



Calvert Catholic Schools
One Family Committed to Christ
Spiritually • Academically • Physically • Socially

Student-Parent Handbook 2017-2018

Adopted by the Calvert Catholic schools Board on June 20, 2017.

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Tiffin, OH 44883
419-447-5790
Fax: 419-447-5798

Calvert Catholic Schools
One Family Committed to Christ
Spiritually • Developing Future Disciples
Academically • Fostering Educational Excellence
Physically • Maximizing One's Potential
Socially • Infusing Leadership and Service
www.calvertcatholic.org

Calvert High School
152 Madison St.
Tiffin, OH 44883
419-447-3844
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SCHOOL INFORMATION

School Background

Calvert Catholic Schools has a long and honored tradition of providing a quality Catholic education to families in the greater community. The schools' continued successes can be attributed to the firm commitment of its administration, faculty, staff, and greater community. Through strong collaboration and cooperation, the school community works to ensure an effective Catholic educational program.

The handbook presents what is expected from a Calvert Catholic School student. Policies and procedures outlined in the handbook provide a structured, faith-filled learning environment for the school community. Religion, the free exercise of our faith, is at the center of school life. Students are expected to extend their knowledge of the Catholic Faith, its heritage, values, traditions, and to seek a deepened faith and commitment to Jesus Christ through prayer, worship, and living a life of spiritual goodness.

SCHOOL EMBLEM

Seneca Indian

SCHOOL COLORS

Royal Blue & White

CALVERT ALMA MATER

Hail to thee Alma Mater
Hail white and blue
Always to Calvert
Our hearts are true
Through the years
We'll remember
Dear Calvert High
Hail Alma Mater
of days gone by.

CALVERT FIGHT SONG

Cheer Calvert High
From loyal hearts ring our cry
Proudly we hail,
Our high school, dear old Calvert
We are singing, praising, ringing
Cheer Calvert High
Her glory we will proclaim
Our blue and white
Will bring us honor, victory and fame!

General School Information

Calvert Middle & High School

152 Madison Street
Tiffin, Ohio 44883

Main Office Hours: 7:30 AM - 3:30 PM
Phone: 419-447-3844
Fax: 419-447-2922

Calvert Elementary

357 South Washington Street
Tiffin, Ohio 44883

Main Office Hours: 7:30 AM - 3:30 PM
Phone: 419-447-5790
Fax: 419-447-5798

Calvert Catholic Schools

One Family Committed to Christ

- Spiritually • Developing Future Disciples
- Academically • Fostering Educational Excellence
- Physically • Maximizing One's Potential
- Socially • Infusing Leadership and Service

PHILOSOPHY

Calvert Catholic Schools, a Diocesan School in the Roman Catholic Diocese of Toledo, is one family committed to Christ preparing students from pre-kindergarten through high school to enter the world permeated with strong Catholic values.

Spiritually • Developing Future Disciples: We fully engage in the teachings of Jesus Christ and the Roman Catholic Church which we incorporate into our daily lives in and out of the classroom.

Academically • Fostering Educational Excellence: We provide pace setting curriculum and state of the art technology, and offer challenging courses along with specialized training for the success of all students.

Physically • Maximizing One's Potential: We encourage the development of the whole student through involvement in our strong athletic programs and physical education classes in pursuit of a lifetime of health and wellness.

Socially • Infusing Leadership and Service: We reveal natural leadership qualities and equip students with the skills to enhance service opportunities in our school, parishes, and communities to go forth and light the world.

NONDISCRIMINATION POLICY

The Calvert Catholic Schools admit students of any race, color, gender, national origin, ethnicity, and disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the schools. The Calvert Catholic Schools do not discriminate on the basis of race, color, gender, national origin, ethnicity, or disability in administration of its educational and admissions policies and any other school administered programs.

COMMUNICATION

Parent-Teacher Interaction

Parental involvement in a child's educational process is essential to a successful school. As CCS strives to meet the needs of its students, routine parent conferences are held to keep parents informed of student progress and areas of concern. Teachers and parents are encouraged to schedule conferences to express concerns that need to be addressed. Parents should contact the main office of their respective buildings to arrange a meeting with the teacher.

Parent-Teacher Conferences are held twice a year:

1st Quarter - TBA

3rd Quarter - TBA

Moodle Online Classroom

Moodle is an online communication tool used by teachers to effectively communicate with parents and students. While elementary (kindergarten-grade 6) teachers utilize Moodle to post homework, learning resources, newsletters, and important updates, middle school (grades 7-8) and high school (grades 9-12) teachers use Moodle to provide an online classroom environment through digital texts, online research tools, and online assignments. Moodle online classrooms effectively prepare students for future post-secondary online learning experiences.

School Website

The school website (www.calvertcatholic.org) is an essential tool for communication. All important school information and news can be found on our school website. Parents and students should check the website regularly for official documents, forms, and special announcements.

Social Media

Calvert Catholic Schools understand that many parents receive information via social media platforms. In an effort to stay current with efficient means of communication, CCS facilitates Facebook, Twitter, and Instagram. While SchoolMessenger and the School Website are the best means for parents to receive important updates, social media will be used to so assist with the flow of information as well. Social Media outlets will also be used to share pictures, videos, and other insights into our classrooms, allowing parents to see more of their students' daily lives.

SchoolMessenger Instant Alerts

SchoolMessenger is an instant alert communication tool that allows CCS to communicate with stakeholders through phone message, text message, and email. In addition to school news and reminders, emergency notifications, such as school delays and closings, are made through SchoolMessenger.

Parent Organizations

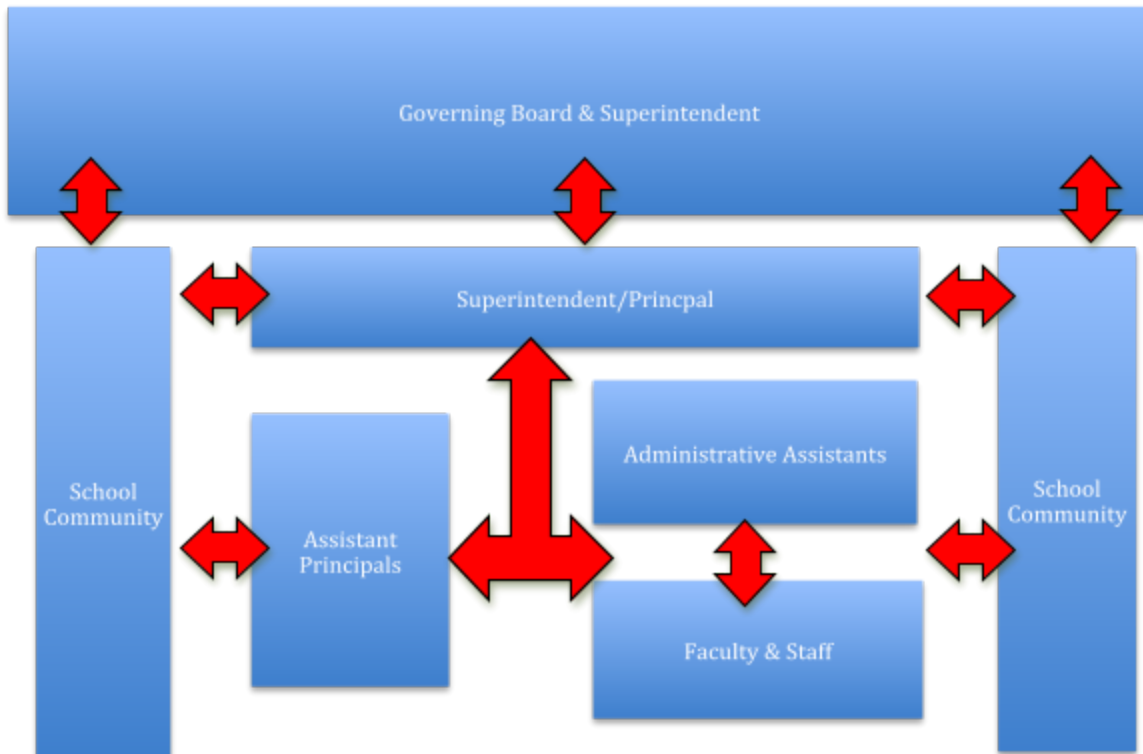
Parents are encouraged to get involved in the various special interest and school support organizations at CCS. For a comprehensive list of parent organizations with meeting schedules, please contact the main office of your respective campus.

Governing Board

The governing board meets monthly to oversee the overall operations of the school. The primary responsibility of the board is to ensure the school is effectively working to achieve the mission of the school. Parents, faculty, and staff are encouraged to attend governing board meetings to provide input and feedback regarding school issues.

Decision-Making Flowchart

Below is a chart illustrating the flow of communication during the decision-making process.



Roles in the Decision Making of the School

Governing Board

- The final decision maker on major policy issues and financial expenditures
- Consider input and feedback from all stakeholders when making decisions

Superintendent/Principal

- The primary decision maker on day-to-day operations and curricular issues
- Provide input to the governing board
- Serve as the liaison between the governing board and the faculty and staff
- Consider input and feedback from all stakeholders when making decisions

Assistant Principals

- Assist superintendent/principal with day-to-day operations and curricular issues
- The primary decision maker when enforcing school policy and procedures throughout the school as determined by the superintendent/principal
- Provide input to the superintendent/principal who in turn shares their input and feedback with the governing board
- Serve as the liaison between the superintendent/principal and the faculty and staff
- Consider input and feedback from all stakeholders when assisting with decision making

Faculty & Staff

- The primary decision maker when implementing school policy and procedures throughout the school as determined by the superintendent/principal
- Provide input and feedback to the assistant principals and superintendent/principal who in turn shares their input and feedback with the governing board
- Consider input and feedback from all stakeholders when making decisions

Administrative Assistants

- Serve as key communicators throughout the school
- Provide assistance to all stakeholders and facilitate the daily operations of the school

ADMISSIONS

Grade Placement

When students enter CCS, they are placed into appropriate grade levels based on prior academic records and the age guidelines. Students must turn 5 years of age on or before August 1st to be considered for kindergarten.

Transfer/International Students

Prospective transfer students must complete the Transfer Application and provide current school records prior to being considered for admittance to CCS. Transfer/International students are placed into appropriate grade levels based on their prior academic background. Students must complete the previous grade level before entering the next grade. Students who are deficient in essential academic skills are placed on Student Improvement Plans (SIPs).

Student Improvement Plans

All students in middle school (grades 7-8) and high school (grades 9-12) who earn quarter grades below a C- are placed on Student Improvement Plans (SIPs). SIPs are developed by administrators, teachers, students, and parents with the aim of improving student achievement. Specific strategies are implemented to address each student's academic needs. Teachers are

required to implement the following process when identifying students who need academic support.

Step 1 Gather Data

- Teacher Feedback (informal/formal)
- Student Work/Grades

Step 2 Meet Criteria

- Quarter Grade Below C-

Step 3 Intervention

- SIP (strategies to increase student learning)
- Meeting (principal, assistant principal, teachers, student, & parents)

Step 4 Follow Up

- SIP Revision
- Meeting (principal, assistant principal, teachers, student, & parents)

ARRIVAL & DISMISSAL PROCEDURES

Arrival Procedures

The school day starts at 8:00 AM for elementary (kindergarten-grade 6), 7:50 AM for middle school (grades 7-8), and 7:50 AM for high school (grades 9-12).

Elementary (kindergarten-grade 6) students are expected to be present at school by 7:50 AM, and middle school (grades 7-8) and high school (grades 9-12) students are expected to be present at school by 7:40 AM. Students who are not present at the start of their first period class are recorded absent by first period teachers.

Elementary students who arrive to school before 7:50 AM, but after 7:40 AM, must report to the Activity Center. Students arriving before 7:40 AM must report to Extended Day.

Middle school and high school students who arrive to school before 7:40 AM are expected to wait patiently in the hallway until the first bell rings at 7:45 AM. Students are under the supervision of a faculty member at this time.

Dismissal Procedures

The school day ends at 2:50 PM for elementary (kindergarten-grade 6) and 3:00 PM for middle school (grades 7-8) and high school (grades 9-12). At this time, students are dismissed in an orderly fashion.

Elementary

At 2:50 PM, elementary teachers escort students to a designated area. Students in the elementary who are picked up by their parents are escorted to the parent pick-up area. Parents are required to pick up their children at the designated parent pick up area. Students who ride the bus are

escorted to the designated bus pick up area. Faculty members supervise the exit of all elementary students.

Middle School & High School

Middle school (grades 7-8) and high school (grades 9-12) students are dismissed at 3:00 PM and have the freedom to leave school grounds on their own accord. At 3:00 PM, students make a prompt exit from the school and are not permitted to roam around the school grounds at this time. Students are only permitted to stay after school if they are in a school sponsored club or activity for that particular day. Faculty members supervise the exit of all middle school (grades 7-8) and high school (grades 9-12) students.

ATTENDANCE POLICY

Attendance

Elementary (kindergarten-grades 6) students are expected to be present at school by 7:50 AM and middle school (grades 7-8) and high school (grades 9-12) students are expected to be present at school by 7:40 AM. Students who are not present at the start of their first period class are recorded absent by first period teachers.

If students arrive to school after the start of their first period, they are considered tardy and must report to the main office, sign in, and receive a late slip. These students are recorded as tardy.

It is critical for students to arrive to their classes on time to avoid disrupting the instructional schedule. Consequently, middle school (grades 7-8) and high school (grades 9-12) students who have accumulated 3 or more unexcused tardies in a single quarter in any given class period receive a detention. Detentions are served with the assistant principal from 7:00-7:45 AM.

Excused Absences/Tardies

An excused absence/tardy is an illness, emergency, or unavoidable official appointment which has been verified with an authentic note signed by parents and/or appropriate authorities. Students are responsible to make up all work missed during the absence within a reasonable timeframe set by the teachers. Students are granted a time period equal to the number of days missed to make up missed work (excused absences).

Procedures for Full-Day Absences

When students are absent from school, the following procedure must be followed:

1. The parent or guardian must call the school office before 8:15 AM to verify the absence and the circumstances.
2. When the student arrives the following morning, a written note must be submitted (signed by a parent or guardian) to the main office of the designated building. This note must explain the reasons and circumstances of the absence (doctor appointment, illness, legal appointment, etc.). If illness related, a doctor's note should also be submitted.
3. The teacher will then send the student to the main office to submit the note to the secretary (if not submitted already).

4. The secretary will then record the student as “excused”. If a student does not submit a note on the following day of the absence, he or she will be sent to the main office and recorded as “unexcused”. Refer to the unexcused absence/tardy policy below.

Unexcused Absences/Tardies

When an unexcused absence/tardy fails to meet the above criteria, students are NOT permitted to make up any graded work missed during the absence/tardy. Therefore, any tests, quizzes, or assignments missed due to the unexcused absence/tardy result is an automatic zero in the middle school (grades 7-8) and high school (grades 9-12). Elementary teachers may use discretion. Parents are contacted in the case of an “unexcused” absence/tardy.

Excessive Absences

Parents receive a notice when students have accumulated 3 or more absences in a single quarter. Absences beyond 10 days in a single semester must be accompanied with a note from a physician in order to be considered excused. Students who exceed 15 absences (excused or unexcused) in any given semester may not receive credit for that semester.

Planned Absences

Absence for a planned trip or vacation, extracurricular activities, non-school sponsored activities, college visitations, etc. are considered a planned absence. Parents or guardians must contact the office in writing at least one 1 day prior to the absence. Students will be given a planned absence form to be signed by all of their teachers. The form must then be returned to the office with all of the appropriate signatures prior to the absence in order for the absence to be excused. It is the student’s responsibility to make arrangements with the teacher for completing make-up work. Care should be given when planning a vacation during the school year as it interferes with the learning process. **Absences on exam days are considered unexcused unless accompanied by a doctor’s note. Missed exams result in a zero grade for the exam.**

Leaving Early

If students must leave early due to illness, emergency, or unavoidable appointment, the following procedure must be followed:

1. Inform the supervising teacher to the circumstances related to the early dismissal.
2. Go to the office and report to the secretary. The secretary will call home for parental permission to leave school grounds and to ensure transportation arrangements have been made.
3. Wait in the main office or sick room until parents have arrived or parental permission is given for alternative transportation.
4. Sign out at the main office.

Students must follow all necessary procedures to report the absence the following day in order to be marked as “excused”.

Skipping School

Skipping or cutting classes is not tolerated. The following are examples of situations that will be deemed as skipping:

- Leaving the school property at any time during the school day without permission from a teacher or signing out at the main office
- Failure to report to first period class
- Failure to report to any class throughout the school day
- An “unexcused” absence

Consequences for skipping school are serious and may result in detention or suspension. Consequences are outlined in the school-wide discipline code.

Tardy Marks

Students are marked tardy for the following reasons:

- Arrive to school after the start of their first period class
- Failure to report to a scheduled class after a class period has begun without a late slip

Excessive Tardy Marks

It is critical for students to arrive to their classes on time to avoid disrupting the instructional schedule. Consequently, middle school (grades 7-8) and high school (grades 9-12) students receive one unexcused tardy each quarter without a consequence. The second and third unexcused tardies in a quarter will result in detention. Detentions are served with the Assistant Principal from 7:00-7:45 AM. Unexcused tardies beyond three, will result in an in-school suspension, possibly culminating in an out-of-school suspension.

INSTRUCTIONAL SCHEDULES

Elementary Instructional Schedule

Elementary (kindergarten-grade 6) class schedules are developed prior to the school year to ensure a full and balanced coverage of all subjects.

Elementary Lesson Coverage Guidelines

Kindergarten

The curriculum areas of English Language Arts (Reading, Language, and Spelling), Math, and Religion are taught daily. Science and Social Studies are taught weekly. The classroom teacher has the flexibility to allocate instructional time based on the needs of the students.

Grades 1-2

In grades 1-2, the curriculum areas of English Language Arts (Reading, Language, and Spelling), Math, and Religion are taught daily, and the curriculum areas of Science and Social Studies are taught a minimum of 2 days per week. A minimum of 30-60 minutes is spent each class session developing Math, Science, Social Studies, and Religion skills while a minimum of 100-140 minutes is spent each class session developing English Language Arts skills.

Grades 3-6

In grades 3-6, the curriculum areas of English Language Arts (Reading, Language, and Spelling), Math, Science, Social Studies, and Religion are taught daily. A minimum of 30-60 minutes is spent each class session developing Math, Science, Social Studies, and Religion skills while a minimum of 90-120 minutes is spent each class session developing English Language Arts skills.

Elementary Specials

Elementary (kindergarten-grade 6) students are scheduled for a 40-50 minute period of Art, Music, PE, and Technology per week. Art, Music, PE, and Technology classes are taught by specialists.

Middle School Instructional Schedule

The middle school (grades 7-8) day is divided into 5 instructional periods. English Language Arts/Social Studies and Science/Math are taught daily in 2 extended block periods of 95 minutes. There are 3 periods of 46 minutes designated for other courses: Religion and Specials (Art, Band, Music, PE, Spanish, Technology). In addition, there is a daily activity period of 46 minutes designated for various activities such as weekly Mass, study skills, tutoring, test prep, university preparation, etc.

High School Instructional Schedule

The high school (grades 9-12) day is divided into 7 instructional periods of 46 minutes. Within these 7 periods, students are taught the 4 core subject areas, religion, and elective courses. In addition, there is a daily activity period of 46 minutes designated for various activities such as weekly Mass, study skills, tutoring, test prep, university preparation, etc.

ASSESSING & REPORTING STUDENT PROGRESS

Academic Standards

Students are expected to work diligently on their schoolwork. If students do not meet the academic standards set by the school, there will be disciplinary action, and they may no longer be permitted to attend CCS.

Student Improvement Plans

All students who earn grades below a C- are placed on Student Improvement Plans (SIPs). SIPs are developed by administrators, teachers, students, and parents with the aim of improving student achievement. Specific strategies are implemented to address each student's academic needs.

Letter of Academic Warning

Students who earn 2 or more D+ (1.00) grades, or below, in a single quarter and have no academic warnings from the preceding quarter, receive a **letter of academic warning** from the principal. Parents must sign and return letters of academic warning. Student Improvement Plans (SIPs) are developed and implemented by administrators, teachers, parents, and students to help students on academic warning.

Letter of Academic Probation

Students who have received a **letter of academic warning** in a preceding quarter and then earn 2 or more D+ (1.00) grades in a single quarter are placed on **academic probation** and receive a **letter of academic probation** from the principal. Parents must sign and return letters of academic probation.

Students who have received 2 or more failing grades in a single quarter are placed on **academic probation** regardless of preceding conditions. Student Improvement Plans (SIPs) are developed and implemented by administrators, teachers, parents, and students to help students on academic probation.

Students have 1 quarter to improve their grades. After being placed on academic probation, students are permitted to have no more than 1 failing grade in each of the remaining quarters of the academic year. If students do not meet these standards, they may no longer be permitted to attend CCS.

CCS takes all measures to help students succeed in the classroom, but students must be responsible for their own academic success. Parents are contacted immediately by the principal if their child is in danger of not meeting the academic standards set by the school.

Academic Integrity

Academic dishonesty is considered a severe behavior infraction. If students are suspected of academic dishonesty, parents are notified, an investigation is conducted, and appropriate measures are taken.

Cheating & Copying Work

For students to develop the academic skills necessary for future success, it is critical for students to put forth an effort to complete their own work. If students copy other students' work, allow students to copy their work, or pass on other students' work as their own, they are required to make up the work. In such situations, students may receive a zero and receive disciplinary action (parental conference, detention, and possible suspension from school).

Plagiarism

CCS strives to teach students how to properly conduct research, summarize and paraphrase information, and cite work from various sources. Students must realize the seriousness of passing on another person's work as their own. If students knowingly plagiarize work, they may receive a zero and disciplinary action (parental conference, detention, and possible suspension from school).

Homework Guidelines

Homework is a required element to develop the essential academic skills and content covered in the classroom. Below are general homework guidelines.

- *Elementary students (kindergarten-grade 6) should have 15-45 minutes of homework per night.
- *Middle school students (grades 7-8) should have 30-60 minutes of homework per night.
- *High school students (grades 9-12) should have 45-90 minutes of homework per night.

Middle & High School Homework Policy

Developing and practicing good study habits is essential to student success. Students are expected to complete their schoolwork by the designated due date set by the teacher. Classroom teachers will communicate their individual homework policies and policies will be included with their syllabus. Their homework policies will specify whether or not late homework will be accepted and what grades can be earned for late assignments.

Assessment Policy

Students who miss a test or quiz due to an “excused” absence are expected to complete the test or quiz upon returning to school. Students have the same number of days to make up their work (test, quiz, assignment) as the number of days they were absent from school.

Mastery Learning

Student learning is a top priority at CCS. The faculty understands students have a variety of learning styles and learn at differing rates. As a result, students are given multiple opportunities to demonstrate mastery of essential skills and material required for future success. Classroom teachers will communicate their individual mastery learning policies and procedures and policies will be included with their syllabus.

Academic Support

CCS strives to meet the individual learning needs of our students. Through Student Improvement Plans (SIPs), Response to Intervention (RTI), Individualized Education Programs (IEPs), differentiated instructional strategies, and tutoring/study tables, faculty members effectively identify at risk students and implement strategies to ensure academic success.

Elementary, Middle School, & High School Grade Scale

The following is the grade scale for the elementary (kindergarten-grade 6), middle school (grades 7-8), and high school (grades 9-12). High school grade point averages in are calculated according to the following scale and equation.

Kindergarten Grade Scale

B = Basic Understanding

D = Developing the Skill or Understanding of the Content

P = Proficient in the Skill or Understanding of the Content

M = Mastered the Skill or Understanding of the Content

NC = Skill or Content Not Covered

Grades 1-12 Grade Scale

All academic subjects are recorded on the report card in letter form.

A+ = 97-100 C+ = 77-79 F = 0-59

A = 93-96 C = 73-76

A- = 90-92 C- = 70-72

B+ = 87-89 D+ = 67-69

B = 83-86 D = 63-66

B- = 80-82 D- = 60-62

High School Grade Point Average

Students are given a grade point average based on the following scale:

A+ = 4.0	C+ = 2.0	F = 0
A = 4.0	C = 2.0	
A- = 4.0	C- = 2.0	
B+ = 3.0	D+ = 1.0	
B = 3.0	D = 1.0	
B- = 3.0	D- = 1.0	

Elementary & Middle School Elective Grade Scale

E=Excellent
S=Satisfactory
P=Progressing
N=Needs Improvement
U=Unsatisfactory

Advanced Placement Courses

Due to the rigor of Advanced Placement (AP) courses, AP courses are weighted with an additional quality point. The AP scale is:

A = 5.0
B = 4.0
C = 3.0
D = 2.0
F = 0.0

Middle and High School Semester Grade Calculation

Semester Grade =			
First Quarter Grade	X	.4 =	40%
Second Quarter Grade	X	.4 =	40%
Semester Test Grade	X	.2 =	+20%
Semester Grade		=	100%

Mid Quarter Reports & Report Cards

All students receive an end of quarter report card. In addition to the end of quarter report, elementary students and parents receive a progress report midway through each quarter. If parents have questions or concerns about their children's progress, they are encouraged to contact the main office to schedule a conference with the teacher.

Middle School & High School Honors

Students who strive for academic excellence are rewarded for their efforts. Students who earn a minimum of an A- average (4.0 GPA) in all subjects throughout an entire quarter are recognized and placed on First Honors. Students earning a minimum of a B average (3.5 GPA) in all subjects throughout an entire quarter are also recognized and placed on Second Honors. Students earning a minimum of a B- average (3.0 GPA) in all subjects throughout an entire quarter are also recognized and placed on Third Honors. If students receive a final grade of an F

for any subject to end a quarter, they automatically forfeit Second or Third Honors recognition even if their overall GPA is above 3.5 or 3.0 respectively. Honors certificates are based on final quarter grades and are distributed at the end of each quarter.

Semester Testing

Middle school (grades 7-8) and high school (grades 9-12) students are given a formal assessment at the end of each semester to assess mastery of content and skills taught. Semester exams represent the content and skills spanning the entire semester and allow teachers to become aware of remedial areas that can be addressed the following semester. Semester exams are placed in the student work portfolios for future reference.

Standardized Testing

Students take several recognized standardized tests throughout their education at CCS. CCS administers the MAP Assessment each fall and spring to students in grades K-8. In addition, students in grades 9-10 take the Pre-ACT and students in grade 11 take the PSAT. Students in the graduating class of 2018 and beyond are required to take state end-of-course exams and the ACT.

Academic Requirements for Extracurricular Eligibility

Students are expected to maintain minimum academic requirements for extracurricular eligibility throughout any given academic quarter.

Eligibility for each grading period is determined by grades received the preceding grading period. Semester and yearly grades have no effect on eligibility. To be eligible, students must receive passing grades in a minimum of six, one credit, courses or equivalent, as well as at least a 1.5 grade point average (GPA) in the immediately preceding grading period. Summer school grades may not be used to substitute for failing grades received the final grading period or to make-up for lack of enough credits from the preceding grading period.

To be eligible as a beginning ninth grade student, you must be currently enrolled in school and have received passing grades in the immediately preceding grading period in 75 percent of the subjects in which you were enrolled. This refers to the last grading period of the student's eighth grade year.

*An end of quarter GPA less than 1.5 and not meeting the credit requirement of six one credit courses, automatically disqualifies students from extracurricular competitions, contests, and performances for the following academic quarter. However, students may attend practices at the discretion of the coach, athletic director, and administration.

HIGH SCHOOL COURSE OF STUDY

High School Academic Credits

High school (grades 9-12) students receive credits for each course they successfully complete. Courses that meet daily for 1 period for 1 semester are worth .5 of a credit. Students must earn a total of 24 credits to receive a high school diploma.

All credit is awarded on a semester basis; If a student fails one semester of a year long course, but passes the other, he/she will receive 1/2 credit. **Arrangements for making up the missed credit must be made before continuing to the next level of a class. Failure to do so may result in a student not returning to Calvert the following school year. Online credit recovery options are available at cost to the family.**

Please refer to the Curriculum Guide for the high school course offerings and specific graduation requirements.

SPIRITUAL LIFE

Faith

Pope Benedict XVI (May 2012)

“ . . . In every aspect of their education, students need to be encouraged to articulate a vision of the harmony of faith and reason capable of guiding a life-long pursuit of knowledge and virtue.”

CCS fosters faith development through the following:

- Daily opportunities for prayer and reflection
- Offer all members of the school community the opportunity for weekly celebration of the Holy Sacrifice of the Mass and Sacramental Reconciliation
- Celebrate the Solemnities of the Church and the liturgical seasons
- Second graders are prepared for the reception of First Reconciliation and First Holy Communion
- Eighth graders are prepared for the reception of the Sacrament of Confirmation
- First Friday Spiritual Breakfast
- First Friday devotion includes Eucharistic Adoration and Benediction
- Recitation of the Holy Rosary
- Advent and Lenten devotions
- Annual grade-level spiritual retreats

Discipleship

To foster discipleship, we must expect our students, teachers, administrators, and parents to interact with love, kindness, and respect. Each member of our school community is responsible for actively fostering a culture of discipleship.

Administrators

- Administrators hold teachers accountable for fostering a culture of discipleship.
- Administrators model positive interactions within the school by interacting with love, kindness, and respect.
- Administrators support teachers in their efforts to promote a culture of discipleship.
- Administrators support students by preventing and addressing any disrespectful behavior.

Teachers

- Teachers hold students accountable for fostering a culture of discipleship.
- Teachers model positive interactions within the school by interacting with love, kindness, and respect.
- Teachers support students in their efforts to promote a culture of discipleship.
- Teachers support students by preventing and addressing any disrespectful behavior.

Students

- Students hold peers accountable for fostering a culture of discipleship.
- Students practice positive interactions within the school by interacting with love, kindness, and respect.
- Students support peers in their efforts to promote a culture of discipleship.
- Students support students by telling an administrator, teacher, and/or parent of any disrespectful behavior.

Parents

- Parents hold the school accountable for fostering a culture of discipleship.
- Parents practice positive interactions within the school by interacting with love, kindness, and respect.
- Parents support the school in their efforts to promote a culture of discipleship.
- Parents support students by informing the school of any disrespectful behavior involving students.

Service

“ . . . (we) must walk the road Christ himself walked, a way of poverty and obedience, of service and self-sacrifice. . . .” (CCC 852)

Service is a vital component of one’s Christian faith. Throughout the calendar year, Calvert Catholic School students will have opportunities to demonstrate and develop the Christ like quality of service to individuals, their parish/school, and neighbor non-profit communities. Students will experience meaningful, age appropriate service activities. Additionally, senior students will research, plan and implement a service project as part of the graduation requirement.

SCHOOL-WIDE DISCIPLINE

Overview

In addition to the school-wide discipline expectations in the elementary, middle school (grades 7-8), and high school (grades 9-12), each teacher develops his/her own classroom discipline plan which reflects and reinforces the school-wide discipline expectations. Classroom discipline plans include the expectations teachers have for their students and the consequences students face if the expectations are not met.

Elementary, Middle School, and High School Discipline Expectations

School-wide expectations help create an environment conducive to learning. Students are expected to meet these expectations during school hours and during any other school-sponsored function. Students who do not meet these expectations are disciplined accordingly.

*Elementary (kindergarten-grade 6)	-Offenses accumulate on a weekly basis.
*Middle School (grades 7-8)	-Offenses accumulate on a quarterly basis.
*High School (grades 9-12)	-Offenses accumulate on a quarterly basis.

1. Come to class on time and prepared.
2. Always put forth a good effort in your schoolwork.
3. Respect all students and school staff (Golden Rule).
4. Follow all classroom and school rules and policies.
5. Properly care for personal items and school property.

Elementary Discipline Consequences

First Offense - verbal warning

Second Offense - suitable consequence as determined by teacher's behavior plan

Third Offense - suitable consequence as determined by teacher's behavior plan and a parent phone contact by classroom teacher

Fourth Offense - suitable consequence as determined by teacher's behavior plan, principal referral, and parent conference

Severe Offense - suitable consequence as determined by teacher's behavior plan, principal referral, and parent conference

Middle School & High School Discipline Consequences

First Offense - verbal warning

Second Offense - written warning from classroom teacher to parent

Third or More Offenses - principal referral and parent conference

Severe Infraction - principal referral, parent conference, and possible morning detention, in-school suspension, out-of-school suspension, or expulsion

School-Wide Cafeteria Behavior Expectations

1. While going to lunch, walk quietly in the halls.
2. Wait patiently to receive your tray.
3. When finished eating, clean up your table and dispose of trash properly.
4. Keep the noise level to a minimum.

5. Do not leave the cafeteria until you are excused.
6. No food or drink is permitted outside of the cafeteria.
7. Gum is prohibited at all times.

School-Wide Gymnasium Behavior Expectations

1. Sports equipment is only to be used for its proper purpose.
2. Students are not permitted in the gym without teacher supervision.
3. Students are not permitted on the stage unless directed by the supervising teacher.
4. Students are required to wear soft sole athletic shoes designated for gym use only.
5. During assemblies, sit in your assigned seating area quietly and attentively.

School-Wide Playground Behavior Expectations

1. Cooperate with school staff.
2. Respect the school and its property.
3. Respect others and their property.

Severe Behavior Infractions

Severe infractions result in an automatic principal referral, parent conference, and a possible morning detention, in-school suspension, out-of-school suspension, or expulsion. The following are some examples of severe behavior infractions: *defacing school property, stealing, fighting, profanity, direct insubordination, possessing drugs/alcohol, possessing a weapon, extortion, harassment, cyber bullying, academic dishonesty, cutting class, and disrespecting a staff member.*

Morning Detentions

Morning detentions may be assigned to middle school (grades 7-8) and high school (grades 9-12) students who do not meet behavior expectations. Morning detentions may be assigned for an accumulation of minor offenses or for a single severe offense and are served from 7:00-7:45 AM with the principal.

In-School Suspensions

The following are circumstances in which students may be placed in an in-school suspension for up to five days: *continuous behavior problems even after a parent conference, severe behavior infraction, and failure to attend an assigned detention.* Academic work completed during an in-school suspension can be completed for up to 80% (B-) credit. Students who are assigned in-school suspensions are not permitted to take part in extracurricular activities the day of their in-school (NHS, Student Council, Athletics, etc.).

Out-Of-School Suspensions & Expulsions

If continuous behavior problems still exist after a parent conference and an in-school suspension, an out-of-school suspension and expulsion may be assigned. Academic work missed during an out-of-school suspension cannot be made up and results in a zero. Students who are assigned out-of-school suspensions are not permitted to take part in extracurricular activities the day of their out-of-school (NHS, Student Council, Athletics, etc.).

Due Process

In situations of severe behavior infractions, parents are notified immediately to discuss the

situation and determine appropriate disciplinary action. During this process, students have the opportunity to provide input.

Defacing School Property

To ensure a clean and tidy learning environment, it is essential for students to respect and take proper care of school property. Chewing gum, writing on desks/chairs/walls, writing in textbooks, and any other behavior that may result in damaged school property is considered a severe behavior infraction. Middle school (grades 7-8) and high school (grades 9-12) students who do not abide by this policy receive an automatic morning detention from 7:00-7:45 AM with the principal. In addition, these students are not permitted to take part in extracurricular activities the day of their detention (NHS, Student Council, Athletics, etc.).

MacBook Computers

Middle school (grades 7-8) and high school (grades 9-12) students are issued MacBook computers to utilize during school hours and at home to complete schoolwork. Students are required to bring their issued MacBook computers to school each day. These computers are used during class to complete and submit schoolwork, access digital textbooks, and utilize online resources. All students are required to agree to and sign the CCS Acceptable Use Policy and Macbook Use Agreement. **Financial responsibility for damage to the computers falls onto the families as outlined in the self-insurance program.** The school-issued MacBook computers are the property of the school and are only to be used for school purposes.

Electronic Devices

To help create a positive learning environment and to eliminate distractions from the learning process, electronic devices are not permitted during school hours: iPods, cellular phones, etc. Any inappropriate use of technology is prohibited (unauthorized phone calls, unauthorized video recording, unauthorized use of social media, cyber bullying/harassment, etc.). All phone calls must be made in the main office.

All non-school issued electronic devices must be off and in lockers during school hours.

Consequences for inappropriate usage of electronic devices are outlined below.

- First Offense - confiscation and the device is given back at the end of that day
- Second Offense - confiscation and the device is given back at the end of that week and a detention
- Third Offense - confiscation and a parent must claim the device from the assistant principal and 2 detentions
- Fourth Offense - confiscation and a parent must claim the device from the assistant principal and in-school suspension

Search & Seizure

CCS is a private institution and reserves the right to search students' lockers, bags, or personal belongings if there is probable cause.

Student Dress Code

During school hours, elementary (kindergarten-grade 6), middle school (grades 7-8), and high

school (grades 9-12) students are required to wear the uniform set by the school.

The administration reserves the right to determine whether grooming or specific items of dress distract from the learning process.

All apparel must be appropriate to the school setting, must not draw unnecessary attention, and must not detract from the educational atmosphere of the school. In general, all clothing must be neat and clean. Faded, worn, stained, frayed, altered, or tattered apparel of any type is not permitted. Pants, skirts, or skorts may not be rolled at the waistband.

2017-18 will be a transition year. It will be the last year for the elastic waist navy blue uniform pants and shorts, as well as all old plaid jumpers. See below for new dress code:

Elementary, Middle, & High School Dress Code

All school uniforms are available at The Bean Stalk.

**Items that must be purchased at The Bean Stalk.

Girls - Pants/Shorts/Skorts/Jumpers/Skirts

Pants - belted navy or belted khaki (must reach the ankle, no cargo pants)

K-6 are not required to wear belts.

7-12 are required to wear belts.

Walking Shorts - belted navy or belted khaki (no cargo shorts)

K-6 are not required to wear belts.

7-12 are required to wear belts.

Skorts - navy or khaki

Jumper/Skirt - navy or khaki

Boys - Pants/Shorts

Pants - belted navy or belted khaki (must reach the ankle, no cargo pants)

K-6 are not required to wear belts.

7-12 are required to wear belts.

Walking Shorts - belted navy or belted khaki (no cargo shorts)

K-6 are not required to wear belts.

7-12 are required to wear belts.

-Skirts must be no more than 3 inches above the knee.

-Shorts may be worn as part of the official uniform **before October 15 and after April 15.**

-Shorts may not be worn on Mass days or other special occasions specified by the administration.

Boys & Girls-Shirts

Oxford Style Dress Shirt -white or light blue (short or long sleeves with button-down collars)

Polo Shirts - white or light blue (short or long sleeves)

- Shirts must be tucked in upon arrival to school.
- Only the top two buttons may be unbuttoned.
- Undershirts worn under the uniform shirt/blouse must be white, short sleeved, and without lettering/illustration.

Pullovers/Sweaters/Fleece

V-Neck Pullover or Cardigan-Style Sweater - navy**

Sweater Vest - navy**

Calvert Fleece/Jacket - navy**

Socks/Tights

Girls grades K-12 - solid black, solid white, or solid navy

Boys grades K-12 - solid black, solid white, or solid navy

Shoes

Elementary (kindergarten-grade 6) - clean, good repair, laced, tied, closed toe

Middle School (grades 7-8) & High School (grades 9-12) - designated school-approved shoes

Please contact the main office of the middle school and high school building for shoe ordering details.

Senior Sweatshirts

School-approved sweatshirts may be worn in the Senior year. Senior sweatshirts must be worn with school pants and over a collared school shirt.

Other Apparel

Students are not permitted to wear jackets, gloves, hats, or any other apparel that is a distraction to the learning process or deemed offensive to the administration.

Makeup/Jewelry

Middle school (grades 7-8) & high school (grades 9-12) students are permitted to wear modest makeup. Elementary, middle school (grades 7-8), and high school (grades 9-12) students are permitted to wear modest jewelry. Female students (only) can wear earrings; however, all other body piercings and/or tattoos are prohibited. Any makeup/jewelry that is a distraction to the learning process or deemed offensive to the administration is not permitted.

Hairstyles

Hairstyles and haircuts must be appropriate for school. **For boys, hair length must not reach below the top of the collar or below the eyebrows.** Boys must be clean-shaven and sideburns may extend no lower than the bottom of the earlobe.

Blue & White Spirit Days

CCS adheres to a uniform policy Monday through Friday. An exception exists on Blue and White Spirit Days, which are recognized on designated days. On these days, students may wear blue jeans and a blue or white shirt (CCS spirit shirt). However, even on such occasions, students must adhere to the following guidelines:

- Undergarments and bare midriffs cannot be visible.
- Jeans cannot be form fitting.

- Jeans cannot be frayed or with holes.
- No shorts, skirts, or dresses.
- No hats or caps.

If students do not abide by the school dress code, they are not permitted to attend school and are sent home. Parents are contacted and informed in such situations.

Dress Code Violations

If students do not abide by the school dress code, their parents will be notified, and they will be sent home to change. Middle school (grades 7-8) and high school (grades 9-12) students who have received 3 or more dress code violations in a single quarter receive a morning detention from 7:00-7:45 AM with the principal.

GENERAL POLICIES & PROCEDURES

Cafeteria Lunches

Cafeteria lunches are planned to meet federal lunch program requirements. Arrangements for free or reduced-cost lunches can be made for qualified students through the cafeteria main office. Due to regulations governing the federal hot lunch program, food may not be purchased from outside vendors and brought into the cafeteria for consumption. All food and beverages consumed before school, at lunch, or after school must be confined to the cafeteria.

Emergency Contact Information

Current medical and contact information must be provided to the school. Medical forms are available in the main office.

Extracurricular Events & Activities

CCS provides various extracurricular opportunities for students at all grade levels. Many events and activities are scheduled throughout the school year for students to enjoy. An extracurricular offering is available at the main office of the designated building. Please refer to the Middle School and High School Extracurricular Activity Handbook for specific procedures and policies.

Field Trips

CCS utilizes scheduled field trips at all grade levels to enhance and supplement our curriculum. Most field trips are day trips; however, some may be overnight excursions. The school community is notified in advance of any upcoming field trips. It is mandatory for all students to attend school-sponsored field trips. Students who do not attend must have a valid written excuse. Separate fees may be collected for field trips to cover transportation and associated costs.

Games & Toys

To prevent distractions during the learning process, students are not permitted to bring games or toys to school unless special permission is granted. Often when students bring games or toys to school, they are damaged or lost. Unauthorized items are confiscated and returned to the student at the end of the day. CCS is not responsible of any lost or damage property.

Guidance Department

A school counselor is available to address academic and/or personal student issues. If an issue arises, students are encouraged to seek help from the school counselor.

Illness Prevention

Parents are encouraged to seek an examination from a physician if their children have experienced any of the following symptoms:

*High fever, diarrhea, respiratory difficulties, itchy and irritated eyes, unknown rashes or skin conditions, nausea, or unusual behavior.

Fever

If students have a fever of 100.4 degrees Fahrenheit/38.0 degrees Celsius, they will be sent home for the day. Students will be required to stay home the following school day. *Students should not return to school until they are without a fever for a 24 hour period.

Vomiting

If students vomit, they will be sent home for the day. Students will be required to stay home the following school day.

Pink Eye

If students appear to have pink eye, they will be sent home. Students must see a doctor and remain home until they have been on an antibiotic for a minimum of a 24 hour period. A doctor's note and/or a prescription for medication will be required to return to school.

Illness/Injury at School

If students feel ill or are injured during the school day, they should report it to the supervising teacher. If students are not able to remain in class due to an illness or injury, the below procedure should be followed:

- The student is sent to the main office.
- The student may be directed to the "First Aid Room," or remain in the main office to rest.
- The student's parents will be notified.
- Parents may be called to pick up the child or (in case of an emergency) taken to the nearest hospital.

Inclement Weather

School may be cancelled due to severe weather conditions. In such cases, parents will be notified through SchoolMessenger by phone message, text message, and email.

Lockers

Elementary (kindergarten-grade 6), middle school (grades 7-8), and high school (grades 9-12) students are assigned lockers to keep their learning materials and personal items. It is the students' responsibility to ensure lockers remain neat, clean, and closed. Students are expected to respect each other's property. CCS reserves the right to inspect lockers periodically without

notice.

Lost & Found

If students misplace/lose personal items, they should visit the main office and report the item to the secretary. Any items found in the school should be brought to the main office.

Parking

Parking lots are available for faculty, staff, and student use during the school day. Numbered spaces are reserved exclusively for faculty and staff. Students driving to Calvert must register in the main office. Free parking tags will be issued to students. **Students using the lots without a tag may incur a \$5.00 fine.** Unregistered cars in the lot during the school day are subject to being ticketed and/or towed. **Cars may not be parked in the middle of the lot or in such a way that others are blocked.** Reckless driving or speeding will not be tolerated.

School Textbooks

All non-consumable textbooks are loaned to students for use throughout the course of the school year. Students must return the textbooks at the end of the year or upon withdrawing from school so they can be re-issued the following school year. Students are expected to take proper care of the textbooks issued to them. Lost or excessively damaged textbooks must be replaced by the parents of the student concerned. Middle school (grades 7-8) and high school (grades 9-12) students utilize digital textbooks for designated classes.

Student Medication

Students who need to take medication during school hours are required to have written permission from their parents identifying the medication, its purpose, and when it should be taken. All medication must be kept by the secretary in the main office. Students are excused to the main office to take their approved medication at the designated times. Students are not permitted to keep medication in their lockers or backpacks.

Student Supplies

At the beginning of each school year, students receive a list of essential supplies they need for their class work. Students are expected to bring these supplies as soon as possible in order to adhere to the class work schedule. When engaged in special projects and assignments, students may be required to purchase additional supplies. If a special assignment or project requires additional materials, a letter will be sent home with students well in advance so that materials can be purchased.

Substance Abuse Policy

CCS realizes the life threatening dangers of the use of illegal and controlled substances. We also recognize and relate to our students the importance of avoiding such substances and the consequences of their use. This policy covers alcohol, tobacco, and any unauthorized and/or illegal drug use. All students enrolled at CCS are required to abide by the substance abuse policy throughout the year, including weekends, holidays, vacation, and summer (12 months per year).

Possession of alcohol, tobacco, and any unauthorized and/or illegal drugs on school grounds is considered a severe behavior infraction. Severe behavior infractions result in an automatic principal referral, parent conference, and a possible morning detention, in-school suspension, out-of-school suspension, or expulsion.

Use of alcohol, tobacco, and any unauthorized and/or illegal drugs or paraphernalia on or off school grounds at any time once enrolled at CCS will result in the following consequences:

1st Offense

A first offense at any time once enrolled at CCS will result in a **two week denial of participation in current and/or future extracurricular activities (practice and competitions)**. The student must also undergo a school-approved drug/alcohol screening and counseling program at the expense of the family. In the event the cooperating social agency or physician's office cannot schedule an appointment within the week, documentation that such treatment is scheduled will be acceptable. Proof of a screening and counseling program is required for reinstatement.

2nd Offense

A second offense at any time throughout the year will result in **denial of all extracurricular participation (practice and competitions) for a calendar year from the date of the offense**. Proof of a screening and counseling program is required for reinstatement.

3rd Offense

A third offense at any time once enrolled at CCS will result in **denial of all extracurricular participation for the remainder of the student's years at CCS**.

*Substance abuse offenses are accumulative upon enrollment at CCS.

Transportation

Bus transportation to and from school is available through CCS and local public school districts if students qualify. CCS will not provide busing to students who are eligible for busing in their home district. Details can be obtained in the main office of the designated building.

Visitors to the School

To ensure student safety, all visitors (including parents) must sign-in at the main office. Visitors are required to wear a visitor badge throughout their visit.

Water Bottles

Students are permitted to keep water bottles at school. However, no other drinks are permitted outside the cafeteria.

BUILDINGS & FACILITIES

Computer Lab and Classroom Workstations

School computers are for academic work only. At no time during or after school are students permitted to use the computer lab for games or any purpose other than schoolwork. Furthermore, students are not permitted in a computer lab without the guidance and supervision of a teacher.

Students are allowed to use computers only when given permission. Students must adhere to the policies below or face disciplinary action.

School computer labs and classroom work stations are for academic use only. At no time during or after school are students permitted to use the computer lab for games or any purpose other than schoolwork. Furthermore, students are not permitted in a computer lab without the guidance and supervision of a teacher.

Students are allowed to use computers only when given permission. Students must adhere to the policies below or face disciplinary action.

Usage of 1:1 devices such as MacBooks and iPads must adhere to the policies spelled out in the technology handbook.

Computer Printer Use & Photocopying

Photocopier

*Students are **not allowed** to use the photocopier.

Computer Use Policies

- *The computers are only used for educational purposes related to coursework at CCS.
- *Students may only use the computers that they have been assigned.
- *No gum, candy, food, or drinks are permitted in the computer lab.
- *Students are not permitted to create their own desktop settings.
- *Students are not permitted to download any file or program to computers unless permission is given by a teacher.
- *Copyright laws must be adhered to.
- *Students are not permitted to adjust the performance capabilities of the computers.
- *Students are not permitted to visit any inappropriate sites. They must report inappropriate sites that may have been accessed accidentally to a teacher immediately.

Elevators

The elevators are for official use only. Students are not permitted to use the elevators unless special circumstances arise.

Emergency Evacuations

Emergency Evacuation drills are essential to the safety of our students. Staff and students practice evacuation procedures routinely throughout the course of a school year. Emergency escape routes are displayed in hallways and classrooms. Refer to the School Safety Handbook for specific emergency procedures.

Video Policy

Teachers are permitted to show one recreational video per quarter. In addition, teachers are encouraged to use videos to supplement instruction. All videos shown in the elementary school must have a general audience rating. Middle school teachers may show a PG movie at the teacher's discretion. If high school teachers wish to show a movie with a rating of R, approval from the principal must be obtained and a permission slip must be sent home stating the name of the movie, how it fits into the unit of study, and why it is rated R (nudity, drugs, cursing, etc.). An "opt out" assignment must be presented in the permission slip for the students who are not permitted to watch the movie. Teachers must complete the video approval form for all videos/video clips longer than 10 minutes in length.

UPHOLDING CATHOLIC TEACHINGS

Marriage Policy

CCS exists for the formation of youth; therefore, married students are not permitted to enroll in the school. The school atmosphere is not conducive to the adult responsibilities required of a married lifestyle.

Pregnancy Policy

CCS supports and affirms the teachings of the Catholic Church regarding respect for procreation and human life, and we are dedicated to traditional Christian principles of sexual morality. It should be clearly understood that CCS believes that sexually intimate relationships outside of marriage are inappropriate and sinful. Students who are involved in a pregnancy are encouraged to continue school and are advised against early marriage. Although we never agree with or condone premarital sex, it must be the very nature of the Christian to now forgive, help heal, and support those who find themselves involved in a pregnancy outside of marriage. These persons have a right to expect our understanding and help.

The following course of action will be taken for any CCS female student who is pregnant:

1. Initial Conference: Initial pregnancy referrals will be made to the school nurse or school counselor who will verify the pregnancy by means of a request for information from the physician. If no physician has been obtained, the student will be referred to Heartbeat for testing and physician referral within two weeks. Notification will be given to the CCS principal and chaplain.
2. A conference must be scheduled with the student, parent(s), chaplain, principal, and school counselor to detail school policy and legal responsibilities.
3. Spiritual Counseling: Required; will be arranged by the chaplain.
4. Medical Counseling: Required; verification of regular medical check-ups must be

submitted to the principal.

5. Academic Counseling: Required; school counselor determines present academic standing, informs her teachers of the due date, and any pertinent information.
6. Attendance: Required; the student will make all doctor's appointments outside of school hours. The student, after delivery, will be expected to return to school as soon as possible with doctor's permission.
7. The student may be permitted to participate in extra-curricular activities; however, written permission from the attending physician is required.
8. Recommendations: Personal counseling, adoption counseling, parent and child development classes, and Lamaze classes are recommended.
9. If a student's pregnancy has been verified and a miscarriage occurs, Calvert must have a written doctor's verification of the miscarriage.
10. If the student becomes pregnant with her second child while at CCS, she will be asked to withdraw in lieu of expulsion.

The following course of action will be taken for any CCS male student who has fathered a child:

1. CCS will enforce the definition of an alleged father according to the State of Ohio. If the mother names a student as the father, that student is considered the alleged father and is required to follow the CCS policy. If the student denies being the father, he must disprove paternity. Notification will be given to the CCS principal and chaplain.
2. A conference must be scheduled with the student, parent(s), chaplain, principal, and school counselor to detail school policy and legal responsibilities.
3. Spiritual Counseling: Required; will be arranged by the chaplain.
4. Academic Counseling: Required; school counselor determines present academic standing.
5. Attendance: Required; the student will ensure all doctor's appointments that he will be attending are outside of school hours. The student, after delivery, will be expected to return to school the following day, unless there are extenuating circumstances.
6. Recommendations: Personal counseling, adoption counseling, parent and child development classes, and Lamaze classes are recommended.
7. The student may be permitted to participate in extra-curricular activities.
8. If the student fathers a second child while at CCS, he will be asked to withdraw in lieu of expulsion.

If a student does not meet the requirements of this policy, parent(s) and student will be contacted by the administration and a hearing will take place to determine if the student will be permitted to continue at CCS. Final decisions regarding this policy rest with Calvert administration after consultation with local pastors and the school chaplain.

Parent Policy

Calvert High School stresses that premarital sex is not a value we uphold, and we have a responsibility to the student body as a whole to inform them that there will be consequences to behaviors we do not endorse. Therefore, students who are pregnant, students who are alleged fathers, and those who are verified parents will not be allowed to serve in any leadership capacity within Calvert High School. They will be removed from offices they are currently holding. Students who choose to raise their babies may not bring their child to school during school hours.

Abortion Policy

The Church does not view abortion as a viable alternative or a moral option. “No society can live in peace with itself or on with the world without a full awareness of the worth and dignity of every human person, and of the sacredness of human life.” (Jas. 4:1-2) When violence in any form is accepted as commonplace, sensitivities become dulled. Abortion in particular, blunts a sense of the sacredness of human life. Direct abortion is a violent and lethal act, which destroys the life of the unborn child. That is why the Church’s prohibition of direct abortion has not only remained firm but has become more forceful and more specific as science has increased appreciation of existence of human life from the moment of conception. When students experience unexpected pregnancies, very often they themselves are in a crisis situation. Pregnant young women, reacting to social pressures and to problems, which seem unmanageable, may seek to have abortions.

The community, the students’ “extended family”, should indeed provide compassion, care and support to help such troubled young people choose life and be secure and happy with that choice. Parents see the Catholic school as the best environment for their teen-age children. That environment should be one, which helps the young people learn to exercise sound judgment and to arrive at reasonable, logical and morally correct solutions to their problems.

1. Any student who vocally supports abortion is to be referred to the principal. The principal has the right to demand counseling or other measures deemed appropriate.
2. If there has been brought to the attention of a certified staff member the occurrence of an abortion, the principal has the right to demand counseling or take appropriate measures as deemed necessary.
3. If a student who has chosen an abortion as a means to terminate a pregnancy voluntarily reveals this action to a member of the school administration, faculty, or staff and shows signs of emotional distress, her confidant(s), the members of the school, her “extended family”, must adhere to the philosophy of the school by offering compassion and by encouraging her to seek emotional, physical, and spiritual help.
4. If the father of the child who has been aborted is a member of the student body, the principal has the right to demand counseling or other measures deemed appropriate.

5. After all measures have been taken, and the principal feels that the student is in conflict with the school's Catholic philosophy and policy; the principal has the right to institute suitable disciplinary action, including expulsion. This action will not be taken without prior consultation with the pastors.