholic parish other than a Rochester Catholic parish.
10. Children from a family not registered at a Catholic parish.

Kindergarten round-up is held in May. Kindergarten students attend the first two days of school in small groups to be acquainted with the kindergarten room and participate in several activities.

Open House opportunities are held for potential Preschool and Kindergarten Students in October, January, and April. Individual meetings and tours of the school for prospective parents/guardians will be arranged as the need or interest arises. Families are invited to contact the principal and/or teacher with specific questions and concerns regarding enrolling at St. Pius X Catholic School.

Retention in the same grade-level

Retention in and of itself is not necessarily the answer to a child's school problems. Because retention is a controversial issue, a thorough discussion of the matter by the parents, teachers, administrator, and school counselor will take place. A retention decision will be made only if a consensus can be reached. Retention in the present grade or alternatives to education will be explored when a student fails two (2) and one-half (1/2) subject areas at the end of the year.

Safe Environment Training

The Diocese of Winona-Rochester is required to ensure our schools provide safe environments for our students and employees. All employees and volunteers must complete the required Diocesan Safe Environment Training (Virtus), have a clear Criminal Background Check on file and sign the Diocesan Volunteer Code of Conduct. Homeroom teachers are required, by the Diocese, to teach the Diocesan Circle of Grace program annually to students in their classroom. This program should be taught at the beginning of the school year and reported to the office.

Sacramental Preparation

Catholic second graders at St. Pius X Catholic School will receive the sacraments of Reconciliation and Eucharist. Special parent/guardian sessions are provided by the Rochester Catholic Parishes during the year to help parents/guardians prepare their child for these sacraments. Information regarding sacramental preparation requirements will be sent home via the parish in which you are registered.

School Organization

St. Pius X Catholic School is under the direction of the Bishop of the Diocese of Winona-Rochester. The schools are accountable and answerable to the Bishop and the policies of the Diocese of Winona-Rochester and, locally, to the RCS Board of Trustees.

Locally, the principal is accountable to the President of Rochester Catholic Schools. The teachers are accountable to the principal.

School Photographs

School pictures are taken each fall for all students attending St. Pius X Catholic School. Several packages are available for students to purchase.

Pictures are delivered approximately three weeks after picture day. On Picture Retake Day the photographer returns to take pictures of students who were absent on the original day or to take retakes if parents were dissatisfied with their child's picture. If parents desire a retake, the original packet should be returned on retake day.

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School Supplies

Each student is expected to provide his/her own basic supplies. A yearly supply list is sent home at the end of the school year and is posted on the website. Please check with your child occasionally to see if they need to replenish supplies. ***All supplies and clothing brought to school should be labeled clearly with the student's name.***

$CRIP, now RaiseRight

RaiseRight, formerly known as "$CRIP" is simply gift certificates that can be used like cash at merchants in the RaiseRight program. Each merchant uses its own certificate except for those merchants that accept RACS. RACS stand for Rochester Area Christian Schools, and are certificates issued by a coalition composed of the Rochester Catholic Schools, Rochester Central Lutheran School, and Schaeffer Academy. RACS certificates come in various denominations and are accepted at over fifty local merchants. See the RaiseRight pages for a complete listing of the merchants in the program. The RaiseRight pages are located on our website at www.rcsmn.org. Rebates are given to defray your facilities fee based on the amount of RaiseRight you purchase. Please consider using

RaiseRight and donating your rebate to a parish or our school if you do not need it for your personal tuition bill.

Service Opportunities

Service to others is an integral part of our Catholic tradition. The school provides many opportunities for service through collections and prayer. Individual classrooms are encouraged to promote service learning opportunities for students and families. Such opportunities may include Nursing Home visits, Holy Childhood, Dorothy Day House, Ronald McDonald House, Christmas Anonymous, Rice Bowl, Crisis Nursery, and many more.

Snack (Grades 1-5)

K - 5 classrooms take a 'snack break' during the day. Kindergarten students receive a snack via the school food service. Snack in grades 1-5 is organized by the classroom teacher. Some children may have dietary or nutritional needs that require them to eat or snack during the day. Any treats in our environment (classroom parties, Valentine's, etc.) must be commercially prepared. Consistent with our Wellness Policy, pop and gum are not allowed as snacks.

Special Education Services

Students who qualify for Speech, Learning Disabilities, Emotional and Behavioral Disorders and ESOL are serviced through ISD #535 at Washington Elementary School for St. Pius X Catholic School students in grades K – 5. The classroom teacher works with district staff to follow the student's Individualized Education Plan (IEP).

Staff and Support Staff

A current list of St. Pius X Catholic School staff members is available on the school's website. Their email addresses and phone extensions are published in the school directory.

Some St. Pius X students have the support services of various District #535 personnel. These include, though are not restricted to, the following:

Speech Clinician
ESOL (English as a Second Language)Teachers
Social Worker
Counselor
Learning Disabilities Teachers
Nurse

Standardized Testing

Students in kindergarten take the Scholastic School Readiness test early in May. Students in grades kindergarten through five take the NWEA test annually in September, January, and April/May. Results are shared with parents/guardians.

Student Placement

The teachers spend time and effort making recommendations to place each student. When deciding placement, teachers look at several factors such as ability levels, known personality conflicts, teaching style of teachers, sociability, and special needs of the child.

If there is information a parent wants the teacher and administration to know about his/her child for the coming year, please complete the **Student Placement Request** (available in the office) and send

it in care of the **principal**. The information should be received by **May 15th.** The principal may choose to share this information with current teachers as class assignments are planned for next year. A request is not a guarantee of placement.

Student Planners

Student Planners are provided for students in grades three through five. Students are expected to utilize these planners to record assignments and keep track of due dates and tests.

Telephone Use

Emergency messages will be delivered to children and teachers immediately; otherwise, messages will be relayed at a convenient time prior to the end of the school day.

The office and classroom phones are only used for school business throughout the day. Student use is strictly limited to emergency cases only. Overnight arrangements, walking home with a friend, forgotten lunches/books, etc., are not considered emergency needs. In order to foster responsibility, we ask that arrangements be made prior to the start of each school day.

Cell phones may not be used during the school day and are to be turned off and left in lockers/backpacks until dismissal. As a result, we ask that parents take into consideration that texts and calls may not be returned immediately by their student.

Times for Silence

- Silence is to be observed during fire drills, tornado drills, and lockdowns.
- Silence is to be observed during academic focus time unless permission is given.
- Appropriate silence and courteous behavior are to be observed at assemblies, during performances, and in the library.
- Students are to observe appropriate silence and reverent behavior for all liturgies and prayer services.
- Students are to be silent outside of their classroom area.

Transportation

There is NO hallway or outside supervision of students before 8:00 a.m. The school will claim NO responsibility for accidents***. Students should not be dropped off before 8:00 a.m. unless registered and attending the Extended Day program, or keeping an appointment with a classroom teacher****.*

BUS

All bus arrangements are made directly with District #535 transportation office (328-4260). Concerns or questions should be directed there. Bus boundaries are established through District #535.

CAR

Parents/guardians who drop off or pick up their children will follow the established procedure.

WALKERS

Adult crossing guards are assigned to the busy intersections before and after school to help ensure the safety of those students that walk. Walkers should arrive as close to 8:15 a.m. as possible.

BICYCLES

Children who ride bikes to school are asked to “walk” them on the playground/parking lot areas and secure them with a lock in the bike rack provided on the south side of the building. Skateboards or rollerblades are not permitted.

Tuition

Tuition for the Rochester Catholic Schools System is set annually. Tuition amounts are published in the tuition agreement forms which accompany registration information each spring. Tuition payments are made through BlackbaudTuition in the RCS Parent Portal.

Tuition Aid

A line item in the school budget, along with fundraising efforts and generous donors support the Tuition Aid Program. Any adult is welcome to donate any sum of money to help pay the tuition of a student whose family cannot afford the current tuition. Families seeking financial aid are encouraged to fill out the FAIR form during the spring registration process. The FAIR form is included in the registration packet and is available online. Financial aid grants vary from year to year; depending how many families apply. A $1350 parish subsidy is also available to all children whose households actively participate in one of our local Catholic parishes. The “parish subsidy” form is in the registration packet and is required in order to be eligible for the parish subsidy.

Visitation of Classrooms

Parents/guardians are welcome to visit the school. However, courtesy dictates that arrangements should be made at least a day in advance. Please sign-in at the office upon your arrival.

Volunteers

St. Pius X Catholic School welcomes a host of volunteers from parents to grandparents and friends. These special people are vital in maintaining and improving the quality of programs offered at the school. Opportunities are available during the school day and after school hours to help in many ways. On Meet the Teacher Day in the fall, the H.S.A. offers sign-up opportunities to volunteer for various events or projects throughout the school year.

The Diocesan Office in Winona requires all volunteers who work directly with children to complete *Virtus* training. You can access this training on the diocesan website at http://www.dow.org/safeenvironment. Click *‘Virtus - Protecting God’s Children’* on the right hand side of the page. Once Virtus has been completed, please bring the certificate to the school office. If you have already completed the training and do not have a certificate on file at school, please obtain a copy for us. The Diocese is also asking any adult who works with children without direct supervision of an employee, complete a Criminal Background check. A form giving us permission to run a background check will be available at Virtus training. Volunteer drivers are required to have a current insurance form on file in the office prior to driving any of the school children other than your own personal children.

WEATHER

The weather conditions determine the status of outdoor recess. The office will use the following guidelines to determine whether recess will be indoors or outdoors: anything colder than -10 degrees (including windchill) or rain. The office will consistently use a weather website that provides us with the necessary information and notify teachers by 11:00 am if morning recess will be indoors. Before school, students will enter the building at 8:00 am and proceed to the gymnasium until the bell rings at 8:15 am.

Workshop Days

During the school year teachers attend various workshops for educational updates. These important days and times are set aside for staff growth and development. If a Professional Development Day has been indicated on your calendar, teachers will be unavailable for calls and conferences at this time.

Rochester Catholic Schools
Policies and Guidelines

https://www.rcsmn.org/about/members

K-5 UNIFORM / DRESS CODE

Rochester Catholic Schools believe common expectations in terms of appearance assist the learning environment in many ways. Please adhere to the following uniform/dress code.

DRESS CODE

RCS has Dress Code Guidelines for our students. In order to promote a positive learning environment, students are held accountable for being in dress code. Occasionally, St. Pius X School or RCS will sponsor a themed spirit day or RCS spirit day.

- Friday non-uniform school spirit day with purple and gold (bottoms and tops)

Students and staff are encouraged to participate in these days by wearing clean, acceptable attire. RCS employees are expected to enforce the RCS Dress Code.

Uniform:

Grade K – 4: Current Donald's plaid jumper or dress code pants, shorts, or skorts.
Grade 5: Current Donald's plaid skirt or dress code pants, shorts, or skorts.

Girls are encouraged to wear shorts under their jumpers/skirts (these need not be dress code shorts). Girls may not roll skirt waistbands. Skirts/shorts/skorts must be of modest length.

Pants/Shorts: Boys and Girls Grade K – 5: solid navy blue or black "cotton twill" or corduroy (hip pockets only/NO cargo pants) NO rivets. Stitching on pants/shorts must match the color of the pant (e.g., navy blue stitching on navy blue pants.)

Shirts: Boys and Girls Grade K – 5: solid white or red (short or long sleeve shirts with collars). May include polo or turtle neck but NO mock turtlenecks. Shirts must be free of appliqués, logos, zippers, snaps and hoods**.** Banded bottom polo shirts in white or red are also acceptable and are available through Donald's. Shirts without banded bottoms must be worn tucked in.

Sweatshirts: With the Rochester Catholic School logo red or navy blue sweatshirts may be worn. Students must wear a dress code shirt under the sweatshirt.

Sweaters: Cardigan or V-neck: solid navy blue, red, or white. Cardigan or V-neck must be free of appliqués, logos, zippers, snaps and hoods.

Leggings: Blue, black, white or red leggings (pant length with socks) or tights may be worn under

jumpers/skirts/skorts.

Shoes:

Shoes must have backs, be snug fitting, and have non-slippery soles.
No flip flops or crocs.

Socks: Solid navy blue, black, white, or red socks. Blue, black, white or red leggings (pant length with socks) or tights may be worn under jumpers/skirts/skorts.
>>Socks of different colors can be worn on "Crazy Sock" days.

Belts:

Belts are optional, but if worn should be solid black or brown. NO suspenders.

Jewelry/Hair/Make-up: Any jewelry/hair/make-up that draws undue attention or that is distracting in nature will not be allowed. Small earrings may be worn.

** **Students that are not in compliance with the uniform/dress code policy will receive a notice from the school to alert them of changes that need to be made.**

OUT-OF-DRESS-CODE DAYS

Out-of-dress-code days may be scheduled at the discretion of the school administrators/teachers. On those occasions, the following non-uniform dress is expected:

On non-uniform days we expect our students to be in modest attire. This includes shirts that are not torn or worn off the shoulder, no tank tops, or shirts that bare the midriff. Shorts need to be at least mid- thigh length (if not longer). Pants with holes, and t-shirts with inappropriate logos/writing are not acceptable. Leggings may not be worn unless they are worn with a loose shirt or dress that is no shorter than mid-thigh and completely covers the individual's bottom. Spandex (including bike shorts) is not appropriate attire for school.

RCS February 2006

RCS February 2008 Revised
RCS March 2012 Revised
RCS November 2014 Revised
RCS June 2015 Revised
SPX March 2022 Revised
SPX August 2022 Revised