
ST. ELIZABETH ANN SETON MIDDLE SCHOOL



2010-2011 HANDBOOK

MISSION STATEMENT

The Grand Traverse Area Catholic Schools are dedicated to providing a Catholic education – ensuring educational quality for all families willing to enter into a partnership to develop each child to his or her fullest spiritual and academic potential.

BELIEF STATEMENT

- Christ is the center of the GTACS.
- Future career requirements mandate changes in education.
- The values and skills taught and learned in our school system give our students an advantage in life.
- Catholic education is an essential foundation for the continuation of the Catholic faith.
- Parents are the primary educators and role models for their children.
- Teachers, administrators, and staff serve in an apostolic mission, and are responsible for combining academic and moral standards as their primary goal.
- The success of GTACS is based on our ability/commitment to provide quality education.
- Catholic values, taught at home, are reinforced at GTACS.
- Quality education is teamwork (a collaborative effort) - parents, child, staff and parish.
- Instilling a faith-centered value system in our children is of prime importance.
- Catholic schools are a primary avenue of evangelization.

GRAND TRAVERSE AREA CATHOLIC SCHOOLS BROAD STUDENT OUTCOMES

- GTACS students will be people of prayer with a pervasive awareness of God in their lives.
- GTACS students will strive towards productive and fulfilling lives.
- GTACS students will be thinking people who strive to solve problems in their personal and working lives.
- GTACS students will be knowledgeable users of technology.
- GTACS students will initiate tasks and see them through to completion.
- GTACS students will be confident, self-directed individuals.
- GTACS students will continue to seek knowledge.

FORWARD

The purpose of this school handbook is to supply the basic information concerning the philosophy, history, policies and procedures of the Saint Elizabeth Ann Seton Middle School educational program so that the major elements of the school – faculty, parents and students – may function most effectively. This handbook will find greatest use among those unfamiliar with Saint Elizabeth, but it should be read by all each year to avoid misunderstanding and to achieve the maximum degree of cooperation.

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GTACS TRADITION

The Grand Traverse Area Catholic Schools are a consolidated non-public school system dedicated to providing a Catholic education – ensuring educational quality for all families willing to enter into a partnership to develop each child into his or her fullest spiritual and academic potential

GTACS has been providing the gift of Catholic education to children in grades preschool through twelfth in the Grand Traverse region for over 120 years. The school system is comprised of four distinct schools that are separated by grade level but, united by a common mission. One of the vital components of our schools is the active support received from the five area Catholic parishes: Christ the King, Immaculate Conception, Saint Francis, Saint Patrick and Saint Joseph.

Over more than a century of growth, the Grand Traverse Area Catholic Schools have evolved to include an award winning system that encompasses over 1200 students. GTACS has been recognized on both the state and national levels. In the last decade, the Grand Traverse Area Catholic Schools have received accolades for academic excellence including recognition from Michigan Partnership for Education Awards and the US Department of Education.

GTACS offers a unique and comprehensive educational experience to the entire student population. The difference a student will see at GTACS is echoed in a quote one of our middle school students wrote in a letter to the editor of the local Record Eagle newspaper. “What makes a Catholic school different from other schools? The difference is prayer, responsibility, honesty, character, commitment and compassion, not to mention the great teachers and family involvement.”

ST. ELIZABETH ANN SETON MIDDLE SCHOOL TRADITION

Striving for academic excellence, Saint Elizabeth Ann Seton Middle School (SEAS) serves as an excellent bridge to higher education. We are committed to strengthening spiritual beliefs, stressing academic excellence, building character and developing confidence and a positive self-image. Our successful program motivates students to set short and long term goals and provides the opportunity to be recognized by teachers and peers for their accomplishments.

The academic emphasis continues to build upon the foundation set by the elementary schools. As a developmentally responsive school, thinking skills are further developed through the use of interdisciplinary activities, cooperative learning, technology, creative writing and manipulatives.

St. Elizabeth Ann Seton has two fully equipped science labs and a large “hands-on” classroom in which to explore, investigate and research the physical, life and earth sciences. With the increased use of technology, we have recently added a second computer lab for our students. The labs provides all students with skills needed in today’s workplace. Our media center not only provides popular reading titles, but supports the research processes students are involved in. Art and band rooms allow creative minds to be expressed, expanded and enlightened.

At St. Elizabeth Ann Seton our faculty recognizes that the emerging adolescent deserves and requires special attention. That is why we have a comprehensive Student Assistance Program (SAP). This program allows teachers, parents and students to voice individual academic concerns to a team of teachers, counselors, family members and the school principal.

Our extra-curricular activities allow your middle school student to increase participation in co-curricular activities and athletics. We offer activities ranging from Builder’s Club to Spelling and National Geography Bees. We also offer a Math Counts contest which showcases student’s math knowledge, and an 8th grade trip to Washington, D.C. that allows students to expand on US history and to see how a democracy governs itself through a Christ-centered lens. In conjunction with this trip, our students

participate in a Christian Service experience which furthers their understanding to reach out to others and be Christ. Athletic opportunities are also available in football, basketball, volleyball and track.

Faith development occurs in many different ways at St. Elizabeth Ann Seton Middle School. Each morning students share God's Word with the student body via our public address system. We also hold weekly Masses structured to allow each grade to participate by planning the liturgy and involving students and staff members as lectors, petitioners, cantors, servers, praise band and praise choir. Daily religion classes focus on the Old Testament, Jesus' life and New Testament. Participation in community services include Christian service projects such as the Father Fred Food Drive, Prayer Warriors for Soldiers Fighting in the Middle East, Support the San Luis School in Matagalpa and Education and Promotion of Fair Trade Products. At Saint Elizabeth Ann Seton Middle School our goal is to educate the whole adolescent; spiritually, intellectually and emotionally in a safe environment with high academic expectations, clear guidelines and daily encouragement.

PHILOSOPHY

Saint Elizabeth Ann Seton Middle School as a Catholic institution is concerned with the complete and harmonious development of the whole person: spiritual, intellectual, social, and physical. The Mystery of the Trinity is the central mystery of the Christian faith and life, the Mystery of God as He reveals Himself to us. Therefore, we believe and teach the unity that exists in the Triune God: the Father who created us and gives us dignity, the Son who redeemed us and is our model, and the Spirit who animates us and sanctifies us. Inspired by these beliefs, we recognize that an important part of our educational process is to develop students' relation to God, themselves and humanity. Therefore, our education engages the student as an individual and as a social person.

We believe that parents are the primary educators of their children and that the students' ongoing education becomes a shared responsibility. Therefore, the faculty envisions themselves as supplements to – rather than substitutes for – the home. We endeavor to assist and cooperate with the family, the parish and the community in their respective roles.

Saint Elizabeth's strives to provide a superior educational experience for all its students. The academic and activity programs are designed to meet the needs of students of varying interest and ability levels, thus offering students, within the scope of a college preparatory program, the opportunity to develop to their greatest potential.

The faculty is cognizant that their ongoing task is not only to develop a Christian value system within students, but also to communicate knowledge and skills and facilitate the gifts within them. Each member of the faculty, as an example of that value system, accepts these teaching duties as a serious responsibility and makes a commitment to the spiritual, intellectual and social development of each student.

Saint Elizabeth is a Catholic middle school modeled after Christ's mission. The faculty strives to help develop, in the whole person, the gospel values of Christ's kingdom so that all members of the Saint Elizabeth community can fulfill their destinies as human beings. The faculty is called as disciples to educate their students so that these young people will continue Christ's mission in the world.

BELIEF STATEMENTS

WE BELIEVE THAT...

- ♦ Christ is the center of GTACS.
- ♦ Parents are the primary educators and role models for their children.
- ♦ Future career requirements mandate changes in education.
- ♦ The values and skills taught and learned in our school system give our students an advantage in life.

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- Catholic education is an essential foundation for the continuation of the Catholic faith.
 - Teachers, administrators, and staff serve in an apostolic mission, and are responsible for combining academic and moral standards as their primary goal.
 - The success of GTACS is based on our ability/commitment to provide quality education.
 - Catholic values, taught at home, are reinforced at GTACS.
 - Quality education is teamwork (a collaborative effort) – parents, child, staff, and parish.
 - Quality Catholic education is GTACS' primary mission.
 - Instilling a faith-centered value system in our children is of prime importance.
 - Catholic schools are a primary avenue of evangelization.

SAINT ELIZABETH ANN SETON MIDDLE SCHOOL STAFF

Mrs. Lori Phillips	Principal
Mrs. Denise Krueger	Secretary
Mrs. Carol Erickson	6 Science/Social Studies
Mrs. Tammy Soto	6 Language Arts/Reading
Miss Patty Brady	6 Math/Social Studies
Mrs. Raelynn Stein	6 Language Arts/Reading
Mrs. Tracey Tull	7 Language Arts/Reading
Mrs. Becky Callery	7 Science/ Social Studies
Mrs. Kammie Richardson	7 Religion/Math
Mrs. Nancy Martin	8 Religion/Social Studies
Mr. Tim Shrift	8 Science/Math
Mrs. Leslie Summers	8 Language Arts/Reading
Mrs. Ginny Newman	Social Worker
Mrs. Betsy Charron	Seton Learning Center (Reading/LA)
Mr. James Prince	Seton Learning Center (Math support/Math Technology)
Mrs. Cress Smith	Band
Miss Jaffie Davis	Art
Mrs. Donna Grayson	Librarian
Mrs. Carol Johnson	Computers
Ms. Amy Colligan	Choir
TBA	6 Physical Education /Health
TBA	7/8 Physical Education /Health
Mr. Mark Anderson	Custodian
Mr. Greg Robinson	Custodian
Mrs. Julie Forlenza	Middle School Athletic Director

HONOR CODE

Purpose

Saint Elizabeth Ann Seton Middle School believes that a constructive Christian community cannot function without trust and honor. The Honor Code is an expression of this belief and seeks to instill in and remind each member of the Saint Elizabeth Catholic community of the principles of decency and self-discipline. These, along with honesty, integrity, and respect are the Gospel values that should permeate the entire learning process. Therefore, the Honor Code serves as a constant reminder of our responsibility as Christians to try and live better lives in accordance with the ideals shown to us by Christ. Our GTACS school purpose is to assist parents in fully forming children's hearts, minds, and souls to bring glory to God.

Honor Code Statement

Saint Elizabeth Ann Seton Middle School community is built upon relationships of trust and understanding between students, parents, administrators, and faculty. This trust is to be guarded for it makes those relationships productive and rewarding. Therefore, the Honor Code attempts to preserve the honest academic and personal relationships that should exist between students and their teachers.

The following is the standard statement that is to be used: "On my honor, as a Saint Elizabeth Ann Seton Middle School student, I pledge that this work (assessment/assignment/project/quiz/etc.) is solely my own."

Maintaining the Honor Code

All students enrolled at Saint Elizabeth Ann Seton Middle School are automatically subject to the Honor Code. It will be the responsibility of each student to:

- 1) Uphold the honor and integrity of the student body of Saint Elizabeth Ann Seton Middle School.
- 2) Promote a Christian atmosphere where students can develop character, scholarship, citizenship, and an understanding of the value of hard work.
- 3) Fulfill their responsibility and accountability by:
 - a) Reporting any violations of the Honor Code to any faculty member and/or subsequently the Principal.
 - b) Recognizing a moral obligation to testify before the Principal when requested.
 - c) Cooperating fully in all other capacities necessary to the implementation of the Honor Code.

Breaking the Honor Code

It is understood that students and faculty have a Christian, moral obligation to themselves and to the members of the SEAS community to report any violations of the Honor Code of which they are aware.

The following are examples of Honor Code violations:

- 1) Plagiarism – copying another student's homework, copying from research resource or downloading a paper from the internet to turn in as your own.
- 2) Giving and/or receiving answers on in-class tests or quizzes.
- 3) Lying to any faculty member about an academic or disciplinary concern.
- 4) Cheating of any kind.

Any and all reports of Honor Code violations are strictly confidential. All parties involved will be summoned discreetly and/or questioned privately by the Principal. Violators of the Honor Code, as determined by the Principal, are subject to the disciplinary actions outlined in this handbook.

(See Discipline)

ADMISSIONS

Saint Elizabeth Ann Seton maintains an open admission policy. No discrimination is made on the basis of race, creed, sex, national origin or disability (if with reasonable accommodation on the part of the school, the disabled person can be accommodated).

Registration

Official registration at Saint Elizabeth Ann Seton is accomplished when each of the following is completed:

- 1) A completed registration form signed by a parent or guardian.
- 2) A certificate of immunization from the Department of Health verifying that the student has received the following vaccinations: diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, hepatitis B, Varicella (chicken pox) or reliable history of disease
- 3) In addition to the completed registration packet, a transfer student must provide an official or unofficial transcript before attending class. The admission process is not considered complete until each step indicated above is accomplished.

RELIGIOUS EDUCATION

Catholic education, its instruction and internalization, requires both intellectual stimulation and outward expression for spiritual growth. To this end, a formal program of studies in Theology is provided, which covers a general study of the Catholic faith with Jesus at its center, as well as in depth probing of current issues. To complement their spiritual development, a well-rounded program of religious activities is offered for all students.

Celebration of the Eucharist/Liturgy

Liturgical worship is experienced at SEAS at both a school-wide and an individual-class level. The Eucharist is celebrated at school-wide Masses celebrated weekly. Students are encouraged to participate in liturgy by reading, singing, bringing up gifts, making banners or program covers and serving. Other para-liturgical celebrations are scheduled throughout the year.

Prayer

After the example of our Lord, our community is held together in prayer. Therefore, as part of a Catholic system of education, SEAS students have the privilege of praying together. Each morning to begin the day, at lunch, and at the end of the day, students and teachers lead the community in prayer. A short prayer is also at the beginning of each class regardless of the discipline.

Christian Service Philosophy

The Catholic middle school is a community centered in Christ. It is a living body whose members are joined by bonds of love, extending itself into family life and into the community in which it exists. The Catholic middle school stresses the transference of learning into action as a Gospel imperative. The curriculum leads and encourages sensitivity, involvement and continuous response to social responsibility within and outside the Catholic school. Students are led to realize that they are responsible for their actions, their immediate community's actions as well as the larger community. Every opportunity for social responsibility is encouraged through all phases of the school's extra-curricular activities.

Christian service is only one curricular element in the overall preparation of students for their effective leadership and service in and through the church. The importance which SEAS gives to experiential learning is underscored by the requirements of a designated number of hours per year in Christian service.

Goals

- 1) To bring the resources of the middle school (student power) to bear on the needs of the world as the student responds to real life issues in the family, parish and school, the local civic community, and broader global community. To offer the experience of Christian service mandated by the Gospels.
- 2) To help students come to a deeper understanding of the meaning of service, especially in a Christian context, and to a life-style of peace and justice and to Christian education.
- 3) To provide the student with "faith and service" learning opportunities beyond the classroom. Christian service enables the student to experience the variety of human needs in a way which combines active involvement with a reflective, Christ-centered perspective.
- 4) To draw on the current religious studies of the student in order to broaden and deepen the dimensions of such service and provide new experiences of service that will inform and expand religious studies.

Christian Service Objectives

- 1) To stimulate and to cultivate competencies necessary for Christian service; to promote Christian attitudes toward service in a variety of situations, i.e. school community, family, parish life and church community, human services in the greater community.
- 2) To engage students in a well supervised process which will support the personal and spiritual growth and development of the whole person.
- 3) To integrate Christian service experience with reflection and evaluation in order to appreciate the Gospel mandate to serve one another.

Christian service is possible within a variety of settings. An acceptable service activity will provide the student with the necessity to confront Christian identity questions, e.g., what does it mean to be Christian, to be Catholic? What is my motivation? What is my reaction to being last, to being servant? How can I be leader and a servant? What will this cost me? What impact does the Gospel have on my willingness or lack of ...?

Program Policy

- 1) The program will involve all students 6 through 8.
- 2) The year will require 10 hours per student.
- 3) The program is a promotion from grade level requirement.
- 4) No money may be received.

Requirements

- 1) Each student will be expected to keep a log of hours signed by the person for whom the service was performed or other adult supervisor.
- 2) Each student will meet with his/her religion teacher for purposes of logging hours and meeting deadlines.
- 3) A reflection paper is a requirement.

The school makes available to the students a variety of possible projects which will enable them to become involved. In addition, individualized placements/projects may be negotiated with the religion teacher or director of the program.

The choice of activity/project/placement is expected to provide an experience in Christian service with faith reflection under competent supervision.

Activities, other than those listed, will be accepted on the basis of the student's ability to satisfy the above criteria. All Christian service projects will be reviewed regularly.

Service Ideas Teachers Might Make Available

- 1) Joining a parish choir
- 2) Tutoring an elementary school student
- 3) Volunteering as a library aide
- 4) Volunteering as an office aide
- 5) Cleaning school parking lot and grounds
- 6) Cleaning parish parking lot and grounds
- 7) Helping in church nursery school
- 8) Donating time to help elderly or disabled:
 - a) Shoveling snow
 - b) Washing windows
 - c) Reading to the elderly
 - d) Raking leaves
 - e) Doing housework
 - f) Visiting them
 - g) Preparing meals
 - h) Grocery shopping
 - i) Addressing Christmas cards
- 9) Helping the poor:
 - a) Free baby sitting
 - b) Helping in a soup kitchen
 - c) Preparing a complete meal for them
 - d) Helping in the food pantry
- 10) Taking part in:
 - a) Crop Walk

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- b) Special Olympics
 - c) Right to Life
- 11) Helping parents or family members:
- a) Preparing a meal for the family.
 - b) Doing household chores you are not normally expected to do, i.e. laundry, cleaning, yard work, doing dishes, baby sitting

**Parent and Student Contacts will be signed and returned to the Religion teachers.*

PROGRAM OF STUDIES

St. Elizabeth Ann Seton Middle School Curriculum Overview 2010/11

COURSE	GRADE
RELIGION	
Old Testament	6
New Testament	7
Scripture and the Catechism	8
MATHEMATICS	
Course 1 and 2	6
Course 2 and 3	7
Course 3 and Algebra	8
SCIENCE	
Physical Science	6
Life Science	7
Earth Science	8
SOCIAL STUDIES	
U.S., Canada, & Latin America	6
The Eastern Hemisphere	7
U.S. History	8
LANGUAGE ARTS	
Language Arts/Literature (Reading)	6
Language Arts/Literature (Reading)	7
Language Arts/Literature (Reading)	8
PHYSICAL EDUCATION	
PE / Health	6
PE / Health	7
PE / Health	8
ENRICHMENT/EXPLORATORY OPTIONS	
Computers	6-8
Performing Arts	6-8
Math Technology	6-8
Art	6-8
Band	6-8
Foreign Language	6-8
Choir	6-8

GRADING SCALE

St. Elizabeth Ann Seton operates under a 10 point grading scale. Students are also awarded a citizenship grade based on the “3 C’s” of Character, Commitment, and Compassion.

Incompletes

A grade of ‘Incomplete’ will be used only in the event of unusual circumstances including:

- 1) An extended student illness or family emergency.
- 2) Illness at the end of a marking period that makes timely completion of work impossible.
- 3) A teacher illness or emergency at such a time that it is impossible to complete grading.

An ‘Incomplete’ will not be given to a student who has merely failed to meet deadlines.

All incompletes must be removed during the agreed upon time frame between the teacher and student, unless extenuating circumstances are presented and approved by the principal. Otherwise a failure will be recorded.

Progress Reports

Progress reports will be sent to parents at the midpoint of each quarter or at any time a student falls into academic distress (D or lower). Parents are encouraged to initiate a contact with teachers if they feel that an academic concern is developing regarding their student.

Report Cards—Parent/Teacher Conferences

Report cards will be issued at the end of each quarter. Parent/Teacher conferences will be held after the 1st and 3rd quarters by appointment or general drop in times. In addition, parents are welcomed to make appointments to conference with the teacher and visit the school or class at any time.

Note: Report cards will not be transferred or issued until all school debts are settled and school equipment is returned.

Schedule Changes

Ordinarily, once students have completed registration and their schedules have been approved by both the parents and the school, schedule changes are not made.

GUIDANCE SERVICES

The primary concern of the Guidance Department is the welfare of the student. The Guidance Counselors attempt to assist the students in every way possible to achieve the greatest degree of academic, spiritual, emotional, and social growth.

Students may elect or may be assigned to visit the counselor on an ongoing/regular basis. Counselors, in conjunction with the Student Assistance Program Team, also address social, emotional, educational and behavioral concerns.

The Guidance Department administers standardized tests and interprets results to the student and parent.

Student Assistance Program

A Student Assistance Program (SAP) exists at Saint Elizabeth Ann Seton Middle School to assist students experiencing problems that interfere with their success. The program can help students directly, or by directing them to appropriate resources. The SAP is able to help students experiencing learning or academic problems, social difficulties, or problems with substance abuse.

The SAP is not a disciplinary program, but rather, a tool to link students with available help. The SAP Core Team meets weekly. That team consists of the counselor, the principal and two teachers. The team will be identified at the start of the school year.

Students, or their parents, can access the program by contacting a core team member or any teacher.

HOMEWORK/STUDY GUIDELINES

Study

St. Elizabeth students are expected to put in the necessary hours of study at home in preparation for each school day. The adoption of the following suggestions should result in more efficient study:

- 1) Be alert in class. Actively participate in class discussions. Listen thoughtfully and try to understand and remember what you hear. Don't be afraid to ask questions.
- 2) Know your assignments. When an assignment is given, write it down on your planner which you keep for that purpose. BE sure that you copy it correctly and completely and that you understand what is expected of you. While you are writing, think about how you are going to do the work and then ask your teacher to clear up any difficulty you may see.
- 3) Plan your study time. Try to study at the same time every day. Know what you are obligated to study and allot your available time to each subject, perhaps starting with the most difficult. Don't put off long term assignments to the last minute. Allow time in your plan for periodic review. After you've made your plan, stick to it.
- 4) Study in a quiet, well-lighted place. Avoid distractions from yourself and others. Don't waste time in lengthy preparations, but start studying immediately with attention and concentration.
- 5) Understand what you study. A written assignment assumes that you will study the material first. The written work then becomes the self-test of how much you have really grasped. Simply performing a written assignment is not enough; study which results in understanding is the important thing.
- 6) Make use of the devices suggested by your teachers. Such methods as outlining the material or using index cards for vocabulary drill and for high points that are to be memorized can be very useful in some subjects.
- 7) Tutoring: Students who are experiencing academic difficulty are encouraged to seek help early in the course. To arrange for tutoring, a student should contact his teacher, Advisor or guidance counselor.
- 8) Homework: At SEAS homework, both study and written as well as out-of-class independent work are integral to the student's academic progress. The purposes of homework are:
 - to preview material for the next class
 - to provide general review or reading
 - to reinforce the acquisition of concepts of the course being studied
 - to provide the needed drill and application of the skills to be mastered in the subject
 - to promote independent study skills and confidence in becoming a self-learner
 - to stimulate creative intellectual activity through problem-solving and self-expression in such activities as compositions, journals and other projects.

Parents should note that an explanation of homework policies and expectations will be given in all classes at the beginning of the term.

Form

Homework may take many forms. Teachers are asked to provide purposeful variety in their assignments taking into account the academic ability of the class and the varying learning styles of the individual students.

Some forms of homework are the following: written or oral drills and practice; memorization; research of source material; study guides (interactive); problem-solving; texts and worksheets or workbooks.

One of the most challenging mentalities that educators and parents confront in some students is, "If there is no written work, there is no homework." It is important to note that this is not necessarily true. Reading and reviewing notes nightly are important homework activities.

Frequency

As a guideline, students should expect homework (including study) nightly and frequently on weekends. In general terms, students should not have more homework in minutes of the grade they are currently in (i.e. 6th – 60 minutes, 7th – 70 minutes, etc.) per night.

Satisfactory completion of homework is essential for students to keep up with the sequential development of the course and ultimate mastery of the material. Failure to do homework results in probable weak acquisition of knowledge as well as poor performance or participation in class.

Plagiarism

Plagiarism is the copying or borrowing of ideas from another without giving that person credit for the information. The SEAS Faculty and Administration consider plagiarism to be a serious hindrance to good education; therefore, students found plagiarizing may be held liable for cheating, regardless of where the plagiarism occurs (e.g., tests, essays, term papers, projects, reports, speeches).

STUDENT ACTIVITIES

The total school program, in keeping with its philosophy and objectives, provides students with co-curricular and extra-curricular activities which enable students to develop to their fullest potential as Catholic Christian members of our society. The program of activities, together with the program of studies, forms an integrated whole, aimed toward a common objective: the creation of well-educated students who have ample opportunity for developing leadership, initiative, cooperation, responsibility and spiritual ideals. Involvement and experiences in the student activity program will help them meet their leisure, recreational, social and emotional needs and will be a preparation for present and future involvement in the affairs of the community.

Activities are initiated as need and interest arises. Usually new activities are suggested by members of the student body. All such requests are forwarded to the Principal for approval. SEAS assume no responsibility for activities not formally approved by the principal.

Builder's Club

The Builder's Club represents the student body and provides opportunities for working together in service to the school and community. It develops leadership potential and fosters the development of a strong, moral character. Builder's Club encourages loyalty to the school, community and nation.

The Builder's Club is a Kiwanis sponsored nationally chartered organization. Any student may join this club as long as they are active members and pay their yearly club dues (\$3.00).

Builder's Club is involved in planning activities for the student body, fundraising, planning community service projects and helping out in all areas of service. This group is a precursor for the Key Club in the High School.

Dances and Other Student Functions

- 1) Dances, etc., must be scheduled at least two weeks in advance and approved by the Builder's Club, class or group advisor, and the principal. To be approved, arrangements must have been made regarding chaperones, advisor in charge, music, and refreshments, etc.

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- 2) Attire must conform to modesty as defined by the school. Persons in charge have the right to refuse admittance or require persons not properly attired to leave.
 - 3) Students will not be readmitted after leaving the building.
 - 4) Loitering in the parking lot or restrooms is not permitted.
 - 5) Chaperones have complete authority. Their directives are to be followed.

ATHLETICS

Athletic Philosophy and Policy

“So that we may radiate before all men the lovable features of Jesus Christ” (message of Pope John XXIII to Vatican Council II).

Like the Lord we are called to transform the world rather than be absorbed by it. Our preparation for this great task begins in the home and continues in the distinctly Christian environment of our Catholic Schools. It follows that Christian principles must pervade all aspects of the school environment including athletics.

We have no reason for existence as a Catholic School if we do nothing more than duplicate other schools. What we are about is the development in our students of conscience, values, and spirit that are distinctly Christian. The athletic programs of our school are rich in opportunities to demonstrate Christian principles of sacrifice, service, equality and justice. If these principles are not evident in our actions and example we are guilty of the ultimate hypocrisy.

As we are called to be witnesses to our faith, the conduct of all those involved in our athletics should be above reproach and clearly mirror the goals of Catholic education. As representative of the Grand Traverse Area Catholic Schools our deportment will be severely scrutinized by everyone for weakness in our faith commitments. Even though we recognize our human nature and its failings we exhort all to be ever conscious of their example.

A community is made up of many people who have special gifts from God. The athletic programs of the GTACS Schools are opportunities created for those students gifted by God with the desire and physical skills to participate. The programs are designed to further these skills and opportunities made so that all can see and appreciate God’s special gift. Varsity athletics are the final testing ground for the refinement of these skills. Varsity athletics represent the culmination of years of sacrifice and service by many coaches, parents and participants. The desire to win, to be number one, should not take precedence over higher principles of Christian justice. Coaches should be able to reconcile the challenge to win with the Christian commitment of justice. Coaches are called to find some way to balance playing time so that it is not monopolized by a select few while others who have worked equally hard are not playing.

This is not to say that winning is irrelevant or unimportant. As St. Paul said in his letter to Corinthians 9:24, “You know that while all the runners in the stadium take part in the race, the award goes to one person. In that case run so as to win”. Coaches, fans and players find little solace in the fact that their losing record could be attributable to the application of Christian principles. Clearly the solution is in compromise, some middle ground where justice and victory can hold relative equal sway. Winning is important, justice is imperative. A Christian School must strive for both.

With this in mind, the Grand Traverse Area Catholic School’s Advisory Board adopts this philosophy and henceforth adheres to the following guidelines.

Administrative Guidelines –6154-S Reg. 2

(Consistent with Diocesan Policy and Guidelines –August 1988)

- 1) The athletic program shall stress the Christian principles of fair play and good sportsmanship.
- 2) Sports should be fun for students, not just discipline and hard work.
- 3) Use of profane language or booing of referees by players, coaches or fans is strongly discouraged.
- 4) Coaches at the middle school level (grades 6-8) and below shall place more emphasis on child development and less emphasis on winning. Players who practice regularly and apply themselves diligently will receive greater than token playing time.
- 5) Respect for coaches, officials and players are to be practiced by all parties.
- 6) Aims:
 - a) To develop a desire for, and appreciation of, excellence.
 - b) To develop a respect for, and an adherence to, accepted rules.
 - c) To develop a sense of self-discipline.
 - d) To develop a spirit of cooperation.
 - e) To develop a respect for the rights and property of others.
 - f) To develop wholesome appreciation for a well-developed and properly conditioned body.
 - g) To help satisfy the physiological and psychological needs of the child.
 - h) To help build desirable character traits.
 - i) To help the student develop graceful carriage and dignified manner.
 - j) To help the student to win or lose with equal poise and dignity.
 - k) To recognize our human nature, understand our proneness to error yet trusting in the sincerity of all to do God's will.

Advisory Board Policy

Students in the athletic programs of the Grand Traverse Area Catholic Schools who participate in interscholastic athletics must keep in mind that they are representing not only themselves, but their school, their community, their church, their parents and their team.

The Grand Traverse Area Catholic Schools recognize that it is a privilege, not a requirement, to participate in athletics. In addition to the general expectations noted above, all students participating must adhere to the rules, regulations and athletic philosophy set forth by the Advisory Board, procedures established by the administration, the athletic department and the Michigan High School Athletic Association.

Because of the publicity and fame accorded student-athletes and the influence wielded by them due to this fame, an added responsibility rests with each student-athlete. Many of their peers and classmates, as well as younger GTACS students, look up to and emulate the student-athlete. Therefore, the responsibility is there to set good examples in behavior in school, in athletics and in the community.

Student-athletes are encouraged by staff, coaches and parents to do their best in classes for their own benefit. They should be developing good skills, habits and attitudes and acquiring a wealth of information for the present and be developing a good record and many references for job and college applications in the future.

We also urge all persons involved in athletics to regularly and responsibly receive the sacraments and to participate in the religious activities in their school and parish.

Athletic Regulations

The administration of the Schools shall develop, adopt, implement and review on a regular basis, guidelines and regulations governing interscholastic athletics. These regulations shall include care and use of equipment, eligibility, general rules of conduct, disciplinary action and an athletic code of conduct.

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- 1) **Athletic Director.** An athletic director shall be appointed by the Superintendent and be directly responsible to the Superintendent. He/She shall be responsible for the high school and middle school interscholastic athletic program.
 - 2) **Athletic Council.** The athletic council serves in an advisory and consultative capacity to the Athletic Director to evaluate, review and recommend in areas of finance, long-range plans, facilities, programs, awards and adherence to the athletic philosophy. They also serve as communication people between the Catholic Community and the athletic programs. People with questions or problems should present them to a representative on the Council. Members include:
 - a) a parent of a St. Francis student
 - b) a parent of a St. Elizabeth Ann Seton student
 - c) a parent of an Immaculate Conception student
 - d) athletic association representative
 - e) an Advisory Board representative
 - f) a coach representative
 - g) two student representatives
 - h) Athletic Director
 - i) Superintendent – Ex-Officio
 - 3) **Athletic Booster Association.** The Grand Traverse Area Catholic School Athletic Booster Association is an organization of parents, friends, graduates, students and fans which provides financial and physical support for the athletic programs in the GTACS. The GTACS Athletic Booster Association is proud of its tradition of providing the funding and support necessary for GTACS athletes and athletic programs to be competitive statewide.
 - 4) **Equipment.** Quality athletic equipment is provided in each sport. Students are expected to care for this equipment and return it at the end of each season. It is to be used only at times indicated by the Head Coach. Students must pay for the cost of replacement equipment which is not returned in good condition, with allowances for reasonable use. A student will not be issued an award until all losses have been recovered.
 - 5) **Insurance.** All athletic injuries which occur during the course of the season must be first submitted to the student-athletes family insurance for payment. When personal insurance has been exhausted, the school's insurance will be utilized to pay the remaining balance. It is imperative that the student-athlete report any injury immediately to the Athletic Trainer so they may complete the appropriate Injury Report Form to the school's insurance carrier. If this is not filed within one month of the incident, the insurance company will not make payment.
 - 6) **Physical Examinations.** Each student-athlete will be responsible for the cost of a physical examination and must have on file in the Athletic Director's office, a copy of the report. The GTACS Athletic Department will provide low cost physical examinations for all senior high and middle school boys and girls in late spring. Participation in practice and games will not be permitted until the forms are on file as stated.
 - 7) **Transportation.** The school will arrange transportation to away and home games where needed and in some cases to practice sessions. Athletes are expected to ride with the team to all contests. Exceptions may be approved by the Coach upon written authorization from the parent. The general rule remains that if the team goes to the away contest together, they travel back to school together. Certified and appropriately licensed bus drivers will be used. Coaches and/or authorized adult supervisor(s) will be present when transportation is provided by the school.
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Eligibility

Eligibility will be adhered to as written in the Michigan High School Athletic Association Handbook, Regulation I. In addition to these regulations the GTACS will institute the following regulations.

- 1) To be eligible for participation, the student-athlete must maintain a “C” overall grade and a passing grade in each subject. This will be checked every Monday on a weekly basis during the season beginning when a deficiency slip is issued by the teacher. If a student-athlete falls below these requirements they will become ineligible for participation until the following Monday’s weekly review. If, at this time the criterion is met, the student will become eligible to participate. It is the responsibility of the student-athlete to submit the weekly form at the end of school on Monday to the Athletic Director. If absent on Monday, it is due the first day back to school. If the form is not submitted as stated above, the student-athlete will be deemed ineligible until the next weekly review. A grace week will be given the first time the student-athlete does not meet the standards. This is a one time grace period for the entire year. The student-athlete must continue to complete the eligibility form every Monday until notified to stop by the Athletic Director.
- 2) The student must earn a passing grade in each subject at the conclusion of each grading period. If a student-athlete fails any subject, they will be ineligible for the entire nine-week period. In order to become eligible after a nine-week ineligible period, the student-athlete must pass all of their classes that grading period. The student-athlete may request in writing to the Athletic Director, a mid-term review at which time the ineligible students grades will be reviewed and evaluated. If significant improvement has been made, the student may be granted a mid-term waiver and may become eligible to participate beginning the sixth week of the quarter. This written request must be issued to the Athletic Director before the end of the fifth week of the grading period.
 - a) **Grades 7 & 8:** If a 7th or 8th grade student-athlete fails a class the fourth quarter they will begin the first quarter of their 8th or 9th grade year on academic/extra-curricular probation and will be eligible to participate in extra-curricular activities. This student will follow the process in V.A. above, beginning the first week of the 1st quarter and continuing throughout the quarter.
 - b) **Grades 9-12:** If a student-athlete fails a class the fourth quarter they will have the opportunity to register in summer school in order to earn a passing grade in the class that they failed. If a passing grade is earned, they will be eligible to participate during the 1st quarter of the upcoming school year. However, this student will follow the process in V.A. above, beginning the first week of the 1st quarter and continuing throughout the quarter.
 - c) The student-athlete must be in attendance on the day of each contest or practice. Doctor appointments, etc., must be excused in advance by the Principal. Missing an entire class or more for illness or an unexcused reason means ineligibility for that day. The Principal will make the final determination.
 - d) On the school day following extra-curricular activities, the student-athlete must be in school on time, unless an emergency arises. Since the academic day takes precedence over extra-curricular activities, anyone who is habitually tardy or absent the day following a contest will be limited in future extra-curricular participation and, if necessary, dropped from the team.
 - e) A physical examination must be on file in the Athletic Director’s office in order to participate in practice sessions and games.
 - f) Both the Acknowledgement and Participant/Parent Permission forms must be signed by the appropriate persons and on file with school personnel in order to participate in practice sessions. The Acknowledgement form must be completed yearly while the P participant/Parent Permission form must be completed seasonally.

GTACS Policy 5200 – Student Substance Abuse Issues

The Catechism of the Catholic Church recognizes that “The use of drugs inflicts very grave damage on human health and life” (2291)

The use by students of alcohol, tobacco and other illicit drugs is harmful and unlawful. It is destructive of the individual and his/her abilities and potential. Use of these substances is also destructive of the relationships between the student and his/her parents, teachers, friends, team members, etc., that are so critical to his/her growth and development.

It is the expectation of the Grand Traverse Area Catholics Schools that our students will remain free of these substances. Therefore, the GTAC Schools will establish guidelines to detail appropriate responses to student substance abuse issues.

Disciplinary Guidelines

1) Administrative Guidelines

- a) A student will be subject to disciplinary action if he/she is found to possess, to be under the influence of, to have used, or to possess for sale any:
 - Alcoholic beverages
 - Illegal drugs
 - Steroids, human growth hormones, or other performance enhancing drugs
 - Tobacco in any form
- b) Students shall not engage in acts of cumulative or gross misconduct, included but not limited to behavior such as acts of theft, extortion, vandalism, sexual misconduct and gross disrespect. Consequences for such acts are outlined in the “Consequence” section of the guidelines.
- c) Guidelines are in effect beginning in the 7th grade and continuing through 12th grade. Example: If the first offense occurs in the 7th grade and the next offense occurs in the 10th grade, the 10th grade offense would be the second offense as outlined below.
- d) All current consequences remain on record. Example: If a student currently has on record a first offense violation the next violation will be his/her second. This revised document does not eliminate past violations.

2) Protocol. Discipline for infractions of the rules may be administered as outlined below unless the school, in its sole discretion, chooses to immediately suspend/expel the student.

- a) Parents will be immediately notified. Should an investigation become necessary the police will be involved.
- b) The student and his/her parents must make arrangements with the principal to have an alcohol and drug assessment. The student and his/her parents will be expected to comply with the recommendations of the substance abuse counselor.
- c) Should the violation involve tobacco the student will be required to attend classes as determined by the Student Assistance Program Core Team. A contact will be made with the school liaison officer that may result in a civil fine.
- d) Any person found with a quantity that would suggest selling of any alcohol or other drugs may be subject to immediate expulsion and referral to the police.

Violations may result in other appropriate disciplinary action including, but not limited to, parent conference, essays, and community service to the school or parish, classes, suspension or expulsion. Any cost for required classes will be the responsibility of the student. These steps generally represent minimal action, with the school reserving the right to exercise discretion bases upon the severity of the offense.

Allegations regarding a violation will be referred to parents. Verified incidents may be referred to the police. The student will be subject to school consequences should such violations be confirmed.

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- 3) **Consequence.** We believe that participation in extra/co-curricular activities is an integral part of a balanced educational program at the GTAC Schools. We invite our students to participate as fully as they are able with the understanding that such participation is a privilege and that high standards will be maintained not just during their season(s) of participation, but year around.

The rules govern students involved in extra-curricular and co-curricular activities as defined below:

Extra-curricular activities – those activities which are not linked to a class. They include but are not limited to: athletics, drama, clubs, class officers and student council.

Co-curricular activities – those activities which are an extension of a class. They include but are not limited to: band, debate, and forensics.

First offense:

- a) An athlete will be suspended 20% of all scheduled contests during the season in which the violation occurs. If the violation occurs out-of-season, the athlete will lose eligibility for 20% of the regularly scheduled events in the athlete's next sport season. In either case the athlete will be referred to the Student Assistance Program (SAP). The athlete must comply with the directives of the SAP before eligibility is reinstated. Should less than 50% of a season remain, a student committing an in-season violation will also be required to complete ten hours of school or parish service before eligibility will be restored. While serving an athletic suspension the student-athlete must attend practices and contests, and must maintain academic eligibility as one would if they were not serving a suspension. The student-athlete must be eligible both academically and physically in order to count as part of the game suspension.
- b) Any member of an extra-curricular student organization will immediately be suspended from the organization for 45 calendar days. He/she must comply with the directives of the SAP before reinstatement of eligibility at the conclusion of the 45 day suspension. Any student officer will lose their title/office for the duration of the school year, but may remain as a member of that organization after the suspension is completed.
- c) A student in a co-curricular program will be allowed to remain in the associated class but not allowed to participate in activities outside of the normal school day for 45 calendar days. Class grade/credit will not be affected. He/she must comply with the directives of the SAP before reinstatement of eligibility at the conclusion of the 45 day suspension.

Second offense:

- a) An athlete will be suspended 50% of all scheduled contests during the season in which the violation occurs. If the violation occurs out-of-season, the athlete will lose eligibility for 50% of the regularly scheduled events in the athlete's next sport season. In either case the athlete will be referred to the Student Assistance Program (SAP). The athlete must comply with the directives of the SAP before eligibility is reinstated. Should less than 50% of a season remain, a student committing an in-season violation will also be required to complete ten hours of school or parish service before eligibility will be restored. While serving an athletic suspension the student-athlete must attend practices and contests, and must maintain academic eligibility as one would if they were not serving a suspension. The student-athlete must be eligible both academically and physically in order to count as part of the game suspension.
- b) Any member of an extra-curricular student organization will immediately be suspended from the organization for 90 calendar days. He/she must comply with the directives of the SAP before reinstatement of eligibility at the conclusion of the 90 day suspension. Any student officer will lose their title/office for the duration of the school year, but may remain as a member of that organization after the suspension is completed.

c) A student in a co-curricular program will be allowed to remain in the associated class but not allowed to participate in activities outside of the normal school day for 90 calendar days. Class grade/credit will not be affected. He/she must comply with the directives of the SAP before reinstatement of eligibility at the conclusion of the 90 day suspension.

Third and Subsequent Offense:

a) The athlete will lose eligibility to participate in any interscholastic athletic competition for one calendar year from the date of the infraction. He/she must comply with the directives of the SAP before reinstatement of eligibility at the conclusion of the one-year suspension. While serving an athletic suspension the student-athlete must attend practices and contests, and must maintain academic eligibility as one would if they were not serving a suspension. The student-athlete must be eligible both academically and physically in order to count as part of the game suspension.

b) Any member of an extra-curricular activity will be removed from that organization for one calendar year from the date of the infractions. He/she must comply with the directives of the SAP before reinstatement of eligibility at the conclusion of the one year suspension.

c) A student in a co-curricular program will be allowed to remain in the associated class but not allowed to participate in activities outside of the normal school day for one calendar year from the date of the infraction. Class grade/credit will not be affected. He/she must comply with the directives of the SAP before reinstatement of eligibility at the conclusion of the one year suspension.

Any student who is suspended from school for any reason will be ineligible to participate, either as a participant or spectator, in practices, scrimmages, competitions or activities during the time of suspension.

Should a student and his/her parents choose not to abide by these directives, that student shall forfeit the privilege of extra/co-curricular participation until such time as the student comes into compliance.

4) **Self-Disclosure.** The intent of this self-disclosure policy is to promote honesty and to encourage students who have erred to accept personal responsibility for their actions.

A student who, by him/herself or with his/her parent(s) or legal guardians, voluntarily discloses his/her violation of this substance abuse code prior to any reports, charges or complaints will be referred to the Student Assistance Program. The student, however, will not be subject to suspension or other school disciplinary action providing that the SAP criteria are met.

Self-disclosure must be made by the student to the principal, athletic director or Student Assistance Core Team member. If any verified reports, charges or complaints are brought to the principal prior to self-disclosure, the disclosure will be deemed non-voluntary and the student will receive to reduction of the penalty. If a police report dated prior to self-disclosure is received, the self-disclosure is nullified.

A student who self-discloses will receive a reduction in penalties only for his/her first offense. Any subsequent offenses in the course of the student's school career will be treated with no reduction in school penalties. Once a student has self-disclosed, the next offense will be his/her second. These provisions shall not apply to a student found to possess such a quantity as to suggest manufacture, delivery and/or sale of alcohol, drugs or other substances as defined above. A student who self-discloses will be responsible to comply with the requirements of the Student Assistance Program. Failure to do so will result in school consequences being reinstated.

In short, first offense self-disclosure will relieve the student of school consequences. The student will be responsible to comply with the directives of the Student Assistance Program. A self-referral to the SAP constitutes first offense self-disclosure.

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- 5) **Appeal Procedure.** Any suspension of students in extra/co-curricular activities for violations of these guidelines may be appealed within five school days from the appropriate notification. Appeals must be made in writing to the superintendent. The appeals committee shall be composed of the president, superintendent, principal, athletic director and coach/advisor.

All appeals must be based on questions of fact and/or due process only, and must be presented in writing. A written decision will be rendered within five school days to the student and his/her parent or guardian.

Athletics Offered at St. Elizabeth Ann Seton Middle School

Fall	Winter	Spring
Girl's Volleyball	Basketball	Track
Boy's Football	Basketball	Track
Girl's and Boy's C.C.	Wrestling (club)	
	Downhill Skiing	Track
	XC Skiing (club)	

Extracurricular Regulations:

To be eligible a student must maintain a "C" average and a passing grade in each subject. This will be monitored on a weekly basis during the season, beginning when a progress report indicating a deficiency slip is issued.

A student who fails any class for a nine-week marking period will not be eligible for the next nine-week marking period. A student who has made marked improvement may present a written request for reinstatement to the athletic director after the midpoint of that next marking period.

Students must be in school attendance on the day of the event. Doctor appointments, etc., should be excused in advance by the principal. Missing an entire class or more for illness or an unexcused reason means ineligibility for both practices and events for that day. An unexcused absence on a Friday will result in ineligibility for any Saturday events. The Principal will make the final determination.

On the school day following extracurricular activities, students must be in school on time, unless an emergency arises. A student who is habitually tardy or absent the day following an event will be limited in future extracurricular participation and, if necessary, dropped from the team.

STUDENT CONDUCT

The Following guidelines are intended to help clarify the definition of Character, Commitment, and Compassion, but are not to be interpreted as an inclusive listing.

Character

The student of character:

- 1) Takes criticism willingly and accepts recommendations graciously.
- 2) Consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, stability).
- 3) Upholds principles of morality and ethics.
- 4) Cooperates by complying with school regulations regarding property, programs, office, halls, etc.
- 5) Demonstrates the highest standards of honesty and reliability.
- 6) Shows courtesy, concern and respect for others.
- 7) Observes instructions and rules, punctuality and faithfulness both inside and outside the classroom.

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- 8) Have powers of concentration and sustained attention as shown by perseverance and application to studies.
 - 9) Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work and showing unwillingness to profit by the mistakes of others.
 - 10) Actively helps to rid the school of bad influences or environment.

Commitment

The student who exercises commitment:

- 1) Is resourceful in proposing new problems, applying principles and making suggestions.
- 2) Demonstrates leadership in promoting school ideals.
- 3) Exercises influence on peers in upholding school ideals.
- 4) Contributes ideas which improve the civic life of the school.
- 5) Is able to delegate responsibilities.
- 6) Exemplifies positive attitudes.
- 7) Inspires positive behavior in others.
- 8) Demonstrates academic initiative
- 9) Successfully holds school offices or positions of responsibility, conducting business efficiently and effectively and, without prodding, demonstrates reliability and dependability.
- 10) Demonstrates leadership in the classroom, at work and in school or community activities
- 11) Is thoroughly dependable in any responsibility accepted.

Compassion

The student who demonstrates compassion:

- 1) Is willing to uphold scholarship and maintain a loyal school attitude.
- 2) Participates in some outside activity: Girl Scouts; Boy Scouts; church groups; volunteer services for the aged, poor or disadvantaged; family duties.
- 3) Volunteers' dependable and well organized assistance is gladly available and is willing to sacrifice to offer assistance.
- 4) Works well with others and is willing to take on difficult or inconspicuous responsibilities.
- 5) Cheerfully and enthusiastically renders any requested service to the school.
- 6) Is willing to represent the class or school in inter-class and inter-scholastic competition.
- 7) Do committee and staff work uncomplainingly.
- 8) Shows courtesy by assisting visitors, teachers and students.

Saint Elizabeth Ann Seton Middle School philosophical approach to assessment in the school is structured around two central themes; Perspective and Philosophy.

- 1) Perspective gives the parents, teachers, and students the vision they need when facing tough decisions during their stay at the school. The "Gladiator Perspective" reminds everyone involved in the schools just what should take priority when assessing your daily life.

The Gladiator Perspective:

First:	Our Catholic Faith
Second:	Our Family Life
Third:	Our Academic Life
Fourth:	Our Co/Extracurricular Life

- 2) Our Philosophy must embrace the perspective of the school system. If our number one goal is truly our faith life, then we must devise our philosophy to attain that goal.

The Gladiator Philosophy:

First	Do What's Right – Builds Character
Second	Do Your Best – Builds Commitment
Third	The Golden Rule – Builds Compassion

1. Do What's Right 2. Do Your Best 3. The Golden Rule

Honest | Positive Attitude | Courteous | Dependable | Intense | Helpful | Trust | Leader
Respectful | Fair | Enthusiasm | Manners | Listen | Prepared | Caring

DISCIPLINE SYSTEM

In society today, discipline is often looked at as punishment. Discipline is not what you do to someone; Discipline is what you do for someone. Through the message of the Gospels, the examples from our Saints, and the teachings of Jesus Christ, we have been given models to live by.

If a student chooses not to abide by the guidelines outlined under Student Conduct, that student then would be subject to receiving consequences to help him/her get back within the teachings of our Lord, Jesus Christ.

The discipline policies of Saint Elizabeth Ann Seton Middle School attempts to foster an environment that promotes the total Christian education of the student. If this goal of maturity is to be realized, discipline is necessary to provide for the orderly growth and development of the individual and to assure the health and safety of each student. Cooperation is expected and students are held responsible to conduct themselves according to the norms set forth by the faculty. With this cooperation, the discipline system will serve as a positive element in the school, helping to build a Christian atmosphere. Unacceptable behavior, disobeying rules and regulations of the school, showing disrespect for teachers, or other acts of discourtesy will not be tolerated. Parents will be notified of serious violations. The administration feels very strongly that parents, teachers and students should work together to achieve these common goals.

The SEAS discipline system is based on a graduation of disciplinary actions which are detention, in school suspension, suspension, and expulsion which pertain to different levels of responsibility, as follows:

Detention

Any noteworthy failure to observe the general rules and regulations on the part of a student will elicit a detention. Detentions are served every Monday after school from 2:45 – 3:45 in an assigned classroom. Your child will be expected to appear at the detention designated unless the parent has communicated to the principal in advance about a previously scheduled appointment. In that situation, the detention will be rescheduled to the following Monday. There are no lunch detentions given. If a student purposely misses detention, they will be given one additional detention to serve as well as the original detention. When a student is going to be issued their fourth detention in a school year it will result in an In School Suspension (*see below*).

In School Suspension

After a student receives 3 detentions/disciplinary actions, their next offense will result in an In School Suspension. They will be seen by the Principal and will be required to serve an In School Suspension in the school office from 7:50 a.m. until 2:35 p.m. on the appointed day. They will be required to do all homework sent to them in the office by their teachers. They must bring a bag lunch and are not allowed social interaction with the school community on that given day.

Parents will be notified by phone or in writing, of any In School Suspensions issued by the principal to their student.

The following are examples of actions or behaviors for which detentions or In School Suspensions may be given to a student:

****Please Note that swearing, disrespect to staff, cheating and forgery are actions and behaviors listed under detentions/in school suspensions as well as suspensions. The principal will determine the degree of disciplinary procedure based on the seriousness of the action or behavior.***

- 1) Defacing textbooks
- 2) Excessive noise in halls
- 3) Failure to serve a detention
- 4) Littering
- 5) Minor classroom behavior problems
- 6) Misuse of Passes
- 7) 3 Check Rule violation
- 8) Poor attitude
- 9) Unprepared for class
- 10) Violation of uniform code
- 11) Writing or passing of notes
- 12) Violation of Hands Off Policy
- 13) Disruptive behavior
- 14) Excessive Tardiness
- 15) In an off-limits area (determined by staff)
- 16) Swearing or use of profanity or obscenity
- 17) Uncooperativeness
- 18) Cutting Class (1st offense)
- 19) Disrespectful to teacher or staff member
- 20) Cheating (Student will also receive a 0% on the assignment or test)
- 21) Damaging another students property (student is responsible for paying tor the cost of replacement or repairs)
- 22) Forgery
- 23) Bullying (isolated lunches)

Suspension (Diocesan Policy 4110)

Suspension is a time period in which the administrator of the school does not allow a student to attend school. All school assignments due or test taken in class during the time period of suspension be penalized 20% of the students achieved grade. Students with a suspension on their school record are not eligible to run for student officer positions or in the case in which a student is currently serving as an officer they shall be removed from that office. In addition students with a suspension will not be eligible for Gold or Silver Honor Roll. A Suspension stays on the student record while that student attends St. Elizabeth Ann Seton Middle School. The principal will notify the parent in writing of their student's suspension.

A student may arrive at suspension in two different ways:

- 1) Suspension results when a student receives a 2nd In School Suspension either for an accumulation of detentions or for major violations (or a combination of the two)
 - 2) When a student's behavior becomes detrimental to the physical, spiritual or academic welfare and progress of other students, he/she will be suspended from school. This means that the parents are called and the student must return home. Reinstatement takes place only after the Principal has resolved the problem at a meeting with the parents and student. Note: Students sent home for disciplinary reasons (suspended) may not participate in any school function until reinstatement has taken place.
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Major violations of the rules and regulations as outlined by St. Elizabeth Ann Seton Middle School or a second In School Suspension will result in a Suspension without prior warning.

Examples of major offenses that are subject to Suspension are as follows:

- 1) Bus Violation (serious misconduct on a bus)
- 2) Cutting Class (2nd one in a school year)
- 3) Disrespectful to teacher or staff member
- 4) Gambling
- 5) Major classroom disruption
- 6) Possession, use or sale of tobacco, drugs or alcohol
- 7) Swearing – use of profanity/obscenity
- 8) Unauthorized accessing or modification/alteration of computer programs, data or message capabilities as well as inappropriate use of computer technology.
- 9) Unauthorized attendance at school function
- 10) Possession of items that look like weapons
- 11) Cheating (Student will also receive 0% on the assignment or test)
- 12) Damaging/defacing school property (student is responsible for cost of repairs or replacement)
- 13) Fighting
- 14) Forgery
- 15) Hazing or harassment of any kind
- 16) Insubordination
- 17) Public Action which brings disrespect to GTACS
- 18) Theft
- 19) Truancy – skipping school or leaving school without authorization
- 20) Weapons policy violation
- 21) Fireworks
- 22) Gross Misconduct

A second suspension during a school year or a third suspension during a student’s tenure at SEAS may result in that student’s expulsion. Expelled students may apply for re-admission after one year has elapsed from the time of their dismissal. If such students are re-admitted, it is with the clear understanding that they enter on disciplinary probation, the terms of which are to be fixed by the Administration. When a student is suspended they will be required to do all of their school work but will be penalized 20% in each class on assignments and test due or taken during the time of suspension.

Expulsion (Diocesan Policy 4114)

Expulsion is defined as the permanent dismissal of a student from the school. It is enacted as a last resort after all other means of motivation and correction have failed and/or circumstances of crime, scandal, morality or disruption necessitate this extreme disciplinary action.

There are two general situations that may lead to expulsion:

1. When the moral or physical well being of the student body or staff is endangered (especially by dangerous weapons).
2. When there is prolonged and open disregard for school authority.

The school principal shall exercise the right of expulsion only after suspension and having had a conference with the student, student’s parents/guardians and pastor.

Within one week, a copy of the official letter of expulsion is sent to the Diocesan Office of Catholic Education.

THE GRAND TRAVERSE AREA CATHOLIC SCHOOLS WILL BE IN COMPLIANCE WITH THE FEDERAL GUN-FREE ACT OF 1994 AND PUBLIC ACT 328 OF 1994 AND SUBSEQUENT UPDATES WHICH IS PART OF THE MICHIGAN SCHOOL CODE AS THOSE LAWS PERTAIN TO THE DEFINITION OF WEAPONS.

THE GRAND TRAVERSE AREA CATHOLIC SCHOOLS WILL HANDLE DISCIPLINARY ACTION FOR INFRACTIONS OF THOSE STATUTES IN COMPLIANCE WITH THE POLICIES OF THE DIOCESE OF GAYLORD.

The behaviors listed below, occurring on or off campus, are grounds for immediate expulsion:

- 1) Willful destruction of school property
- 2) Under the influence or in the possession of drugs or alcoholic beverages
- 3) Drug trafficking
- 4) Possession of inflammables/explosives
- 5) Possession of prohibited weapons
- 6) The arrest and/or final conviction by civil authorities for criminal action
- 7) Willful assault or battery to any member of the faculty, staff or student body
- 8) Behavior that affects the status of the school and/or causes unfavorable criticism of the school

Please Note: The philosophy of SEAS is based on the belief that the parents are the primary educators of their children. The administration of SEAS looks toward the parents as the disciplinarians for events that happen off campus. Even though SEAS does not want to get involved in unsanctioned off-campus activities, events may occur off campus that have a detrimental effect on SEAS and the ability of the Faculty and the Administration to uphold the Mission and policies of SEAS. Under such circumstances the Administration reserves the right to take disciplinary action up to and including expulsion.

Extraordinary Exclusion

When students enter SEAS, they thereby understand and agree that the school reserves the right to exclude them at any time if their conduct, attitude or academic standing is regarded by the school administration as unacceptable. It is understood and agreed that SEAS, or any of its administrative officers or faculty, shall not be liable in any way whatsoever for such exclusion.

Suspension and Expulsion Appeals

When it becomes necessary to suspend a student because of a disciplinary problem or a violation of a major school regulation, the appropriate school authority will notify the student and parents immediately by telephone and in writing within three school days. The appropriate authority will be the Principal. An appeal of the decision to suspend must be made to the Principal within three school days of the receipt of written notification. The Principal may meet with the student and his or her parents at the Principal's discretion. The Principal's decision will be final.

For serious disciplinary reasons or violations of major school regulations, a student may be expelled from school after the Principal has met with the student and his or her parents. If the Principal decides that expulsion is warranted, a written notice of expulsion will be sent to the parents within three school days after this meeting. In cases in which parents or students feel there is a need for further review, they may appeal the Principal's decision to the Superintendent using the appeals process described below and applicable diocesan policies. The student will be suspended pending a final resolution of the appeal.

If the affected parent or student wishes to appeal the Superintendent, they should submit a letter stating the grounds for appeal to the Principal. The appeal letter must be received within five school days of the principal's decision (or one week if school is not in session). The appeal letter should explain the reasons which the parents or student believe constitute grounds for an appeal. The Principal will forward the letter to the Superintendent promptly. The Superintendent will then decide if there are proper grounds for an appeal.

Proper grounds for such an appeal are limited to the following:

- 1) Questions of procedure, i.e., did school officials apply policy as indicated in the school handbook in a manner that was not arbitrary or capricious.
- 2) Substantial new information.

If the Superintendent determines there are not sufficient grounds for an appeal to be heard, the parents will be notified in writing of this decision within five school days after receipt of the appeals letter by the Principal.

If the Superintendent determines that there are sufficient grounds for an appeal, the parents will be notified of this decision within five school days after receipt of the appeals letter by the Principal. The parents and student who initiated the appeal may be present as well as the appropriate school representative(s). Neither side may be represented by legal counsel. The appeal hearing will be held within ten school days of the Superintendent's decision on the existence of proper grounds for an appeal (two weeks if school is not in session).

GENERAL SCHOOL POLICIES

The Catholic community that is SEAS represents a wide cross section of the Diocese of Gaylord. The interactions among individuals that make up this community must necessarily be guided by certain rules and regulations which represent and uphold our values.

Address Change

Parents are required to promptly notify the school office and business office of any change in address, phone number, emergency phone numbers, or other essential information needed for school records.

Alcohol and Drugs

The use and/or possession of alcohol, drugs, drug paraphernalia, or tobacco products by a SEAS student on school property or at any school event are strictly forbidden. The presence of any student in any state of intoxication at any school activity, on or off campus, is strictly forbidden. Failure to observe either of these regulations will result in possible expulsion. Furthermore, any student involved in the sale or distribution of alcohol or drugs will result in a possible expulsion. The administration of SEAS reserves the right to search the person, locker or vehicle as well as require a drug/alcohol evaluation of any student suspected of the possession or use of either drugs or alcohol.

In cases where the student is NOT expelled from SEAS, the student, in order to remain a member of the student body, must strictly adhere to the following:

- 1) The student must complete a professional assessment of his/her drug problem; this assessment may include a urine analysis.
- 2) A list of professional assessment facilities will be provided by the school and parents MUST choose one of these approved organizations.
- 3) The results of the assessment must be provided to SEAS along with any follow up counseling or rehabilitation activity in which the student and parents will be involved.
- 4) In order to remain at SEAS, the student must follow the recommendations of the assessment.
- 5) After completion of the evaluation and/or counseling treatment, the SEAS SAP will direct follow up therapy, counseling, rehabilitation, etc., as recommended by the professional evaluation.

Any second offense may result in expulsion from SEAS.

Announcements

Announcements are made at the beginning and end of each school day. Students are to listen attentively and respectfully to all announcements.

Attendance

In the belief that academic success is based upon several factors, one of the more important being regular prompt attendance at school, these guidelines have been developed.

1. On the day of the absence, a parent must call the school office prior to 8:15am at 932-4810. Please inform us as to the reason why they are absent as we report this information to the Health Department.
2. Student absences during the school day are to be avoided. Please attempt to make all plans for doctor's appointments etc. outside of school hours. If it is necessary to have a child excused during the day please send written, phone or e-mail permission to the school office before 7:50 am. The student should submit the note to their first teacher of the day in exchange for a dismissal slip.
3. If a student becomes ill the school office will notify the parent/guardian. Transportation home for sick children is the responsibility of the parent/guardian.
4. No student will be released to anyone during the school day, other than a parent/guardian or an individual that has been designated in writing.
5. Students must be signed out in the office by a parent/guardian or authorized adult when dismissing before the end of the school day.
6. For each day of absence, an equal amount of days will be allowed to make up daily assignments. Long term projects or assignments are the exceptions. These deadlines are firm.
7. Vacations during regular school days are to be discouraged. Various vacation times are provided throughout the year. Family vacations should be taken during these times. Teachers are not required to give assignments in advance for vacations taken during the school year. Any days for vacation (or personal family reason) exceeding five school days will be counted as unexcused absences
8. Unexcused absences will cause a student to lose credit for the time they are absent. They will also be subject to a suspension.
9. Punctuality is important. Please have your children to the bus stop or to school on time. Tardiness in excess of 4 occasions will result in a detention.

Absences from School

- 1) Excused Absences: It is the school's responsibility and right to judge the adequacy of any reason for absence and to investigate the validity of all such communications. In most cases, the right of the parent or guardian to determine the reason is accepted by the school. Examples of generally approved absences are illness, funerals, necessary doctor and dental appointments. Every effort should be made to schedule appointments and vacations outside of regular school time. Students may not excuse themselves from school. Family trip days exceeding five days school days will be considered unexcused.

Parents must contact the school office prior to or with in 24 hours of notification of the students absence in order for the student to be excused rather than unexcused on their attendance record.

NOTE: Absences caused by an official school event (field trip, athletic contest, school retreat, award luncheon, etc.) will not be counted as accumulated absences.

- 2) Unexcused Absences: Any absence, which is unauthorized by the school or parent/guardian, or the reason, is determined by the school to be inadequate is called an Unexcused Absence. Examples of unexcused absences are skipping classes, failure to contact the school regarding an absence, staying home without parental knowledge, oversleeping, and refusal to attend school.

Early Dismissal

Parents are asked not to make appointments that would require the student to miss any class time. If there are conditions in which no other alternative is available, the procedure for an early dismissal is as follows:

- 1) A note, signed by the parent, e-mail or phone call giving the reason for the early dismissal, is presented to the office before the start of the school day.
- 2) The student is given an Early Dismissal/Return Admittance Slip which will allow him/her to leave class at a specified time.
- 3) At the specified time, the student presents the early dismissal slip to the teacher, then reports to the Office until an authorized adult signs out the student to leave school.
- 4) When a student returns to school that same day, he/she must report to the Office and have their Early Dismissal/Return Admittance Slip signed by the office before he/she may attend class.

Illness

During the school day, students who are too ill to remain in class should inform their teacher of their condition and report to the Office. The front office will attempt to contact the parents who must personally come sign the student out of school. (If the parents are unavailable to reach within 60 minutes, the person(s) listed on the student's emergency contact card may check the student out of school.)

Late Arrival (Tardiness)

The school day officially begins at 7:50 a.m. Students who arrive after 7:50 AM, whose parents have called to notify the school of the excused reason, are considered late. Excused reasons are doctors, dentists, appointments, and funerals.

In the morning, a student who arrives late must report first to the office. Failure to do so will result in the student being recorded as absent. Unexcused Late arrivals are considered tardy. Teachers will keep a record of absences, lateness and tardiness for their classes.

Students will be subject to detention for tardiness in excess of four in any class per semester.

Truancy/Excessive Absence and Tardiness

Students are expected to attend school regularly. A student absent for a school day without his parents' consent is considered truant. Students who are truant from school are not allowed to make up work missed and will be suspended upon their return.

Based on the Michigan Compulsory Attendance law. And the Michigan School Code, the following guideline will be used for Truancy:

- 1) At seven absences or tardies in a given semester, we notify the parent/guardian.
- 2) At twelve absences or tardies in a given semester, we again notify the parent/guardian of our concerns and request a conference with the parent.
- 3) At twenty absences or tardies or ten consecutive tardies, we file a report with the Truancy Intervention Coordinator, who may review the file. Parents will be sent a copy of this letter.

Extended illness or absence due to injury will be treated on an individual basis. The parents will be given a chance to provide an explanation that includes proper documentation before the administrative team makes the final decision.

Backpacks

Backpacks and any other types of book-bags may NOT be brought into the classroom. Supplies should be kept in the student's lockers.

Bicycles/Skateboards/In-Line Skates

Bicycles may be ridden to school but are the responsibility of the student. Bicycles may not be ridden on school grounds. We encourage students to wear appropriate helmets when riding their bicycles. No skateboards, shoes with wheels or in-line skates are allowed on school grounds.

Bus/Car Transportation

1. Students can be dropped off no earlier than 30 minutes prior to school starting due to the fact that there is no adult supervision. The school cannot be responsible for students during unsupervised times.
2. Students must be on time at the designated bus stop. Buses cannot wait.
3. Students should cross in front of a bus when crossing a road.
4. Written permission from the parent and verification by the principal are necessary in order for a child to leave the bus at any place other than his/her regular bus stop.
5. Keep buses clean. No eating, drinking, or smoking is permitted. Cooperation with the bus driver is expected.
6. Those students being picked up at dismissal time by their parents are to meet their parents at the front entrance of the school.
7. All students must be picked up from school within 30 minutes of dismissal. Supervisory duties end at that time. The school cannot be held responsible for students during unsupervised times.

ALL BUS DISCIPLINE IS HANDLED BY THE TRAVERSE CITY AREA PUBLIC SCHOOLS (TCAPS) BUS GARAGE. SHOULD A PROBLEM ARISE INVOLVING YOUR CHILD WHILE BEING TRANSPORTED PLEASE CONTACT THEM AT 933-1930. THE TCAPS BUS GARAGE WILL CONTACT THE PRINCIPAL AND SCHOOL DISCIPLINE MAY FOLLOW.

The following is TCAPS Bus Rules and Conduct, which are required of GTACS students and will be enforced, due to the use of TCAPS transportation. This information is in our handbook based on the fact that we will honor TCAPS rules and disciplinary actions.

TCAPS BUS TRANSPORTATION INFORMATION AND RULES

BUS PASSES

All students using bus transportation are assigned to a particular bus stop based on the address of their home residence. Students are expected to use this stop to board their morning bus and get off their afternoon bus. Changes in this procedure are reserved for emergencies only. The bus driver cannot accept verbal requests from students or handwritten notes. For after school parties and other events, students are expected to ride their regular bus home. Parents and families should make all other transportation arrangements. Bus passes cannot be issued for providing students rides to friend's homes due to bus capacity issues.

BUS STOPS

Traverse City Area Public Schools' Transportation Department determines the location of bus stops for our District using State guidelines. Some students may need to walk or be driven a short distance to their bus stops. Please plan on students arriving five minutes prior to their scheduled pick-up time. Drivers are not allowed to alter or change bus stop locations and they will not wait for students who are not at their designated stops on time. If no one boards a bus for five consecutive days at a stop, the Transportation Department may discontinue the stop until notified by the parent of the passenger(s).

A temporary change in the bus stop location can be requested for medical reasons. Parents should contact the bus garage at 933-1933 and the Nursing Department at 933-5610 to request the change and provide the necessary medical documentation. The bus stop can be adjusted only if a safe and legal location can be arranged.

While waiting for the bus, students are expected to demonstrate appropriate behaviors and should arrive no earlier than five minutes prior to pick-up time. Parent supervision is recommended at the bus stop whenever possible.

BEHAVIOR EXPECTATIONS

Students shall maintain appropriate behaviors on the bus and abide by the following guidelines:

1. Use assigned bus stop and proper crossing procedure.
2. Be on time and board in an orderly manner.
3. Remain seated, face forward, and share seats.
4. Use proper volume (no shouting, screaming or whistling).
5. Demonstrate proper behavior (no fights, pushing, hitting, and kicking).
6. Use appropriate language.
7. Keep all body parts and belongings to self and inside the bus
8. Keep aisle clear. All carry on items will be held on lap. Large instruments and/or sports equipment are not allowed.
9. Refrain from eating, drinking and chewing gum on the bus
10. Follow instructions of adult on bus
11. Keep bus clean (no littering).

Infractions of these guidelines by students may result in a loss of riding privileges. In the event the student's conduct is of such a serious nature as to recommend suspension or expulsion from school as well as temporary suspension from riding the bus, the Discipline Coordinator shall make appropriate recommendations to the building principal. The building principal shall administer consequences, in accordance with the suspension and expulsion policies of the school.

Discipline Guidelines

The following procedural steps shall be observed in bus discipline matters. Common sense and good judgment shall be an integral part of how the driver/aide deals with students who are disruptive or distracting on the bus. Any unusual circumstances not covered in the rules will be dealt with on an individual basis.

Minor Misconduct

Any student who is engaged in a misconduct while riding on a school bus shall be promptly addressed by the bus driver/aide and warned that any continuation may result in further disciplinary action. The incident shall be logged by the bus driver/aide. Any Minor Misconduct could become a Major Misconduct with persistent, consistent non-compliance and be subject to consequences under the Major Misconduct Guidelines.

A Minor Misconduct shall be defined as behavior that is disruptive, but not necessarily a serious safety violation. Examples include, but are not limited to: excessive noise; touching others; putting gum on seats; profane language; eating or drinking on bus; changing seats; putting head, hands or feet out the window; being uncooperative; tossing things; not staying seated. This list should not be considered all inclusive but a general descriptor of Minor Misconduct.

The process for addressing Minor Misconduct will be:

- Single incident – Driver/Aide to log incident
- Oral warning to student; logged by driver
- Possible temporary seat assignment

For repetitive minor infractions within the same school year, authorized District personnel shall follow the warning suspension schedule as follows: For bus suspensions over ten (10)_days, parent/guardian may require due process outlines in TCAPS Policy #5611.

Repeated Minor Misconduct

- Second incident—Driver/Aide to log incident
- Written warning to student
- Assigned seat
- Notice to parent for signature

Suspension of less than ten (10) days may result in a bus behavior contract at the discretion of the Transportation Department or parental request.

Suspension of ten (10) or more days will require a bus behavior contact. Suspension of ninety (90) days or more may be re-evaluated only after half of the suspension has been served. Evaluation will require a parent conference and a transportation behavior contract for the student.

Student will remain in an assigned seat pending return of signed notice from parent. Notices will be in triplicate and distributed to: parent/guardian/student, driver, Transportation Department.

3 infractions	3 days suspension
4 infractions	10 days suspension
5 infractions	20 days suspension
6 infractions	90 days suspension
7 infractions	180 days suspension

Major Misconduct

Major Misconduct is defined as an illegal or disruptive act that is detrimental to the health and safety of the driver/aide or students. Major Misconduct will include, but not be limited to: significant insubordination; persistent, consistent non-compliance; physical aggressiveness or assault behavior; inappropriate sexual behavior or comments; throwing objects; intimidation; assault or threatening actions; gross misbehavior; carrying or brandishing any real or look-alike substances, explosives or weapon of any kind.

Major Misconduct will result in immediate suspension from the bus pending the investigation. If conditions warrant, a police report may be filed. In addition, the following steps would be adhered to:

First infraction	10 days immediate suspension*
Second infraction	20 days immediate suspension*

*There will be a consideration of a long-term bus suspension exceeding 10 or 20 days based on number of prior minor and/or major misconducts.

Cafeteria

Lunch is available regular school days. Respect for other is essential in maintaining a relaxed but orderly environment. The following guidelines will help to ensure the rights of everyone using the cafeteria:

- 1) Serving lines are to be orderly and no student is to break into the line ahead of another student.
- 2) Talk respectfully.
- 3) Clean up after yourself.
- 4) Push your chair in when you leave.
- 5) Lunch trays and garbage are to be taken to the disposal area.
- 6) Food and drink are allowed **ONLY** in the cafeteria.
- 7) Drink containers brought from home must be plastic or metal (NO glass containers allowed).
- 8) Parents or alumni wishing to eat with students are welcome after signing in at the office.
(see *Visitors*)

HOLY ANGELS / IMMACULATE CONCEPTION ELEMENTARY STAFF LIST '09-10

Reverend Donald Geyman,
President

Michael R. Buell,
Superintendent

Administrative Offices

Kathy Roush,
Administrative Assistant
Debra Quinlan,
Business Manager
Helen Zakrzewski,
Accounting Assistant
Cindy Weber,
Director of Admissions
Maureen DeYoung,
Special Projects
and Communications
Coordinator

School Chaplain

Fr. Bill Lipscomb

Development Office

Wayne Mueller, Executive
Director of Development
Linda Schell,
Development Assistant
Kathleen Britten,
Gladhander Coordinator

Technology Department

Cindy Mason, Director of
Information Technology
Kyle Anderson,
Technology Assistant

Athletic Department

Tom Hardy, Director
of Athletics & Facilities
MaryLou Middleton,
Athletic Secretary

Holy Angels

Elementary School

Janet Troppman, Principal
Nikki Kleinrichert, Secretary
Sheila LaPan, Kindergarten
Missy Muzljakovich,
Kindergarten
Teresa Passinault,
Kindergarten
Patricia Talbott, Kindergarten

Karen Alpers, 1st Grade
Jean Maslowski, 1st Grade
Lori Meddaugh, 1st Grade
Stacey Alpers, 2nd Grade
Allison Carpenter, 2nd Grade
Nicole DeVol, 2nd Grade
Shannon Robertson and
Donna Grayson, Librarians
Donna Brakel, Art *
Nancy Brown,
School Counselor
Kathleen Allard, St. Thomas
Aquinas Program
Annette Plamondon,
Reading Club
Patty Leibenguth, P.E.*
Ann Kavanaugh, Aide
Holly Olszewski,
General Music *

Preschool

Kathy Hiatt, Teacher
Brenda Lau, Teacher
Jenifer Avery, Teacher Aide
Annette Kendziorski,
Teacher Aide
Geri Maxbauer,
Teacher Aide
Amy Pax, Teacher Aide

Trip Office

Kate Fly
Lynn Montroy

Immaculate Conception Elementary School

Matthew Bauman, Principal
Colleen Sweeney, Secretary
Patsy Keipper, 3rd Grade
Heidi Stoudt, 3rd Grade
Janine Winkler, 3rd Grade
Lea Ann Anderson, 4th Grade
Jan Cleland, 4th Grade
Mary Conroy, 4th Grade
Kelly Daciuk, 4th Grade
(Team Teacher)
Kim Meachum, 4th Grade
(Team Teacher) Ben
Beckwith, 5th Grade
Megan Glynn, 5th Grade
Jeana Paquet, 5th Grade
Colleen Peters, 5th Grade

Kathleen Allard,
St. Thomas Math
Donna Brakel, Art *
Julie Forlenza, P.E. **
Carol Johnson, Computers**
Jennifer Newman,
St. Bridget's Club
Laura Seward, St. Thomas
Language Arts
Cress Smith, Band **
Michael Nunn, Band Assistant
Susan Stendel,
School Counselor
Margaret Wilson, Librarian
Holly Olszewski,
General Music *

Maintenance Department

Don Thornton, Buildings/
Grounds Director
Mark Anderson – SEAS
Don Curran – HA/SF
Tom Dowling – HA/SF
Jim Gauthier – SF
Patrick Glazier – IC
Richard Halstead – SF
Greg Robinson – SEAS
Don Sheldon – HA

Dining Services Program

Michael Bauer –
Dining Services Director
Dewayne Litwiller, Jr. – HA/SF
Patricia Caraccio – HA/SF
Cheri Julien – HA/SF
Dana Lee – HA/SF
Jason Maday – HA/SF
Stacie McClellan – HA/SF
Karen Spencer – HA/SF
Lisa Hansen – SEAS
Theresa Corcoran – SEAS
Tracy Gallagher – IC
Paula Donaldson – IC

* TCAPS Shared Time –
100%

** TCAPS Shared Time
& GTACS Employee

Class Interruptions

Classes are not to be interrupted. If forgotten items are to be brought to the school, the student's name should be in a prominent place on the item and should be left in the school office with the school secretary. Classes will only be interrupted in an emergency.

Communication Between Home and School

The SEAS Navigator, a weekly school newsletter containing important school information and dates is emailed every Friday. Please take time to read it. Most communication between the school and home is made by email, in an effort to cut down on copying expenses. Email typically assures that the parents or guardians are receiving important information. Please be sure to notify the school if your email address has changed or if you have not been receiving weekly Navigators. If you do not have email, please notify the office, so a hard copy can be sent home.

Computer Access and Use Policy

SEAS provides a variety of computer hardware and software for student use. Each student assumes the responsibility to avoid acts which may interfere with another student's ability to use the system. A student is allowed to use school-installed programs to access, modify or delete his/her own data in his/her assigned area. All other use is prohibited. A student will be held responsible (financially and within the discipline system) for acts which access, modify, damage or delete hardware, software and other data and programs other than their own.

Conferences

Parent - Student - Teacher Conferences are held at the end of the first quarter. They are designed to have children accept a greater responsibility for their learning. Additional conferences may be held throughout the school year by making an appointment with the teacher.

Dances and Social Functions

Dances provide excellent social opportunities for SEAS students. To maintain this atmosphere of Christian sharing, the following regulations should guide behavior at school social functions:

- 1) Dances at St. Elizabeth Ann Seton are for the benefit of 7th and 8th grade St. Elizabeth Ann Seton students only.
- 2) All school regulations must be observed.
- 3) Students attending a school-sponsored dance will be required to sign in as they enter.
- 4) Students must remain in the gym and other areas designated for the dance until they are ready to leave for the evening.
- 5) Students leaving a school-sponsored dance before the designated end will be required to sign out before leaving.
- 6) Students may not leave the building except with their parent/guardian or other person designated to transport them home.
- 7) Food and drinks will be kept in the cafeteria.

-
- 8) Slam/head banging etc., types of dancing are not allowed.
 - 9) Consequences for inappropriate behavior will be either time out, detentions, loss of the privilege of attending the next dance or suspensions as appropriate.
 - 10) Common Sense Rules Apply.

Dress Code

The Dress Code for the GTAC School System reflects the academic nature of our institution. Developing a balanced value system and learning the skills and responsibilities of decision-making are among the most important factors of one's school experience. Therefore, responsibility for choosing and wearing attire appropriate for our school setting rests primarily with the students themselves. Positively defined, "appropriate for school" means attire that is in good taste and compatible with a Christian and businesslike atmosphere and conducive to excellence in learning. The following are the "rules" to use in helping you to make your decisions.

Uniforms

1. All students will be in uniform. Students are expected to wear the school uniform on all school days with the exception of Jean Days which are the third Friday of each month.
2. Uniform regulations or Dress Code is in effect from morning drop-off through afternoon pick-up and at any school sponsored event or activity.
3. Logos, other than the school approved logo, shall not be visible on shirts/tops/sweaters.
4. Uniform clothes may be bought at vendors selected by GTACS. The approved vendors are Lands' End, Sears, JCPenney, Alfie Embroidery and Bay Supply.

Bay Supply and Lands' End can provide logo's on school shirts. When calling Lands' End, please specify the SEAS School Preferred #: 9000-6552-5 and the Logo #: 0145799K.

4. Khaki pants purchased from vendors not selected by GTACS must have the following:

- Classic style – must not be snug or form fitting.
- Two vertical front side pockets - back pockets optional - no cargo pants.
- No zipper back pockets; no rivets on the pants.

THE UNIFORM IS AS FOLLOWS:

Logos: Only approved school logos are permitted.

No merchandise or fashion logos are acceptable.

GIRLS:

Skirt: Navy or Khaki acceptable styles include: knee-length, A-line, or pleated. Also accepted: Plaid (hunter/classic navy pattern only) pleated or A-line skirt. No more than 2" above the knee.

Skort: Navy or Khaki from Lands' End or Bay Supply (Flat front style - At the knee or Above the knee Chino style and the Above-the-knee Two-button Stretch Chino Skort are acceptable)

The Pleat Stretch Chino and Cargo style are NOT accepted.

No more than 2" above the knee.

Pant: Navy or Khaki (Please review guidelines listed above before purchasing.)

Walking short: Navy or Khaki (no more than 2" above the top of the knee)

Shirt: Navy, White and Burgundy Polo, long & short sleeve

PARENT/STUDENT ACKNOWLEDGEMENT



We have read the Holy Angels/Immaculate Conception Elementary Student Handbook. We understand the rights and responsibilities pertaining to students and agree to support and abide by the rules, guidelines, procedures and policies of the school district. We also understand that this handbook supersedes all prior handbooks and other material on the same subject. We understand that copies of the Diocesan and School Policy books are available for perusal in each school office.

PARENT NAME (PLEASE PRINT)

PARENT SIGNATURE

DATE

PARENT SIGNATURE

DATE

STUDENT SIGNATURE

DATE

STUDENT SIGNATURE

DATE

STUDENT SIGNATURE

DATE

I also understand that in the course of school and school sponsored events; students will be occasionally photographed and/or videotaped for the yearbook, bulletin board news, newspaper articles, etc. I hereby authorize such activities to take place.

PARENT SIGNATURE

DATE

