

Saint Jeanne de Lestonnac School

Parent-Student Handbook

2023-2024

We assist our students in developing a
vibrant relationship with *Jesus Christ*
as they strive to achieve *Excellence in Education*
and live a *Life of Service*
according to the *Gospels*.

Philosophy

Saint Jeanne de Lestonnac School brings together the faith, talent, gifts, and the dedicated lives of religious and lay collaborators as educators who are committed to creating, nurturing, and sustaining a Catholic, Christian environment for all students placed under their care. In teamwork, they join forces to implement a comprehensive educational program designed to promote the spiritual, moral, social, cultural, and psychological growth, as well as the intellectual, aesthetic, and physical development of each student. Together with the parents, who are the primary educators of their children, faculty and staff members unite in striving to build, strengthen, and live our beliefs as Catholics, so that each child will develop a vibrant awareness of God's presence in their daily life and experience a meaningful personal relationship with Jesus Christ. In the various aspects of growth, the school is focused on meeting the students at their respective levels of ability and achievement and endeavors to provide them with skills and encouragement where each child can grow to her/his full potential. In this affirming atmosphere, each child is challenged to effectively grasp the available opportunities for growth with the knowledge, wisdom, and spiritual integrity that she/he has learned as vital components of the Educational Project of Saint Jeanne de Lestonnac.

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SAINT JEANNE DE LESTONNAC FOUNDESS SISTERS OF THE COMPANY OF MARY OUR LADY

Jeanne de Lestonnac was born on December 27, 1556, in Bordeaux, France. This time of great turmoil within the Catholic Church of France, brought about by the Protestant Reformation, had its effect on each individual and family in France and throughout the world. Jeanne's early childhood was marred by religious conflict within her own family, which constantly challenged her to remain steadfast in her Catholic faith.

Although as a young woman Jeanne desired to enter religious life, her father advised her to marry Gaston de Montferrand. Her first three children died at an early age, but a few years later she was blessed with five more children.

Jeanne was forty years old when her husband died and she continued the spiritual formation and upbringing of her children. As soon as her children were grown and able to care for themselves, she once again seriously considered a religious vocation. In 1603, after much prayer and discernment, she entered a Cistercian monastery, however, due to her advanced years and delicate health, she was unable to adapt to the rigors of the monastery. She became so gravely ill that it was necessary for her to leave the monastery after having been there for only one year. Once again she had to discover God's will and plan in this new development.

It was at this time that she was inspired to establish a religious community under the patronage of the Blessed Virgin Mary. The Order of the Sisters of the Company of Mary, Our Lady would dedicate itself to "education in the faith and the promotion of justice". As one of the first religious orders for women in the Catholic Church to have an active apostolic dimension, it had, at the core of its spirit, the harmonization of action and contemplation.

On April 7, 1607, Pope Paul V approved the Order of the Company of Mary Our Lady, which became the first feminine Religious Order in the Catholic Church dedicated to teaching. To educate young people, endowing them with the ethical and intellectual tools they need to be witnesses to their faith, is the very reason for the existence of the Order.

The dream of Saint Jeanne de Lestonnac was transformed into a genuine Educational Plan or Project in which she combined her profound life experience with the various helps available to her at the time: the humanism of her uncle, Michel de Montaigne, the bold ventures of the Calvinists in the education of women, the Ignatian spiritual experience and the systematic pedagogy of the Jesuits. Today, four centuries later, we find that the Sisters of the Company of Mary possess an Educational Project enriched by the passage of time and through its inculturation in different contexts.

The Sisters of the Company of Mary have lived out their legacy of Catholic education for over 400 years! By the time of the death of the Foundress in 1640, thirty convents had been established throughout France. It quickly extended to other parts of Europe. Its apostolic zeal led it to other lands, crossing oceans and continents to North and South America. Later to Africa and Asia; the challenge has been to foster life and hope by a presence that is undeniably filled with the Spirit, in a world so in need of the Spirit. MARY is model and guide in the development of this Religious Order throughout the centuries. The Company of Mary is called and congregated in her name and under Our Lady's protection.

SAINT JEANNE DE LESTONNAC SCHOOL HISTORY

The school community of Saint Jeanne de Lestonnac School in Tustin is celebrating 62 years of service in the mission of Catholic education in the Diocese of Orange. The 14 acres on which the school stands represent the sacrifice of the numerous orange groves that have given way to the development that has provided homes for the many students and families to which the school has ministered over the years.

The school began in an orange grove in 1961 with what was intended as a small preschool and kindergarten to provide a site for the teacher training required of young women who at that time were beginning, at the same location, their novitiate (initial step toward becoming a teaching nun). As the population of Orange County increased, the original families requested the expansion of the school with such enthusiasm that a process of gradual growth took root and continues in motion to date in a remarkable measure of parent support for continual upgrading of all aspects of the school program.

By 1967 the school had added classrooms, a library, and a science lab for students from preschool through grade 8, and in 1972 all classes were doubled in enrollment. In 1988 new offices, a theater and a gymnasium were added to the facility, and in 2004 the Field of Dreams, our state-of-the-art soccer/football/softball athletic field was inaugurated. In 2010, the school began implementing the iPad one-to-one technology program. In 2014 four of the core subject areas received new educational materials and accompanying technologies. In the summer of 2014, the outside table area was covered by a steel and vinyl structure to provide shade for all of the students for snacks, lunch, and a variety of extra-curricular activities.

The process of gradual growth has proven to be a significant factor in the stability and consistently competent Faculty and staff of religious and lay teachers, a lasting tradition of the initial strong parent support for ongoing facility improvements, and the unwavering focus of the school in its emphasis on being faithful to the Gospel of Jesus in the mission it has received to teach as He did. A school that began staffed completely by nuns soon became a learning environment with the wealth of collaboration among dedicated lay teachers and women religious.

The philosophy and vision statement of the school is based on the Educational Project of Saint Jeanne de Lestonnac, Foundress of the Company of Mary. Saint Jeanne established the first convent and school of the Company of Mary in Bordeaux, France, in 1607, with principles and goals for a solid education that have surpassed the test of time and, even now, set the tone for all the schools of the Company of Mary in 28 countries where the Order is present.

SCHOOL FACILITIES

Library Center

The Library Center has a wide variety of materials, which includes picture books, fiction books, informational text books, reference books and a collection of religious materials.

The Library Center has an automated circulation and cataloging system to assist in checking out library books. Books are due two weeks from the checkout date, except for holidays, when adjustments are made. Books may be renewed. Students may lose library privileges due to lack of responsibility or misconduct. A bill may be sent home for lost or damaged materials.

All students, staff, and parents are encouraged to utilize the services of the Library Center. The Library Center is open at lunch breaks at least three times a week and open after school for checking out books and/or AR Testing. Anyone who would like to volunteer or participate in the programs offered by the Library Center should contact the librarian.

The Marian Center Theater

Saint Jeanne de Lestonnac School's theater/chapel is used for a variety of activities including liturgies, assemblies, special programs, and theatrical events. This 640-seat facility also includes a sophisticated audio-visual system that is used to enhance every type of presentation for all age groups from preschool through grade eight. During an event, everyone in attendance should be seated (even if they are interested in taking photographs or videotaping an event). We believe that the parents' example of respect and reverence are powerful models for the children. Parents are asked to go outside the theater if they wish to speak to other guests in attendance during any event. All cell phones should be turned off while in the theater. *Please: No eating, drinking, or chewing gum is allowed in the theater at any time.*

Field of Dreams Sports Complex

Saint Jeanne de Lestonnac School provides a state-of-the-art athletic field including two flag football fields, two softball fields, and a soccer field. The surface is "field turf" and offers a superior surface on which all students may play. It is the same high quality "field turf" that is being installed in college and professional football fields across the country. The field also provides stadium lighting, restrooms, a Marian Grotto, and a 156-space parking lot. No food or drink, except water is allowed on the field. A list of the rules regarding the use of the field is prominently displayed at the general entrance.

Lancer Gymnasium

The SJDL School Lancer Gymnasium is used for a variety of activities including physical education classes, the After-School Sports Program and other school-sponsored events. The facility is air-conditioned and the special birch floor of the gym is resurfaced periodically to preserve its high quality finish. *Saint Jeanne's supporters, as well as visiting teams, are reminded that no food, fluids (other than water for participating athletes), or chewing gum is allowed in the gymnasium at any time.*

Science Hall

The students of grades six, seven, and eight are able to experience science with "hands-on" lessons as well as through a variety of other experiments. This facility has a tremendous inventory of possibilities awaiting our future scientists. The students in grades K-4 may use materials stored in the Science Hall.

SCHOOLWIDE LEARNING EXPECTATIONS

SPIRIT-FILLED PEOPLE OF FAITH WHO:

Develop a relationship with Jesus through prayer and reflection, participate in liturgy, provide acts of service, treat others with respect and celebrate their Catholic heritage and honor the legacy of Mary, Mother of the Church, and Saint Jeanne de Lestonnac.

PRODUCTIVE LIFELONG LEARNERS WHO:

Apply acquired knowledge to everyday life.
Think independently and cooperatively.
Strive for excellence utilizing a variety of tools, resources, and technologies.

INTEGRATED INDIVIDUALS WHO:

Maintain a balance in their academic, spiritual, and personal development.
Are well rounded, recognizing the worth of academics, arts, athletics, and healthy lifestyles.
Share their gifts and talents with others believing they can make a difference.
Deal appropriately with success and failure.

RESPONSIBLE CITIZENS WHO:

Accept personal accountability for their words and actions.
Exercise leadership and recognize the value of diversity and collaboration.
Promote and practice ecological stewardship.

INNOVATIVE PROBLEM SOLVERS WHO:

Negotiate differences and manage conflicts in a peaceful manner.
Face challenges with commitment and resolve.
Think creatively and work with others to find multiple and achievable solutions.

THOUGHTFUL COMMUNICATORS WHO:

Express their thoughts effectively, articulately, and confidently, using correct mechanics.
Listen openly and attentively to others.

ADMISSIONS

Non-Discrimination Statement

Saint Jeanne de Lestonnac School admits students of any race, color, racial, or ethnic origin to all the rights, privileges, programs, and activities accorded or made available to students at the school. The school does not discriminate on the basis of race, color, creed, racial, or ethnic origin in its education policies, admission policies, scholarship and loan programs, theater arts, athletics, or other school-administered programs.

Diversity, equity, and inclusion are important values that should be upheld in all educational institutions, including Catholic schools. As a Catholic school, we recognize and embrace the inherent dignity and worth of every individual, regardless of their background, race, ethnicity, gender, socioeconomic status, or abilities. We believe that every person is created in the image and likeness of God and deserves to be treated with respect, compassion, and fairness.

In our commitment to diversity, we strive to create an inclusive environment that celebrates and values the unique contributions and perspectives of each member of our school community. We recognize that diversity encompasses more than just visible differences; it encompasses diverse experiences, thoughts, beliefs, and cultures. By promoting diversity, we aim to foster a rich and vibrant learning environment that prepares our students to be global citizens who appreciate and respect the diversity they encounter in the world.

Equity is an essential principle that guides our actions and decision-making processes. We recognize that each student has unique needs, strengths, and challenges, and we are dedicated to providing an equitable education for all. We strive to ensure that every student has access to the resources, support, and opportunities they need to thrive academically, socially, and spiritually. We are committed to addressing any barriers or inequalities that may impede a student's success and providing the necessary support to help them reach their full potential.

Inclusion is at the heart of our mission as a Catholic school. We seek to create a welcoming and inclusive community where every student, regardless of their background, feels a sense of belonging and acceptance. We promote open dialogue, understanding, and empathy, encouraging all members of our community to learn from and about one another. We actively work to provide opportunities for students to engage with diverse perspectives, challenge stereotypes, and foster mutual respect and collaboration without sacrificing foundational aspects outlined in the word of God.

As a Company of Mary School, our commitment to diversity, equity, and inclusion is grounded in our faith, the teachings of Jesus Christ and following the example of Our Lady. We strive to live out the Gospel values of love, justice, and compassion in all aspects of our school life. We believe that by embracing diversity, promoting equity, and practicing inclusion, we are embodying the principles of Catholic social teaching and preparing our students to be compassionate leaders who can contribute positively to a diverse and interconnected world.

Enrollment Process

The process for enrollment and formal acceptance to Saint Jeanne de Lestonnac School includes the following:

- Go online and visit our Admissions page and complete the Request Information form. This is preliminary information that is needed to schedule a tour. Call to set up an appointment for a tour of the fourteen-acre campus (preschool through grade eight). To see the campus and many of the school's remarkable facilities requires approximately one hour. Children may attend the tour. General information about the school is sent to the family by email before the tour. At the time of the tour, the parents may have additional questions. They may also call or email the school at any time for further information.
- Once the Request information form has been completed, you will receive an email to set up an appointment for a tour of the fourteen-acre campus (preschool through grade eight). To see the campus and many of the school's remarkable facilities requires approximately one hour. Children may attend the tour. General information about the school will be provided during the tour. Parents may also call or email the school at any time for further information. After your tour an admissions form will be sent via email. This is preliminary information that is needed before you complete the full registration process. Go online and visit our registration page and complete the New Family Request. This is preliminary information that is needed before you complete the full registration process.
- Once you receive notification via email that your Admissions form has been approved, you can proceed to create a login and password for registering your child via FACTS(our online management system).
- Once your account is created, you will be able to complete the online registration process on FACTS. Please read and acknowledge each of the items until there is a green checkmark next to each acknowledgment.
- At the end of this process you will be given the option to pay for registration via the website. If you would prefer to pay for registration in person at the school you may do so but please keep in mind that the registration process is not considered complete until registration is paid.
- There is a discount for early registration. There is a discount for tuition paid for the year in full. The deadlines for the discounts are printed in the registration materials.
- All candidates for admission must present the most recent report cards, benchmark scores, or other standardized tests as part of the enrollment process. .
- Preschool students must be three years of age and potty trained by September 1st. Prekindergarten students must be four years of age by September first. Kindergarten students must be five years of age by September first. First-grade students must be six years of age by September first.
- Parents agree to actively support the spiritual, academic, and financial standards of the school, as well as all school rules and regulations.
- All forms and fees received at registration must be completed and signed before enrollment is complete. The registration and re-registration fees are non-refundable.
- Immunization records must be complete and up-to-date. All students entering grades 7 & 8 must present documentation of a recent pertussis vaccination, and a TB test.
- State law requires that all children must have a health exam within 18 months prior to, or 90 days after entering first grade. The health exam may be performed by your family physician or Managed Care provider, or by other CHDP Program providers.
- New students are on academic probation for the first trimester, but may be dismissed for not complying with the policies of the school.

Financial Commitment

Before enrolling children in a private school, parents should carefully consider the financial responsibility and commitment they are making for their children. Each month the school is responsible for paying the teachers' salaries and benefits, in addition to considerable operating expenses. In order to meet these obligations, each family is expected to pay

tuition, Extended Care, lunch cards, sports fees, etc. when they are due. All families work out a plan with the school's tuition accounting program, FACTS. Parents may set up specific dates and times to pay their tuition and other school expenses.

Conditions for Enrollment

Code of Christian Conduct for Students and Parents/Guardians in the Diocese of Orange and Saint Jeanne de Lestonnac School:

The Code of Christian Conduct for Students and Parents for the Diocese of Orange and Saint Jeanne de Lestonnac School adopts the following statement as their policy and procedures regarding Christian conduct for all new and returning families: The students' interests in receiving a quality, morally based education can best be served if students, parents, and school officials work together cooperatively. Normally differences among these individuals can be resolved. In some instances, however, the school may find it necessary, at its discretion, to require parents/guardians to withdraw their child. It shall be an express condition of enrollment that students behave in a manner, both on and off campus, which is consistent with the Christian principles of the school as determined by the school at its discretion. These principles include, but are not limited to, any policies, principles, or procedures set forth in any of the student/parent handbooks of the school.

These Christian principles further include, but are not limited to, the following:

1. Parents/guardians are expected to support and work courteously, cooperating with the school to assist the student in meeting the academic, moral, and behavioral expectations..
2. Students and parents/guardians may respectfully express their concerns about the school's operation and its personnel. They may not do so in a manner that is slanderous, discourteous, rumor driven, disruptive, threatening, hostile, divisive, or as a form of bullying.
3. These expectations for students and parents/guardians include, but are not limited to, all school-sponsored programs and events (e.g. extended care, athletics, study trips, Home and School activities, etc.).
4. As stated in the financial commitment above, parents are expected to be forthright and current in their financial obligations for all registration fees, tuition, and all Home and School Association fundraising events.

The school reserves the right to determine, at its discretion, which actions fall short of meeting the Christian principles of the school. Failure to follow these principles will normally result in a verbal or written warning to the students and/or parent/guardian and normally will first result in disciplinary action short of a requirement to withdraw from the school (e.g. A VBR, suspension of a student, or suspension of parent/guardian's privilege to come on the campus grounds and/or participate in school activities, volunteer work, etc.)

The school reserves the right to determine, at its discretion, when conduct is serious enough to warrant appropriate immediate action without a warning and/or without an intermediate step, which may lead to withdrawal.

California State Licensing Requirements

The following California State Licensing Requirements apply to all children attending Saint Jeanne de Lestonnac Preschool and Prekindergarten. (*Title 22; Section 101195 b &c*)

"The Department of Licensing Agency shall have the authority to interview children or staff and inspect and audit child facility records without prior consent. Saint Jeanne de Lestonnac School shall make provisions for private interviews with any child or any staff member and for the examination of all records relating to the operation of the facility."

AGE AND GRADE PLACEMENT:

PRESCHOOL: 3 years old by September 1st and potty trained

PREKINDER : 4 years old by September 1st and potty trained

KINDERGARTEN: 5 years old by September 1st and potty trained

2023-2024 STUDENT TUITION AND FEES

Registration Fees 2023-2024

Early Bird Enrollment Fee - Non-Refundable

\$ 660.00 (If paid in full by April 16, 2023, for returning families and June 1, 2023, for new families)

Annual Enrollment Fee - Non-Refundable

\$ 760.00 (If paid in full between April 17, 2023 and June 1, 2023)

\$ 860.00 (After June 2, 2023 to the end of the school year)

The Enrollment Fee includes numerous individual expenses that the school collects at the beginning of each school year and must be paid before formal enrollment can occur. Additionally, payment of the Enrollment Fee ensures that space for your child(ren) will be held for the coming school year. The Enrollment Fee includes, but is not limited to, select educational materials used by the teachers for the classroom, library media center supplies, special in-school programs and assemblies, student insurance, yearbook, workbooks, periodicals, standardized benchmark assessments, and science fees, etc.

Study trips (field trips), the graduation fee (for eighth-grade students only), honor societies (NJHS, CJSF), and various enrichment programs, e.g. Athletics, Soccer Shots, Pentathlon, the band, musical, etc., which vary by grade level, are not included in the Enrollment Fee.

PLEASE NOTE THAT THE ENROLLMENT FEE IS NON-REFUNDABLE

SAINT JEANNE DE LESTONNAC SCHOOL IS APPROVED FOR I-20 AND F-1 STUDENT VISAS.
PLEASE CONTACT ADMISSIONS FOR INFORMATION AND DETAILS.

Tuition & Fees for the 2023-2024 School Year - Domestic Students

Full Time Preschool, Prekindergarten & Kindergarten

Youngest (or only child).....\$ 936 per month (10 months)

Each sibling.....\$ 886 per month (10 months)

Part time Preschool and Prekindergarten is available. Please contact the Front Office for details.

The tuition fee for preschool through kindergarten includes snacks, lunch and 7:30 am - 5:30 pm extended care.

Please contact the Front Office for information regarding availability and tuition fees for part time Preschool and Prekindergarten.

Grades 1-8

Youngest (or only child).....\$ 884 per month (10 month)

Each sibling.....\$ 834 per month (10 months)

NEW FAMILY DISCOUNT: In appreciation of our new partnership in education, we would like to extend a \$400 discount on tuition to all new families enrolled by September 1 of the participating academic year and who have one or more children attending as a full-time student(s). This one time credit will be issued towards the January tuition installment for all eligible families in their first year of enrollment . Families who choose to pay in full will receive their credit in the form of a check at the end of January.

Contact the front office for the PAY IN FULL TUITION DISCOUNT

Please note that all tuition is collected through FACTS, a tuition collection company, each month with a final installment in May, unless paid in full by the first day of the respective school year. New families will be contacted with FACTS registration information after Registration Fees have been submitted. Be advised that all families using a monthly payment plan will be charged a \$50 FACTS enrollment fee paid directly to FACTS in the first month's payment.

Technology Fee

Fee covers aspects of Safety, Blended Learning, broadband, network maintenance, upgrades, etc.

Preschool-Kindergarten

\$110/student (10-month payment option available)

First-Eighth Grades

\$220/student (10-month payment option available)

Graduation Fee (Applicable to Eighth-grade Students Only)

Graduation Fee of \$275.00 will be added to Eighth-grade student's Registration Fee. Payment will be collected with the first installment of the payment plan through FACTS.

Annual Development/Building Fee per Family per Year (No Increase Since 2020-2021)

In order to provide and maintain our superior campus facilities, there is an annual fee paid per family (not per student). This annual fee of \$300.00 can be with a 10-month payment option. Payment for this fee must be made separately from the overall Registration/Graduation Fee.

Method of payment for all fees:

1. Electronic debit, as authorized by parents, from their bank accounts (checking or savings account). It is important to note that FACTS Management Company and Saint Jeanne's never see your bank account nor have any direct access to your account. State and federal laws require such information to be completely confidential.
2. Credit Cards - FACTS accepts the following credit cards: Discover, Visa and MasterCard.
3. For those who wish, families may set up an education account in a bank of their choice. This account may be held in your child's name and will serve as the account for FACTS withdrawals.
4. Please be sure to notify the school four days prior to payment if you do not have sufficient funds in your account so that we can re-adjust your payment. We want to be sure that you avoid an insufficient fund charge of \$30.00, and a \$30.00 late fee for late payments.

HOME AND SCHOOL ASSOCIATION

The Saint Jeanne de Lestonnac Home and School Association is an organization of parents who have chosen to participate more fully in the service of Saint Jeanne de Lestonnac School by organizing fundraising activities, and by providing funds that directly benefit the students, faculty, the general plant, and equipment. The Home & School Association is instrumental in achieving the undertakings of the school with the support of our friends, parents and the local community.

The association members, meeting once a month, are dedicated to the mission of the school and work in collaboration with the Administration Team to ensure that students are receiving the highest levels of support, facility upgrades and the highest levels of educational resources. The Home & School Association maintains a long devoted history of support and dedication to the overall success of Saint Jeanne de Lestonnac School and is integral to the school's overall positive learning culture. We hope that all parents consider becoming involved with this organization and its mission.

Pledge and Support

The Home and School Association provides considerable financial support to the school in many ways. During the registration process, parents acknowledge and accept their responsibility to support the major fundraising projects of the Home and School Association. It is the responsibility of every family to participate in these projects and events that the Home and School sponsors throughout the year. In this way, the teachers, the Lancer Athletic Program, capital projects, technology, etc. may be provided.

In lieu of requiring families to complete hours (40) of volunteer service, as is customary at many private schools, we REQUIRE our parents to support our Home and School Association twice a year in the following ways.

Fall Fundraiser/Golf Tournament - Each family commits to a \$125.00 Gift Gathering Donation. This is separate from any donations made in participation of the event such as tick purchase, auction purchases or volunteer hours in preparation of the event. Families who do not make the donation prior to event will be assessed on FACTS for the required donated amount

May Festival - Each family commits to a minimum of one (1) hour volunteer commitment during the event as well as the sale of raffle tickets (minimum of one book).

Other optional fundraising, as well as “fun” raising projects and events that provide needed support are the Camp Out, the sale of Innisbrook products, the Jogger Joust Pledges, “**Family Fun**-Raiser Restaurant Nights”, etc. If the parents are experiencing special circumstances that affect their ability to financially support the Home and School Association, they should make an appointment to see the principal to discuss the situation.

CURRICULUM AND ACADEMIC POLICIES

Saint Jeanne de Lestonnac School is fully accredited through the Western Association of Schools and Colleges, the Western Catholic Educational Association, and is affiliated with the Diocese of Orange.

Sacramental Preparation

Saint Jeanne de Lestonnac School formally prepares its students for the reception of the sacraments of First Reconciliation and First Eucharist. Parents may contact their parish for specific information regarding reception of these sacraments, or choose to receive these sacraments with their peers at Saint Thomas More. These sacraments will be celebrated at liturgies at the end of the school year. The dates are determined by the parish administrators of Saint Thomas More catechetical program.

General Curriculum

The following areas of instruction are taught at Saint Jeanne de Lestonnac School:

- Religion
- English Language Arts - (Reading, Writing, Speaking and Listening, Language)
- Mathematics
- Science (Next Generation Science Standards)
- Social Studies
- Spanish
- Physical Education
- Independent Reading
- Fine Arts (Art and Music)

In the realm of education, reporting systems play a pivotal role in evaluating student performance and measuring their progress and growth relative to learning progressions respective to the learning goals and respective grade level in all curricular areas. While traditional grading systems (A-F, 0%-100%) have been widely employed, an alternative approach known as proficiency grading has gained momentum. The proficiency grading system focuses on assessing students' mastery of specific skills and knowledge relative to learning goals, offering a more comprehensive and accurate representation of their abilities while eliminating intangible aspects that lead to grade inflation. This document explores what a proficiency grading system entails at Saint Jeanne de Lestonnac School and highlights its advantages over the traditional grading system.

Proficiency grading is an assessment methodology that emphasizes students' mastery of specific learning outcomes (goals) or skills, rather than solely relying on numerical scores or letter grades. It centers on the attainment of predetermined success criteria, enabling educators to evaluate students based on their ability to *apply* knowledge effectively. Instead of focusing on grades as a measure of competitiveness, proficiency grading prioritizes individual learning and growth.

One of the key distinctions between proficiency grading and the traditional system lies in the shift from quantitative to qualitative assessment. Traditional grading assigns value to the accumulation of points or grades based on factors such as rote memorization, homework completion, test scores, and class participation. In contrast, proficiency grading focuses on the process of learning specific skills and the demonstration of knowledge mastery through varied authentic assessments and projects. Therefore, we do not directly utilize homework completion, summative assessments and participation as individual line items determining “grades”, however, taken as a “body of work”, they can cumulatively distinguish a delineation between the proficiencies, namely, *Meeting Grade Level Expectations* and *Exceeding Grade Level Expectations*, or conversely, a delineation between *Meeting Grade Level Expectations* and *Progressing* or showing *Partial Abilities*.

The proficiency grading system acknowledges that students learn at different paces and have unique strengths and weaknesses. It provides a clearer picture of students' understanding and progress by assessing their proficiency in specific learning outcomes. This approach encourages a growth mindset, where students are motivated to continually improve and advance their skills. It also fully aligns with the [Educational Project of the Company of Mary](#), as well as its vision, mission and philosophy. By recognizing and celebrating individual growth, proficiency grading fosters intrinsic motivation and a love for learning.

Traditional grading often relies heavily on summative and/or standardized tests, which may not accurately measure students' true abilities or the application of knowledge in real-life situations. Proficiency grading incorporates authentic assessments, such as projects, presentations, portfolios, and performances, allowing students to showcase their understanding and skills in practical contexts. These assessments better reflect the complexity of the real world, promoting critical thinking and creative problem-solving. However, the balance between proficiency based learning and traditional assessments must be recognized since our student population will inevitably be assessed in a traditional sense based on high school entrance exams and high school placement tests.

Proficiency grading encourages ongoing feedback and communication between teachers, students, and parents. Instead of receiving a single grade for an assignment, students receive specific feedback on their proficiency in different areas of the curriculum. This targeted feedback informs students about their strengths, areas for improvement, and how to bridge any gaps in their understanding. Additionally, teachers can adapt their instruction to address individual needs effectively, fostering a student-centered learning environment.

Traditional grading systems often foster an environment of unhealthy competition among students, where achieving higher grades becomes the primary focus rather than genuine learning. This can lead to a number of long-term consequences regarding executive functioning, self-regulation and coping skills. Proficiency grading, on the other hand, cultivates collaboration, as students are encouraged to support and learn from one another. By emphasizing growth and mastery, proficiency grading reduces the fear of failure and encourages a supportive classroom culture, where students help each other achieve their learning goals. While these factors suggest that proficiency-based grading has the potential to reduce stress and support mental well-being, it is crucial to consider that various other factors also contribute to students' overall mental health, such as parental support, learning climates, focused support systems, workload, and individual circumstances. Implementing proficiency-based grading alone may not be sufficient to address all aspects of students' mental health.

The proficiency grading system offers numerous benefits over the traditional grading system. It aligns assessment with the development of specific skills and knowledge, promoting a holistic understanding of student abilities. By shifting the focus to mastery and individual progress, emphasizing authentic assessment, providing clear feedback, and fostering collaboration, proficiency grading empowers students to become lifelong learners. As education continues to evolve, embracing proficiency grading represents a significant step towards creating an inclusive and effective learning environment for all.

Saint Jeanne de Lestonnac School's Proficiency Based Reporting is an alternative approach to the traditional grading system that offers several advantages, namely:

1. **Clear Learning Targets:** Proficiency scales provide explicit learning targets and expectations for students. They break down complex skills and knowledge into clear and measurable levels of proficiency. This clarity helps students understand what they need to achieve and allows teachers to provide targeted instruction.
2. **Focus on Mastery:** Proficiency scale grading emphasizes mastery of specific skills and knowledge rather than just earning points or grades. It encourages students to demonstrate their understanding and competency in each area before moving on to the next level. This approach ensures a deeper and more comprehensive understanding of the subject matter.
3. **Individualized Assessment:** Proficiency scales allow for individualized assessment, recognizing that students may progress at different rates and have different learning styles. Students can work at their own pace, and teachers can provide personalized feedback and support based on each student's specific needs. This approach promotes a more inclusive and differentiated learning experience.
4. **Formative Assessment:** Proficiency scale grading places a strong emphasis on formative assessment, which involves providing ongoing feedback to students throughout the learning process. This feedback helps students understand their strengths and areas for improvement, enabling them to make meaningful progress and take ownership of their learning.
5. **Growth Mindset:** Proficiency scale grading fosters a growth mindset by focusing on improvement and progress rather than fixed grades. Students are encouraged to view mistakes and challenges as opportunities for learning and growth. This mindset promotes resilience, perseverance, and a positive attitude towards learning.
6. **Standards-Based Approach:** Proficiency scales align with standards-based education, which emphasizes clearly defined learning objectives and expectations. By using proficiency scales, educators can ensure that students develop the necessary knowledge and skills outlined in the curriculum or standards, promoting consistency and quality across classrooms and schools.
7. **Increased Transparency:** Proficiency scale grading provides transparency to students, parents, and educators about the specific skills and knowledge being assessed. It helps stakeholders understand where students are in their learning journey and facilitates meaningful conversations about progress and areas of focus.

In a Proficiency Scale grading system, Learning Targets, Success Criteria, and Essential Questions are distinct elements that serve different purposes in the learning process. Here's an overview of their differences:

Learning Targets

Learning Targets are specific statements that outline what students are expected to learn or accomplish. They are often written in clear, student-friendly language and focus on the intended learning outcomes. Learning Targets provide a clear direction for instruction and serve as the foundation for assessment. They are usually derived from educational standards or curricular objectives and describe the knowledge, skills, or concepts that students should attain. Learning Targets help guide instructional planning and help students understand the purpose of their learning.

Example Learning Target: "I can solve algebraic equations using the distributive property."

Success Criteria

Success Criteria define the indicators or benchmarks that demonstrate proficiency or mastery of the Learning Targets. They describe the specific skills, behaviors, or knowledge that students should exhibit to show they have met the desired learning outcomes. Success Criteria break down the Learning Targets into smaller, measurable components and provide clear guidelines for both students and teachers to assess progress and achievement. They often include specific criteria, such as accuracy, completeness, or quality, that students need to meet to demonstrate mastery.

Example Success Criteria:

- Solve equations using the distributive property correctly in at least three examples.
- Provide step-by-step explanations of the problem-solving process.
- Use appropriate mathematical notation and vocabulary in the solution.

Essential Questions

Essential Questions are thought-provoking and open-ended inquiries that encourage deep thinking, analysis, and exploration of a subject or topic. They are broad, overarching questions that prompt critical thinking and help students connect their learning to real-world contexts. Essential Questions may not have a definitive answer but instead foster inquiry, discussion, and multiple perspectives. They stimulate curiosity and encourage students to develop a deeper understanding of the subject matter.

Example Essential Question: "How does the distributive property help us simplify and solve complex mathematical expressions?"

While Learning Targets provide the learning goals, Success Criteria establish the specific indicators of proficiency, and Essential Questions promote higher-order thinking and inquiry within the learning process. Together, they form a comprehensive framework that guides instruction, assessment, and student engagement in a Proficiency Scale grading system.

Measuring Mastery

Measuring mastery involves formatively assessing students' knowledge, skills, and abilities in a particular subject or domain. Here are some key aspects to consider when measuring mastery in a proficiency scale grading system:

Defining clear and specific learning objectives or standards that outline what students should know and/or be able to do in order to *Meet Grade Level Expectations*. These objectives need to be aligned with the curriculum and provide a roadmap for assessing mastery. Learning targets and goals are required to be posted on the classboard in the Learning Management System (Otus) for each unit of study and should be included in all correspondence with parents when addressing the student's growth or curriculum oriented inquiries or concerns.

When developing rubrics or scoring guides that outline the criteria for each proficiency level the rubrics should describe observable and measurable behaviors, knowledge, or skills that indicate mastery at each level. Clearly define what constitutes evidence of mastery and provide examples to guide assessment.

Utilize multiple forms of evidence to assess mastery. This can include tests, projects, presentations, portfolios, in-class observations, and other assessments that provide a comprehensive view of students' abilities. Using a variety of assessment methods helps capture different aspects of mastery and minimizes biases.

Incorporate ongoing assessment throughout the learning process to monitor students' progress towards mastery. Regular formative assessments can provide feedback and guide planning and instructional decisions, while summative assessments at the end of a learning period can evaluate overall mastery. Formative assessments and summative assessments are two distinct types of assessments used in education.

Formative Assessments

The primary purpose of formative assessments is to monitor and assess student learning and understanding *during* the learning process. Unlike summative assessments, which typically occur at the end of a unit or course to evaluate overall student performance, formative assessments are ongoing and provide immediate feedback to both teachers and students.

The key objectives of formative assessments are:

Informing Instruction: Formative assessments help teachers gather real-time information about students' progress and identify areas where they may need additional support or clarification. This feedback enables teachers to adjust their instructional strategies, pacing, and content to better meet students' needs.

Monitoring Learning: By regularly assessing student learning, formative assessments allow teachers to monitor individual and class-wide progress toward learning goals. This helps them identify any gaps in understanding or areas of misconception early on, allowing for timely intervention.

Guiding Student Learning: Formative assessments involve providing feedback and guidance to students to enhance their understanding, encourage self-reflection, and promote metacognitive skills. Students can use the feedback to identify their strengths and weaknesses, set learning goals, and take ownership of their own learning process.

Promoting Active Learning: Formative assessments often involve interactive and engaging activities that require students to apply their knowledge, think critically, and solve problems. These activities promote active learning and deeper engagement with the subject matter, leading to improved retention and understanding.

Enhancing Learning Outcomes: By providing continuous feedback and opportunities for improvement, formative assessments can contribute to improved learning outcomes. Students have a chance to identify and address gaps in their understanding, leading to greater mastery of the content and increased academic achievement.

Overall, the primary purpose of formative assessments is to support the learning process by providing timely feedback, monitoring progress, and guiding instructional decisions to enhance student learning and achievement.

Various examples of Formative Assessments:

- **Quick Math Quiz:** Present students with a set of math problems covering topics recently taught in class. They can solve the problems individually or in small groups.
- **Concept Mapping:** Ask students to create a concept map illustrating the connections between different mathematical concepts they have learned.
- **Exit Slip:** Students write a brief summary of the main idea or key details from a text they read in class.
- **Peer Feedback:** Students exchange their written work and provide constructive feedback to their classmates using a provided rubric.
- **Think-Pair-Share:** Pose a thought-provoking question related to a science concept. Students think about it individually, discuss it with a partner, and then share their thoughts with the whole class.
- **Lab Report Evaluation:** Assess students' lab reports based on specific criteria, such as accuracy of observations, clarity of explanations, and adherence to scientific method.
- **Gallery Walk:** Display different primary source documents or historical images around the classroom. Students analyze the sources and write down their interpretations and questions.
- **Debate or Role Play:** Divide students into groups and assign them different historical perspectives or roles. They engage in a debate or role play activity that demonstrates their understanding of the historical events or concepts.
- **Skills Stations:** Set up stations that focus on different physical skills, such as running, jumping, throwing, and balancing. Students rotate through the stations, and their performance is assessed based on specific criteria.
- **Self-Assessment and Reflection:** Students evaluate their own physical fitness levels, set personal goals, and reflect on their progress periodically.
- **Observation and Checklists:** Observe students as they work on a task or participate in a group activity. Use a checklist or rubric to record their progress, behaviors, and skills. This helps you identify areas where students may need additional support or extension.
- **One-Minute Papers:** Provide students with a specific prompt or question and give them one minute to write a brief response. This encourages them to quickly recall and articulate their understanding of a topic.

Formative assessments are designed to provide ongoing feedback and guide instruction. These examples can be modified or adapted based on the specific needs of your students and curriculum.

Summative Assessments (Benchmark Assessments)

Summative assessments are conducted at the end of a learning period, such as a unit, semester, or school year. They aim to evaluate student learning and provide an overall judgment of their achievement. Summative assessments often determine grades or measure the attainment of learning objectives.

Ensuring consistency and reliability in the assessment process our teachers and evaluators apply the proficiency scale and scoring criteria consistently. Teachers collaborate to ensure consistency regarding the evaluation of mastery indicators.

Saint Jeanne de Lestonnac School, in harmony with the [Educational Project of the Company of Mary](#) emphasizes growth and individualization in the reporting system. Recognizing that mastery is a journey, we provide opportunities for students to demonstrate improvement and advancement *over time (process over outcome)*.

Providing timely and constructive feedback to students on their performance and progress towards mastery is an essential component of the school's reporting system. We encourage self-reflection and self-assessment, empowering students to take ownership of their learning and set goals for improvement.

By considering these key aspects, a proficiency scale grading system can effectively measure mastery and provide meaningful feedback to students, facilitating their growth and development in the subject or domain.

Importance of Feedback

In a proficiency scale grading system, consistent and accurate feedback plays a crucial role in facilitating learning and growth. Here are some key reasons why consistent and *accurate* feedback is important:

Clear Communication: Feedback provides students with clear and specific information about their performance and progress. It helps them understand their strengths and weaknesses, enabling them to focus on areas that require improvement. Consistent feedback ensures that students receive the same quality of information throughout their learning journey, enhancing their understanding of expectations and goals.

Goal Setting: Accurate feedback helps students set realistic and attainable goals. By highlighting areas for improvement, students can identify specific targets and work towards them. Consistency in feedback ensures that students receive guidance on a regular basis, allowing them to refine their goals and track their progress effectively.

Motivation and Engagement: Feedback, when delivered consistently and accurately, can be highly motivating for students. Positive reinforcement for their achievements encourages them to continue putting in effort and striving for excellence. On the other hand, constructive criticism provided in a consistent manner helps students stay engaged and motivated to improve.

Personalized Learning: Consistent and accurate feedback enables personalized learning experiences. By understanding each student's strengths and weaknesses, teachers can tailor their instruction to meet individual needs. Feedback helps teachers identify specific areas where students require additional support, allowing for targeted interventions and differentiated instruction.

Reflection and Self-Assessment: Consistent feedback encourages students to reflect on their own learning and performance. It enables them to assess their progress, identify areas where they need to put in more effort, and develop strategies for improvement. Accurate feedback provides students with an objective evaluation of their work, facilitating a more meaningful and accurate self-assessment process.

Growth Mindset: Consistent and accurate feedback nurtures a growth mindset in students. It encourages them to see mistakes and challenges as opportunities for learning and improvement, rather than as failures. Through regular feedback, students understand that their abilities are not fixed, and they can develop their skills over time.

Accountability and Fairness: Consistent and accurate feedback promotes accountability and fairness in the grading system. When feedback is consistently provided according to established criteria and standards, students understand the basis on which they are being evaluated. This transparency fosters a sense of fairness and ensures that all students are assessed using the same standards, promoting equity.

In summary, consistent and accurate feedback in a proficiency scale grading system is essential for effective teaching and learning. It enhances communication, motivation, and engagement, supports personalized learning, promotes reflection and self-assessment, cultivates a growth mindset, and ensures accountability and fairness in the evaluation process.

Official Proficiency Scale

The following proficiency scale indicates the framework for assessing student proficiency across all subjects in Preschool through Eighth Grade.

Level 4: Exceptional

- Demonstrates an exceptional understanding of all concepts and skills.
- Applies knowledge independently and creatively.
- Consistently applies critical thinking and problem-solving skills.
- Shows a high level of mastery and depth of understanding.
- Consistently exceeds grade-level expectations and demonstrates advanced skills.

Level 3: Proficient

- Demonstrates a solid understanding of most concepts and skills.
- Applies knowledge independently with occasional guidance.
- Makes occasional errors but is able to self-correct.
- Consistently meets grade-level expectations.
- Shows steady progress towards advanced skills.

Level 2: Developing

- Shows a partial understanding of concepts and skills.
- Requires some support and guidance from the teacher.
- Demonstrates inconsistent application of knowledge.
- Makes occasional errors but is starting to self-correct.
- Demonstrates some progress towards grade-level expectations.

Level 1: Novice

- Demonstrates limited understanding of basic concepts and skills.
- Requires significant support and guidance from the teacher.
- Struggles to apply knowledge independently.
- Makes frequent errors and needs regular redirection.
- Shows minimal progress in achieving grade-level expectations.

Curriculum Mapping

Curriculum mapping plays a crucial role in aligning instructional goals with desired outcomes. In a standards-based learning system, curriculum mapping serves as a strategic process that facilitates the organization, analysis, and alignment of curriculum elements to meet predefined educational standards. The following explains the concept of curriculum mapping within a standards-based learning system and highlights its significance in fostering coherent and effective instruction.

Understanding Curriculum Mapping:

Curriculum mapping is a systematic approach that entails the creation of visual representations or documents to illustrate the content, skills, and assessments covered within a specific curriculum. It involves a comprehensive analysis of instructional components such as learning objectives, content, instructional strategies, and assessments, all mapped to specific standards. By visually representing the connections between various curriculum elements and the desired learning outcomes, educators can gain a holistic view of the curriculum's progression and ensure its alignment with standards.

The Role of Standards:

Standards act as guiding frameworks that outline the knowledge, skills, and competencies students are expected to acquire at different stages of their education. They provide a clear roadmap for educators and serve as benchmarks for measuring student achievement. In a standards-based learning system, curriculum mapping becomes essential to ensure that all instructional components are designed and implemented in a way that effectively addresses the required standards.

Benefits of Curriculum Mapping in Standards-Based Learning:

1. **Alignment and Coherence:** Curriculum mapping allows educators to align their instructional practices with the intended learning outcomes. It ensures that all lessons, activities, and assessments are coherent and progress systematically, leading students toward mastery of the standards.
2. **Identifying Gaps and Redundancies:** Through curriculum mapping, educators can identify any gaps or redundancies in the curriculum. By analyzing the connections between standards, they can identify areas where content or skills are either missing or duplicated, thus enabling them to make necessary adjustments for a more balanced and streamlined curriculum.
3. **Vertical and Horizontal Articulation:** Curriculum mapping promotes vertical and horizontal articulation. Vertical articulation refers to the alignment of curriculum across grade levels, ensuring a smooth progression of skills and knowledge. Horizontal articulation refers to the alignment of curriculum within a grade level or subject area, ensuring consistency and integration of content and skills.
4. **Differentiation and Personalization:** Curriculum mapping facilitates differentiation and personalization by helping educators identify opportunities to adapt instruction based on student needs. By understanding the curriculum's structure and content, teachers can modify instructional strategies and provide additional support or challenges to meet individual student requirements.
5. **Data-Informed Decision Making:** Curriculum mapping provides educators with a wealth of data that can inform decision-making processes. By analyzing curriculum maps, educators can identify trends, strengths, and areas for improvement. This data can be used to make informed decisions about instructional approaches, resource allocation, and professional development needs.

Curriculum mapping in a standards-based learning system is an essential process that ensures alignment, coherence, and effectiveness of instruction. By visually representing the connections between curriculum elements and standards, educators can create a roadmap for instructional success. Through curriculum mapping, educators can identify gaps, promote vertical and horizontal articulation, personalize instruction, and make data-informed decisions. Ultimately, a well-implemented curriculum mapping process enhances student learning experiences and fosters the attainment of desired educational standards.

Data-Driven Decisions

Normal Curve Equivalents (NCEs) are used in Renaissance Learning STAR Benchmark assessments in Mathematics and Reading to provide a standardized way of comparing student performance across different grade levels and over time. NCE scores are a way to convert raw scores into a common metric that allows for easier interpretation and comparison.

Here are a few reasons why NCEs are used in STAR Benchmark assessments:

1. **Standardized Comparison:** NCEs provide a standard scale that allows educators to compare student performance across different grade levels and demographics. It helps to determine how students are performing relative to their peers nationally.
2. **Easy Interpretation:** NCEs simplify the interpretation of test scores. The scale is designed such that the average student score is set to 50, and the standard deviation is set to 21. This means that scores above 50 are above average, while scores below 50 are below average. It makes it easier to understand and communicate student performance.
3. **Growth Tracking:** NCEs allow for tracking student growth over time. By comparing NCE scores from different assessments, educators can monitor individual student progress and determine whether they are making adequate academic growth.
4. **Target Setting:** NCEs provide a basis for setting achievable goals for students. Educators can use NCE scores to establish realistic targets for student improvement and monitor their progress towards those targets.
5. **Individualized Instruction:** NCE scores help educators identify students who may require additional support or intervention. By comparing a student's NCE score to the expected performance for their grade level, educators can identify areas of weakness and tailor instruction to meet their individual needs.

Overall, NCEs provide a standardized and convenient way to compare and interpret student performance in Renaissance Learning STAR Benchmark assessments. They enable educators to make data-informed decisions and support student growth in mathematics and reading.

Proficiency Reporting Policies

In order to maintain consistency and eliminate confusion the following policies will be followed by all teachers regarding the overall planning, evaluating and reporting of student learning.

Planning

All subject area teachers will collaborate and regularly determine consistent pacing relating to their respective grade-level and subject area(s) curriculum map. Understanding the focus on mastering learning goals based on success criteria, some gaps may form regarding pacing, especially if the majority of students are in need of additional support and/or intervention. However, there should be continual dialogue, especially in self-contained grade levels.

Evaluating/Feedback

A major aspect of the school's communication efforts revolves around continual feedback and posting of proficiency scale evaluations consistently and in a timely manner. It is important that students are accurately assessed and provided with feedback on formative assessments as well as given the ability to review, revise and resubmit.

Reporting

Saint Jeanne de Lestonnac School provides students and parents with continual feedback and reporting of learning and mastery progress throughout the school year. Utilizing a robust Learning Management System specifically designed for Standards-Based education, the overall goal and intention is to provide students with the ability to accept feedback as part of the learning process while focusing their attention on reflection and revision leading to the highest levels of growth we can provide each individual learner.

Learning Management System (LMS)

The Saint Jeanne de Lestonnac educational community spans a wide range of development from preschool to grade eight. The Learning Management System (LMS) provides information about a child's mastery of learning goals, skills, growth, areas in need of reinforcement and work completion. The overall intention of the learning management system is to provide an effective and efficient platform to keep parents actively in their child's growth and mastery relating to the school's rigorous curriculum and learning progressions.

Official End-of-Year Report Cards

Students receive a formal Official Report Card at the end of the school year. If a parent would like to obtain an official report or report card they may do so by submitting a request through the school's secured website or notifying the front office. The Administration may withhold a student's official report card and transcripts until all outstanding accounts have been cleared, including tuition, Extended Care fees, lunches, etc.

Non-Academic Factors (Behavior and Responsibility)

Extra Credit, Answer Guides, Study Guides, etc.

Our overall goal is to measure learning (growth), both during and after a given time period. Teacher created pre-written outlines, teacher-written notes, teacher-made answer/study guides, and extra credit do not enforce student-centered learning and accountability, but rather, reinforce deflection regarding the responsibility of learning from the student to the

teacher, which may not be consistent with the “student-centered” learning environment we are striving to achieve. Therefore, it is the policy of the school not to provide these to our students.

Late and Missing Work

The school understands the importance of turning work in on time and building behaviors regarding responsibility and time management, but these are not indicators of a student’s level of understanding nor do they present evidence of learning regarding Learning Goals or Success Criteria. Penalizing late work compromises the **accuracy** of reporting on the proficiency level relating to the Learning Goal and Success Criteria of the Formative Assessment. Therefore, late formative work will be accepted and given descriptive feedback without any penalty. Students will have up to the summative/final assessment for the lesson or unit to turn in their missing/late work without a penalty. Late and missing work will be identified in the LMS and/or with direct communication from teachers. .

Physical Education Policy

All students are required to participate in physical education classes. These classes are designed to promote an awareness of fitness and healthy recreational activities for life. Students should attend school in the designated P.E. uniform (see uniform section for details) on their class days. Students not wearing the complete P.E. uniform may receive a lower grade in grades 4-8.

If a child is recovering from an injury or illness, a doctor's note stating the nature of the problem, and time to be excused from class, is necessary. This note should be turned into the Principal and forwarded to the P.E. instructor. Students requiring absences longer than two weeks may be given a significant written project to complete. A notation of "Incomplete" will be made on the report card for any student failing to complete the assigned project.

ACADEMIC SUPPORT SERVICES

Responsible Teachers Intervening Initiative

The Responsible Teachers Intervening Initiative (RTIi) leverages in-depth reporting of competencies produced from our benchmark assessments as well as curriculum programs, Learning Goals and Success Criteria which affords the ability to set goals for specific skills to help students reinforce areas in need of attention in reading and math.

Learners with Special Needs

If a learner is experiencing significant difficulty in the classroom, the teacher(s) meet with the Administration to discuss a course of action which may include professional outside assessment. The school encourages parents to share the results of any such assessment. The parents, teacher(s), and the Administration then discuss possible accommodations and modifications that may be of assistance to the learner.

Student Support Services

Saint Jeanne de Lestonnac School offers counseling services to students in order to facilitate supplementary opportunities for growth. The counseling process is family-oriented in order to attain the optimum consistency in mature student behavior both at school and in the home. Students may be referred by the teacher, parent, or school for assessment in academic performance and/or social behavior. Parents give their permission in writing for an ongoing counseling process. Students may come to the office at any time to request episodic counseling.

Tutoring

When students struggle in a particular subject area, parents may enlist the services of a tutor to assist their child. Tutors are expected to work in partnership on a regular basis with the classroom teacher to facilitate the student's progress and to be sure that instructional strategies are consistent between the teacher and the tutor. Parents may not contract teachers of SJDL School for private tutoring of students. **It is a conflict of interest for Saint Jeanne de Lestonnac School teachers to tutor students enrolled in our school for monetary compensation.** We ask that parents refrain from soliciting any Saint Jeanne de Lestonnac teacher (current, past or future) for tutoring their child(ren) for monetary compensation.

Challenging the Academically Gifted Learner

All students will be provided with the opportunity to challenge themselves to grow academically. The curriculum has built-in platforms for addressing the needs of a wide range of achievement. With a small class size and eager children, the teachers are able to group students according to their skill sets and mastery of the standards. They are also challenged with "personalized" instruction that enriches and challenges even the most academically advanced students.

Benchmark Assessments

The school administers the STAR assessments in both reading and math at the start of the school year and at the end of the first and second trimester to monitor academic growth and progression. These assessments allow teachers to personalize instruction and provide students with the opportunity to increase skill mastery.

EDUCATIONAL STUDY TRIPS

When students leave the school to go on study trips, they become ambassadors for Saint Jeanne School; therefore, exceptional student conduct is essential. In order to assist in maintaining the positive public image of Saint Jeanne's, students who have proven that they cannot continually meet the expectations of good behavior in the school may not be allowed to visit places with less structure.

Fees for field trips must be submitted by the stated deadlines.

No refunds will be issued for students who become ineligible to attend or are unable to attend a study trip.

Parent Volunteers/Drivers

When parents are asked to serve as volunteer chaperones and/or drivers on educational study trips, every effort is made to fairly and equitably assign these limited positions by the grade level teachers in collaboration with the administration team. Please note that room parent volunteers are not guaranteed a position on study trips. All volunteer drivers must be Live Scanned, complete the online safe environment training, and submit a copy of their CA Drivers License and Insurance Card to the front office prior to the study trip.

EXTRA-CURRICULAR ACTIVITIES

Academic and Behavioral Requirements

Saint Jeanne de Lestonnac School provides a variety of extra-curricular activities for its students. Each activity has specific academic and behavioral criteria for eligibility. Both the parents and the student should carefully review these eligibility rules before applying/joining. It is the responsibility of the parents and the student to understand the criteria and requirements before signing any forms, especially for Student Council, and the two honor societies, California Junior Scholarship Federation (CJSF) and the National Junior Honor Society (NJHS).

All students (even those with unsatisfactory grades and/or conduct) are invited to participate in the four-day Sports Clinics, which are held three times a year at the beginning of each sports season. The school believes that the “clinics” provide the students with an opportunity to learn the skills of the seasonal sport, a chance to have fun with their friends, and motivates them to improve their academic grades and overall conduct.

All students participating in extra-curricular activities must be present at school the day of the event. Students who have an unexcused absence the day of a practice, game, rehearsal, etc. will not be allowed to attend.

Lancer Athletics Program

Saint Jeanne de Lestonnac School participates in the Parochial Athletic League, the program sponsored by the Diocese of Orange. There are several programs for boys and girls in grades 5-8 during the year:

“A” teams are 7th & 8th grade

“B” teams are 5th & 6th grade

FALL SEASON	WINTER SEASON	SPRING SEASON
Flag Football Boys “A” and “B”	Basketball Boys “A” and “B”	Volleyball Boys “A” and “B”
Volleyball Girls “A” and “B”	Basketball Girls “A” and “B”	Coed Soccer “A” and “B”

Practices are supervised by a coach and are held after school Monday through Thursday. Parents may access the schedules of games and practices under the respective athletic group on the school’s official App. Weather and other factors may change the schedule. When this occurs a push message will be sent through the various digital platforms including the school’s website calendar under Athletics, email and the school’s official App. Parents are encouraged to check these platforms or register as a member in the official App for any updates. **Please do not call the office for changes in the schedule.**

The Lancer Athletics Program is sponsored by the Home and School Association and is funded by the sports fees. The Athletic Director and the Administration organize the program and provide support to the coaches and the players of the team.

Developmental Clinics

The *focus* of every developmental clinic is the *learning of specific foundational skills* and the *fun of being with friends*. All students (5-8) are encouraged to participate. Depending on season start dates and facility schedules, developmental clinics may be available for flag football, volleyball, basketball, soccer and softball. The fee for clinics is \$25.00, which supports the Lancer Athletics Program. Students are encouraged to participate so that they may better learn how to play the respective sport for which a clinic is offered. Information is available online under [Lancer Athletics](#) prior to the start of

all clinics.

Team Participation (Practices and Games)

The overall goal of the Lancer Athletics Program is to provide opportunities for students and parents to actively support the importance of teamwork and participate in a positive athletic culture that aligns with the school's overall mission and philosophy. Success is not measured by wins and losses, scores, individual statistics or championships, but rather by the growth, resilience and "coachability" of all who represent the Lancer Athletics Program. Teams are composed of student/athletes *and* their parent(s) who are committed to helping fellow teammates become successful and consistently demonstrate positive attributes, as well as develop and implement leadership abilities. The Lancer Athletics Program does not cut any student/athlete, (except for basketball season) regardless of their individual ability or skill level. Students and parents are made aware of the school's "No Cut" policy prior to the start of each respective season. Participation in the Lancer Athletics Program implies that the parent understands and supports the "No Cut Policy". Coaches will do their best to equally distribute game participation based on the student/athlete's practice participation along with their approach and overall attitude during practices and games. Parents are encouraged and expected to evaluate their child's consistent participation, desire to participate and overall approach to team aspects prior to submitting fees for the respective season. Athletic fees do not guarantee equal game time participation, but assures that the student/athlete has opportunity to build relationships, support their team/school and improve on fundamental skills throughout the respective season.

In order to participate in the Lancer Athletics Program, students who are eligible (5th-8th grade) must abide by the following requirements:

1. Each child, boy or girl, who wishes to participate in the "A" (grades 7 and 8) or "B" grades 5 & 6 program will be charged a \$25.00 clinic fee (if applicable) and a \$125.00 sports fee. Students who participate should dress out in their P.E. clothes.
2. Poor or inconsistent academic performance may disqualify a student/athlete from participation on a team. Students and parents who do not demonstrate the values associated with the school's Schoolwide Learning Expectations and Mission may be disqualified from the respective team.
3. Children who participate in the Lancer Athletics Program must be picked up at the designated end of practice. Otherwise, athletes are accompanied to Extended Care and charged the appropriate rate. Athletes and all students who avoid signing in for Extended Care may receive a disciplinary referral. **For away games played at a school or venue, the children do not return to Saint Jeanne de Lestonnac School and must be picked up by their parents at that "away" venue.** Parents are encouraged to review the posted schedule prior to submitting Lancer Athletics fees to ensure that their child(ren) will be able to be picked up immediately after the conclusion of games and practices.
4. Students may be benched or permanently removed from the Lancer Athletics Program as the consequence of improper behavior during regular daily classes, lack of practice participation or game time behavior inconsistent with the mission and philosophy of the school. This removal or temporary "bench warming" is determined solely at the discretion of the coach and Athletic Director and the Administration Team.

Parents as Representatives of Lancer Athletics

Team moms and dads offer their time and service to the coaches and the teams by providing refreshments, transportation, and general support. Parents, relatives and friends of student/athletes must remember that they also represent Saint Jeanne de Lestonnac School at games, both home and away. Parents, relatives and family friends should refrain from coaching the team or an individual player during games. **Inappropriate language, rude comments, or any behavior that compromises the school's mission, philosophy, spirit or reputation may result in disciplinary action by the Athletic Director and the Administration.**

Official SJDL Uniforms

Student Athletes who have submitted team fees for the respective season will be provided with an official SJDL Team Uniform. Every student athlete is expected to be responsible for their uniforms and will only participate in games if wearing the Official SJDL Team Uniform. **In order to minimize undue competition no money may be donated or collected from parents for extra team outfits (shirts, jackets, warm-ups, etc.) unless authorized by the Athletic Director in consultation with the Administration.**

Coaches

The Lancer Athletic Program coaches are hired for the various teams from: the Faculty, alumni, local college students, and parents who may serve as assistant coaches after approval by the Athletic Director and the Administration. Truly great coaches in any school can be difficult to find, and the school makes every effort to find the best available coaches for the various Lancer teams. We are fortunate that the Athletic Director and many of our coaches are formally trained Company of Mary educators who know the students, the school's mission and policies, as well as the families of the student athletes. They are also aware of and promote the expectations of the Administration, the values based SLE's (Schoolwide Learning Expectations), and the Educational Project of Saint Jeanne de Lestonnac.

Transportation

1. Parents will be asked to coordinate drivers for their child to all away venues if unable to drive themselves. Please be sure to submit the Away Game Driver Form prior to each away game.
2. Please refrain from expressing "personal views", "political stance", "opinions", etc., while other children are in your car. Impressionable minds absorb adult language and this may be counter to the views and values of their own family.
3. All athletes will be picked up from the back parking lot (First Street Entrance).
4. Students will be dismissed from their afternoon classes promptly at 2:45pm, so we ask that drivers are in the parking lot no later than 2:35pm.
5. If we do not have enough drivers we will have to cancel the game. Coaches are not allowed to drive athletes (other than their own child or emergency contacts) to any event at any time.

COACHES MAY NOT TRANSPORT STUDENTS TO AWAY GAMES OR RETURN THEM TO SAINT JEANNE DE LESTONNAC SCHOOL AT ANY TIME.

Lancer Legacy Athletics Hall of Fame

The Lancer Legacy Hall of Fame recognizes athletes in Eighth-grade who have demonstrated excellence in teamwork, leadership, athleticism, coach-ability and Christian values. The recipient has impacted the athletics program through their dedication and hard work while motivating their team and individual teammates to overcome challenges and adversities inherent to healthy competition.

These recipients will be recognized in the respective year's SJDL Yearbook, at the Eighth-grade Brunch and the End-of-Year Assembly. The recipient(s) will also be added to the Lancer Legacy Athletics Hall of Fame exhibit located outside the school's gymnasium.

Groups And Organizations

State and National Honor Societies

Saint Jeanne de Lestonnac School offers both state and national honor organizations. The state chapter honor society is the California Junior Scholarship Federation (CJSF). The national organization is the National Junior Honor Society (NJHS). The school provides an opportunity for students to become proactive in seeking membership. The Administration and Faculty believe that students who merit such recognition should not rely on their parents, but rather take the initiative to maintain the criteria for membership. Please note: It is the responsibility of the student, independent of his/her parents, to apply, attend meetings, complete the required service hours, etc.

California Junior Scholarship Federation

Saint Jeanne de Lestonnac School is a charter member of the California Junior Scholarship Federation (CJSF), an affiliated high school chapter of CSF. All students in grades seven and eight, throughout the state of California, are eligible for membership based on the trimester report cards, beginning with the end of the first trimester of seventh grade. The organization's motto is "Scholarship for Service", and "active" members of CJSF are expected to attend regular meetings, pay their dues, and to participate in a variety of service projects directed by the faculty advisor and the administration.

National Junior Honor Society

The National Junior Honor Society (NJHS) Chapter of Saint Jeanne de Lestonnac School is a duly chartered and affiliated chapter of the prestigious national organization (NHS). Membership is open to those students in grades seven and eight who meet the required standards in five areas of evaluation: scholarship, service, leadership, citizenship, and character. Students do not apply for this organization. A faculty advisor bestows this honor upon qualified students on behalf of the faculty each trimester.

Student Council of the Associated Student Body

The purpose of this organization shall be to promote Christian ideals under the auspices of a Catholic educational instruction, to promote good citizenship, to encourage a high standard of scholarship, to promote/foster school spirit, to demonstrate the practical application of democracy, and to advance the welfare of the school and its members in every possible manner. The duties and requirements for each commissioner are stated clearly in the Student Council Petitions preceding the election campaign. The petitioners and their parents are required to read and sign the petitions indicating that they understand the rules of the campaign, the academic requirements, and the duties of the office.

The Student Council Advisor, in consultation with the Administration, may appoint students who were not selected for their desired office, to an office, which had no candidates. Through the same process, the newly elected President of the Student Council may select any one of the candidates who ran for office, as his/her appointed Secretary. Following the election speeches, the students return to their classrooms and provide a consultative vote for the advisors and the Administration.

Student Congress

The Student Congress shall be composed of one boy and one girl representative from each homeroom in grades one through four and one student per Contact Period (CP) in grades 5-8. Student Congress representatives must maintain academic success, with no mastery of a skill that is below grade level, or report of multiple missing assignments. Every student elected to serve as a Student Congress representative of her/his class must maintain eligibility requirements throughout the school year. Failure to do so results in a period of suspension and possible dismissal from his/her role of leadership. The purpose of the Student Congress shall be to present issues of concern, as well as promote the activities and projects that are planned by the Student Council.

The appointments to Student Congress are held within eight weeks after the start of the new school year. The term of office shall be one school year.

Audio/Visual Team

Under the direct supervision, 6-8th grade students learn how to operate and control the microphones, lighting, music, and video equipment. Only students who demonstrate outstanding self-regulation, focus of attention, and teamwork are considered for selection to the Audio Visual Team. Eligibility for this activity is consistent with academic and behavioral requirements outlined for extra-curricular activities.

The Lancer Band, Recorder Ensemble and Mater Dei Music Academy

This program is open to all students in grades 2-8.

The Recorder Ensemble is open to all second, third, and fourth-grade students . Recorder Ensemble is an annual fee of \$175. Practice occurs Thursdays after school from 3:15-4:15 in the Fine Arts Studio.

SJDL School Lancer Band students must be in 4th grade through 8th grade. Lancer Band has an annual fee of \$350 and students provide their own instrument. Students receive personalized instruction and practice at 7 AM Wednesdays and Fridays.

The Lancer Band may play for the Spring Concert in May and end of year Assembly. The Recorder Ensemble plays for the Spring Concert. Members of the Lancer Band also have additional opportunities to rehearse in the evening two nights per week at Mater Dei High School at no additional cost.

STUDENT/PARENT RESPONSIBILITIES

Uniform Policy

Saint Jeanne de Lestonnac School's Uniform Policy is integrated into its overall mission and philosophy regarding values and character development. It helps create a sense of belonging and unity among students. When everyone is dressed in the same attire, it minimizes social and economic differences and emphasizes that all students are part of a larger community. This unity can contribute to a positive school environment and promote a shared sense of purpose and values.

The uniform policies set clear standards for attire, such as requiring skirts or shorts to be of a certain length, or prohibiting clothing with offensive language or imagery. Adhering to these policies helps students demonstrate respect for themselves, their peers, and the values of the school. It also eliminates distractions caused by fashion trends or competition over clothing choices. When students are dressed uniformly, the focus can shift more toward academics and learning, rather than on external appearances. This can enhance the learning environment and promote concentration and engagement in classroom activities.

Our school aims to provide an education that aligns with the principles and values of the [Educational Project of the Company of Mary](#). Our uniform policies reflect these values, promoting modesty, simplicity, and respect for oneself and others. By adhering to the uniform policies, students and parents demonstrate their commitment to these values and contribute to the overall Catholic identity of the school community.

Uniform Information

Uniforms are purchased from: Vicki Marsha Originals
5292 Production Drive
Huntington Beach, CA 92649
(714-895-6371). www.vickimarsha.com school code JDL4271

The SJDL School Clothes Closet also sells gently used Vicki Marsha school uniforms.

All students must be in uniform every day. Uniforms are worn by all students in order to foster a spirit of equality and neatness. **Look-alike sweaters, blouses, shirts, etc. not purchased through Vicki Marsha Originals, are not acceptable.**

Preschool/Prekindergarten Uniform policy

A FULL SET OF REGULAR OR UNIFORM CLOTHES and SHOES is required to be kept in class in case of an occasional accident. All articles of clothing should be labeled. No watches/jewelry or items from home allowed.

Preschool and Pre K do NOT require a formal/full uniform or PE uniform.

Girls' Uniforms

- POLO SHIRT: Navy or white with Saint Jeanne logo
- SKORT with Elastic Waistband
- SWEATER with Saint Jeanne emblem (Button down, V-Neck or Vest)
- SOCKS plain white socks (no ruffles, embroidery, insignias, etc.)
- SHOES: Athletic Sneakers (no hightops) in blue (royal or navy - no bright/neon colors), white or black. Shoes can be a combination of these colors (EX: Navy with white Adidas stripe) or All-black *Mary Jane* style shoes (*no designer style – plain black shoes only*): no ballerina shoes may be worn.
- ** SWEATPANTS AND SWEATSHIRTS with (SJDL logo) may be worn in cold weather.

Boys' Uniforms

- POLO Light Blue or white with SJDL logo
- SHORTS Navy blue twill with elastic waistband
- PANTS Navy blue twill with elastic waistband
- BELT Navy, all black or dark brown (worn with shorts/pants)
- SWEATER with SJDL emblem (Button down, V-Neck, or Vest).
- SOCKS plain white socks (ankle/crew)
- SHOES Athletic Sneakers (no hightops) in blue (royal or navy - no bright/neon colors), white or black. Shoes can be a combination of these colors (EX: Navy with white Adidas stripe) or All-black dress shoes.
- ** SWEATPANTS AND SWEATSHIRTS with (SJDL logo) may be worn in cold weather.

Regular/Full Uniform Requirements for Boys and Girls (K-8)

Girls' Uniforms

K-8th Grade Regular Uniform

- POLO White/Navy with SJDL Logo
- SKORT Plaid (no higher than the middle of the knee)
- SHORTS Navy (knee length)
- PANTS Navy blue twill
- BELT Navy, all black or dark brown (worn with shorts/pants)
- SOCKS plain white socks (ankle/crew)
- SHOES

Athletic Sneakers (no hightops) in blue (royal or navy - no bright/neon colors), white or black. Shoes can be a combination of these colors (EX: Navy with white Adidas stripe) or All-black *Mary Jane* style shoes (*no designer style –plain black shoes only*): no ballerina shoes may be worn.

****In case of Cold Weather girls may wear white, dark blue or black leggings under the uniform skirts.**

Full Uniform - Grades K - 4

- BLOUSE: White with round collar
- JUMPERS: (no higher than the middle of the knee)
- TIE: criss cross
- SWEATER/CARDIGAN/VEST: with emblem

Saint Jeanne's jacket may be worn over the school sweater, but not in place of it on "Full Uniform" days.

Full Uniform - Grades 5 - 8

- BLOUSE: White oxford with button down collar
- TIE: regular or clip-on
- SKIRT: no shorter than two inches above the knee
- SWEATER/CARDIGAN/VEST: with emblem

Saint Jeanne's jacket may be worn over the school sweater, but not in place of it on "Full Uniform" days.

Boys' Uniforms

K-8th Grade Regular Uniform

- POLO White/Light Blue with SJDL Logo
- SHORTS Navy (knee length)
- PANTS Navy blue twill
- BELT Navy, all black or dark brown
- SOCKS plain white socks (ankle/crew)
- SHOES

Athletic Sneakers (no hightops) in blue (royal or navy - no bright/neon colors), white or black. Shoes can be a combination of these colors (EX: Navy with white Adidas stripe) or **All-black** dress or all-black dress shoes.

Full Uniform - K - 8

- SHIRT White oxford with button down collar
- TIE: regular or clip-on
- PANTS Navy blue twill
- SWEATER/CARDIGAN/VEST with emblem

Physical Education Uniform (Grades K-8)

The P.E. uniform consists of the most current Saint Jeanne's t-shirt and navy-blue shorts. Students are to come dressed in the P.E. Uniform on days they attend P.E. class. *Children who participate in the After-School Sports Program (Grades 5-8) should not expect to play on a team on a day when they have not dressed out and participated in the P.E. class.*

- PE SHIRT: P.E. T-shirt with name clearly labeled or any Saint Jeanne T-shirt/Spirit T-Shirt
- PE SHORTS: Navy blue nylon mesh
- SWEATSUIT: (Very cold weather only) Students may wear the Lancer Sweat suit or the SJDL sweatshirt (blue/gold) from Vikki Marsha or the SJDL Spirit Store
- SOCKS: Plain white (not navy-blue), regular length, above the ankle

****Regular uniform shoes can be worn on PE days provided that they are lace up athletic shoes.**

Variable Weather and/or Climate Events

Due to the fact that weather conditions in Southern California can change dramatically throughout the year, the school policy allows the parents to decide if a “warm weather” or “cold weather” uniform is most appropriate for their child. On days when special assemblies, liturgies, or special events in the theater require “full, or complete uniform”, the student must wear “full uniform” in the theater, but may wear “warm weather” uniform for the rest of the day. All clothes should be labeled with the child’s name.

SJDL Spirit Wear

SJDL Spirit Wear is considered to be:

1. Spirit T-shirt purchased through the Clothes Closet.
2. All Fundraising T-shirts purchased through the respective Fundraising Event/Portal.
3. Any item purchased through the school's Official Spirit Wear Online Store.
 - All students are permitted to SJDL Spirit Wear clothing **ONLY** on their respective scheduled PE days and any Free Dress Day.

“Free Dress”

Students may wear knee length shorts, tennis shoes, and jeans (not ripped or skin tight), pants or sweats. Clothing that is tight, torn, ripped, oversized, or with holes is not acceptable. **Leggings may only be worn underneath a pair of shorts/pants.** Modest tops or t-shirts with acceptable wording or logos are allowed. Hats may be worn but must be removed in class. No halter or tank tops are allowed. On “**Spirit Dress**” days the students wear “Free Dress” but must wear an SJDL School t-shirt. No flip-flop sandals are allowed. **Very short or tight skirts, or shorts, are not allowed.** Standard Grooming Rules apply on these days. ***Students who do not follow these policies may be sent home and may forfeit their next free dress day.***

Events with Special Dress Requirements

Selected activities require very specific attire that is different from “uniform dress”, “non-uniform dress”, and “free dress” described previously. Parents will receive specific dress requirements regarding any “Special Event Dress”.

Halloween Costume Policy

The Halloween Costume Parade Day will be on October 31st, or when scheduled. This day is also a Minimum Half-Day - Noon Dismissal with Extended Care available.

As parents and students plan costumes, please keep the following in mind regarding the policies of the school:

- No violent/gory or excessively scary costumes and/or make-up allowed.
- No toy weapons, weaponry, toys that might give the impression of a weapon, etc.
- No risqué, inappropriate, revealing or “cross dressing” type of costume.

We encourage students to plan their costumes so that they will be comfortable, have fun and adhere to the school's values and mission. Students who are not in compliance with the costume policy will be disqualified from participating in the Halloween Parade and will have to change into free dress compliant clothing or be dismissed to a parent/guardian for the day.

Thank you for taking appropriate steps in advance to discuss costume choices as the primary educator of your child(ren). If you have any questions regarding costume guidelines, please contact Sr. Cecilia or Mrs. Spillman as soon as possible.

Boy/Girl Scout Uniforms

Saint Jeanne de Lestonnac School Boy Scouts and Girl Scouts may wear their complete scout uniform on the days of their meetings or special events. Otherwise they wear their regular Saint Jeanne de Lestonnac School uniform of the day. While inside any building, boys must remove their hats.

Student Personal Hygiene

Make-Up/Nail Polish

No student (P-8th grade) will be admitted to class wearing regular face or eye make-up. Students who are self-conscious about their acne may consult with the school counselor regarding the conservative use of a “concealer”. Students may not wear acrylic or artificial nails. Only **clear** nail polish is permitted. Fingernails must be well trimmed. Chapstick or Vaseline is allowed for chapped lips but should not be shared with other people.

Jewelry/Watches

Costume jewelry is not part of the uniform and may not be worn. One small set of stud or post earrings, **ONE** per ear on the bottom of the ear lobe, are allowed for girls only. No other body piercing is acceptable. Students may not wear dangling or hoop earrings. Boys may not wear earrings. Students may wear one religious necklace (cross or medal). Students may wear a **NON SMART** watch on one wrist. No other jewelry may be worn. The school accepts no responsibility for damage, loss, or theft of any jewelry item(s).

Tattoos/Body Art

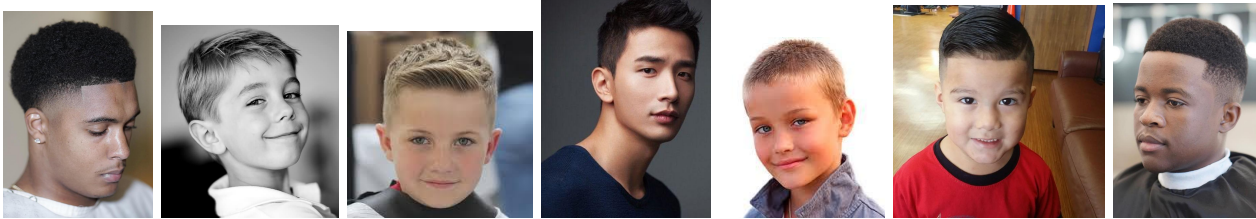
No visible permanent tattoo or body art is permitted.

Haircuts

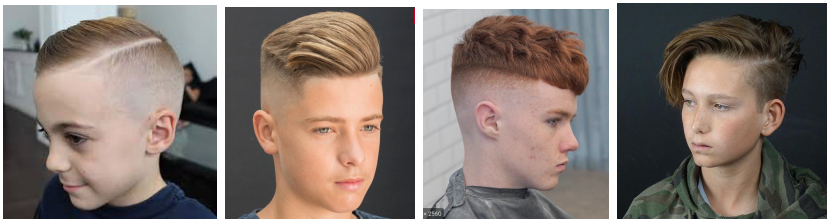
Student hair must be neat and clean. Hair should not hang in the face obstructing the student's forehead. Using a dye, tint, rinse, or anything that alters the natural color of a student's hair is not allowed .

Boys' haircuts should be tapered and not hang over the "buzzed" sides, back, or front. Hair should not touch the collar of the shirt or the ears. Hair in the front should not be “combed over” from the front to the back.

EXAMPLES OF SJDL SCHOOL APPROVED HAIRCUTS:



The following examples are of current FAD Haircuts that are not allowed:



Technology Acceptable Usage Policy

Access to Saint Jeanne de Lestonnac School's network resources is a privilege that imposes certain responsibilities and obligations and which is granted subject to school policies, local, state and federal laws. All users of these shared resources must act responsibly and comply with specific policies and guidelines governing their use. The purpose of this policy is to promote the efficient, ethical, lawful and Christian use of Saint Jeanne de Lestonnac School's computer and network resources.

General internet searching is discouraged on all levels and will only be used in the presence of a teacher or adult. The school will take all reasonable means to limit our students' exposure to illicit and/or unwarranted content. Reasonable auditing procedures to prevent accidental access to inappropriate content are applied to the school's network during school hours defined by the Parent-Student Handbook. The school recognizes that all filtering devices and software are not 100% effective, but does all it can to adhere to the requirements of the Children's Internet Protection Act (CIPA).

Definitions

- Network resources include both wired and wireless connectivity in the SJDL School Network.
- Network access includes connecting to the Saint Jeanne de Lestonnac School network on campus, as well as accessing "Cloud" resources through the school's provided student user account.
- "Cloud" resources include, but are not limited to, Saint Jeanne de Lestonnac School's domain resources, namely, Google Educational Enterprise (sjdlschool.com), Learning Management System and all learning platforms (ie: Discovery Education, Renaissance Learning, Pearson Realize, ConnectEd, etc.).
- School assigned passwords are those that use at least six to eight characters, and may include a combination of letters, numbers, and symbols and are easy for you to remember, but difficult for others to guess. It is the responsibility of the user to inform a teacher or administrator if the user feels that his/her school assigned password has been compromised.
- Enrolled devices are any computer or device configured to access the school's network through a designated management system, via wired or wireless connectivity, within the school's local area network or wide area network. Access to the school's network is restricted to enrolled devices only.
- Social Media - Any publicly accessible platform.
- Defamation - Slander or libel statements made in the presence or hearing of school personnel, parents and/or students at a place which is on school premises or public sidewalks, streets, or other public ways adjacent to school premises at some other place in connection with assigned school activities. For the purpose of this definition, the word "teacher" is defined as any member of the Administration, the Faculty, or the Staff of Saint Jeanne de Lestonnac School. Additionally, for the purpose of this definition, public areas will also include any publicly accessible platforms including, but not limited to, the school's Learning Management System, school managed online accounts, personal blogs (both digital and video), online threads, online feeds, podcasts, social media platforms, etc.

Guidelines

Acceptable usage of the internet/network can be, but is not limited to,

- Accessing URL links/Web sites specified by the teacher.
- Accessing and interacting with the school's information and learning management cloud.
- Accessing and interacting with the school's learning platforms.

Unacceptable usage of the internet/network can be, but is not limited to,

- Sharing school managed account information with any student.
- Adding any device to the school's LAN/WAN network without written permission.
- Accessing any social network site (other than the school's learning management cloud).
- Accessing the internet without the teacher's approval.

- Infringing on copyrighted material/any form of plagiarism.
- Utilizing a teacher workstation/iPad or any other school-owned technology at any time.
- Sending an email, either through the school's provided domain email address (username@sjdlschool.com), or their own private email that is defaming, demeaning, derogatory, threatening, bullying, or offensive in nature, and/or inappropriate for our Saint Jeanne de Lestonnac School community.
- Using a smart watch, camera, cell phone, or any other electronic device to photograph or video anyone or anything in the school, which is considered private property of the Sisters of the Company of Mary, and not a public venue, without explicit written permission from the school and the individual(s) being photographed or videoed.
- Sharing photos, video, or social network applications that have been acquired off the school premises without the explicit written permission of the Sisters of the Company of Mary.
- Use of a non-enrolled device or a device with cellular capability.
- Creating and/or utilizing a Cellular HotSpot on a school managed device.
- Creating a Virtual Private Network (VPN) within the school's wide area network (WAN) or Local Area Network (LAN).

Students should be aware that state laws and school policies, guidelines and regulations may limit the protection of certain aspects of individual privacy. Both the nature of electronic communications and the public character of the school's business make certain uses less private than users may anticipate. The school may permit the inspection, monitoring or disclosure of content associated with a school account at any time by a child's parent or legal guardian, school personnel or law enforcement officers.

Parents and guardians of minors are responsible for setting and conveying the standards that their child(ren) should follow when using any device, media or information sources outside of the school's network. The school does not assume responsibility for parental decisions regarding outside of school network usage by enrolled devices or unenrolled devices. Parents should be aware of and assume all responsibility relating to the age requirements and guidelines of subscription-based websites, social media platforms and online stores.

Students who misuse the Saint Jeanne de Lestonnac School computing and network resources or who fail to comply with the school's stated Acceptable Usage Policy (AUP), regulations and guidelines are subject to, but not limited to, one or more of the following consequences:

- Temporary loss of computer/network access during incident investigations.
- Disciplinary actions taken by the Administration Team.
- Legal prosecution under applicable Federal and State laws for both students AND parents/legal guardians.

The Acceptable Usage Policy (AUP) applies to all students and approved users of the Saint Jeanne de Lestonnac School computing and network resources.

Students and parents must sign and turn in an AUP form each school year indicating that they acknowledge reading and understanding the Acceptable Usage Policy of Saint Jeanne de Lestonnac School, Tustin. Furthermore, the Student & Parent accept the responsibilities stated herein and will notify a member of the Administration Team if malicious and/or inconsistent use of computer and network resources have been detected in a timely manner. Additionally, the Student/Parent acknowledges that Saint Jeanne de Lestonnac School is held harmless and released from liability for ideas and concepts that are gained through the use of the internet.

No firewall and filter systems are perfect, not even encrypted corporate or government firewalls and filters. Parents must monitor their child's accessibility to internet content and review both school managed accounts and recently accessed website history on a regular basis.

The school's firewalls and filters are quite effective and meet all conditions set forth by the Children's Internet Protection Act (CIPA) reasonably preventing accidental access to inappropriate websites while on campus. Nevertheless, they do not extend secure access beyond the immediate physical range of the school's LAN/WAN network. Parents are ultimately responsible for managing their child(ren)'s online access as well as any platform and online social networking.

Use of Pictures, Videos, Audio Recording of Students, etc.

Parents are advised that Saint Jeanne de Lestonnac School classroom activities and other school events are often photographed, recorded and/or videotaped.

Unless otherwise directed by the parents in writing to the Administrative Team, in conjunction with the AUP (Acceptable Use Policy for Technology), Saint Jeanne de Lestonnac School may use pictures, videos, audio recordings, sample work, and other media of the children for all school media and promotional materials, including, without limitation, for purposes of sharing/promoting school activities, athletic competitions, special assemblies, the Spring Musical, academic competitions, the weekly newsletter, the yearbook, liturgical celebrations, the sjdlschool.com website. Such photographs, videos, recordings and other media may remain in use following your child's enrollment in the school.

The enrollment of a student at the school shall constitute (1) consent to the use of such photos/recordings/videos and other media without compensation, and an acknowledgement that no compensation is expected or required, and (2) a release of Saint Jeanne de Lestonnac School from any and all liability, claims or causes of action arising from the use of these photographs, videos, recordings and/or other media as described above and an acknowledgment that such photographs, videos, recordings and other media shall be the property of Saint Jeanne de Lestonnac School. Upon registration, parents read, acknowledge, and approve this policy as with all other policies of the school contained in the Saint Jeanne de Lestonnac School Parent-Student Handbook.

Attendance Policies

Absences and Tardiness

When a student is absent from school the parent should notify the school using the "report an absence" feature on the school website or calling the school. If a student is absent due to illness, the student must be fever free for 48 hours prior to returning to school. Absences for illness, medical/dental appointments, or family emergencies require a note from the parent before a child returns to class.

Students who are absent due to illness have one day for each day of absence to make up missing assignments. Most of the student's work is posted on the school's Learning Management System and is available directly online, however parents may contact the teacher for assignments if the student is absent multiple days.

Absences for family trips are important opportunities for the family. However, they deprive the student of vital classroom instruction and clarification. Although the student may make up some of the work within a reasonable time, it is important that the parents understand that the child's absence may significantly affect his/her understanding and mastery. Family trips are best scheduled during the school holidays. If a family trip is taken during the school year, a *Notice of Absence from School* form should be filled out by the parent, approved first by the Principal, completed by the teacher(s) and turned in to the office before the date(s) of absence. This form is available in the office from the school secretary. **State law requires that students with 30+ days of absence may not be promoted, and repeat the same grade the following year.**

A student is tardy if he/she arrives after 8AM. All students must enter through the office and obtain a late pass after 8AM.

After obtaining a late pass, students in preschool through second grade may walk to class with a parent; students in 3rd-8th grade will walk to class on their own. Recurrent tardies will be addressed by the administration. A doctor or dental visit is an “excused” tardy and should have a note of verification.

Dismissal

All students (preschool through eighth grade) are dismissed at 3 PM. At 3:15 P.M., The teacher leads all children who are not picked up and supervised by a parent, to the Extended Care Program. A fee (per hours and days used) is assessed at the end of the month for students in grades 1-8. Children who walk home, ride a bicycle, or use public transportation, must have written permission on file in the office. **No student is permitted to walk to or from a car without an adult.** For security reasons, if a child is being picked up by any adult (must be over the age of 18) other than a parent or designated carpool driver, a written note must be sent to the office letting the principal know who has been authorized to pick up the child/children on a given day. A copy of the note is sent to the teacher, letting him/her know who is authorized on that particular date to pick up the child. **Parents may add people to this list. So that the change can be made to the school’s emergency database, the principal and office staff must be notified.** Children are dismissed only to adults whose names are included on each child’s official dismissal list in the database. Children are not allowed on the school grounds after the regular school hours without the direct and close supervision of a parent, teacher, or coach. This includes any library visit after school or reading tests in the library. Students may not leave their parent’s side except to go to the restroom.

Minimum Days

Every Friday, and some dates before major holidays, the school will dismiss early. Extended Care will be available, except for the minimum day before Christmas break and the last day of school. Hot lunch will be available for all grade levels.

Parent Requested Early Dismissal

Parents who request the release of their child/children during regular school hours must sign a release ledger, which is kept in the office, stating the reason for early dismissal before leaving the school. The child/children are then called to the office. For purposes of security, parents and authorized drivers are not permitted to enter the classroom or playground at any time when picking up a student for an early release without the permission of an administrator and must wear a bright yellow security badge. Teachers may not release a child from their classroom without notice from the front office. Parents, adults, or siblings under the age of 18 may *not* go to the classroom to request the release of a student without the expressed direction of the principal and properly signing in through the front office.

Student Supplies

Lists are available online by clicking [HERE](#).

iPad Requirements

All students in grades 3 through grade 8 are required to have an individual iPad , an Apple pencil (fourth generation or newer) or compatible stylus and wired earphones.

In order to sync the iPads with the school Apps, the Apple ID and any security codes must be removed and the settings must not be changed. Student iPads with SJDL School APPS may be used for school purposes only. Please refer to the Student Acceptable Usage Policy (AUP) for additional information.

Use of the Office Telephone

Student cell phones must be powered off and stored in their backpacks from 8 AM to 3 PM. Students may use the phone

in the office if they have received permission from a teacher, the office staff, or a member of the Administration. In order to teach the students responsibility, we discourage them from calling their parents for forgotten coursework, sports uniforms, etc. If a game time or practice has been canceled, the coach first notifies the office staff, and the students may ask the office staff for permission to use the phone. Unless authorized, no child may use a cell phone during the school hours of 8 AM – 3 PM or at any time during Extended Care. Students whose phone is powered “on” during that time will receive a VBR and the phone will be forwarded to the Administration to return to the parent.

Lost and Found

In order for students to be ultimately responsible for their possessions, teachers consistently remind all children to gather and maintain their personal belongings throughout the school year. The school does not maintain a Lost and Found and is not responsible for lost articles of clothing or other belongings. Valuable belongings or excessive amounts of money should not be brought to school. **Articles with names are more easily recovered by the student, but it is his/her responsibility to retrieve them. Articles without names are kept for NO MORE THAN two weeks before disposing of them.** If students are in Extended Care or an official after-school extra-curricular activity, they should keep their belongings with them or very close by where their activity takes place. The students are encouraged to label everything and not leave anything unattended. Students should utilize the hooks outside each classroom to hang backpacks and chairs.

School Official Online Calendar

A combined calendar with proposed dates for events and other activities is posted online under the school’s public website www.sjdl.school.com. As this calendar is subject to change, it is vital that parents check it regularly and carefully for all of the upcoming activities of the school. Smart phones, tablets, and home/business computers may also be synced with the school calendar for easy access.

Weekly Newsletter

The school publishes a weekly newsletter, which is sent out automatically to the parents of the school and posted to our public website (www.sjdl.school.com). As needed, special announcements, reminders and alerts are made over the school’s official App. The members of the Student Council make monthly announcements in front of the Library Media Center on the first Monday of the month in the morning at 8:00 AM. Committee chairpersons, school advisors, event planners, alumni, etc., may contact the Administration to be included in the Saint Jeanne’s Weekly Newsletter.

Parties (Birthdays)

After receiving permission from the teacher, simple treats, not birthday parties, are allowed at school. We encourage healthy treats, however, parents may send cupcakes (not sheet cakes), doughnuts, cookies, etc.. Invitations for birthdays or any kind of parties should be *mailed from home or online* unless everyone in the class is invited.

DIFFERENT GUIDELINES APPLY FOR PRESCHOOL AND PRE-KINDER. PLEASE SEE YOUR CHILD’S TEACHER FOR FURTHER DETAILS ABOUT A SUGGESTED LIST OF HEALTHY SNACK ALTERNATIVES **PRIOR** TO YOUR CHILD’S BIRTHDAY.

Extended Care Information and Regulations

The goal of the Extended Care Program is to offer quality supervision by a competent and caring staff in an environment where the children feel safe and "at home" following the school day. Each afternoon the children are able to participate in a period of free play, coursework time, outdoor games, and inside activities to provide a balance of structured and unstructured time.

The school provides morning supervision from 7:30-8AM free of charge..

Fees and Payment Policies

Parents who would like to take advantage of the Extended Care Program are asked to register their children in one of the following programs:

Options

Every School Day (M-Th): Full time (3:15 - 5:30 P.M.)

a. \$300 per month for the first child

b. \$250 per month for each sibling

Occasional Drop-In (3:30 – 4:30 P.M.) \$10.00 (4:30 – 5:30 P.M.) an additional \$10.00

Full day non-holiday school days off – (8:00 A.M. – 5:30 P.M.) \$45.00

Half-day non-holiday school days off – (12:00 P.M. – 5:30 P.M.) \$25.00

On Friday's ONLY (Early Dismissal Days):

Extended Care charges will begin at 2:30pm giving a one-hour grace period for parents to pick their child up after Early Dismissal at 1:30pm.

From 2:30pm - 3:30pm Extended Care will be offered at 50% off (\$5.00 per hour)

After 3:30pm, Extended Care will be \$5.00 per half hour, until 5:30pm.

Please note that the Extended Care Program is a service offered to all of our SJDL parents who are in need of extending the learning day for their child(ren) due to work commitments or other intermittent commitments that may require their child(ren) to remain at school after 3:15 pm, or 1:30 pm on Fridays. Although it is not intended to be a babysitting service or a "playtime" for students, we will offer a number of activities, especially on Fridays, for the children to participate in such as Chess Club, Lego Science, Soccer Shots and other learning activities.

Anticipating that there may be a few more children in the Extended Care program on Fridays, we will have faculty and staff who may not be participating in respective discussions and/or training on various Fridays, help supervise the children.

Athletes who are not picked up immediately after practices or HOME games must report to Extended Care and a \$5.00 fee will be charged.

For the safety of all of our children, including student athletes, every child must report to Extended Care or will receive an appropriate disciplinary consequence. Students may not hide or wait in front or in the back of the school, even if told to do so by a driver to avoid Extended Care charges. In order for our accounts to be kept up to date: "Extended Care bills" are issued at the beginning of each month for the previous month's Extended Care. Payments are due by the 10th of the month. If not, late charges are added.

Extended Care Release and Sign-out Policy

Children who are participating in the school's Extended Care program must be signed-out by the individual(s) who is legally able to sign the child out. These individuals must be their parent and/or adult who has been designated in the Registration process for the current school year and/or amended to the Student Information System formally requested by the child's parent/legal guardian. All adults will be asked for a legal ID prior to any child being released. Siblings under the age of 18, must have a written document from the parent or legal guardian on record in the front office. The sign-out signature is required and must be legible.

A charge of \$20 will be automatically assessed to all children who were not signed out, with time and legible signature or the parent's unique Extended Care code. Extended Care sign-out sheets are located at the main Extended Care podium.

Extended Care Program Schedule

Students who are not picked up by their parent(s) or designated driver from the homeroom class or Contact Period (CP) at 3:15 P.M. are taken to Extended Care. School ends at 3:00 P.M. and parents are given thirty minutes of courtesy time to pick up their children.

3:30 – 4:00 P.M. Snack (preschool, pre-kindergarten - all other students must provide their own snack) /outdoor or indoor free play. Students must be signed out by someone on their authorized pick-up list. Please be sure to review and update your emergency contact and pick-up list through the Facts Family Portal.

4:00 – 5:30 P.M. Coursework or independent reading, etc.

Extended Care ends at 5:30. A \$1.00 per minute charge is incurred for students who remain after 5:30 PM.

Extended Care Behavioral Expectations

Children are expected to respect the Staff, each other, and the materials provided by Extended Care. School rules always apply during the Extended Care Program. When there is an ongoing behavior problem with a child, the Extended Care personnel make every effort to work together with the Administration and the parents to resolve the situation. If there is, however, a lack of cooperation with no visible improvement, the school reserves the right to dismiss any child from the Extended Care Program.

Students Participating in After-School Programs and Activities

The parent or driver must pick up students who participate in the After-School Programs immediately after the scheduled practice/event; otherwise, they are taken to Extended Care for supervision and are charged accordingly. **For children participating in after-school athletics, it is the responsibility of the parent or designated driver to pick up the player at any "away game" sites. Students do not return to Saint Jeanne's to be picked up.** Students who avoid signing in for Extended Care after an after school program event may receive a disciplinary referral. Students must be supervised at all times.

Students who are signed out of school or the Extended Care Program on any given day must be closely and directly supervised by the parent/guardian who signs them out, or they may be charged for Extended Care. Students who have been signed out of Extended Care should not remain on campus to play. Parents and their children who stay on campus after signing out of Extended Care need to be directly and closely supervised by the parent. (Children may not go to the cafeteria or anywhere else unaccompanied directly and closely by the parent/guardian).

Parking and Traffic Procedures

To help ensure the safety of the students, the following rules will be strictly enforced by the Administration. The blacktop area near the Home and School Office, located behind the school, is not a daytime parking area, except when directed by parking attendants.

1. Traffic may flow ONLY in the directions indicated by the arrows.
2. Children will be dropped off in the morning in the lane closest to the classrooms. Children MUST exit cars from the RIGHT if using the drop-off lane.
3. When dropping off students in the morning, the driver should not exit the car, and be sure that the children in the car are READY to exit the car as soon as it comes to a stop at the front of the line. Do not pull out of the drop-off lane until you are the first in line. DO NOT PASS (on the left) a vehicle that is in the drop-off lane. Wait until the vehicle leaves and then follow behind.
4. If using the second or third lane parking spaces, do not allow child/children to cross the parking lot alone. Park the car and walk the children through the designated crosswalk.
5. Do not leave children unattended in a car at any time.
6. Cars should not drop off or park in the crosswalks at any time.
7. There is NO PARKING in the handicapped spaces for any reason other than those designated by the handicapped sign.
 - a. The Tustin Police Department and the Santa Ana Police Department will be called and violators will be cited. Fine = \$350.00+
8. No parking is permitted next to the red curb. This is an emergency area parking zone.
9. No guest parking is permitted in the white-lined areas or in front of either of the convents.
10. No parking is allowed in spaces officially designated by parents who have purchased family parking spaces at fundraising events.
11. Teachers and parent volunteers who assist with traffic control appreciate courtesy.
12. Preschool and pre-kindergarten children must be accompanied and signed in and out by a parent or authorized adult guardian. This is a California state law.
13. Never leave the keys, or the motor running, in an unattended car.
14. Parents are not allowed to go to the classrooms or to walk on the school grounds before their child's dismissal time without permission from the school office.
15. The speed limit in the parking lots is 15 mph. Please do not exceed this speed at any time.
16. The Saint Jeanne's parking lots are cell-phone free while operating a vehicle.

Reserved Parking Spaces

Please respect the reserved parking spaces in our SJDL School Parking Lots. This includes the spaces reserved in the main parking lot in Tustin and the "Field of Dreams" parking lot off of 1st Street in Santa Ana. These families have bid on specific auction spaces, underwritten events, or contributed to ALL of the families of our school in a generous way. These parking places are reserved before school, after school, on the weekends and during scheduled vacation periods.

PHILOSOPHY OF DISCIPLINE

The "Faithful Minds" discipline program is designed to foster the development of Christian values, executive functioning skills, and self-regulation among Kindergarten through Eighth-grade students at Saint Jeanne de Lestonnac Catholic school. By integrating these three essential elements, we aim to create a positive and nurturing environment that supports students in their academic, social, and spiritual growth. The program emphasizes the teachings of Christ and the attributes of Mary, Our Lady, and aims to cultivate responsible, compassionate and service-oriented individuals who can grow through experiences and positively contribute to society.

Learning Goals

Christian Values:

Scripture-based Education: We integrate the teachings of the Bible into every aspect of the student's school life emphasizing moral values, empathy, love, forgiveness, and respect for oneself and others.

Character Education: We incorporate regular character education lessons to instill virtues such as honesty, integrity, kindness, humility, and gratitude.

Service Projects: We engage students in community service projects to develop a sense of social responsibility and compassion for those in need.

Executive Functioning:

SMART Goal Setting: We teach students how to set achievable goals and develop action plans to accomplish them.

Time Management: We provide guidance on managing time effectively by creating schedules, prioritizing tasks, and avoiding procrastination.

Organization Skills: We teach strategies for organizing materials, maintaining traditional workspaces, and managing digital files.

Task Initiation and Completion: We encourage students to start tasks promptly and see them through to completion, fostering a sense of responsibility and discipline.

Self-Regulation:

Emotional Intelligence: We promote emotional awareness and regulation by teaching students to identify and manage their emotions appropriately.

Mindfulness Practices: We introduce help students focus, reduce stress, and improve self-control through delayed gratification techniques.

Conflict Resolution: We teach and guide students in effective strategies for resolving conflicts peacefully and respectfully.

Decision Making: We encourage critical thinking skills and ethical decision-making by presenting real-life scenarios and discussing the consequences of choices.

Catholic/Christian Character Development

There are several important values that are often emphasized for children at an elementary/middle school level regarding the recognition and development of Christian/Catholic character development. The overarching goal we hope to instill in our students, aligned with the school's mission and philosophy are:

Love: Teaching children to love others unconditionally is a fundamental Christian value. This includes showing love and compassion towards family, friends, neighbors, and even those who may be different from them.

Kindness: Encouraging kindness helps children understand the importance of treating others with respect, empathy, and gentleness. It involves helping others, sharing, and being considerate of their feelings.

Forgiveness: Teaching children to forgive and seek forgiveness is crucial in Christianity. Understanding that everyone makes mistakes and that forgiving others is an important aspect of Christian faith helps children foster healthier relationships.

Honesty: Emphasizing the value of honesty helps children develop integrity and trustworthiness. Teaching them to speak the truth, even when it is difficult, promotes a strong moral foundation.

Humility: Instilling humility in children involves teaching them to value others above themselves and to have a modest view of their own abilities. It encourages them to be grateful, serve others, and avoid arrogance or selfishness.

Gratitude: Encouraging children to express gratitude to God and others for the blessings in their lives helps foster a spirit of thankfulness. Teaching them to appreciate what they have and to be content rather than always seeking more is an important Christian value.

Compassion: Nurturing compassion in children involves teaching them to have empathy and care for those who are suffering or in need. Encouraging acts of kindness, generosity, and service to others helps children develop a compassionate heart.

Respect: Teaching children to respect authority figures, such as parents, teachers, and elders, as well as their peers, helps instill a sense of order and understanding of proper relationships. Respecting others' opinions, beliefs, and diversity is also emphasized.

Faith: Cultivating a relationship with God and fostering faith is an essential Christian value. Teaching children to trust in God, pray, and rely on His guidance and strength helps them develop a strong foundation of faith.

These values provide a starting point for teaching children about Christianity, but it is important to adapt the teachings to their age and understanding. Parents, and guardians play a significant role in imparting these values through various activities, stories, and discussions.

Executive Functioning

Executive functioning refers to a set of cognitive processes and mental skills that enable individuals to plan, organize, initiate, regulate, and evaluate their thoughts, actions, and behaviors. In the context of an elementary level child, executive functioning refers to the development and use of these skills in the early years of schooling.

Some key components of executive functioning in elementary/middle school level children include:

Working Memory: The ability to hold and manipulate information in mind for short periods of time, such as remembering and following multi-step instructions or solving problems.

Inhibition: The ability to control impulsive behaviors, delay gratification, resist distractions, and stay focused on a task. It involves inhibiting automatic responses and thinking before acting.

Cognitive Flexibility: The capacity to switch gears and adjust to changes in tasks or situations. It involves adapting to new rules, ideas, or perspectives.

Planning and Organization: The ability to set goals, develop strategies, and create a plan of action to accomplish tasks. This includes breaking down tasks into smaller steps and managing time effectively.

Self-Monitoring: The skill to evaluate one's own performance, reflect on progress, and make adjustments as needed. It involves being aware of one's strengths and weaknesses and seeking assistance when necessary.

Developing strong executive functioning skills is crucial for academic success and overall well-being. Elementary level children gradually acquire and refine these skills through practice, guidance, and appropriate support from parents, teachers, and caregivers.

Self-Regulation

Self-regulation in an elementary/middle school level child refers to their ability to manage and control their thoughts, emotions, and behaviors in order to achieve appropriate and socially acceptable responses to different situations. It involves the child's capacity to regulate their attention, impulses, and emotions, as well as to adapt their behavior to meet the demands of their environment.

Self-regulation encompasses various skills, including:

Emotional regulation: The ability to identify, understand, and manage one's own emotions. This involves recognizing and appropriately expressing emotions, as well as coping with and recovering from emotional experiences, both perceived and real.

Impulse control: The ability to resist immediate temptations or urges and think before acting. It involves delaying gratification, considering consequences, and making thoughtful decisions.

Attention regulation: The ability to focus and sustain attention on a particular task or activity, while resisting distractions. It involves filtering out irrelevant information and maintaining concentration.

Behavior regulation: The ability to control and modulate one's behavior in accordance with social norms, rules, and expectations. This includes following instructions, respecting others' personal space, and demonstrating appropriate manners.

Developing self-regulation skills in elementary level children is important for their academic success, social interactions, and overall well-being. It allows them to manage their emotions, stay focused on tasks, solve problems effectively, and engage in positive social relationships. Parents, educators, and caregivers can support the development of self-regulation

through modeling, providing structure and routines, teaching coping strategies, and offering opportunities for practice and reflection.

Implementation Strategies

We partner with parents to create a positive and inclusive school culture that supports the values and principles of the Faithful Minds Discipline program. It is important to emphasize that the discipline program is not focused, solely, on punitive outcomes, but rather a holistic, proactive approach to developing and reporting student accomplishments and, when necessary, creating pathways for children to realize their actions and accept consequences that are intended to provide healthy, faith-based resolutions and growth.

Saint Jeanne School incorporates the program's principles into all aspects of school life, including classroom management, extracurricular activities, and student support services. Consistency of expectations is key to any disciplinary initiative, regardless of age or grade level. The tenants of the program are universally accepted as foundational skills by all faculty and staff of Saint Jeanne de Lestonnac Catholic School, therefore, everyone acts as a collective to help students achieve the highest levels of growth possible regarding values, executive functioning and self-regulation.

Assessing student progress in developing Christian values, executive functioning skills, and self-regulation Saint Jeanne de Lestonnac Catholic school focuses on using a combination of qualitative and quantitative measures. Reporting to parents, both quantitative measures and qualitative observations, we instill a partnership that is focused on the child's progress and growth. We rely on the understanding and ability for parents to work with the school in order to provide the highest levels of these essential life skills.

Conducting surveys and interviews with students, teachers, and parents to gather qualitative data about the students' understanding of Christian values, their ability to apply them in real-life situations, and their level of self-regulation. This can provide insights into their beliefs, attitudes, and behaviors.

Direct observation and behavior monitoring to assess students' behavior related to Christian values and self-regulation. This can involve observing students during religious activities, class discussions, interactions with peers, and everyday situations to gauge their adherence to Christian values and their level of self-regulation.

Self-assess their progress in developing Christian values, executive functioning skills, and self-regulation. This can involve periodic reflections or journals where they evaluate their behavior and personal growth in relation to Christian values.

Maintain a portfolio for each student to document their work and progress in activities that promote Christian values and executive functioning skills. This can include projects, essays, artwork, or community service activities. Teachers can evaluate these portfolios using rubrics or scoring guides that include qualitative criteria.

Incorporate quantitative assessments such as quizzes, tests, and assignments that assess students' knowledge of Christian values, theological concepts, and their ability to apply them. These assessments can also include sections that measure executive functioning skills, such as time management, organization, and critical thinking.

Checklists that outline specific Christian values, executive functioning skills, and self-regulatory behaviors. Teachers and other relevant staff can use these checklists to assess students' progress on a regular basis. The checklist can include observable behaviors and be rated on a scale or marked as present/absent.

Checklist for Christian Values:

1. Love: Do I actively seek to love God and others with all my heart, mind, and soul?
2. Compassion: Do I show kindness and empathy towards others, especially those who are hurting or in need?
3. Integrity: Do I consistently act with honesty, truthfulness, and moral uprightness?
4. Forgiveness: Am I willing to forgive those who have wronged me and seek reconciliation?
5. Humility: Do I recognize my limitations and seek to serve others rather than seeking personal gain or recognition?
6. Gratitude: Do I express thankfulness to God and others for the blessings in my life?
7. Generosity: Am I willing to share my resources and help those who are less fortunate?
8. Faithfulness: Do I trust in God's promises and strive to live according to His will?
9. Humility: Do I recognize my need for God's grace and acknowledge His authority in my life?
10. Stewardship: Am I responsible and wise in managing the resources and talents that God has entrusted to me?

Checklist for Executive Functioning Skills:

1. Planning: Do I set clear goals, break them down into manageable tasks, and create a plan to accomplish them?
2. Organization: Am I able to keep track of my belongings, schedules, and commitments effectively?
3. Time Management: Can I prioritize tasks, allocate time appropriately, and meet deadlines?
4. Attention to Detail: Do I pay attention to small details and ensure accuracy in my work?
5. Task Initiation: Am I able to start tasks promptly and overcome procrastination?
6. Task Persistence: Do I stay focused on tasks even when they become challenging or tedious?
7. Flexibility: Can I adapt to changing circumstances and adjust my plans accordingly?
8. Problem-Solving: Am I able to analyze problems, identify potential solutions, and make sound decisions?
9. Self-Monitoring: Do I regularly evaluate my progress and make adjustments as needed?
10. Metacognition: Am I aware of my own thinking processes and strategies, and do I reflect on their effectiveness?

Checklist for Self-Regulatory Behaviors:

1. Emotional Regulation: Can I identify and manage my emotions in a healthy and constructive way?
2. Impulse Control: Am I able to resist immediate gratification and make thoughtful decisions?
3. Stress Management: Do I have strategies to cope with stress and maintain a sense of calm?
4. Self-Discipline: Can I stay committed to my goals and resist distractions or temptations?
5. Patience: Am I able to wait calmly and endure delays or setbacks without becoming frustrated?
6. Resilience: Do I bounce back from failures or adversity and maintain a positive attitude?
7. Self-Motivation: Can I motivate myself to take action and persevere towards my goals?
8. Self-Reflection: Do I regularly reflect on my actions, attitudes, and behaviors to promote personal growth?
9. Accountability: Am I willing to take responsibility for my actions and their consequences?
10. Mindfulness: Do I practice being fully present in the current moment and cultivate awareness of myself and others?

These checklists can serve as reminders and guides for students seeking to develop Christian values, enhance their executive functioning skills, and cultivate self-regulatory behaviors.

Peer and teacher evaluations to assess students' demonstration of Christian values, executive functioning skills, and self-regulation. Peers can provide feedback on group projects or collaborative activities, while teachers can assess behavior and growth in specific areas through structured evaluations.

Regular progress reports to students and parents that include qualitative feedback on their development of Christian values, executive functioning skills, and self-regulation. These reports can highlight strengths, areas for improvement, and suggestions for further growth.

It is important to maintain a balance between qualitative and quantitative measures to obtain a comprehensive understanding of students' progress in developing Christian values, executive functioning skills, and self-regulation. This approach ensures a holistic assessment that takes into account both observable behaviors and personal reflections.

Parents, of course, as primary educators, are integral to the overall development and mastery of the life skills emphasized in the Faithful Minds Discipline Program. We regularly communicate with parents and involve them in the program through direct interventions, workshops, seminars, and volunteer opportunities. Our goal is to help guide parents with actionable consequences and measurable outcomes when their child is not meeting the expectations or have demonstrated the need for direct interventions. The school resources, namely, the child's teacher, administration, coaches, activity coordinators, and school counselor, Learning Management System, are committed to helping and not impeding growth regarding all aspects of the discipline program.

The Faithful Minds Discipline program at Saint Jeanne de Lestonnac Catholic School seeks to holistically develop students' Christian values, executive functioning skills, and self-regulation abilities. By nurturing their faith, enhancing their executive functioning, and promoting self-regulation, we empower students to become responsible, compassionate, and purposeful individuals. Through the collaborative efforts of educators, parents, and the broader school community, we can create an environment where students thrive academically, socially, and spiritually, preparing them to make a positive impact on the world around them.

Christian Citizenship Award (Grades K-8)

Recognized as the highest honor a student can receive in grades K-8 at Saint Jeanne de Lestonnac School, recipients of this distinction demonstrate an overall Christian attitude of service, humility, care, and leadership. This award is given by teachers at respective grade levels who have observed *genuine* characteristics and values of Christian behavior by the recipient on a *consistent* basis. Christian Citizenship Awards recipients are recognized at a Mass/Assembly predetermined by the Administration Team and announced to recipients' parents in a timely manner.

Discipline Policies, Procedures and Guidelines

Saint Jeanne de Lestonnac Catholic school aims to foster the moral and spiritual development of students. By implementing discipline policies, procedures and guidelines, we provide a structure that reinforces the values and teachings of the Catholic faith. Discipline policies help shape students' character, emphasizing virtues such as respect, honesty, kindness, and self-discipline.

Discipline guidelines help create a safe and respectful environment where students can thrive academically, socially, and spiritually. Clear policies discourage disruptive behavior, bullying, and violence, ensuring that all students feel secure and valued. By setting expectations for behavior, Catholic schools can maintain a positive and nurturing atmosphere for learning and personal growth.

Discipline policies contribute to maintaining an atmosphere conducive to academic excellence. When students understand the boundaries and consequences for their actions, it promotes self-control and attentiveness in the classroom. Effective discipline practices minimize disruptions, allowing teachers to focus on instruction and maximizing learning opportunities for all students.

Catholic schools can be specifically tailored to incorporate Catholic teachings and values. By reinforcing these principles through consistent disciplinary measures, Saint Jeanne de Lestonnac Catholic School can help students see the connection between their faith and their actions. This integration fosters a holistic approach to education, emphasizing the development of both academic abilities and spiritual well-being.

The intention of the Faithful Mind Disciple program is to provide opportunities for character development and personal growth. When students are held accountable for their behavior, they learn important life skills such as responsibility, accountability, and conflict resolution. By addressing disciplinary issues with compassion and fairness, Catholic schools can guide students towards self-reflection, reconciliation, and growth in virtue.

Establishing clear expectations for parents fosters a collaborative partnership between the school and families. When parents understand the school's approach to discipline, they can reinforce consistent messages and values at home. Open communication and involvement of parents in the disciplinary process can lead to better support for students and promote a sense of community within the school.

Overall, establishing and maintaining discipline guidelines and policies at Saint Jeanne de Lestonnac Catholic school aligns with the [Educational Project of the Company of Mary](#) mission of educating the whole person, integrating faith and values into every aspect of students' lives. It creates an environment that supports students' moral, spiritual, and academic development, fostering a sense of respect, responsibility, and self-discipline.

Preschool-Prekindergarten/Kindergarten/Grades 1 & 2

Teachers set specific guidelines for acceptable classroom behavior to help promote the Faithful Minds Discipline program. Developmentally appropriate consequences are in place for not following rules that have been set forth, responding sensitively to the individual needs of each student and all parties involved. A result of not meeting expectations may include verbal warnings, verbal or written communication to home, a short break (students may be asked to sit, read quietly etc), a conference with teacher, parent and/or administration. Continued disregard for the rules by any student results in the child being sent to the Administration for further action.

Grades 3-8

Teachers set specific guidelines for acceptable classroom behavior to help promote the Faithful Minds Discipline

program. Developmentally appropriate consequences are in place for not following rules that have been set forth, responding sensitively to the individual needs of each student and all parties involved. A result of not meeting expectations may include verbal warnings, verbal or written communication to home, a short break (students may be asked to sit, read, take a short walk), a conference with teacher, parent and/or administration, a values based reflection. Continued disregard for the rules by any student results in the child being sent to the Administration for further action.

All Grade Levels

Name calling, bullying, exclusion, or prejudice of any kind should be brought to the attention of the teacher and/or the Administration early in any conflict. In that way, it can be dealt with appropriately and in a timely manner. However, in compliance to a “zero tolerance” approach to bullying, cyberbullying, physical harm, threats of any nature, and other actions may result in a Threat Assessment (please see below) which may or may not result in a disciplinary proceeding, but rather, initiate immediate actions such as, but not limited to, suspension, expulsion, and/or investigations by local, state or federal agencies.

ASPECTS OF ACCOUNTABILITY

Discipline at Saint Jeanne de Lestonnac Catholic school is guided by the [Educational Project of the Company of Mary](#) and the principles of Catholic education, which emphasize the development of the whole person—academically, spiritually, and morally. Consequences play an important role in maintaining discipline within this framework. Consequences for inappropriate behavior or rule violations provide opportunities for students to reflect on their actions and understand the moral implications of their choices. Through appropriate consequences, students can learn to take responsibility for their behavior and develop a sense of accountability.

Discipline and consequences contribute to the formation of character in students. By experiencing the consequences of their actions, students learn valuable life lessons about integrity, honesty, respect, and self-discipline. These lessons help shape their character and prepare them to become responsible and compassionate members of society. Consequences can also help maintain a safe and orderly learning environment where students can thrive academically and spiritually. Establishing clear expectations and consequences for misbehavior, creating a structured environment that promotes learning, respect, and positive relationships among students and teachers. When students face the consequences of their actions, they learn to assess the situation, make better choices, and develop resilience. These skills are valuable for their personal growth and future success.

Saint Jeanne de Lestonnac Catholic School has a distinct mission and set of values that guides our educational philosophy outlined in the [Educational Project of the Company of Mary](#). Consequences are aligned with these principles, fostering an environment where students learn to live according to the Gospel teachings and Catholic moral values. By addressing misbehavior through consequences, we reinforce the importance of upholding these values. It's important to note that while consequences are necessary, we also emphasize forgiveness, mercy, and reconciliation. Consequences at Saint Jeanne de Lestonnac Catholic School are always administered with love and understanding, aiming to help students learn from their mistakes and grow in their faith.

Values-Based Reflection (VBR)

A Values-Based Reflection is an opportunity for our students to reflect on a pattern of behavior that needs to be redirected/improved and engage in a meaningful conversation with parents/guardians, in partnership with the teacher. If a student receives a VBR, a reflection form will be emailed/printed to the student. The student will reflect on their actions

and formulate a plan for future success in the classroom. This plan will be shared and signed by the parent/guardian and then emailed/returned to the teacher the following day. The teacher, after a period of time, will follow up with the student and parent regarding the behavior. **It is our goal that the children of our school community make their actions/choices/behaviors based on the values that they are internalizing over the years, rather than merely complying with rules.**

If a student receives three VBRs in a trimester, the Administration will assess the circumstances and may assign a Disciplinary Referral (See below).

Referrals

A referral is a disciplinary action taken by an Administrator for violation of major school regulations. The referral is written by the Administration and parents are notified. It may disqualify the student from membership in honor societies, as well as other awards presented at the end of the year after a thorough review and discussion by the Administrative Team. Two (2) referrals result in a conference between the Administration and the parent(s) and suspension of the student for one day. The following items are considered inappropriate behavior and **may** merit an immediate disciplinary referral:

- overt disrespect toward teachers, administrators, visitors;
- stealing or damaging property of the school or of another student, visitor, or school personnel;
- using unacceptable language (verbal or written) at school or at a school-sponsored event;
- deliberate lying and/or the falsifying information;
- cheating, plagiarizing, cutting and pasting (from the device) or copying another student's work (this includes the loss of credit for the assignment or test for both students);
- entering a building unaccompanied by an authorized adult;
- failing to report to sign-in and out for Extended Care;
- violating the Acceptable Use of Technology Agreement;
- fighting, provoking a fight between other individuals, or participating in activities which incur physical harm or violence to any person. Bullying is a form of behavior that may be accomplished by physically bothering another child, unkind exclusion, or by unnecessary hurtful remarks. The Administration reserves the right to assign a referral for any incident, based on the particular circumstances. Information regarding disciplinary action for the students is not usually made available to other parents;
- bullying: as ongoing harassment, taunting, digital shaming, name calling, physical intimidation, or any other form of mean-spirited behavior that the members of the Administrative Team consider to be “bullying”.

Disciplinary Referrals issued during Extended Care are considered “Extended Care Referrals” and their consequence affects their eligibility to stay in the Extended Care Program. Referrals issued during after-school activities in which the children represent the name and reputation of our school, e.g. the After-School Sports Program, Girl Scouts, Boy Scouts, Spring Musical etc. may receive a regular referral, as well as eligibility to participate in a particular school-sponsored activity for a designated period of time.

Referrals are recorded in the Learning Management Systems Behavior Log so that parents and the student can review and track behavior that is inconsistent with the school’s values based on the Schoolwide Learning Expectations, mission, philosophy and [Educational Project of the Company of Mary](#).

Suspension

Suspension (grades 1-8) is the exclusion from regular school activity for a period of one, two, or three days, to be determined by the Administration. Suspensions can occur without any prior referrals, however, two (2) disciplinary

referrals may result in a one-day suspension. Parents are informed of the suspension in writing and/or by telephone and are given an appointment date and time with member(s) of the Administration prior to the reinstatement of the student at school. The student may make up all daily assignments. However, if a student misses a test scheduled on the day of suspension, he/she must make up the test on the following day. A suspension may also follow any single referral at the discretion of the Administration, depending on the nature of the circumstance. Following a third referral the student may be suspended for a period of two days and the parents are informed of the consequences following a fourth referral. If a student receives a fourth referral, the Administration may inform the parents that the child may have “used up his/her chances” to attend school in our community. The Administration, in consultation with the teachers and parents, decides on a course of action or consequence.

Expulsion

Expulsion is the permanent termination of student status at Saint Jeanne School without the possibility of re- admission. Expulsion may be the consequence of four (4) disciplinary referrals or a very serious incident for which the Administration believes “immediate expulsion” is required. Actions requiring immediate expulsion may include, but are not limited to:

- possession of weapons, fireworks, or drugs of any size, shape, or form;
- intentionally inflicting serious, physical harm to any member of the student body, staff, the Faculty, or the Administration;
- smoking and/or drinking an alcoholic beverage at school or at a school-sponsored event;
- causing damage to school property or intentionally destroying another student’s or teacher’s property;
- accessing inappropriate websites, or propagating any inappropriate media;
- personal attacks or harassment of any teacher by a parent, harassment of another parent or a student, in lieu of proper conflict resolution.

The Administration, the Faculty, and the Staff expect the parents to enforce the various policies of the school at school and at home. Overt harassment towards an administrator, a teacher, another parent, or one of our students may be grounds for dismissal from the school. All members of the Administration who take into consideration the interests of all parties involved make any decision regarding such dismissal carefully. The decision to expel any student is neither casual nor insensitive to the needs of the child/family involved. The Administration works together with the teachers, the parents, and most importantly, the student to determine the best course of action. The individual situation of the child is carefully considered, but the Administration is also obliged to consider the best interests of the entire school community.

Threat Assessment Policies and Procedures

There are incidents that can directly affect the overall safety and security of a student or a group that requires a higher level of intervention outside of the scope outlined in the Faithful Mind Discipline Program. As the school remains committed to providing the highest levels and safety and security for all students, teachers, staff, coaches, advisors, coordinators and parents, we will initiate a Threat Assessment protocol whenever an incident of bullying, cyberbullying, physical threat (verbal or digital), physical harm, and/or any other action is deemed as a threat.

Purpose and Scope of the School Threat Assessment

The purpose is to establish protocols for initiating and conducting a School Threat Assessment relating but not limited to violence, bullying, self-harm, verbally stated or digitally communicated.

The scope of the Threat Assessment establishes a clear and decisive action procedure when a student, parent, and or faculty/staff member makes an explicit or implicit threat, or presents behavior that indicates a threat is reasonably likely to occur. The intention or outcome of the Threat Assessment is to quickly assess actions necessary to bring a resolution to the threat and to provide assistance to the individual(s) being assessed. The Threat Assessment is not a disciplinary action, and is not a prerequisite to disciplinary action. Documentation of a Threat Assessment may or may not be used in a disciplinary proceeding.

Definitions

Threat: Expression of *INTENT* to harm someone. The expression may be spoken, written (physical or digital), and/or gestured. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to an actual or prospective victim and regardless of whether the actual or prospective victim is aware the threat exists in any fashion be it orally, visually, and/or in writing (physically or digitally).

Threat Assessment: A set of protocols intended to identify potentially dangerous or violent situations and actively work to resolve it in a reasonable amount of time.

Transient Threat (Level 1): A threat that does not express a lasting intent to harm someone. A threat is considered *transient* ONLY if it can be quickly and easily resolved.

Serious Substantive Threat (Level 2): A threat that expresses a continuing intent to assault someone.

Very Serious Substantive Threat (Level 3): A threat that involves using a weapon, or a threat to kill or inflict severe injury to someone.

Resolution of Threat: A threat will be considered *Resolved* when there is no longer any indication of *Intent to Do Harm*, the threat no longer meets minimum *Thresholds for Initiating Threat Assessment Protocols* and/or the school has been directed by law enforcement agencies that the threat has been neutralized and/or is no longer clear and present danger to students, faculty, staff, or parents.

Roles Relating to School Threat Assessment

Administration

When a threat is reported to the administration, the administrator will make a preliminary determination of the seriousness of the threat and will direct the Threat Assessment Coordinator to begin the Threat Assessment Protocol, if and when necessary. All Threat Assessments that are not immediate responses to Crisis Management Protocols (Level 3) will initially be considered Level 1 (*Transient Threat*).

The Threat Assessment Team will meet with the administration daily, or ad hoc, while the Level 1 Threat Assessment is being conducted, regarding progress and findings of the Level 1 Threat Assessment. Should the Threat Assessment Team, in consultation with the administration, find that the threat will not be escalated, but remain Level 1 (*Transient*), documentation will be submitted and the administration will declare the threat *Resolved*. Follow up procedures and action plans will be developed to provide assistance to the individual(s) involved, both directly and indirectly.

Should the Threat Assessment indicate that there is a need to escalate to Level 2 (*Serious Substantive Threat*) or a Level 3 (*Very Serious Substantive Threat*), the administration will notify authorities, if necessary, notify the parents/guardian of the student who made the threat and who the threat was made

against, direct the Threat Assessment Team to implement all procedures, including but not limited to, initiating Threat Assessment Protocols directly associated with the level of threat presented, to safeguard students, faculty, staff, parents and individual(s) being assessed. For all Level 2 and Level 3 Threat Assessments, the administration will be responsible to delegate responsibility and authority to school personnel directly involved with Crisis Management Protocols, and follow all recommendations and directives from local, state and or federal authorities.

School Threat Assessment Team

Saint Jeanne de Lestonnac School has a Level One Student Threat Assessment Team, which is a multidisciplinary team consisting of an administrator, Threat Assessment Coordinator, school counselor, advisory faculty and/or staff, and a parent representative. The Level One Team will investigate the incident and fill out the assessment form, as set forth in the SJDL Level 1 Threat Assessment Investigation Protocol.

If the Threat Assessment Coordinator feels that the threat warrants an escalation, based on the nature, context, and extent of behavior or communication, to Level 2, the student(s) making the threat will be suspended immediately until the Threat Assessment has been fully investigated. Threat Assessment Documentation will be reviewed by the administration, school counselor, Threat Assessment Team members, and parent advisor. Disciplinary action(s) will be determined and carried out by the administration. Threat Assessment and disciplinary procedures are separate processes. Regardless of whether a threat is determined to be transient, serious substantive, or very serious substantive, appropriate disciplinary procedures will be followed at all times.

The Threat Assessment Coordinator will report findings in a timely manner to the administration. If at any time the Threat Assessment Coordinator feels that the threat needs to be escalated or if there are any indications that the threat being investigated is presenting any real and present danger to any stakeholder or facility of the school, the Threat Assessment Coordinator will have the authority to initiate the Crisis Management Protocol, shelter or lock down, and notify local authorities (911).

School Counselor

The School Counselor will play a large part in determining intention and overall severity of the threat, as well as the development, monitoring and assessment of the Safety Action Plan, when applicable. Additionally, the School Counselor will work with the administration and Threat Assessment Team Coordinator regarding aspects of any Threat Assessment Investigation.

Defining Threshold for Initiating School Threat Assessment Protocol

School Threat Assessment Decision Tree

A Threat Assessment is *NOT* a Crisis Management Response. If, at any time, there are indications that violence is imminent, a Crisis Management Response will be initiated by contacting 911 and following the school's Crisis Management Response Plan and Protocols.

Step 1	Initial Evaluation of Threat (Teacher/Counselor/Administrator)		
	Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other	No	Review for disciplinary

<p>witnesses. Document the exact content of the threat and key observations by each member interviewed. Consider the circumstances and context in which the threat was made and the student's intentions.</p> <p>Is there communication to harm someone or behavior suggesting intent to harm?</p>			procedures.
Yes			
Step 2	Attempt to resolve the Level 1 Threat as <i>Transient</i>		
	<p>The School Threat Assessment Coordinator will begin the investigation using the STA Form and submit findings to the administration in a timely manner.</p> <p>Is the threat an expression of 'humor', rhetoric, anger or frustration that can be easily resolved so that there is no intent to harm?</p> <p>Does the individual retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?</p>	Yes	Threat can be considered resolved as <i>Transient</i> . Submit documentation to administration. Review for disciplinary procedures.
No			
Step 3	Escalate and Respond to a Level 2 <i>Substantive Threat</i>		
	<p>For all Level 2 Substantive Threats:</p> <ol style="list-style-type: none"> 1. Immediately take precautions to protect potential victim(s). 2. Notify Child Protection Services and/or Authorities, if necessary. 3. Notify the intended victim's parents. 4. Enact immediate disciplinary procedures to isolate perpetrator of the threat, if necessary. 5. Meet with the Threat Assessment Team, in a timely manner, to determine the best course of action that will mitigate threat and ensure the safety of all stakeholders within the school. <p><i>Serious means a threat to intentionally hit, fight, or physically or verbally assault an intended victim. Very Serious is defined by an intention to kill or cause very serious physical injury with a weapon.</i></p>	Remain Level 3 or Deescalate to Level 2	Threat NOT Resolved until it is determined that the threat can be deescalated to Level 1 <i>Transient</i> based on evidence and observations.
Very Serious			
Step 4	Escalate and Respond to a Level 3 Very Substantive Threat Status		
	<p>In addition to Step 3 above criteria, immediately place the student making the threat in an offsite suspension pending the following actions:</p> <ol style="list-style-type: none"> 1. Evaluation and documentation for Mental Health Screening by a credible psychiatrist or mental health professional. 2. Conclusion of Law Enforcement investigation of planning, preparation and/or criminal activity. 3. Take decisive disciplinary action depending on the severity and findings of 		

	the Mental Health screening and Law Enforcement investigation(s), and collaboration with Threat Assessment Team members. 4. Develop a Safety Action Plan to address victim(s), class and school needs.
Outcome	
Step 5	Implement and Monitor Safety Action Plan
	Document and monitor Safety Action Plan. Maintain contact and communication with the victim's parents. Maintain contact and communication with the perpetrator of threat parents, if allowed to remain in school. Evaluate effectiveness of Safety Action Plan and revise, if needed. Take further disciplinary action, if needed.

This 5-step decision tree is a revision of the original 7-step decision tree for the Virginia Student Threat Assessment Guidelines that retains the same information and procedures in a more condensed format.

Procedures

Once a threat of any kind, physical and/or verbal, is reported to a teacher and conveyed to the administration the following procedures will be followed:

At Step 1, the Threat Assessment Team evaluates the threat by interviewing witnesses, noting the exact content of the threat, and gathering information on the circumstances in which the threat was made. In most cases, the threatening student is interviewed and given an opportunity to explain what he or she meant by the threatening statement or behavior.

At Step 2, all available information is used by the school's Threat Assessment Team to consider the credibility and seriousness of the threat. A threat is considered transient if it can be determined that the student has no intent to carry out the threat. If the student is cooperative and provides a convincing explanation or apology, the threat is considered Level 1 (*Transient*) and the assessment is concluded as *Resolved*. Transient threats do not require protective action or security efforts. On the other hand, if the team is unable to resolve the threat or they are unsure about the threat's status, then the decision tree directs them to respond to the threat as a Level 2 (*Substantive Threat*).

At Step 3, the Threat Assessment Team responds to a Level 2 (*Substantive Threat*). All Level 2 (*Substantive Threat*) responses require protective action, which varies depending on the circumstances of the threat and how the threat might be carried out. At a minimum, protective action typically involves notifying the intended victim and his or her parents, as well as contacting the parents of the student who made the threat. Protective action could also involve increased monitoring (directly and online) or direct supervision of the threatening student. Depending on the nature and credibility of the threat, a Level 2 (*Substantive Threat*) is further classified as either "serious substantive" or "very serious substantive" threats. Threats involving a simple assault or a fight are classified as "serious substantive" and resolved at this point. In contrast, a "very serious substantive" threat typically involves a threat to kill or a threat to use a lethal weapon or inflict severe injury on someone.

Step 4 is undertaken for Level 3 (*Very Substantive Threat Status*). In addition to the protective actions taken at Step 3, the school Threat Assessment Team will take three additional actions. First, the student will be screened for mental health services or counseling. This typically involves interviewing by a mental health professional with the goals of determining whether the student needs mental health services and understanding what conflict or

problem underlies the threat. Second, there is a law enforcement investigation of the case. This investigation will look for evidence of planning and preparation, to determine whether a crime has been committed, and assess what additional protective actions might be needed. The third action is to integrate findings from the mental health assessment and law enforcement investigation into a safety plan. The student might be suspended from school for several days until this plan can be formulated. The Safety Action Plan determines the conditions under which the student can return to school.

At Step 5, the Threat Assessment Team implements and monitors the Safety Action Plan formulated at Step 4. The Threat Assessment Team maintains contact with the student and makes any necessary changes to the Safety Action Plan. In some cases, the student may need ongoing monitoring and long-term services, if applicable.

Threat assessment should be considered one component of a comprehensive approach to maintaining a safe school (Osher, Dwyer, & Jackson, 2004). Threat assessment identifies students who may be in need of additional services, as well as more general problems in the school environment—such as bullying—that merit focused attention. Wilson, Lipsey, and Derzon (2003) reviewed 221 studies of school-based interventions for aggressive or disruptive behavior by students, and found that well-implemented demonstration programs are highly effective.

The foundation for a safe school rests on the creation of a caring community where students feel safe and secure (Catalano et al., 2004). Safety and security derive from two conditions: (1) an orderly, predictable environment where school staff provide consistent, reliable supervision and discipline; and (2) a school climate where students feel connected to the school and supported by their teachers and other school staff. A balance of structure and support is essential, and requires an organized, schoolwide approach (Mayer, 1995; Sprague et al., 2002; Sugai et al., 2000). The good news is that there are effective programs and approaches, and threat assessment can help school authorities to use them more efficiently by identifying student conflicts and problems before they lead to violence.

HEALTH

The school maintains extensive protocols regarding overall health guidelines adhering to Federal, State, County and Diocesan mandates. Students and parents who are experiencing any health symptoms (ie: viral infections, communicable diseases, cold/flu, fever, non-allergy sinus congestion, persistent coughing, etc.) are required to remain at home until the symptoms have subsided for a minimum of 24 hours, or longer in some instances, and cleared by a medical physician when necessary.

Viral Infections - Cold/Flu Information

Parents and guardians, as well as the classroom teacher, informally administer health checks each morning.

1. No child is allowed to attend school with any communicable disease or illness. Please do not send children with symptoms of cold or flu to school. *They may return to school only after a physician determines that they are no longer contagious.*
2. A child who becomes ill at school will be removed from the other children immediately.
3. The Parent/Guardian of a child who becomes ill will be notified and must pick the child up from school within one (1) hour of being notified.

Communicable Diseases

If a child comes down with any of the following illnesses, the parent should contact the school as soon as possible. The school then notifies the other parents so that they can begin observing their children for signs of illness.

Communicable Disease	Incubation Period	Communicable Period	Exclusion Period
Measles	9-11 days from exposure	12-16 days until appearance of pox	The appearance of the pox marks until doctor release.
German Measles	6-10 days from exposure	11-20 days until total body covered with pox	From the time of visible pox marks until doctor release.
Chicken Pox	9-11 days from exposure to onset of fever	13-15 days until appearance of rash	From 4-7 days before rash until 7 days after.
Covid-19	3 to 5 days from exposure	Open	5 from exposure of positive test
Hand and Foot Disease	3-6 days from exposure	Open - Most contagious one week after exposure	From the time of symptoms until doctor release.
Conjunctivitis (Pink Eye)	24 to 72 hours	24 hours after starting antibiotic treatment	From the time of symptoms until doctor release

Request for Medication Form

When it is necessary for a child to take medicine (prescription or over-the-counter) during school hours, the following directives should be followed as required by the state of California: "Notwithstanding the provisions of Section 11753, any pupil who is required to take, during the regular school day, medication prescribed for him/her by a physician, may be

assisted by office personnel if the school receives (1) a written statement from such physician detailing the method, dosage, and schedules by which such medication is to be taken and (2) desire that the school assist the pupil in the matter set forth in the physician's statement." We ask that parents leave the bottle with the prescription on the outside of the container at the school office. **All medicines should be brought to the office immediately, except students in grades 3-8 who carry an inhaler due to severe asthma.**

Physician's Health Form

All health forms should be returned to the school office as soon as possible after registration or at other specified times during the school year. This ensures accurate records of each child's health during the school year.

Illness or Injury of a Student

If a student is sent to the office with an injury or illness that requires attention or treatment beyond the capabilities of the nurse or office personnel, a parent will be notified immediately.

24-Hour Fever-Free/Vomiting-Free Re-Admission

According to public health policy and to preserve the health of the school community, *students may not be readmitted to school until they have been "fever-free" for 24 hours.*

Readmission of a Student After Illness

When children have symptoms of a cold or flu they are contagious. State law for absence of any kind requires a written note, signed by the parent. The doctor or dentist's confirmation form must accompany absence due to a medical/dental appointment. A signed card from the doctor's/dentist's office is sufficient. A student who has missed school *due to illness* must bring a note signed by the parents stating the illness and any further action that is required for follow-up. A pupil who has been absent from school because of a reportable communicable disease, cold, or flu must have a permit for readmission issued by the Public Health Department, physician, or nurse before he/she is admitted to school. The principal may re-admit a pupil who was absent because of non-reportable communicable diseases.

Appointments (Doctor, Dentist, etc.)

If a student must leave the campus before regular dismissal, he/she must be signed out and picked up in the office by a parent or parent-designated adult. **At no time may a child be picked up from the classroom.** Parents must check in at the office before going to any classroom during the day. Please schedule dental and doctor appointments for after-school hours when possible.

Other Re-Admission of a Student After Illness

State law for absence of any kind requires a written note, signed by the parent. The doctor or dentist's confirmation form must accompany absence due to a medical/dental appointment. A signed card from the doctor's/dentist's office is sufficient. A student who has missed school *due to illness* must bring a note signed by the parents stating the illness and any further action that is required for follow-up. A pupil who has been absent from school because of a reportable communicable disease must have a permit for readmission issued by the Public Health Department, physician, or nurse before he/she is admitted to school. The principal may re-admit a pupil who was absent because of non-reportable communicable diseases.

Lice Infestation

The office staff and the Administration have been trained to identify the presence of an active infestation or the presence

of eggs in the hair. Any child believed to have lice is sent home. According to the American Academy of Pediatrics (AAP) and the National Association of School Nurses (NASN), a student can usually return to school after receiving the first treatment for head lice. The reasoning is that a student is less likely to transmit lice after the first treatment has begun, and the benefit of the student missing less class time outweighs the very low risk of transmission. The student's family should continue to check the student's hair daily and perform additional treatments as directed by their doctor or the product's instructions.

SAFETY AND SECURITY

Saint Jeanne de Lestonnac's School Emergency Operations Plan (SEOP) is developed based on the guidelines provided by the Federal Emergency Management Agency (FEMA), United States Department of Justice (DOJ), Readiness and Emergency Management for Schools (REMS), and CrisisGo. It is designed to ensure the safety and security of students, staff, parents and visitors in the event of an emergency or crisis situation at the school. The plan outlines the roles and responsibilities of key personnel, the procedures to be followed during various types of emergencies, and the communication protocols to coordinate and respond effectively. This SEOP will be reviewed, updated, and practiced regularly to ensure its effectiveness.

Based on extensive and continuous research and collaboration, the most significant aspect of safety initiatives must be centered around children feeling safe because they are safe. We need to shift our mentality when we are talking about school safety in terms of the school's model wellness policy from, "See Something Say Something", to "See Something DO Something". Our *Success and Safe in School and Life* initiative cannot neglect the need to properly train our faculty and staff, as well as our parents, in consultation with our Critical Event Response Consultants, Delta Tactical, in aspects of responding to crisis situations and the post-pandemic trauma regarding anxiety and fear.

Trauma-sensitive schools are grounded in a set of core principles that inform everyday school operations. For Saint Jeanne de Lestonnac School, these core principles align with a positive learning culture that includes proactive professional training for all faculty and staff, including school safety and social-emotional competencies. We are committed to establishing a safe physical and emotional learning environment where basic needs are met; safety measures are in place; and staff responses are consistent, predictable, and respectful. All stakeholders, faculty, staff and parents, will be part of this professional training and development, establishing confidence that teachers and administration are thoroughly aware of how to manage and deal with crisis situations through ongoing, consistent and relevant professional development training.

The School Emergency Operations Plan (SEOP) will focus on five critical areas:

- **Prevention:** for the purposes of this guide, means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action our school takes to prevent a threatened or actual incident from occurring.
- **Mitigation** means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. In this guide, "mitigation" also means reducing the likelihood that threats and hazards will happen.
- **Protection:** means the capabilities to secure the school against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.
- **Response** means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.
- **Recovery** means the capabilities necessary to assist our school if affected by an event or emergency in restoring the learning environment.

Purpose and Scope

The purpose of the SEOP is to establish a framework for prevention, preparedness, response, and recovery during emergencies. It applies to all students, staff, parents and visitors within the school premises. The plan covers various types of emergencies, including but not limited to natural disasters, fires, medical emergencies, hazardous material incidents, violence, and active shooter situations.

The essential actions for school safety are predicated on these guiding principles:

- A balanced approach to enhance safety and security in the learning environment
- A holistic approach that reflects physical safety, mental health, and personal connections to the school community
- A multidisciplinary approach that involves school personnel—including teachers, administrators, counselors, mental health professionals, and support staff such as janitors and school bus drivers—as well as law enforcement, other first responders, community-based resources, and families
- A focus on attack prevention via intervention rather than solely victim mitigation

Consistent with these guiding principles, Saint Jeanne de Lestonnac School aligns with the United States Department of Justice’s *Ten Essential Actions to Improve School Safety: Law Enforcement Perspective* as a guide to assist schools, school districts, and law enforcement agencies as they endeavor to protect our nation’s children at school.

Physical safety	Emotional security
1. Comprehensive school safety assessment	2. School climate
3. Campus, building, and classroom security	4. Anonymous reporting systems
5. Coordination with first responders	6. Behavior threat assessment and management
7. School-based law enforcement	8. Mental health resources
9. Drills	10. Social media monitoring

Emergency Management Team

Saint Jeanne de Lestonnac school has established an Emergency Management Team (EMT) comprising the following key personnel:

- ❖ Incident Commanders - Administration Team Members
- ❖ Safety and Security Coordinators - Leadership Team Members and Facilities Manager
- ❖ Communication Coordinators - Administration Team, Communication Management Coordinator and Front Office Support Staff
- ❖ Operations Coordinator - Facilities Manager
- ❖ Resource Coordinators - Administration, Facilities Manager

Prevention and Mitigation

The School Emergency Operations Plan (SEOP) is designed to outline the strategies and procedures for preventing and mitigating emergencies within the school environment. This plan is based on guidelines provided by FEMA (Federal Emergency Management Agency), United States Department of Justice (DOJ), REMS (Readiness and Emergency Management for Schools), and CrisisGo. It covers a range of potential emergencies and provides preventive measures and mitigation strategies to minimize the impact of such incidents.

Threat Assessment and Prevention

Saint Jeanne de Lestonnac School monitors and conducts regular threat assessments in collaboration with local law enforcement agencies and community partners to identify potential risks and vulnerabilities. Partnering with Tustin PD and the Orange County Department of Education, we are committed to ensuring that credible and verifiable threats are addressed.

The school has adopted a comprehensive reporting system that allows students, staff, and parents to report any concerning behaviors, threats, or suspicious activities directly and anonymously. It is important that all stakeholders are integrated into the reporting and monitoring process ensuring a robust and all encompassing report and response aspect is maintained.

Establishing a multidisciplinary threat assessment team responsible for assessing and addressing potential threats, conducting investigations, and implementing appropriate interventions has been developed and established. The threat assessment team utilizes the School Threat Assessment Protocol and reports findings directly to the Administration and if necessary, local, state and federal agencies.

Saint Jeanne's is also committed to providing its faculty and staff with comprehensive training programs on threat recognition, intervention strategies, and violence prevention for staff, students, and parents. A significant aspect of prevention, recognition and intervention is outlined in the school's **Model Wellness Policy** which focuses on students' ability to respond to and overcome traditional and contemporary challenges.

We have developed and Implement a comprehensive Bullying Prevention Program to address and mitigate the risk of bullying incidents. In recent years, the rise of social media has revolutionized the way people connect, communicate, and share information. While social media platforms have undoubtedly brought many benefits, it is crucial to recognize the potential threats they pose to educational institutions and children's mental development and wellness. The school maintains a strong conviction that social media can be considered a school threat due to its detrimental effects on students' mental health, the propagation of harmful content, the facilitation of cyberbullying, and the potential for academic distractions.

Negative Impact on Mental Health:

Social media platforms often present a distorted reality, characterized by carefully curated images and constant comparisons. This can significantly impact the mental health of students, leading to feelings of inadequacy, anxiety, and depression. The pressure to conform to unrealistic beauty standards, popularity metrics, and the fear of missing out (FOMO) can create a toxic environment that negatively affects students' self-esteem and overall well-being. This emotional turmoil can spill over into the school environment, impairing students' ability to concentrate and perform academically.

Propagation of Harmful Content:

Social media allows for the rapid dissemination of information, both positive and negative. Unfortunately, this means that harmful content, such as violence, explicit material, and misinformation, can quickly reach students. Exposure to such content can desensitize students to violence, distort their perceptions, and potentially incite dangerous behaviors. The unrestricted nature of social media poses a significant challenge for schools in protecting students from exposure to inappropriate or harmful content.

Facilitation of Cyberbullying:

Social media platforms provide a breeding ground for cyberbullying, which poses a serious threat to the well-being and safety of students. Cyberbullying involves the use of digital platforms to harass, intimidate, or humiliate individuals, often anonymously. The constant connectivity offered by social media exacerbates the problem, making it difficult for victims to escape the relentless online attacks. Cyberbullying has been linked to increased rates of anxiety, depression, and even suicide among students. Educational institutions must address this growing concern to ensure a safe learning environment.

Potential for Academic Distractions:

The allure of social media platforms, with their endless scroll of notifications, posts, and messages, can easily distract students from their academic responsibilities. The addictive nature of social media and the instant gratification it offers can lead to reduced attention spans, decreased productivity, and a lack of focus. Students may find it challenging to resist the temptation to constantly check their social media accounts, resulting in decreased academic performance and hindered learning.

While social media has undoubtedly revolutionized communication and connectivity, it is essential to acknowledge its potential as a school threat. The negative impact on students' mental health, the propagation of harmful content, the facilitation of cyberbullying, and the potential for academic distractions are all significant concerns that demand attention. Educational institutions must take proactive measures to address these threats, including implementing comprehensive digital citizenship programs, fostering a culture of empathy and respect, and encouraging healthy online habits. By promoting responsible social media usage and supporting students in navigating the digital landscape, Saint Jeanne's can mitigate the risks associated with social media and ensure a safe and productive learning environment.

Security Measures

Integral to the overall safety and security of all stakeholders at Saint Jeanne de Lestonnac School centers on establishing a controlled access system to monitor and restrict entry into the school premises, including visitor management protocols and access control mechanisms. It is essential that parents and guardians follow all of the security measures outlined within the SEOP regardless of convenience, opinion, or wants. Security and safety at any facility primarily relies on everyone following the published guidelines.

Identification and Emergency Release Information (IER)

Each family must complete the online registration process, which provides the school Emergency Release information relating to each child. The office should be notified by the parent/guardian immediately of any changes to the student's permanent home address, primary contact's email, of primary phone numbers, and of any change in the emergency information on file. The school requires that prompt action and notification in the event a child becomes ill or has an accident while at school.

During the school year there is greater concern regarding upper respiratory viruses and the children's health and wellbeing. As a large school community, we are all exposed to a variety of viruses, some which imitate the onset of the common cold, the flu, and even allergies.

To be proactive, there are indeed some things that we do **not** want to share as the Saint Jeanne's Family, in particular, new viral infections. Please be considerate by adhering to the policies of the school, which may require special appointments with your children's doctor for direction regarding an illness. This includes a recommendation for how long your child should remain at home before readmission.

1. No child will be permitted to physically attend the school without a "Physician's Report" and Immunization record, as required by the state of California.
2. All registration papers must be submitted and kept up-to-date by the parent or legal guardian.

Parking

The school maintains and monitors two parking lots, namely, Main Street (Front Lot) and First Street (Back Lot). The Main Street Lot is open from 6:30am - 8:30am, and again from 2:30pm - 3:15pm. The First Street Lot is open from 7:15am - 8:05am and again from 2:45pm - 5:30pm. Surveillance cameras alert Safety Team Members to all pedestrians entering the lots throughout the day. These cameras also allow Front Office staff to monitor vehicles requiring access to the Main Street Lot for school related business while the gates are closed during the regular school day.

All before and after school activities (before 7:30am and after 3:15pm) will require parents to park in the back lot (First Street Lot).

Campus Entry Points

The school's entry points, namely, First Street and Main Street parking lots and their respective campus entry points are monitored through extensive surveillance cameras on a continuous basis as well as by the physical presence of school faculty, staff, and/or parent volunteers between 7:30am and 8:00am.

All parents, guardians and visitors to the school will report to the Front Office from the Main Street parking lot between 8:00am - 3:15pm, registering for campus entry by providing name, time, date, and purpose, as well as valid identification.

A School Pass will be issued and must be worn at all times while on campus and must be returned through the front office once the stated purpose for campus entry has been fulfilled.

Unauthorized individuals (parents, guardians, or visitors) are not permitted to obstruct the closing of entry gates or allow anyone to enter the school campus at any time.

Camera Surveillance

As stated above, a comprehensive school surveillance system of cameras and intercoms are present in strategic locations throughout the school to enhance situational awareness and aid in incident response. The cameras alert School Safety team members to pedestrian traffic throughout the day while also providing Front Office personnel with the ability to open parking gates when and if needed.

The school conducts regular safety drills, including earthquake, fire, shelter-in-place, and lockdown exercises, to familiarize students and staff with emergency procedures. These drills are both scheduled and may be implemented, ad hoc, to ensure that our goal of, “practice to not get it wrong” is maintained.

A system for monitoring and reporting potential safety hazards, such as malfunctioning equipment or infrastructure issues, to appropriate personnel for prompt resolution is maintained by all faculty and staff as well as the Facilities Manager. Regular campus inspections are recorded by the Facilities Manager and reported to the Administration and Maintenance Staff to acquire appropriate resources and materials to resolve issues observed in a timely manner.

Preparedness

Communication

Saint Jeanne de Lestonnac School has established and maintains a comprehensive communication plan that includes various communication channels (e.g., Crisis Response platform, phone, email, text messages) to disseminate critical information to faculty, staff, students, parents, and the community during emergencies.

Partnering with CrisisGo, a well vetted and established Emergency Response System, allows the school to initiate various crisis protocols immediately when necessary. Administration, Safety Team as well as faculty and staff members are alerted whenever an event is determined to elicit a response. If necessary, parents and guardians will be alerted with updates and should ONLY accept information through the CrisisGo platform as valid. Any information forwarded through personal social media should not be considered valid at any time.

It is important to state that should an emergency occur, ie: fire, earthquake, shelter, or lockdown, parents should NOT come directly to the school, but wait for reunification news, information and location to be sent via the CrisisGo platform. It is important that school parking and entry points are clear for early responders and emergency personnel and cannot be blocked by parent vehicles. The school will do all it can to maintain relevant and timely updates on a continual basis while any crisis event is occurring.

The primary and alternate spokesperson(s) for the school will provide accurate and timely updates to the media and the community during any emergency and/or crisis. It is extremely important for all stakeholders to refrain from posting conjectures or opinions during any emergency and/or crisis. Timely and accurate information will be essential to the overall safety and security of students, faculty and staff.

The CrisisGo emergency communication platform includes protocols for notifying and coordinating with local emergency management agencies, law enforcement, and other relevant stakeholders. The protocols developed and evaluated during drills and planning are intended to provide all responders with timely and accurate information, mitigating or eliminating confusion.

Training and Professional Development

Regular training sessions and professional development opportunities for staff, including teachers, administrators, and support personnel, on emergency response procedures, incident management, and crisis intervention are scheduled on a regular basis throughout the school year. Drills and exercises that simulate emergency scenarios to assess the effectiveness of the emergency response plan and identify areas for improvement and are intended to provide all teachers, administrators and support staff with comprehensive and thorough guidelines that are collaborative and active in partnership with the local police department, security consultants and previously trained faculty members.

Partnerships and Resources

Partnerships

The school has established partnerships with local emergency management agencies, law enforcement, healthcare providers, and community organizations to enhance emergency preparedness and response capabilities. Collaboration with local emergency management agencies, law enforcement, and other community partners to provide joint training sessions and exercises that enhance coordination and interoperability during emergencies are also scheduled during days and nights students are not present at the school. These tactical training sessions allow local authorities to familiarize themselves with the school facilities and access points.

Resources

Successful preparedness revolves around maintaining an updating inventory of emergency equipment, supplies, and resources, including first aid kits, emergency communication devices, AED devices, and evacuation materials is conducted on a regular basis. All classrooms are equipped with the following resources:

Emergency Fanny-Pack Bag (Go Bag)

Emergency Blanket	Hand Sanitizer
Plastic Baggy (1)	Index Cards
Band-aids (2)	Sticky Note Pad
2 x Glow Sticks	Pens (2)
Water packs (2)	

Earthquake/Shelter In Place Bins

Each student is responsible to bring the following to be stored in classrooms each school year. This material will be returned to parents at the end of the school year whenever possible.

Emergency Clipboard

- Should be located near the door. Clipboard should contain:
- Current attendance sheets for grades P-4 or the Middle School Groupings for grades 5-8.
 - Two half sheets of laminated construction paper (one green, one red). These should be taken out during earthquakes and fires (both drills and events).

- Copy of these SEOP.

Some Selected Locations

Emergency Walkie-talkies
Weather Alert Radios

The school also maintains two (2) fully functional AED devices. One located in the Front Office and the other located in the Library Center. Faculty and staff are CPR and First Aid certified as well as certified to use AED devices.

Standard Response Protocol

The Standard Response Protocol (SRP) is not based on individual scenarios but rather on the response to any given scenario. The SRP demands a specific vocabulary but also allows for great flexibility. A critical ingredient in the safe school recipe is the uniform response to an incident at school. Weather events, fires, earthquakes, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by the administration, faculty and staff. We pray that the protocols and procedures outlined in this SRP will not have to be used, however, we are confident that if needed, these protocols and procedures will provide clear guidance in responding to any situation and crisis minimizing or mitigating confusion and uncertainty. We will do all we can to direct and train our faculty and staff in aspects of our SRP so that everyone feels confident and secure in implementation and responsibilities when and if needed.

- ☐ Identify the nature of emergency and level of response.
 - Hold
 - Shelter
 - Secure
 - Lockdown
 - Evacuate
- ☐ Follow established procedures based on the situation.
- ☐ Designate assembly areas, safe zones, and, when necessary, evacuation routes and locations..
- ☐ Assign responsibilities to staff members for assisting students, maintaining order, and providing first aid.
- ☐ Communicate with emergency responders and provide them with necessary information.

Hold

There are situations that may require students and staff to remain in their classrooms or stay out of areas where an incident may be active. For example, a medical issue or maintenance operation may require that an area be cleared and/or avoided. There may be a need for students who are not in a classroom to proceed to an area or classroom where they can be supervised until the event has been resolved. If the Hold occurs during arrival or dismissal, classroom learning will continue throughout the Hold, but students will not be able to leave until a clear path can be established and/or the situation is resolved.

The school will send a message through the Incident Command System (CrisisGo) to all faculty and staff as well as the school's PA system indicating the nature of the Hold indicating the area being affected. Students and faculty will remain in the Hold until an all clear has been announced.

The Hold event will generally not require post-event reunification, therefore, these events, should they take place, will not be announced through the ICS (CrisisGo) to parents or guardians.

Shelter

Shelter is called when specific protective actions are needed based on a threat or hazard. Faculty and staff training will include response to threats such as various weather events, air quality, wildfires, hazardous materials situations or other local threats in the community. Sheltering requires that all students and staff follow response directives.

The School Incident Command System (ICS) will be initiated for a Shelter Action stating the hazard allowing for an understanding of the threat and the associated protective actions.

The Shelter event may require post-event reunification, therefore, these events, should they take place, will be announced through the ICS (CrisisGo) to parents or guardians. Post-event reunification will generally take place at the school facility, however, if alternate locations are needed, parents and guardians will be advised through the ICS (CrisisGo).

Secure - GET INSIDE, LOCK OUTSIDE DOORS.

The Secure Action is called when there is a threat or hazard outside of the school plant/facilities requiring faculty and staff to immediately seek the closest available building and/or secure classroom. Whether it's due to violence or criminal activity in the immediate neighborhood, a dangerous animal, or an unauthorized individual(s) identified in one of the school parking areas or on campus, the Secure Action will require all individuals on campus to clear outdoor areas and remain in a classroom or building immediately.. Secure is typically reported by local emergency dispatch to the school office. The Secure Action protocol will be initiated within the ICS, the public address system and the Emergency Management Team will monitor and communicate with local authorities.

The initial directive during a Secure Action is to retain students, faculty and staff within a building and/or classroom while simultaneously preventing entry of any unauthorized individual(s) into the school campus. Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building. Movement between classrooms and/or buildings will be delayed until the area is safe.

An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians will be asked to pick up students directly from designated classrooms or buildings rather than having students walk to vehicles. Student request services (ie: PikMyKid) will be suspended. Please note that there may be additional law enforcement presence at or around the school.

The School Incident Command System (ICS) will be initiated stating the hazard allowing for an understanding of the threat and the associated protective actions. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

The Secure event may require post-event reunification, therefore, these events, should they take place, will be announced through the ICS (CrisisGo) to parents or guardians. Post-event reunification will generally take place at the school facility, however, if alternate locations are needed, parents and guardians will be advised through the ICS (CrisisGo).

Lockdown - LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is initiated when there is a verified threat or hazard inside the school campus and/or building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat. The Lockdown Action demands locking individual classroom doors, offices and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied and having occupants maintain silence. When there is a threat to life on campus, a Lockdown will be immediately initiated by any faculty and/or staff member, however, a Lockdown Action can also be initiated for a dangerous animal within a school building, an unauthorized individual(s)/intruder, an angry or violent parent or student, a report of a weapon, or an active assailant.

Initiating the Lockdown may happen through various methods, or a combination of methods. Lockdown alerts will be initiated through the Incident Command System (ICS). The school maintains a robust ICS allowing the initiation of a Lockdown to be consistent, simple and swift, while providing immediate notification to school administration and local law enforcement agencies as well as parents and guardians. In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time.

Many aspects of a Lockdown Action will cause high levels of fear and anxiety. To ensure the highest levels of security and safety for all students, faculty and staff, parents and guardians will need to adhere to the following mandates once a Lockdown Action has been initiated::

1. Do not call your child(ren)
2. Do not come to the school
3. Do not post comments and/or opinions to any social media platform
4. Do not call the school

It cannot be overemphasized that should a Lockdown Action be initiated, parents and/or guardians will not be allowed access to the school's parking entries and subsequently campus entry points. These areas **MUST** remain free of traffic so that early responders, both law enforcement and medical, can easily access the school grounds. Parents/Guardians are asked to monitor the ICS announcements regarding post-event reunification once the threat has been neutralized, cleared and resolved. Note that all parents and guardians will be required to show ID, so please be sure to follow all directives issued. Remember, that in extreme cases, Law Enforcement and support staff may be assisting or directly running the post-event reunification.

The Lockdown Action event will require post-event reunification, therefore, these events, should they take place, will be announced through the ICS (CrisisGo) to parents or guardians. Post-event reunification will generally take place at the school facility, however, if alternate locations are needed, parents and guardians will be advised through the ICS (CrisisGo).

Communication

Please Note: Parents and guardians will be notified immediately of any event which will require immediate action leading to post-incident reunification. The notifications will **ONLY** come through the Incident Command System, CrisisGo. It is imperative that parents and guardians download and register for the App in a timely manner. The school will assume that all parents and guardians have taken the opportunity to ensure that the CrisisGo App is installed and functioning properly.

Social Media Channels

- Establish a communication plan with multiple channels, including but not limited to public address systems, two-way radios, phone trees, and mobile applications.
- Develop a method for alerting staff, students, and parents/guardians during emergencies.
- Coordinate with local authorities and media for official announcements and updates.

Reunification and Recovery

Secure alternate facilities or sites will be used for relocation or sheltering in case the primary school building becomes inaccessible or unsafe. The school's primary relocation facility is the fully enclosed and secure Sports Park Facility

located through the First Street entrance. If, however, an alternate location will be necessary, information will be posted through CrisisGo for all parents and guardians.\

- Develop procedures for post-incident recovery, including counseling services for students and staff.
- Assess and repair any damages to the school infrastructure.
- Review the effectiveness of the response and identify areas for improvement.

Planning

The more a plan is practiced and stakeholders are trained on the plan, the more effectively they will be able to act before, during, and after an emergency to lessen the impact on life and property. Exercises provide opportunities to practice with community partners (e.g., first responders, local emergency management personnel), as well as to identify gaps and weaknesses in the plan. The exercises below require increasing amounts of planning, time, and resources. Ideally, schools will create an exercise program, building from a tabletop exercise up to a more advanced exercise, like a functional exercise:

Tabletop exercises: Tabletop exercises are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources, and facilitates an understanding of emergency management and planning concepts.

Drills: During drills, school personnel and community partners (e.g., first responders, local emergency management staff) use the actual school grounds and buildings to practice responding to a scenario.

Functional exercises: Functional exercises are similar to drills but involve multiple partners; some may be conducted Diocesan- wide. Participants react to realistic simulated events (e.g., a bomb threat or an intruder), and implement the plan and procedures using the ICS.

Full-scale exercises: These exercises are the most time-consuming activity in the exercise continuum and are multiagency, multijurisdictional efforts in which all resources are deployed. This type of exercise tests collaboration among the agencies and participants, public information systems, communications systems, and equipment. An Emergency Operations Center (EOC) is established by either law enforcement or fire services, and the ICS is activated

Evaluation and Continuous Improvement

The School's Emergency Management Team regularly reviews and evaluates the effectiveness of the prevention and mitigation strategies outlined in this plan reporting findings to the administration team and leadership team. Together with lessons learned from drills, exercises, and real incidents to update and improve the EOP.

Additionally, the school conducts periodic audits to ensure compliance with local, state, and federal regulations and guidelines in alignment to REMS standards, CrisisGo Protocols and LuvYouGuys guidelines. We encourage feedback from staff, students, parents, and community members to identify areas for improvement and address concerns in a timely manner throughout the school year.

Standards for All School Workers Regarding Interaction With Youth

1. School workers must be aware of their own and others' vulnerability to appearance or perception of impropriety when working alone with youth. At all times, School workers should, therefore, use a team approach to managing youth activities. At least two adults (preferably a team of several adults) will organize and supervise youth activities.
2. Except in an emergency or urgent circumstances involving the youth's safety, School workers shall never be alone with a youth during any school activity or setting. For example, adults should avoid situations that put them in a position of being alone with a minor in a school, or other closed room (except as required for the Sacrament of Reconciliation).
3. School workers will observe careful boundaries concerning any type of physical contact with youth. Beyond a simple handshake or a friendly, brief hug, any physical contact should only take place in public circumstances, and prudent discretion and respect should be applied by School workers in order to avoid any appearance of impropriety.
4. Clergy and religious shall never permit a youth to stay overnight in their private accommodations or residence nor shall clergy or religious ever be permitted to share a room overnight with a youth. An exception can be made in the case of immediate family members of the clergy or religious, provided that a parent or adult guardian of the youth also stays overnight and that separate accommodations are provided for the youth and his or her parent or adult guardian.
5. School workers will not provide shared, private, overnight accommodations for individual youths, including, but not limited to, accommodations in any Church-owned facility, private residence, hotel room, or any other place where there is no other adult supervision present.
 - a. School workers will use a team approach to managing emergency situations. A team of adults will consult with each other about the best approach to take in emergency situations.
6. School workers are prohibited from taking youth home or to another location unless another adult is present in the vehicle or the parent/guardian of the youth has given express prior permission. School workers likewise shall not permit other adults to take a youth home or to another location unless at least two adults will be present in the vehicle or the parent/guardian of the youth has given express prior permission.
7. School workers shall not give gifts to a specific youth under their care or supervision unless a gift is given to all other youth under their care, and even in such situations, any such gifts shall be modest, inexpensive tokens of friendship or appreciation. This provision shall not be construed from precluding clergy and religious from giving gifts to youth who are members of their immediate families, such as nieces and nephews.
8. School workers will familiarize themselves with, and understand the contents of, the child abuse regulations and reporting requirements for the State of California, and will comply with those mandates. School workers shall also complete, in a timely manner, any safe environment and/or youth protection training required of them.
9. School workers shall take all necessary action to ensure that no one working with youth is either in possession of illegal drugs or under the influence of alcohol or illegal drugs. School workers shall take all necessary action to ensure that youth under their care or supervision do not have access to illegal drugs or alcohol. School workers may never serve or supply alcohol to youth or adults under the age of 21. Persons under 21 may, of course, partake of both species of the Eucharist, including the Precious Blood, according to the norms of canon law.

Child Abuse Reporting Obligations

In accordance with Diocesan policy and California law, school staff members are obligated under penalty of fine and jail term, to report the reasonable suspicion of physical abuse, emotional abuse, emotional deprivation, physical neglect, inadequate supervision, or sexual abuse and exploitation. In this very serious and legally narrow area, the school will not contact the parents in advance of making a report to legal authorities, which would be the procedure followed in most legal matters. The clear intent of the law, based on the seriousness of the crimes listed above, is to mandate that a report of reasonable suspicion be made. Members of the school staff make such reports in the best interest of the child and do not,

once reasonable suspicion is established, have any legal alternative except to make the report to the proper authorities for their investigation and review.

Families in Transition, Child Custody, Court Orders

The school expects that the divorced/separated/remarried parents maintain a reasonable working relationship regarding their child's custody, visitation dates, student activities, etc. Efforts to work cooperatively by the adult and significant others in the child's life are greatly appreciated and promote a healthy environment.

If divorced/separated parents have a good working relationship regarding court ordered visitation, custodial arrangements, drivers who may pick up their children, etc., the office does not need a court record on file in the office. All complicated and potentially stressful circumstances for a child, parent, teacher or significant others who are included during the registration process should be reported to a member of the Administrative Team. At any time an Administrator may join a parent-teacher conference to facilitate communication.

It is the responsibility of the parent who holds a TRO (Temporary Restraining Order) or court-mandated restraining order to report said orders and conditions to the Administration. Any person who is NOT eligible to pick up a child in such cases should be noted as part of the registration process so that it appears in the Student Information System (SIS). *The school is not an enforcement agency*, but it may be able to help facilitate awkward and aggravated situations until the proper authorities are able to intervene. Such restraining orders usually include school events on campus and while away on study trips.

COMMUNICATION/GRIEVANCE PROCEDURE

There are times when misunderstandings occur between parents and school personnel, or times when a procedure or a policy needs clarification. If the concern involves school personnel, the parents are to arrange a meeting to discuss their concerns. If there is no resolution, the parents are to call the Principal and arrange a time for everyone to meet.

Any concerns that a parent might have regarding a teacher, formative assessments, student behavior, uniform, bullying, social problems, etc. should not be discussed in front of the child, but rather discussed at a formal parent-teacher / parent-Administrator conference. Parents are expected to support the Administration, Faculty, and Staff in their efforts to enforce the policies of the school. To preserve and promote the positive environment of the Saint Jeanne School's community, parents who express on-going negativity and dissatisfaction are encouraged to pursue other educational options for their children. Any form of defamation and/or harassment towards a teacher, another parent, or one of our students may be grounds for immediate dismissal and possible legal actions.

Appointments with Teachers:

The teachers and parents must communicate directly with each other regarding a student's academic performance, conduct, the classroom program, and other issues that are pertinent to classroom instruction. Arrangements for a personal conference with a teacher may be made by means of a written note to the teacher, an email, or by a telephone call to the school office. Teachers are given messages and respond at their earliest convenience. Parents are encouraged to utilize the online **Learning Management System** to prepare for a meeting with the teacher. Teachers are not usually available for a conference between 3:00 and 3:30 PM because they are supervising the dismissal of their students or leading them to sign in for Extended Care.

Appointments with Administrative Team Members:

In matters pertaining to general supervision, major disciplinary actions, school activities and organizations, assemblies, liturgies, scheduling, Home and School Association proceedings, and any other Schoolwide concerns, parents should make an appointment to see a member of the Administrative Team. Issues of concern should reach the Administration directly by the concerned party in a respectful manner and with an attitude of cooperation.

Arrangements for a personal conference with the principal or other members of the Administration may be made by calling the school office between the hours of 8:00 A.M. and 4:00 P.M. or coming into the office to arrange an appointment. At least one member of the Administration is usually available in the office for urgent, walk-in appointments.

Abuse of Teachers or Other School Personnel

Should a situation develop and a parent feels the need to address a particular grievance, proper professional conduct must be maintained by all parties concerned. In keeping with the policies of the Diocese of Orange regarding the abuse of any member of the Staff, the Faculty, or the Administration of Saint Jeanne de Lestonnac School adheres to the following policy:

"Any parent, guardian, or other person who defames, insults or abuses (physically or verbally) any teacher in the presence or hearing of other school personnel or students at a place which is on school premises or public sidewalks, streets, or other public ways adjacent to school premises at some other place in connection with assigned school activities, may be guilty of a misdemeanor and is punishable by a fine not less than fifty dollars (\$50.00), nor exceeding five hundred dollars (\$500.00)." (*E.C. 44811-2;13560*) For the purpose of this policy, the word "teacher" is defined as any member of the Administration, the Faculty, or the Staff. Additionally, for the purpose of this policy, public areas will also include any publicly accessible platforms including, but not limited to, blogs, online threads, online feeds, podcasts, social media platforms, etc.

Transfer on Grounds of Parental/Guardian Behavior

The Administration makes every effort to promote the cooperation of the parents and create a special partnership in the education of their children. At times of conflict, the Administration attempts to hear all sides of an issue in an effort to be fair and reasonable to everyone who is involved. Normally, a child is not to be deprived of a Catholic education or otherwise penalized for actions of parents. However, the principal may ask a family to leave the school when one or both parents are overtly uncooperative with school staff; disregard policies, regulations, or programs; or interfere in matters of school administration or discipline to the detriment of the school's ability to serve its own or other children.

COMMITMENT TO EXCELLENCE AGREEMENTS

A copy of the following “Commitment to Excellence Agreement” appears in the Parent-Student Handbook. Parents also receive a separate copy to be read, signed, and returned to the school. Parents and students are encouraged to keep the white copies at home and to return the yellow and pink copies to the school. In that way, the parent may refer to this agreement at any time.

The Commitment of Parents and Guardians

- ☐ We will strive to fulfill the Philosophy and Mission Statement of the school.
- ☐ We will make every effort to encourage our child to achieve the school’s values based Schoolwide Learning Expectations and the academic standards required for promotion.
- ☐ We will make sure that our child arrives on time to school and to scheduled activities.
- ☐ We will read, refer to, and support the policies, procedures, rules, and dress code which are detailed in the Parent-Student Handbook.
- ☐ We will maintain a positive partnership with all personnel involved in our children’s education, including those involved in either curricular or extracurricular activities.
- ☐ We will promote and support age-appropriate responsibility in our child.
- ☐ We will discuss issues of concern first with teachers, rather than students or other parents.
- ☐ We will follow the recommendations of the teachers and Administration, including testing, counseling, tutoring, or other professional interventions.
- ☐ We will promote school academics as a priority over extra-curricular activities.
- ☐ We will monitor our child’s schoolwork and encourage effective time management and study skills.
- ☐ We will expect a high degree of quality in our child’s work, not just cursory completion.
- ☐ We will complete and return all paperwork to the teacher and/or school in a timely manner.
- ☐ We will meet all of our financial obligations to the school through the prompt payment of the tuition and fees and by supporting the fundraising efforts of the school.
- ☐ We will actively use the Learning Management System account to follow all important academic announcements and the academic growth of our child(ren).
- ☐ We will follow the Acceptable Use of Technology policies while in school and away from school as included in the Parent-Student Handbook.
- ☐ We will seek conflict resolution in a Christian manner with all school personnel, understanding that harassment in any form is the reason for dismissal.

WE UNDERSTAND THAT FAILURE TO COMPLY WITH THE STANDARDS SET FORTH IN THIS *COMMITMENT TO EXCELLENCE AGREEMENT* MAY BE GROUNDS FOR DISMISSAL FROM SAINT JEANNE DE LESTONNAC SCHOOL AT THE DISCRETION OF THE PRINCIPAL.

I/We have read the above *COMMITMENT TO EXCELLENCE AGREEMENT* and have discussed it with my/our child in a manner that is appropriate for his/her age.

Parent/Guardian_____ Printed Name_____

Date_____

The Commitment of the Students

- ☐ I will strive to fulfill the Philosophy, Mission Statement, and the values based Schoolwide Learning Expectations.
- ☐ I will arrive at class on time with all of my necessary work and study materials.
- ☐ I will always work, think, and behave in the best way I know how, following the policies, procedures, rules, and dress code described in the Parent-Student Handbook.
- ☐ I will do whatever it takes for me to learn, by completing all formative assignments on time, participating actively in class, reviewing and revising based on the descriptive feedback my teacher gives me, and asking for help when I do not understand.
- ☐ I will try to behave in a Christian manner so as to protect the safety, interests, and rights of all individuals in the school community.
- ☐ I will always tell the truth and accept the responsibility and consequences for my choices.
- ☐ I will seek the support of my parents, my teachers, or the Administration when I am struggling in academics, friendships, or any other area in which I need guidance.
- ☐ I will show respect and courtesy to all as outlined in the values based Schoolwide Learning Expectations.
- ☐ I will consistently follow the guidelines outlined in the school's Acceptable Use of Technology policies.
- ☐ I will not participate in gossip or the spreading of rumors.
- ☐ I will consistently attempt to help all students I come in contact with achieve their best and encourage them to live the Gospel values

I HAVE READ THE ABOVE AGREEMENT, AND HAVE DISCUSSED IT WITH MY PARENTS. I AM COMMITTED TO THIS AGREEMENT AND I REALIZE THAT DISCIPLINARY ACTION OR DISMISSAL MAY FOLLOW FOR FAILURE TO DO SO.

Student _____ Date _____

PRINCIPAL’S PREROGATIVE

The principal, in consultation with the Administrative Team, reserves the right to add, delete, or modify any part of this handbook at will when she believes that it is in the best interest of the children and the school.