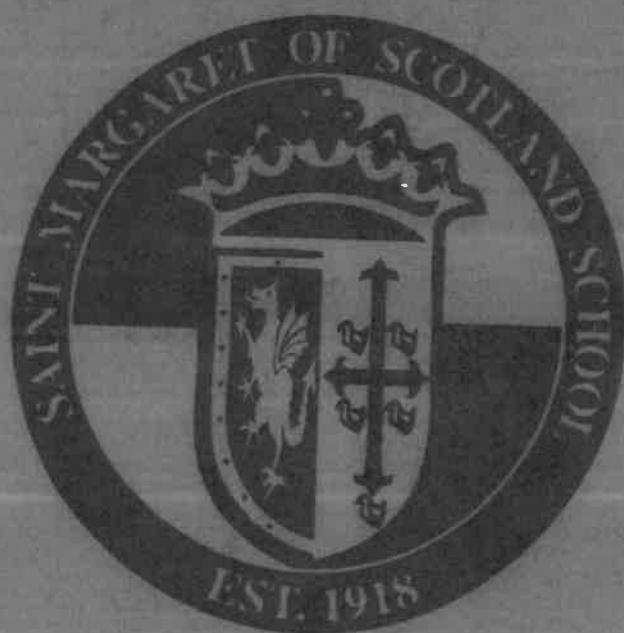


Saint Margaret
of
Scotland
Family Handbook



*In the **end** it's the
beginning that counts.*

Revised Summer 2018

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SAINT MARGARET OF SCOTLAND SCHOOL MISSION

St. Margaret of Scotland Parish Mission Statement

St. Margaret of Scotland Church is a diverse urban Catholic parish. Inspired by the Holy Spirit and the example of our patroness, we are called to be a vibrant voice and beacon of the Catholic faith in our neighborhoods.

We proclaim the Gospel of Jesus Christ in word and action by:

- Praying and celebrating as a Eucharistic community,
- Educating children and adults to live a full Christian life in today's world,
- Serving others with unconditional generosity, and
- Living just lives and working for a more just society.

(Revised 2004)

St. Margaret of Scotland School Mission Statement

St. Margaret of Scotland Parish School is a diverse, urban, vibrant, and inclusive Catholic community. We provide a challenging learning environment for children, prekindergarten through eighth grade, in which they realize their academic potential and giftedness in body, mind, and spirit. Our students embody the example of our patron saint as responsible leaders and caretakers of our community through works of service and social justice.

(Revised 2015)

St. Margaret of Scotland School Statement of Beliefs

Faith is foundational.

- As a ministry of St. Margaret of Scotland Catholic Church, we proclaim the gospel of Jesus Christ in thought, word and deed.
- The Eucharist sources the Spirit of St. Margaret; we aspire to the summit of school life through our practice of the Sacraments and Works of Mercy.
- Catholic Social Teaching inspires our commitment to peace, reconciliation, dialogue and justice for all humankind.

Education is a family-school partnership.

- Parents are the primary educators of their children.
- Ongoing communication between family and school benefits student learning and whole-child development.
- Family and staff participation in school activities and organizations enhances the learning environment.
- Self-discipline is the base ingredient for virtue and academic progress; it can be learned and exercised at every grade level.

All are welcome.

- We provide a place of hospitality and inclusion as we live and learn within the body of Jesus Christ.
- Our school fosters and nurtures community.
- The diversity of our student body creates a rich community of learners among and between students, teachers, and families.

We are "the Spirit of St. Margaret"

- Our school serves as a catalyst for community and faith in our neighborhoods.
- Students become living heirs of St. Margaret, whose Christian values inspire our community's charism.

(Revised 2015)

ADMISSIONS

St. Margaret of Scotland Parish School admits students from diverse backgrounds, provided they meet the school's qualifications. It is our intention to serve the parish families as a priority. Other qualifying students are invited if space is available. A carefully designed and frequently reviewed staffing plan is utilized to advise the pastor, principal and school board.

(School Board, Reviewed April 2018)

Criteria

- The pastor, in consultation with the principal, will admit students to the school with priority given to parishioners.
- Parents desiring to enroll their children in St. Margaret of Scotland must understand and be willing to support the Mission and Statement of Beliefs for St. Margaret of Scotland School.
- St. Margaret of Scotland School parents must want a school where Catholic teachings and moral formation are integral to the curriculum, as well as, a commitment by the parents to participate in the spiritual, social and financial life of the parish/school.
- All students at St. Margaret of Scotland Parish School have the same rights and privileges, and access to all programs and activities without discrimination on the basis of race, color, national or ethnic origin.

Procedure

1. Parents/guardians of prospective students are invited to attend the annual Open House on the last Sunday in January or make an appointment to visit the school at another time.
 - The application form is not available until Open House and then are collected and dated and timed according to when they are completed and returned to the school office.
2. Parents/guardians complete the application form and return it to the school office with the following information:
 - Copy of the child's Birth Certificate
 - Copy of the child's Baptismal Certificate (if applicable)
 - Copy of the child's Social Security Card
 - An Up-to-date Immunization Record
 - Financial Commitment Contract & Registration Fee
 - Copy of the student's most recent report card or their preschool records
 - Copy of the student's most recent standardized test results (if applicable)
 - A check for the registration fee (can be found on the current tuition schedule)
3. In the case of a divorce, verification of the custody arrangements must be on file in the school office.
4. Students coming into kindergarten will participate in the student assessment program scheduled during the spring.
5. Acceptance of new students transferring into 1st through 8th will be based on the child's most recent report card, standardized test scores, and/or student assessment as determined by the administration of St. Margaret of Scotland School.

Timeline for Application and Registration

1. Re-registration for current students and in-coming siblings are requested in mid-January.
2. Applications are accepted for new students as of Open House.
3. Assessment and registration of new students takes place during March and beyond.
4. Notification of acceptance by mail, email or phone takes place in March and beyond.

Financial

The St. Margaret of Scotland Parish School Board acts in an advisory capacity to the parish finance committee who acts in an advisory capacity to the Pastor on financial matters concerning contributions, tuition, fees and delinquent debt procedures. School administration is consulted by the finance committee when designing the budget and on all matters related directly to spending on educational needs. The School Board also supports the efforts of advancement for the parish and school.

(School Board, Reviewed April 2018)

Tuition Arrears

St. Margaret of Scotland Parish School, in order to be fiscally responsible to the parish and the school communities, holds each family accountable to their financial commitment contract signed yearly at registration. In the event the financial contract is not fulfilled, the student's records may be withheld and the student may be asked not to return until outstanding fees are current.

(School Board, Reviewed April 2018)

Tuition Payments from Multiple Sources

St. Margaret of Scotland Parish School, in order to be fiscally responsible to the parish and school and considerate of the varying needs of our school families, is willing to make financial arrangements with separated/divorced parents allowing each to assume a portion of their child(ren)'s tuition fees. However, should one parent become delinquent in his or her tuition payments, St. Margaret of Scotland Parish School reserves the right to expect full tuition payment from the parent whose portion of tuition has already been satisfied.

(School Board, Reviewed April 2018)

Tuition and Fees: The tuition and fees are reviewed and established on an annual basis by the pastor in collaboration with the parish administrator, school board and parish finance committee each January. The tuition applies to all kindergarten students through grade 8. There is a special tuition rate set for preschool three and four year olds. All financial responsibilities are published at the time of re-registration for the coming school year.

Application and Registration Fee: The application form filled out by prospective families includes the registration fee. The registration fee either goes directly towards registration when the child is accepted or is refunded if the child is not accepted.

Registration Fee: The registration fee is paid directly to the school. One third is required at the time of registration / re-registration and the remaining amounts are due within 30 and 60 days of registration. The registration fee is non-refundable unless a refund is granted by the pastor or parish administrator. Requests for refunds must be submitted in writing and will be considered individually. An administration fee of \$10.00 is withheld in cases where a refund is granted.

Fundraising

Dragon Raffle

St. Margaret of Scotland Parish School requires each school family to sell \$100.00 of designated school raffle tickets or pay that amount toward the school's operating budget in addition to regular tuition. In addition, school families are strongly encouraged to participate in other fundraising activities that directly support St. Margaret of Scotland Parish School.

(School Board, Reviewed April 2018)

Profits from the Dragon Raffle (the only mandatory fundraiser) go directly into the operation of the school and help to maintain tuition at a reasonable rate of increase each year.

School Sponsored Fundraising

Throughout the school year, it is often necessary for grade levels (i.e. Halloweenfest, 8th grade end-of-year events, etc.) or individual committees (i.e. library, art@SMOS, Yearbook, etc) to sponsor fundraisers.

- St. Margaret of Scotland School will make every effort to use non-food fundraisers or when including food to take great care to offer healthy choices.
- When food is included in a school-sponsored fundraiser care will be taken to include only non-allergen treats or to carefully and clearly mark those treats with allergens such as nuts, eggs or gluten clearly enough that even a preschooler with allergies will be forewarned.

Tuition Assistance

Tuition assistance is available to all families in need with children in kindergarten through 8th grade. It is our hope that no family desiring a St. Margaret of Scotland education for their child will find our tuition unaffordable.

One application is used for all scholarships funded by the Catholic Education Office, the Roman Catholic Foundation of Eastern Missouri, and the Today and Tomorrow Educational Foundation. Jointly these scholarships are available to all school families – Catholic and Non-Catholic – of low and moderate incomes.

- The scholarship foundations jointly determine to whom and in what amount the grant will be given.
- All grants will transfer with the student if s/he transfers to another Catholic elementary school within the Archdiocese.

St. Margaret of Scotland School Assistance is offered upon request to those families who have already applied through the Archdiocesan foundations listed above:

- Requests for St. Margaret of Scotland grants must be renewed annually.

St. Margaret of Scotland School provides families with tuition assistance throughout the year should emergencies such as the loss of employment arise.

Mandeville Multicultural

St. Margaret of Scotland Parish and School are committed to promoting economic and racial diversity. The Mandeville Multicultural Fund has been established to provide assistance to minority families who are not Catholic, who live in the city and who desire an education at St. Margaret of Scotland School. The scholarship fund is maintained by contributions from parish and school families.

Policy Regarding Exit of Students

To determine possible problems in the system, the school administration will conduct exit interviews and compile statistics for review by the school board.

(School Board, Reviewed April 2018)

ATTENDANCE

St. Margaret of Scotland School requires regular, prompt attendance of all students according to current Archdiocesan guidelines.

(School Board Policy, reviewed April 2018)

Regular attendance at school is mandatory for consistency of instruction and continuity for the students. Student attendance is recorded on the student's permanent record from kindergarten through 8th grade.

- **Full Day Absence**

A student is considered absent for a full day when not at school for more than 4 hours.

- Parents are expected to call or e-mail the school office before 7:45 a.m. to report student absences.
- During that communication, the parent should indicate with whom any school work should be sent for the sick child.
- In the case of absence due to a communicable disease a note from the child's doctor is required before the child returns to school.

- **Half Day Absence**

A student is considered absent for a half day when the student arrives after 11:00 am or leaves before 1:00 pm, but is present at school for more than 4 hours.

- It is necessary upon arrival for a parent or guardian to come into the school to sign the student into or out of school.

- **Two-Hours Out of School**

A student is considered "Two Hours Out" when not in class by 9:50 am, leaves school after 1:00 pm, or is away from school for two hours or more within the school day.

- It is necessary for a student arriving late to come into the office to get a late slip for entrance into class.
- It is expected when a student arrives later than 8:00 am for a parent or guardian to come into the school to sign the student into school.
- It is necessary for the parent or guardian to come into the office to sign a student out when the student is leaving for any portion of the day.

- **Tardy**

A student is considered tardy when not in his or her classroom by the official start of the day as designated by the bell rung at 7:50.

- It is necessary for the student to come to the office to get a late slip for entrance into class.

Excessive Absences:

A student who is absent more than 25 days in a school year is subject to retention or withdrawal.

Excessive lates (tardy, 2 hours out, half days):

Being on time is a habit that will benefit a person for a lifetime, professionally and personally. As educators of the whole person we would be remiss if we did not teach the lesson of punctuality.

- Children who arrive late for school disrupt the learning environment by disrupting the flow of instruction for other students.
- Children who arrive late spend the rest of their day catching up.
- Children who arrive late often find that they leave their parents after a frustrated, even angry, exchange and carry that with them throughout the day.

When a student needs to leave school during the school day for an appointment:

- The parent or guardian should advise the school secretary by note, phone, or email as to when the student will be picked up and by whom.
- The parent or guardian picking up the student must come into the office to sign the student out. At that time the student will be called to the office.
- If the student returns to school that day, the parent or guardian must come into the office to sign the student back in.

When a student becomes ill during the school day:

- The school secretary or teacher will call the child's parent to make arrangements to take the sick child home.
- If the parent is unreachable by phone, the next person on the emergency list will be called.

Vacation During the School Year

- Parents are asked to avoid taking their children away from school for vacations during the school year. The learning that happens within the classroom cannot be duplicated by a textbook or worksheet.
- When pre-planned time away from school is unavoidable:
 - A written note or email to the homeroom teacher and school office with the exact dates is necessary.
 - The student is responsible for making up any school assignments missed during the time away.
 - When possible, the teacher will send a packet of assignments with the student before s/he leaves. When not possible, the student will make up the assignments upon returning.

The School Year, Required Number of Days and Hours

The chief consideration in setting the annual school calendar is to provide students with quality time for learning. The total number of instructional days/hours may exceed or be equal to 174 days or 1044 instructional hours as required by the Archdiocese of St. Louis. The calendar is developed by the principal and staff, and presented to the pastor and school board for approval. The school calendar for an upcoming year is published in the late spring of the current year. It is sent in paper form to all parents, and is available with updates on the SMOS website and Sycamore.

The School Day

The school day is designed to optimize instruction for all students. An instructional day is defined as a day with a minimum of six hours of instruction.

7:30 am	Adult supervision is provided outside, as kindergarten through 8 th grade students begin gathering in the schoolyard in the designated area. Preschool students are escorted by parents or siblings directly to their classrooms, usually through the Lawrence door.
7:40 am	Students enter their classrooms to unpack and organize their materials for the day.
7:50 am	Homeroom, attendance, morning prayer and announcements
8:00	Classes begin.
11:00	The earliest scheduled lunch time begins.
2:50 pm	Classes end followed by 10 minutes to prepare for going home.
3:00 pm	Kindergarten through 8 th grade students are dismissed:

- Kindergarten through middle school students attending SMOS Aftercare go directly to the cafeteria for attendance.
- Kindergarten through middle school students who are walking, riding bikes/scooters are asked to begin their journey home directly upon dismissal.
- Kindergarten through middle school students who are being met for a ride home gather with their homeroom teachers in the designated area on the blacktop.
 - All students must let their teachers know when their ride arrives, the teachers are responsible for knowing with whom a child left school upon dismissal.
 - Students are released only to those parents and classmates indicated by their parents on the Child-Safe Release form signed at the beginning of the school year and updated by parents as needed.

Preschool students are met in their classrooms by their parents or whomever their parents have designated on the Child-Safe Release form.

- The teacher on “door duty” both in the morning and in the afternoon will hold the door. For the safety of all the children the Lawrence door is NEVER propped open allowing easy, and possibly dangerous, access to unidentified strangers off the street.

Drop Off and Pick Up: Our Students’ Safety Comes First

For parents who wish to park and walk to the blacktop for arrival or dismissal:

- Parking on Shaw Ave. in front of the Dragon’s Grove garden or very near our property is an option for parents who wish to walk onto the school grounds for arrival or dismissal.
 - Please remain considerate of those people whose homes are on Shaw and rely on street parking.
- Parking on Lawrence Street is permitted on Lawrence Street (please note the No Parking sign a few car lengths south of Shaw on the east side of Lawrence).

- Parking on Lawrence Street is permitted on Lawrence Street (please note the No Parking sign a few car lengths south of Shaw on the east side of Lawrence).
 - Preschool students enter the school building through the Lawrence doors between 7:30 and 7:50 am and exit between 2:50 and 3:00 pm. Their parents are encouraged to park on Lawrence or Castleman west of the SMOS campus.
- Parking on Castleman west of the SMOS campus is allowed but please be considerate of those who live there and rely on street parking.
- Parking is NOT allowed in the Castleman cul-de-sac or east beyond our gym for the 20 minutes before or after school in order to keep the flow of traffic moving and to safe-guard students.

Parents are encouraged to use the Centennial Lane drive-thru for arrival and dismissal; it is safe, convenient and fairly quick.

School Closing for Special Events

*The principal establishes procedures for emergency school closings and special schedules.
(School Board Policy, Reviewed April 2018)*

Whenever possible, it is the school's desire to adhere to the published calendar for any days off school. If an event or special teachers' meeting arises, parents will be notified through the Thursday Newsletter on Sycamore and the SMOS website so that appropriate arrangements for the care of the children might be made.

School Closings for Inclement Weather

The Principal and Assistant Principal shall utilize the School Messenger system to contact parents in limited circumstances. These circumstances shall include school closings due to inclement weather, any unexpected change in school schedule, and emergency requiring vacuation of the premises, or any other emergency situation as determined by the administration.

(School Board Policy, reviewed April 2018)

- School will be closed, whenever the conditions are considered to be too hazardous for travel or if conditions present a threat to the students' and/or teachers' well-being. Many of the SMOS families and staff live near school, but some live quite far from school.
 - In the case of inclement weather when school is not closed, parents and staff are encouraged to use their best judgment as to the safety of traveling to school.
 School closings due to inclement weather will be communicated before 7:40 am by way of School Messenger or Sycamore emails, voice messaging, radio and television.
- Delayed opening of school, typically for snow, ice or extreme cold, indicates that school begins an hour later than normal. (9:00 am)
- Early dismissal of school indicates that school will end at 12:15.
 - Build-up of heat in St. Joseph Hall and Faith Hall can be potentially hazardous for staff and students, especially those who suffer from asthma.
 - SMOS Aftercare does not provide services if the school is closed for a heat-related early dismissal.

- As always, parents are encouraged to use their best judgment as to the safety of their children on those days when the inclement weather begins after the school day has begun.
- On those days when the inclement weather begins during the course of the day, staff who live furthest from school are allowed to leave for their own safety.

Non-Weather Related Emergencies

In the case of a severe emergency or natural disaster the school follows specific procedures. Parents will be notified through Sycamore or a voice message whenever possible concerning the emergency. Students will only be released to their parents or to those persons designated on the Child-Safe Release form or on the emergency contact form.

NOTE: Please be sure that your emergency information on Sycamore is accurate and up to date.

Archdiocesan Guidelines Related to Attendance

Absence: Students are considered absent whenever they are away from school during school hours except for school-sponsored or school-sanctioned co-curricular activities (e. g., field trips, enrichment, and remedial programs, etc.) Students who must be excused for medical, dental, funeral, or other reasons during school hours are considered absent. For these types of absences a written or verbal notice should be sent to the school in advance by a parent/guardian stating the time, length, and reasons for absence.

Chronic or excessive absences without substantial cause can be a factor in determining a student's continued enrollment in the school.

Truancy: A student is truant if he/she is absent from school for a day or portion of the day without the knowledge and/or consent of the parent/guardian and school officials.

Tardiness: A student is tardy who arrives after the time fixed by school policy for the start of the school day.

Release of Students from School: A school should develop policies and procedures for the release of students, both for the normal course of events, as well as for unforeseen or emergency situations. These policies and procedures should be published in the faculty handbook and communicated to students and parents through the parent/student handbook and other appropriate means.

Release from School Due to Illness: A student is permitted to leave the school premises for illness only after the parent/guardian has been contacted by phone. Records containing the names of persons to contact if a parent/guardian cannot be reached should be kept on file. Parents/guardians are responsible for providing transportation for the student to leave.

Dual Enrollment: Dual enrollment is a method of providing course and programs to a student that the school itself cannot provide due to staffing and/or finances. Missouri state law also allows Catholic school students to be dually enrolled in public schools in order to participate in specialized programs or to receive special education or remedial reading and math services.

Archdiocese of St. Louis: Administrative Manual for Catholic Education, 2006

SPIRITUAL ENVIRONMENT

Faith-based Learning Environment

St. Margaret of Scotland School is built on a century of faith. Gospel values are the foundation for the formation of a faith-based, learning environment that is directed toward nurturing our community of believers.

- All students in kindergarten through 8th grade and all members of the faculty celebrate Eucharist as a reminder that they are bound together in love and faith. Parents and other family members are always invited to share in the weekly Mass celebration.
- An atmosphere of prayer and reverence is fostered within the St. Margaret of Scotland School. Each day begins with prayer as the whole school is lead by students and the principal. Teachers pray frequently throughout the day with their students, always closing the day with prayer. Special opportunities for students to lead their peers in prayer are integrated into the school schedule reflecting the liturgical seasons and other important events.
 - Students learn to pray meditatively using the skills taught and learned in the practice of mindfulness.
- Service is an essential element of student formation from the very beginning of school life through the culmination of elementary school at graduation. Various programs and projects support the concept of serving others.
 - Within the classroom students are asked to provide service to their classmates by assuming various responsibilities.
 - A buddy system within the school encourages students to watch out for one another by linking older students with younger students.
 - Throughout the school year there are special times when the entire student body cooperates on a project of service to the larger community.

Whether a child is washing off lunch tables or bringing in non-perishable food items for someone less fortunate, these actions are service to another person.

- Teachers nurture a quiet and prayerful spirit of respect for God, self, others and nature within their classrooms.
- Each person is recognized and valued for their uniqueness. A habit of respect is cultivated in the classroom and in all other places in the building, on the playground and anywhere students gather.
- The school community strives to understand and accept the other whether that be classmates, parishioners, neighbors, or people in far-reaching parts of the world.
- All adults connected with the school are encouraged to be mindful that their actions must model Christian attitudes and behaviors.

Religiously Centered Events and Activities

- All students in preschool through 8th grade participate in daily religion classes. The classes are grounded in the Scriptures and Catholic Tradition.
- All students in kindergarten through 8th grade attend Mass weekly. The preschool children join the larger community at Mass periodically.

- The students serve as lectors and cantors for our weekly Masses, as well as writing and reading the Prayers of the Faithful prayed during the Mass.
- Non-Catholic children participate in planning for and leading prayer during our weekly Masses; during Communion they are invited to come forward for a blessing.
- Parents/guardians, teachers, coordinator of religious education, principal, and pastor share the responsibility for preparing children for the Sacraments of Reconciliation and Eucharist. The preparation and first celebration for these sacraments occur in the second grade.
 - Parent meetings precede the celebration of Reconciliation in the fall and Eucharist in the spring.
- All students in second through 8th grade are invited to participate in the Sacrament of Reconciliation during Advent and Lent. Non-Catholic students are invited to speak with the priest and request a blessing. Our students often speak of the feeling of reassurance and peace after this particular sacramental opportunity for prayer.
- The celebration of Confirmation occurs every year at St. Margaret of Scotland School for students in 7th grade. Preparation for this sacrament takes place during religion class, although there is a shared responsibility on the part of the parent, teachers, coordinator of religious education, principal, and pastor to guide our Catholic students to this sacrament.
 - A parent information meeting is held in a timely manner once the date for the reception of the sacrament has been confirmed with the archbishop's office.

While St. Margaret of Scotland is a Catholic school, it welcomes students of all faiths and is respectful of their beliefs and forms of worship. We believe that it is important for every child to develop a habit of prayer and worship. Therefore, we encourage weekly participation of all students and their families in the worship of their choosing.

Witness Statement

Aware of the dignity of the holy call to parent, and with reverent awe for that responsibility which is mine, I commit myself to be, in word and deed, the first and best teacher of my children in faith. Practically, this means I should:

- Regularly participate in the Sunday Eucharist (if not Catholic, regularly participate in worship and prayer) with my family;
- Commit to speak more with my children about God and to include prayer in our daily home life;
- Participate in and cooperate with school programs that enable me as a parent to take an active role in the religious education of my children, including sacramental preparation for Catholic children;
- Support the moral and social teachings of the Catholic Church to ensure consistency between home and school;
- Teach my children by word and example to have a love and concern for the needs of others;
- Meet my financial responsibilities in supporting our Catholic school.

(Archdiocese of St. Louis
Manual for Catholic Education, 2006)

ACADEMIC ENVIRONMENT

Creating a Learning Environment

All students are unique; all students can reach their full potential if properly encouraged to do so. The faculty and staff respect and are challenged to meet and support the different learning needs and learning styles of each student.

Each student is challenged to develop self-discipline and a sense of personal responsibility in his or her own learning.

- The individualized approach of the Montessori and Theme-based preschool programs foster independent learning.
- In the Early Childhood grades of kindergarten, 1st and 2nd grade students are guided towards becoming self-reliant, independent learners. Early attention is paid to each student growing as a responsible learner through experiences and activities that provide students with basic knowledge, skills, values, attitudes and behaviors needed to be successful at the next level of learning.
- The solid foundation for essential organizational skills and effective study habits are emphasized in the intermediate grades of 3rd, 4th and 5th. These skills are accompanied by a personal sense of a growth mindset, allowing each student confidence in her or his eventual capability of grasping even the most challenging concepts and skills.
- The middle school students in 6th, 7th and 8th build on the skills and concepts learned in the younger grades as they take ownership in determining and assessing their own learning needs. Students in the upper grades must take the initiative
 - to seek advice and assistance from teachers and fellow students as needed,
 - to be critical, analytical thinkers in all subject areas,
 - and to be creative in the learning process.

Because St. Margaret of Scotland School is a learning community, it is crucial that each individual share in the responsibility to maintain an environment in which all students can learn. The students are individually and collectively held accountable for maintaining an environment which:

- safeguards each individual, allowing all students a comfortable situation in which to learn.
- puts learning first, allowing students to take learning seriously.
- encourages learning as students cheer one another on to academic growth.

Fundamental facets of how a student at St. Margaret of Scotland School is encouraged to learn are:

- academic risk taking and a willingness to learn from one's mistakes,
- self-reliant independence and other-centered cooperation,
- metacognitive self-reflection and shared interaction,
- collaboration and consensus-seeking,
- a willingness to question and to listen,
- and to be creative, understanding that creativity is a share in God's own creativity.

The teacher is the facilitator of learning and, as such, relies heavily on the parent of each child to reinforce the skills, concepts and values taught on a daily basis. A student who experiences a partnership between school and home will be more successful. There should be a single set of expectations for academic achievement and behavior jointly shared by the student, the parent and the teacher.

Providing for the Learning Needs of the Student

Differentiated Instruction

In the course of each unit of instruction at all grades, teachers are responsible for designing lessons that challenge students at a variety of learning levels and with a variety of learning styles. Best practice instruction and assessment employed by each teacher respects the fact that students have different ways of learning.

Presence of Instructional Support

There are circumstances in which student-learning needs, numbers of students in a class or the challenge of specific subject matter call for support in instruction. In these situations support is provided in the form of supplemental instructional resources, teaching assistants and volunteers.

Students with Special Needs

The faculty and staff, in cooperation with a student's parents/guardians, do their best to fully address the needs of special students. The ultimate goal is always to guide the student to successful mastery of the St. Margaret of Scotland School curriculum expectations at each specific grade level. In the rare occasion when it is not possible for a student to succeed within the learning environment of St. Margaret of Scotland School, it is only fair to the student, the student's parents, the faculty, and the other students to consider other academic options.

Title I Program

The Title I program, sponsored by federal government funding, provides a teacher to work on-site with students who consistently achieve below grade level in reading or math. The Title I agency provides the teacher who, with St. Margaret of Scotland teacher input, selects the students for the remedial program. The program is limited to 3 to 5 students per meeting, during the equivalent of 30 minutes of meeting per week. Currently the Title I program has allowed that no more than 30 students be served at St. Margaret of Scotland School.

St. Margaret of Scotland Learning Consultant

The Learning Consultant will work directly with the teachers and parents of those students who struggle to be successful academically, as well as with the teachers and parents of those students whose Iowa Assessment standardized test scores identify them as "high-achieving." The Learning Consultant will assist in researching and designing differentiated lessons, activities and assessments that accommodate the learning needs of these students to support and challenge them in continued learning.

Participation in Extended Learning Opportunities

Students are encouraged to extend their learning whenever and as often as possible. These opportunities may be provided by the school, such as Optional Summer Homework, or may come from outside sources.

Extra-Curricular Activities

In order to participate in school-sponsored, extra-curricular activities sponsored directly by school, such as Bellarmine Speech League, Middle School Service Corps, 8th Grade Leadership Council, or Youth Choir, a student must have a passing average in all subjects. Appropriate effort and consistent behavior patterns on the part of the student must conform to the stated expectations for a student at St. Margaret of Scotland School.

Class Size and Organizational Structure

Class Sizes

St. Margaret of Scotland Parish School's Pastor and Principal will refer to the established Staffing Plan to determine class size and teaching personnel. A written copy of the Staffing Plan may be obtained from the school office.

(School Board Policy, Reviewed April 2018)

Reduction in Force

St. Margaret of Scotland Parish School recognizes that conditions could make it necessary to reduce the number of teaching positions due to declining enrollment, finance constraints or termination of a program. The Pastor and school administration, advised by the school board and finance committee, may terminate the employment of such teachers as circumstances require. Such termination of employment shall conform to Archdiocesan policies and procedures.

(School Board Policy, Reviewed April 2018)

Signs of Success

- St. Margaret of Scotland School earned the title, 2010 Blue Ribbon, national school of excellence.
- 8th graders are consistently accepted into the Catholic high schools of their choice.
- Standardized test scores are consistently high – 80th percentile and above.
- Graduating students go on to be successful in high schools and colleges of choice.
- Alumni continue with post-graduate level studies.

SOCIAL-EMOTIONAL ENVIRONMENT

St. Margaret of Scotland Parish School faculty and staff will utilize consistent, respectful, appropriate and positive discipline strategies that support the mission of the school and guide students to grow in self-discipline. Discipline strategies will be communicated to faculty, staff, students and parent/guardians through the St. Margaret of Scotland Parish School Family Handbook and other means.

(School Board, Reviewed April 2018)

Violence is inconsistent with St. Margaret of Scotland Parish School Mission and Belief Statements. Students, parents/guardians, faculty and staff are expected to report to the principal concerns regarding acts of violence during school or at school sponsored events. Violence consists of words, gestures or actions that result in or have the potential to result in hurt, fear or injury. St. Margaret of Scotland Parish School will follow Archdiocesan guidelines and policies concerning violence.

(School Board, Reviewed April 2018)

St. Margaret of Scotland Parish School, in its urban and Christian setting, is dedicated to guiding students to act justly, love tenderly and walk humbly with God (based on Micah 4:6). To this end we are charged by our mission to teach students to recognize their abilities to be agents of peace and change in a world much in need of their faith-based values. At all grade levels, St. Margaret of Scotland Parish School curriculum will include an emphasis on promoting peace.

(School Board, Reviewed April 2018)

Bullying, like all forms of violence, is inconsistent with St. Margaret of Scotland Parish School's Mission and Belief Statements and not to be tolerated. Bullying is defined as systematically and chronically inflicting or threatening to inflict injury whether physical or emotional on another person or group of persons. Students, parents/guardians, faculty and staff are expected to report to the principal concerns regarding bullying during school, at school sponsored events, and in cyberspace. (Continued description of bullying and consequences for bullying are delineated in the St. Margaret of Scotland Family Handbook under Speak and Act with Care.)

(School Board, reviewed April 2018)

The Charism of the St. Margaret of Scotland Student

The entire adult community of St. Margaret of Scotland School – pastor, principal, faculty and staff, parents, volunteers – in keeping with:

- the Gospel values,
- our patroness, St. Margaret,
- Archdiocesan guidelines, and
- the St. Margaret of Scotland School Mission statement

are charged with the grave responsibility to lead “students to meet their potential and to recognize their giftedness in mind, body and spirit.” (SMOS Mission statement) To that

end, the entire community must dedicate itself to guiding students, pre-kindergarten through 8th grade, to internalize in attitude and externalize in behavior what it means to be an SMOS student.

Speak and act with care

Make sure you wear our uniform with pride

On time all the time

Stop, look, and listen

The SMOS Charism determines each student's evaluation of Personal Work Habits and Social Interaction that appears on the End-of-Quarter Report.

Speak and act with care

St. Margaret of Scotland School is dedicated to guiding students to act justly, love tenderly and walk humbly with God (Micah 4:6); to internalizing and externalizing the profound belief that "each person is created in the image and likeness of God (Genesis 1:1); and called to act with respect for the dignity of all human life (Catholic Social Teaching). From preschool through 8th grade there is a constant emphasis to speak and act with care in the classroom, in the hallways, at lunch and recess and during school-sponsored events on-site and off-site.

Words and Actions That Have Positive Effects

- Attitudes of respect, consideration, and patience
 - are guided through daily reminders and conversations in the classroom
 - and are modeled by faculty, staff and older "buddies."
- Attitudes of sharing, compassion, and helpfulness
 - are guided through classroom opportunities to collaborate in small group learning activities and projects,
 - are expected and experienced through lunchroom behavior and play at recess,
 - and are encouraged through opportunities to do service within the school, the neighborhood, and beyond into the world.

Descriptions of Violence Grounded in Archdiocesan Guidelines

- Violence consists of words, gestures and actions that result in, or have the potential to result in, hurt, fear or injury. Violence includes:
 - threats of injury, harassment;
 - assault, possession and/or use of a weapon;
 - and theft or vandalism of property.
- Bullying consists of words and/or actions directed by one or more persons toward others with the intent of harm, humiliation and/or intimidation.
 - Bullying can be physical, verbal, emotional, gender, cyber

- Weapons of any sort are never permitted on school premises, nor at any school-sponsored event on- or off-school property.
- Internet or electronic violence/bullying are words, actions or pictures which violate the privacy, safety, or good name of another member of the St. Margaret of Scotland School community.
 - This includes all communications or depictions through email, text messages, or web site postings, whether they occur through the school's equipment or connectivity or through private communications.
- Drug-, alcohol- and substance-use includes the possession, use, or transfer of un-prescribed or illegal drugs on the school premises or at school-sponsored functions and are not permitted.
 - The use, possession of, or being under the influence of alcohol on the school premises or at school-sponsored functions is not permitted.

Consequences for Violence

- Violence and bullying
 - The teacher determines if a single incident can be settled peacefully among the students. If so, then students may return to class upon settling the conflict.
 - If the teacher determines that the conflict cannot be settled quickly or if such conflicts have occurred before, then the students are brought to the principal.
 - The principal will work with the students to understand the conflict and settle it peacefully.
 - The principal will report to the parents concerning the conflict.
 - If the principal determines that the conflict cannot be settled even with the principal's intervention then parents will be called to remove their children from the premises.
 - Students may return to school after the teacher, parents, principal, students and, possibly, pastor have met and finally settled the conflict.
 - The principal may require that the student(s) participate in professional counseling in order for the student(s) to return to classes.
 - The principal has the right to require communication with the counselor before the student(s) is allowed to return to classes.
 - When violence or bullying is ongoing and such violence poses a threat to the learning community, student(s) will be suspended and the principal and pastor may consider withdrawal for cause.
- Possession and/or use of a weapon
 - The student's parents will be called to remove student from premises immediately.
 - The student will be suspended away from school until principal, parents, student and pastor meet.

- Student may be required to attend professional counseling. If so, parents will be required to allow communication between counselor and principal before the student may return to classes.
- Internet or electronic violence or bullying
 - The principal and teacher will attempt to determine if this is an isolated incident and if the situation can be settled peacefully and equitably.
 - The offensive internet piece must be removed immediately and the student must make amends.
 - Parents will be notified.
 - If the principal and teacher determine that this was not an isolated incident either in length of time or number of persons involved, then parents and students will be called in for a conference with teacher and principal to settle the matter peacefully and equitably.
 - The offensive internet piece must be removed immediately and the student must make amends.
 - Parents will be notified.
 - If the electronic message is both ongoing and threatening:
 - The student(s) will be suspended, in- or out-of-school at the principal's discretion.
 - The student, parents, principal and, possibly, pastor must meet before student returns to classes.
 - The parent(s) must demonstrate proof that the electronic message has been removed before student may return to classes.
 - The student and parent must make amends to those offended or injured before the student may return to classes.
 - The principal may require the student to attend professional counseling. If so, the parent will be required to allow communication between the counselor and principal.
 - The principal and pastor may consider withdrawal for cause.
- Drug, alcohol and substance use
 - Student will be suspended at home until principal, parents, student and pastor meet.
 - Student will be required to attend counseling and parents will be required to allow communication between counselor and principal.

ICAN – Immediate Change Action Needed

- St. Margaret of Scotland School in its urban and Christian setting is dedicated to guiding students towards self-discipline and other-centered concern for all who make up the learning community. The ICAN form is used by a teacher when a child is choosing “to behave in a manner contrary to SMOS expectations” by disrupting the learning environment. The ICAN form is used when that disruption has the potential to harm a child’s classmates and others”, and/or decrease a child’s ability to learn. It is these circumstances that call for an “immediate change of action.” The ICAN is used to deliver the above message to the student and to her or his parents.

- Consequences for earning an ICAN may impact a student's availability for playing on SMOS sports teams.
- A copy of the ICAN and its consequences can be found in the appendix of the Family Handbook.

Electronic Devices

- Occasionally, it is necessary for a student to carry a cell phone or other electronic device to school. On those occasions, the electronic device must be kept in the student's backpack or locker. The device must be turned off or silenced. The school does not accept any responsibility for the device should it be stolen or lost.
 - If the device is removed from the backpack/locker by the student or a classmate without specific teacher permission at any time during the school day (7:50am – 3:00pm or until classes have been dismissed by the teacher), the student will hand the device over to the teacher who will pass it on to the principal.
 - The principal will return the device only to the student's parent, in person.
 - When an electronic device is handed over to the teacher, the student forfeits all rights to privacy concerning that device.

Cheating

- Copying someone else's work with or without permission is considered cheating.
 - In the younger grades teachers will work with students to understand the dishonesty and severity of cheating.
 - From 4th – 8th the following will apply:
 - The student earns an automatic zero on the assignment or test without benefit of making up the assignment or test.
 - The student's parents will be notified immediately.
 - If the assignment or test answers are freely given to another student, both parties will earn the zero and both sets of parents notified.

Falsifying Signatures

- Signing another person's name to a document or form is unacceptable.
 - The students' parents will be notified immediately.
 - The student may be required to serve an in-school suspension.
 - If the falsified signature concerns a field trip, the student will not be allowed to attend the field trip.

Plagiarizing

- Using an unauthorized or close imitation of the language and thoughts of another author and representing them as one's own original work (Dictionary.com)
 - Students in 3rd, 4th, and 5th grades will redo the assignment.
 - Students in 6th, 7th and 8th will earn an automatic zero on the assignment.
 - The student's parents will be notified immediately.

Make sure you wear our uniform with pride

Uniform Code

The St. Margaret of Scotland uniform signifies who we are as a school community. When students wear the school uniform with pride they deliver a clear message that St. Margaret of Scotland School is important to them and they are important to St. Margaret of Scotland School.

- The uniform code is the result of the collaborative work of parents and teachers
 - The uniform code is published in the Family Handbook.
 - The uniform code is posted in each homeroom in which children can read.
- Dressing in uniform and maintaining a neat appearance and appropriate hygiene is an act of respect towards St. Margaret of Scotland School and towards other classmates who have made the effort to wear our uniform with pride.

See Dress and Personal Appearance Code in appendix for specific dress code.

On time all the time

Being on time all the time is a habit when learned that will benefit SMOS students into their adult lives. St. Margaret of Scotland School has an obligation to hold students to an expectation of punctuality. Being on time demonstrates both responsibility and respect:

- the responsibility of living up to the expectation at hand,
- the respect for others involved.

On time all the time for school:

Excessive lates (tardy, 2 hours out, half days) are more than 3 in a quarter.

See Family Handbook, pg 6, for details.

- Arriving on time to school is an act of respect towards the teacher and towards the class; arriving late excessively is a disruption to the learning process for the teacher and for classmates, as well as for the student him or herself.

On time all the time with homework assignments:

Doing homework on time all the time and doing it with care:

- increases an individual student's chances of deep and meaningful learning and
- increases the overall learning environment for the entire class, causing each student to engage in deep and meaningful learning.

NOTE: For more extensive information on Homework see Curriculum and Instruction.

On time all the time with materials organized and ready for use:

A student demonstrates a readiness to learn when the student arrives to the classroom with all the proper materials.

- This is especially true for middle school students who have just these three years to train for the departmental experience of high school and the course experience of college.

Stop, look, and listen

SMOS School – faculty, staff, and students – takes very seriously its charge to build an outstanding learning environment in which each student is able to thrive. Such an environment is only possible when each student shares in mutual responsibility for it. All students benefit when each student takes learning seriously. The students benefit in the present as they build the SMOS learning environment, and they benefit in the future as they go off to high school and college prepared to be academically strong students who take responsibility for their own learning and collaborate in creating a learning environment in which all students can thrive.

Students are taught to:

STOP what you're doing when an adult, especially a teacher, calls for your attention.

LOOK at the teacher or adult face to face making eye contact.

LISTEN to whatever it is the teacher or adult wants you to hear.

And, respond appropriately by saying "thank you," "yes," "I'm sorry," "Will you help me?" or by simply doing what you've been asked to do the first time.

Archdiocesan Guidelines Related to the Social-Emotional Environment

Violence and the Threat of Violence: Catholic schools shall provide a safe learning environment for all members of the school community. The climate of Catholic schools shall reflect Gospel values including an emphasis on the dignity of all persons which is necessary for respect, the interdependence of all persons that is the basis of community, and the rights and responsibilities of all persons which are the foundation of justice.

Violence is inconsistent with the unity and peace which are essential to living the Catholic faith in community. Violence inhibits human development and successful learning. Therefore, violence is not tolerated in Catholic schools.

Violence consists of words, gestures, and actions that result in or have the potential to result in hurt, fear, or injury. Violence includes threats of injury, harassment; assault, possession, and/or use of a weapon; and theft of vandalism of property.

A weapon is anything used or intended to be used to threaten, intimidate, and/or harm persons. The possession or use of firearms, other weapons, or explosive devices on school/parish premises is not permitted.

All reported or observed instances of threatened or actual violence must be addressed by the school administration. Appropriate actions may include parent/guardian conferences, mandatory counseling, suspension, withdrawal for cause, and legal action depending on the severity of the incident.

Harassment: Catholic schools shall maintain a learning environment that is free from all forms of harassment. No student shall be subjected to any type of harassment. Catholic schools forbid harassment because it is not in keeping with the Gospel message of Jesus Christ and the standards of its programs.

Harassment is defined as any unwanted and unwelcome behavior that interferes with a student's performance or creates an intimidating, hostile, or offensive learning

environment. Harassment includes conduct that is verbal, physical, or visual. Each Catholic school investigates every harassment complaint thoroughly and promptly. All investigations will be conducted in a sensitive manner and, to the extent feasible, confidentiality will be honored. The investigations and all actions taken will be shared only with those who have a need to know.

If, after investigations, the school determines that a student has engaged in sexual or other forms of harassment, appropriate disciplinary action, up to and including suspension and withdrawal for cause, will be taken.

Internet and Electronic Communications Conduct: A safe environment for all members of the school community should be a hallmark of a Catholic school. This is accomplished, in part, by fostering a climate based on Gospel values that emphasize the dignity of and respect for all persons. Words, actions, or depictions which violate the privacy, safety, or good name of others are inconsistent with that goal. Whether occurring within or outside of school, when students jeopardize the safe environment or act contrary to those Gospel values they can be subject to disciplinary action by the school. This policy applies to communications or depictions through e-mail, text messages, or web site postings, whether they occur through the school's equipment or connectivity resources or through private communications, which: (1) are of a sexual nature; (2) threaten, libel, slander, malign, disparage, harass or embarrass members of the school community or (3) at the principal's discretion, cause harm to the school, or the school community (collectively referred to as "Inappropriate Electronic Conduct"). Inappropriate Electronic Conduct shall be subject to the full range of disciplinary consequences, including withdrawal for cause.

Drug, Alcohol & Substance Use and Abuse: The use and abuse of alcohol and other drugs poses a threat to the health of young people and creates an obstacle to their full development as Christian persons. In addition, under the present federal and state laws, the possession and use of certain un-prescribed drugs, including narcotics, depressants, stimulants, marijuana, and hallucinogenic drugs are illegal. Therefore, the possession, use, or transfer of un-prescribed or illegal drugs, or the use, possession of, or being under the influence of alcohol on the school premises or at school sponsored functions are not permitted. Students violating this policy will be subject to suspension and/or withdrawal for cause from school. In addition, civil authorities may become involved.

Tobacco products are prohibited at school as we are smoke-free environment.

Search and Seizure: School officials with sufficient reasons to do so may search a student's locker or desk.

Dress and Grooming: students are expected to dress and present an appearance consistent with standards of good taste and appropriate for school and school events. Any dress or wearing of an insignia which conveys the image of gang membership, supports the beliefs of hate groups, makes sexual innuendos, or promotes drugs, alcohol, or tobacco is inappropriate for school and should not be allowed.

Suspension is the removal of a student from all classes for a specified period of time. The decision to use suspension as a disciplinary action is made at the local level by the school principal in consultation with the pastor.

Probation is the continued enrollment of a student, but with specified conditions. The decision to use probation as a disciplinary action is made at the local level by the school principal in consultation with the pastor.

Withdrawal for cause is the permanent end of enrollment of a student from a school.

Archdiocese of St. Louis: Administrative Manual for Catholic Education, 2006

CURRICULUM AND INSTRUCTION

St. Margaret of Scotland Parish School's curriculum consists of all of the learning experiences that are planned, guided and sponsored by the school. The curriculum is designed to further the mission of the school and its purpose. Curriculum is reviewed by administration and staff on an ongoing basis in order to remain current and meaningful. A written copy of the curriculum manual may be obtained in the school office.

(School Board, Reviewed April 2018)

Curriculum Goals for Students at All Grade Levels

Spiritual Goals:

Students will come to know Christ in the liturgy and communal prayer, in Works of Mercy and social justice, through their teachers, in their relationships with each other, and as a member of the broader St. Margaret of Scotland community.

Students will demonstrate Gospel values in daily decision-making and interpersonal relationships.

Students will demonstrate knowledge of basic Catholic beliefs, including worship, evangelization, sacraments, Scriptures, the person of Jesus Christ, Catholic Social Teaching, and other moral teachings.

Students will exhibit reflective spirituality characterized by prayer and their awareness of God's presence in their lives and in the world.

Students will express a desire to grow in a personal relationship with God by recognizing and responding to God's presence in their daily lives.

Students will show respect for self, others, and the environment, respecting the beauty of diversity in all of God's creation.

Students will act in the spirit of St. Margaret of Scotland as responsible members of the community and the world by involving themselves through Works of Mercy and social justice activities.

Academic Goals:

Students will practice active listening skills across all disciplines for comprehension, self-discipline, and as a habit of compassion and care for the other.

Students will communicate thoughts and feelings clearly and competently when reading, writing, speaking and listening.

Students will integrate learned skills, concepts and knowledge across subject areas and real life situations.

Students will show initiative and independence in learning and life skills.

Students will apply various strategies in problem-solving.

Students will demonstrate growth in higher order thinking skills to critically question facts, solutions, and ideas.

Students will ethically use technology across all subject areas as a tool for gathering, analyzing, and communicating ideas and thoughts.

Students will maintain portfolio collections as evidence of growth in their thinking and learning.

Social /Emotional Goals:

Students will express individuality in positive ways, acknowledging their own gifts and talents.

Students will express themselves creatively.

Students will show an appreciation for the creative works of others.

Students will demonstrate cooperative learning and consensus-seeking skills.

Students will work individually and collectively in building healthy relationships.

Students will develop their own emotional intelligence, as well as an awareness of the importance of emotional intelligence for thinking, learning and communicating skillfully.

Students will demonstrate responsibility for their learning and actions, as well as taking ownership for the learning environment.

Students will wear the St. Margaret of Scotland uniform with respect for themselves, the learning community, and their school.

Students will participate in the practice of mindfulness.

(Revised Fall 2015)

Note: For access to the St. Margaret of Scotland Curricula specific to all grade levels and all subject areas go to the St. Margaret of Scotland website.

Standards-based Grading Purpose and Process

Standards-based grading, as its name suggests, is grounded in the learning standards determined by a particular school or school district. Standards are those statements within a school's curricula that describe exactly what it is that a student should know or be able to do at the end of the lesson.

- Standards-based grading is less dependent on the text book being used and more dependent on the curricula determined by a school for each grade level and for each subject area.
- Standards-based grading is less dependent on the average of a series of assignments and tests and more descriptive of just what a student knows and is able to do.
- Standards-based grading communicates more accurately and more fully to the student and the student's parents at what level of proficiency a student has working knowledge and understanding.

With Standards-based grading, there are two essential sets of learning skills being evaluated.

- The cognitive, academic mastery – what a student knows and is able to do.
- The affective, personal work habits and social interaction – how hard a student works to learn and how much a student adds to the overall learning environment.

Both are essential to a student's success at St. Margaret of Scotland School and to his or her future.

Curriculum Standards

St. Margaret of Scotland School utilizes professionally written curricula to set the standards that students are working towards for mastery.

- Religion is aligned with the Archdiocese of St. Louis standards.
- Language Arts and Math are aligned with the Common Core State Standards.
- Science is aligned with the Next Generation Science Standards.
- Social Studies is aligned with the new Missouri Social Studies Standards.
- All other subject areas are the collective work of multiple St. Margaret of Scotland teachers after much research and experience.

Student Assessment and Evaluation

- Crucial to any student's learning progress is careful observation by the teacher of the manner in which a student is able perform a learned skill or understand a new concept.
 - Observation is foundational in guiding students toward established learning goals and desired behavioral expectations.
- Projects, quizzes, tests and worksheets allow students to demonstrate their understanding and/or misunderstanding of a skill or concept as well as their work effort.
 - Rubrics are used to communicate to the student the learning expectation before beginning an assignment.
 - Rubrics are used upon completion of the assignment in order to communicate to the student the level to which the student has accomplished the learning goal.
- Pre-testing is utilized by teachers in order to evaluate the student's level of knowledge and understanding before the lesson is taught so that lessons can be designed to challenge and support each student according to each student's need.

- Formative assessments enable the teacher to evaluate what a student knows and is able to do within the St. Margaret of Scotland curricula, allowing the student opportunities to return to the assignment to improve and provide demonstration of increased knowledge and understanding.
- Summative assessments are the final evaluations of what a student knows and is able to do.
 - Teachers utilize end of unit/quarter tests and projects to evaluate each student's level of mastery of skills and concepts within the learning goals set out by the curriculum.

All students in grades 2-8 are given standardized tests annually.

(School Board, Reviewed April 2018)

Proficiency Scale used by St. Margaret of Scotland For Standards-based Grading

The purpose of this report is to communicate the level of student progress toward mastering St. Margaret of Scotland School's specific goals for academic learning, social interaction, and personal work habits. This report identifies the student's areas of strength and opportunities for growth.

(St. Margaret of Scotland end-of-quarter report, 2018-2019)

Proficiency Scale

- 4 Expands beyond mastery, the student has already moved to the next level of learning concerning this concept or skill.
- 3 Mastery, the student has demonstrated independently that she or he fully understands the concept or skill and can explain it when called upon to do so.
- 2 Progressing, the student has some understanding of the skill or concept but most often still needs some assistance. Mastery is just around the corner.
- 1 Improvement is still needed, the student has yet to demonstrate understanding of the concept or skill. With continued effort on the student's part and support from the teacher, the student will soon move to progressing. At this time the students is always in need of a learning partner to demonstrate this concept or skill.

Note: St. Margaret of Scotland teachers expect that most, in some cases all, students will attain mastery (3) by the time the lesson is completed and students are ready to move on to the next learning standard. Expanding beyond mastery (4) is the work of a few and for those few not always and not in every subject area.

Example: 1st Grade St. Margaret of Scotland Learning Standard

"Subtracts number problems and word problems within 20 using a variety of strategies."

- 4 Elizabeth is at her best when she is working with numbers. She has begun subtracting from 100. After being introduced to a subtraction strategy, Elizabeth began to devise her own strategies for accurate subtraction.
- 3 James listens well in class and works hard, asks questions when confused and has finally demonstrated consistently that he can subtract within 20 using the strategies taught.
- 2 Margaret works hard and really struggled at first. She could always subtract from 10 or less but the teens keep throwing her off. If the teacher sits with her and asks just the right questions Margaret can often subtract all the way up to 20.
- 1 Paul also works hard, just like the others, but the concept of subtraction is not his yet. He is still working on understanding number families and the relationship between addition and subtraction, but he has not given up.

Homework

Homework is an extension of the learning process begun at school. Homework allows a student time to:

- practice a skill or process introduced in the day,
- reflect on and further consider a concept introduced within a lesson,
- investigate or discover on one's own thoughts or resources significantly connected to a specific subject area, and/or
- come prepared for learning the next day.

The parent's role in doing homework:

- Always support a child's efforts in doing his or her homework by:
 - making it a priority to create a space and time conducive to learning and
 - having materials available for the completion of an assignment.
- No learning is accomplished when a parent gives a son or daughter the answer!

Always be willing:

- to ask just the right question,
- to guide your child to just the right resource, and
- to encourage a positive and responsible attitude.

The Tools for Being On Time and Ready to Learn

- An Assignment Notebook is given to each student in 3rd through 8th grade.
 - Students are guided through the process of utilizing this organizational tool by their homeroom and subject area teachers. The Assignment Notebook is used at the end of each day by younger students and at the end of each period by older students. The Assignment Notebook is used by:
 - the student to record homework assignments, test dates and reminders in 3rd through 5th grade; in middle school the Assignment Notebook is a tool for expanding on or adding to what is already posted in Google Classroom.
 - Parents are strongly encouraged to look over their children's Assignment Notebooks nightly.
- For students in middle school the Google Classroom Calendar holds all assignments (longer than overnight), projects, testing dates, rubrics, study guides and resources.
 - Students check their Google Classroom Calendar daily, if not more often.
 - Parents have access to their children's Google Classroom calendar.
 - Parents are notified weekly via email through Google Classroom of any missing assignments.
 - Parents are encouraged to support their soon-to-be-high schooler and college student in growing in the organization and self-discipline of attending to assignments, project and tests on time, all the time.

Doing one's homework and doing it well is a habit builder that will serve any student for a lifetime of learning.

Approximate Time Allotments for Homework

Kindergarten 15 – 20 minutes per evening

Be sure to read or be read to every night.

Homework is optional, it is more about building the strong habit early.

No homework on weekend

First Grade 20 minutes per evening

Be sure to read or be read to nightly

Be sure to practice math facts nightly

Homework is optional with a continued emphasis on building the strong habit early.

No homework on weekends

Second Grade 30 minutes per evening

Be sure to read nightly

Be sure to practice math facts nightly

Homework assignments allow a student to practice skills learned in the day, are recorded by the classroom teacher, and can have an impact on the end-of-quarter report.

No homework on weekends

Third Grade 45 minutes per evening

Be sure to read nightly

Be sure to practice math facts nightly

Homework assignments allow a student to practice skills learned in the day, are recorded by the classroom teacher, and can have an impact on the end-of-quarter report.

No homework on weekends, except long range projects

Fourth and Fifth Grades 60 minutes per evening

Be sure to read nightly

Be sure to practice math facts nightly

Homework assignments extend the learning process, are recorded by the classroom teacher and impact the end-of-quarter grade.

Sixth, Seventh & Eighth Grades 2 hours per evening

Be sure to read nightly

Homework assignments extend the learning process, encourage and practice independent thinking, are recorded by the classroom teacher and directly impact the end-of-quarter grade.

Long-term assignments (book reports, research-based essays, projects, etc).help students learn how to budget their time, as well as reflect on concepts within the subject area in order to synthesize and analyze multiple ideas and develop new ideas.

- Long term assignments are posted on Google Classroom.

Correcting and Grading Homework

A variety of techniques are employed by teachers for evaluating homework varying by grade level and subject area. Each teacher's practice is communicated to students in the classroom and to parents at the September "Back to School Night."

Making Up Assignments Due to Absences

Six hours or more of instruction is missed every time a student is absent. It is very important for the student's academic well-being that the work be made up in a timely manner. The best time to make arrangements for a sick child's work to be sent home with another student is when the parent or guardian calls or emails school to report the absence.

- Typically, students are granted as many days to make up missed work due to an absence as the number of days missed from school.
 - After a one-day illness, students should be able to complete all missed assignments within the next 24 hours.
 - In the case of an extended, more serious illness the student, parent and teacher will collaborate to determine the best course of action for making up work.
- When a student in the 1st through 3rd grade is absent from class, the teacher will arrange for any necessary work to be made up.
- Students in 4th through 8th grade are responsible for meeting with their teacher(s) to determine what work was missed and what assignments need to be made up. Parents may need to assist when the student is unable to accomplish this on his or her own.

Promotion Procedures

To pass a subject for the year a student must earn an average of two (2) credit points or better during the four quarters. The credit point evaluation for letter grades is the following:

Standards-based 3 or 4 = 3 points

Standards-based 2 = 2 points

Standards-based 1 = 1 point

Retention

Major subjects are defined as those subjects that a student attends daily. These are religion, language arts and math for students in kindergarten through 5th grade. Major subject areas for 6th through 8th are religion, language arts, math, science and social studies. A student who earns one (1) point for the year in three (3) or more major subjects is not eligible for promotion until verification of the successful completion of a professional tutoring program or summer school program.

Communicating to Parents Concerning their Child(ren)'s Strengths and Opportunities for Growth

End-of Quarter Report (Cards)

Report Cards are issued four times each year, please see the yearly calendar for exact publication dates. The End-of-Quarter Report is intended "to communicate the level of student progress toward mastering St. Margaret of Scotland School's specific goals for academic learning, social interaction and personal work habits. This report identifies the student's areas of strength and opportunities for growth." (End-of-Quarter Report) Equal emphasis is placed on the student's effort and behavior for the quarter; both impact a student's ability to learn as well as the learning environment for the whole class.

- Students in 1st through 8th grade receive an End-of-Quarter Reports at the end of each of the four quarters.

- Kindergarten and preschool students receive their End-of-Quarter Reports at the end of second, third and fourth quarters.

End-of-Quarter Reports are published through Sycamore, the school communication system. Parents who do not have access to the internet are asked to let the school office know so that a paper copy of the End-of-Quarter Report can be supplied for that family.

Sycamore Teacher's Grade Book

Parents of 3rd – 8th grade students are able to monitor their children's grades throughout the quarter by accessing the teacher's on-line grade book through Sycamore. Parents without access to internet services can arrange with teachers to receive grade book updates. (See Communications, pg. 37 in the Family Handbook for more information on Sycamore.)

Parent-Student-Teacher Conferences

Conferences are an essential means for communication between parents and their child's teacher(s). Parent-Teacher Conferences are always held in the fall and spring. Dates are posted on the school calendar, on the SMOS web site calendar, and in the Thursday newsletters. The student's first quarter report card and Iowa Assessment scores are given to parents at the fall Parent-Student-Teacher Conference. Students, especially those in third through eighth grade, are strongly encouraged to attend the conference with their parents.

The Assignment Notebook

An Assignment Notebook - used by each student in 3rd through 8th grade is a common tool used by teachers as a means of communicating with parents. Teachers write notes to parents in the Assignment Notebook and hope to receive notes back from parents.

E-mail, E-messages and Phone Calls

E-mail and personal phone calls are an available means of communication between parents and teachers. Teachers will respond within 24 hours. Teachers can be reached via their SMOS emails addresses. The individual addresses can be found on the website or simply use the formula: first initial and last name@SMOS-school.org for example: jhesed@smos-school.org.

St. Margaret of Scotland Website

- The teacher's pages is used by all teachers to communicate the skills and concepts in the curricula being covered each quarter.
- The school calendar and athletic association calendar are published on the St. Margaret of Scotland website and can be downloaded to personal devices.

Student Records

St. Margaret of Scotland Parish School keeps cumulative records on all students. These records are maintained and transferred in strictest confidence in accordance with Archdiocesan guidelines. Parents have the right to review official records, files and data related to their children.

(School Board, Reviewed April 2018)

All tuition and other financial obligations must be current before student records will be released to parents or to another institution.

Access to Student Records

Student records are the property of St. Margaret of Scotland School. Parent/guardians have the right to inspect and review the official active file of their children.

The right of school personnel to access the records of students is limited to those who have a legitimate purpose for the information the record contains. In addition, the person must also have a professional responsibility for a specific individual student or a clearly identified group of students. This includes teacher, guidance counselors, administrators, and special education personnel.

There must be no release of student records to other schools, institutions, agencies, or individuals without the prior written consent of a parent/guardian, or the former student who is eighteen years or older. Records are not released to parents or students but are transferred directly from the school to the institution designated to receive them.

Student guidance counselors have the need to obtain information and record anecdotal notes about individual students with whom they meet, and to maintain that information during the period of the student's enrollment at the school. These should be kept in a professional manner, and in a format which allows the information and the date obtained to be readily identified and understood.

Student discipline information is not part of a student's cumulative or permanent record file, and as such, is not included when parents authorize information to be provide to another school or agency. Making this information available to any person or institution must only be done with specific written consent of the student's parent or guardian and the student, if 18 years old or older and still enrolled in the school. This applies to providing both written and/or oral information.

(Archdiocese of St. Louis Administrative Manual for Catholic Education, 2006)

EXTRA-CURRICULAR EXPERIENCES

Cafeteria

The cafeteria provides a clean, safe and healthy place for students to enjoy their lunches. It is a place to encourage positive social skills for students of all grades, kindergarten through 8th (preschoolers enjoy lunch in their classrooms).

- Parents can choose to purchase lunch through the provided catering service, Gregory's Creative Cuisine.
 - Catered lunches offer a choice between a hot lunch and a cold/salad lunch
 - Catered lunches are purchased for the month, the parent/student selects hot or cold in advance of the month based on the menu of items offered.
- Catered lunches are ordered by returning the completed printed menu and order form to the school office. Order forms are sent home in the Thursday Newsletter.
- Parents who send their children with a packed lunch are strongly encouraged to take great care to select healthy foods that provide the child with the energy needed to finish the school day.
 - Sodas and other caffeinated, sugared drinks are not allowed.
 - Fast foods, pre-packaged lunches and other high fat foods are strongly discouraged for the health of the child and the environment.
 - Desserts should be kept at a minimum: fruit snack/roll-up, gold fish and a cookie might each be an acceptable dessert – all three could mean that the sandwich or soup will not be eaten by the child.
- 1% white milk, fat-free chocolate milk and 100% orange juice are available daily for those children who have purchased a beverage.
 - Parents can choose to purchase drinks by the year or by the day.

Playground

The playground is an extension of the learning environment. Students have an opportunity to join in cooperative games and learn the give and take of fair play.

- Primary supervision during this time falls to teachers.
- Parents and volunteers are always encouraged to join in this service.

Recess

- All students are allowed 20 minutes of free-play time, weather-permitting, outside before going to lunch.
 - Children are not kept from recess as a consequence for misbehavior or missing assignments except in the rare case that a child is a danger to another child.
- In the early childhood grades, students enjoy an extra morning and/or afternoon time for outdoor, free-play.
- In the intermediate grades, an extra recess on Friday is often the reward for work completed throughout the week.

Playground Rules

- Children are not to bring toys to school for recess time; play things are provided by the school. Occasionally with teacher permission students may bring balls from home for recess always to be shared with other students.

- Children are not to leave the play area, as defined by the wrought iron fencing and the circle drive except with specific permission from a teacher or the adult playground supervisor.
- Games are to be cooperative and no one is to be excluded from a game or team.
- Students are expected to join their classmates in games.
- Students return to the building only with the teacher or parent-supervisor's permission.
- Proper clothing is to be worn outside in cold weather.
- For safety reasons students are not permitted to play on the stairs, climb the gates, or jump the boulders.
- The built-in playground is reserved for preschool through second graders.

When Recess is Over

From preschool through eighth grade:

- When the 1st bell rings to indicate the conclusion of recess all students are expected to stop in their places.
- A second bell is rung to indicate that students are to walk to their places in line.
- Lining up is expected to be a time of quiet and calm.
- The classroom teacher or adult on duty indicates when it is time to proceed to the classroom.

Personal Property

St. Margaret of Scotland Parish School assumes no responsibility for the loss of personal property brought to school.
(School Board, Reviewed April 2018)

During- and After-School Activities that Enhance Learning

St. Margaret of Scotland School offers a wide, and always changing, variety of extra-curricular activities and experiences that are integral to the total learning and developmental process for the whole child.

Leadership Opportunities

- Leadership is encouraged and valued at every level in the school program. In the primary grades, students assume responsibilities within the classroom.
- Students at every grade level are offered the opportunity to lead others in prayer as lectors and cantors at Mass, by leading prayer over the PA system in the morning, and by being prayer leaders for all-school prayer.
- Participation in the middle school Service Corps program offers students the opportunity to speak and act on behalf of the school, to lead peers and younger students in service opportunities at school, in the city and beyond, and to interact with adults interested in our school as Service Corps students act as tour guides for Open House.
- 7th grade Safety Patrol provides students with an opportunity to experience leadership through their service of seeing that all students safely cross streets between church and school.
- 8th grade Leadership Council mentors incoming 6th graders, represents the student body as they plan activities throughout the school year and works closely with the principal to suggest possible changes that will enhance the learning environment.

The Fine Arts

Music

- At the middle school level, students choose between General Music and Choir.
 - Both classes cover a variety of material throughout the year including how to read and compose their own music as well as studying music history and its many genres from classical to jazz to pop.
 - General music gives students the opportunity to try out a variety of musical instruments.
 - Choir emphasizes voice and opportunities to perform for the school, parish and the larger St. Louis community.
- The Youth Choir for students in 3rd through 4th grade who meet after school allows students to contribute their talents for special events within the community, at liturgies, and for the Archdiocese.
- The spring concerts leveled for early childhood and intermediate grades allow students the opportunity to perform before an audience of family and friends.
- The spring musical allows middle school students the opportunity to perform and produce a play.
- Suzuki violin is offered as an elective to students in preschool through 5th grade.
 - Preschool through 2nd grade Suzuki violinists meet within the school day.
 - 3rd – 5th Suzuki violinists meet after school.

Art

- Art is included at all grade levels in all subject areas.
- Art is formally offered for 3rd through 8th grade students.
- Art@SMOS is a volunteer-based, bi-weekly program that brings art lessons developed by trained artists and grounded in the curriculum to students at the kindergarten and 1st grade levels.

St. Louis Dancing Classrooms

- This experience in collaboration and team-building through ballroom dancing is offered during the school day to 5th graders.
- St. Louis Dancing Classrooms culminates its 20 contact hours of ballroom dancing with a Colors of the Rainbow competition for all participating 5th grades throughout the metropolitan area.

Mindfulness Practice

Students practice the art of mindfulness at all grade levels. Students and teachers under the guidance of a certified teacher in mindfulness train in mindful breathing, attending to thoughts and returning to breathing, attending to sound and sight, focusing on the present moment. These skills are utilized by students daily as they prepare for tests, find themselves in anxious situations, or work through conflicts with other students.

- Mindfulness is used in and out of the classroom daily.
- Mindfulness class meets every other week.

In keeping with mindfulness practice, it is often the practice of teachers to take “brain-breaks.”

- Brain-breaks are 2 to 5 minutes dedicated to physical movement to regenerate blood flow through the body and to the brain after a period of intent focus.

6th Grade Camp

Early in their middle school, departmental learning experience, 6th graders enjoy three days and nights away from the urban environment. During their three days in a rural setting, the students participate in team-building activities, explore their own capabilities, and enjoy community life. Their homeroom teachers join them. The cost is covered by the students' parents with generous scholarships available as needed.

St. Margaret of Scotland School Library

The school library is staffed by a host of parent, parishioner, and grandparent volunteers who give their time and talents so that our students will have access to a top quality learning facility filled with books of every sort: young children's literature, novels, biographies, non-fiction, reference, and more. All students in preschool through 5th grade are scheduled to visit the library at least once each week; middle school students use the library as needed. The library is supported by generous donations and a yearly fundraiser.

Field Trips

St. Margaret of Scotland Parish School promotes field trips as a means of enriching classroom instruction. Field trips will comply with Missouri Law and Archdiocesan policies concerning field trips and safety guidelines. All drivers and chaperones will have completed Protecting God's Children requirements.

(School Board, Reviewed April 2018)

Field Trips provide another way of extending and integrating learning. The school's close proximity to cultural institutions allows teachers to utilize these valuable assets in a variety of ways.

- The "Walking Field Trip" permission form must be completed for each student at the beginning of each school year. The Walking Field Trip permission includes the walk between church and school and any local neighborhood excursions, such as Tower Grove Park, the Missouri Botanical Garden, and more.
 - Teachers will most often forewarn parents via email when a walking field trip is planned (other than between school and church).
- For any student to participate in field trips that require transportation away from the St. Margaret of Scotland campus the Field Trip Permission form is provided with details concerning date, time and type of transportation.
 - The Field Trip permission form must be completed and signed by the parent / guardian, and returned to the teacher organizing the field trip prior to leaving.
- Parent/ guardian chaperones must have completed or be in the process of completing the Archdiocesan sponsored Protecting God's Children Program. (See Organizations and Opportunities for more information)

Schools should take appropriate measures to ensure the safety of students when they are being transported for educational field trips, athletic events, and other off-campus school activities.

- Drivers must have a valid, non-probationary driver's license and no physical disability that may impair the ability to drive safely.
- The vehicle should have a valid registration and meet safety requirements.
- The vehicle must be insured for minimum limits of \$100,000 per person, \$300,000 for

occurrence.

- Drivers should be experienced drivers and demonstrate the maturity necessary to provide for the safety of those they are transporting.
- Every person in the private vehicle must wear a seat belt.
 - Children younger than four years of age, regardless of weight, are required to use an appropriate car seat.
 - Children weighing less than 40 lbs, regardless of age, are required to use an appropriate car seat.
 - Children who are between the ages of 4 and 8 and weigh more than 40 lbs but less than 80 are required to use an appropriate car seat or booster seat.
 - Children required to use a car seat or booster seat may travel only in his or her parent's car.

(Archdiocese of

St. Louis Administrative Manual for Catholic Education, 2013)

Bellarmino Speech League

- Students in middle school are invited to participate in the Bellarmine Speech League, memorizing and presenting speeches in the Archdiocesan Bellarmine competitions.

SMOS Aftercare

- A team of St. Margaret of Scotland teachers provide child-care from 3:00 pm to 6:00 pm on-site throughout the school year.
- Included in the aftercare program are a variety of activities intended to be age-appropriate and engaging.
- All registration and payments are handled through the St. Margaret of Scotland School office.

Boy Scouts and Girls Scouts

- Participation in the Boy / Girl Scouts of America provides a firm base for developing leadership skills. Students at all grade levels are invited to participate in the scouting program.

FLL and FLL Jr. Robotics

First Lego League robotics offer students the opportunity to research real-world issues – the use of water, the disposal of trash – and imagine solutions. Students design, build and program robots using Lego Mindstorms technology and bring those projects into competitions.

The rigorous STEM opportunity for learning is enhanced by the Core Values that are central to FLL and FLL Jr. Robotics.

“Gracious Professionalism and Cooperation”

- Discovery: we explore new skills and ideas.
- Innovation: we use creativity and persistence to solve problems.
- Impact: we apply what we learn to improve our world.
- Inclusion: we respect each other and embrace our differences.
- Teamwork: we are stronger when we work together.
- Fun: we enjoy and celebrate what we do!

Athletic Association Opportunities

- The active sports program offers athletics for boys and girls at every grade level.
- Parent volunteers coach these young athletes in good sportsmanship and knowledge of the different sports.
 - All coaches are fully certified through Protecting God's Children.
- Soccer, volleyball, basketball, track, baseball, softball, tee-ball, lacrosse, golf and chess teams are available.
- Teams are made up of St. Margaret of Scotland students as well as a host of students from other school offering the participating athletes get to know one another and to work together to build a team.
- Registration for sports teams is available through the SMOS-school.org website and is announced through Thursday newsletter and in the Parish Sunday bulletin. .

COMMUNICATIONS

School and Home

Education is a family-school partnership.

- Parents are the primary educators of their children.
- Ongoing communication between family and school benefits student learning and whole-child development.
- Family and staff participation in school activities and organizations enhances the learning environment.
- Self-discipline is the base ingredient for virtue and academic progress; it can be learned and exercised at every grade level.

(St. Margaret of Scotland Statement of Beliefs)

Methods for Communicating Information

- The Thursday Newsletter provides a source of weekly information, listing of schedule changes, source of consolidated reminders of events, forum for communicating expectations and a means of asking for feedback.
- The principal and all staff maintain an open door policy welcoming all parents and guardians to discuss any concerns about a child's growth in mind, body and spirit.
- The St. Margaret of Scotland School and Parish website is a quick and easy format for viewing the Thursday Newsletter, the school calendar, PTA events, School Board activities, Athletic events, sign-ups, and information, alumni information, perhaps most importantly, teachers' pages and a window into Google Classroom.
- Sycamore is a secure on-line communication tool used daily for ongoing communications between parents and the office, their children's teachers, and each other.
 - The Thursday Newsletter is published weekly on Sycamore and the website.
 - Parents of 3rd through 8th graders are invited to monitor their child's academic progress by viewing their child's teacher's electronic grade book.
 - All End-of-Quarter Reports (cards) are published through Sycamore.
 - The teachers' pages on Sycamore is the system used by teachers at all grade levels to inform parents of learning and behavioral expectations and upcoming events.
 - The Buzz Book, published on Sycamore, is a social, all-purpose source of information providing class lists as well as family phone numbers and addresses.
 - In the case of an emergency or school day cancellation, parents will receive an email message as well as a phone message through Sycamore if the parents have updated their email and phone contacts.
- The St. Margaret of Scotland PTA publishes a newsletter monthly filled with pictures, information and upcoming events. It is published in the parish Sunday bulletin and on the parish website.

St. Margaret of Scotland Parish School's email is restricted to parish and school information. Any school or parish organization has the opportunity to submit to the principal's approval, information for emails distribution.

(School Board, reviewed April 2018)

Out of respect for the students in our school, students and parents are not to publicly post any videos, pictures or audio recordings of students at school events unless the student/parent(s) have the express written permission from the school to do so. This includes, but is not limited to, online photo-sharing and posting videos to YouTube, Facebook or similar applications.

Additionally, in order to ensure the privacy of members of the school staff, students and parents are not to record a member of the school staff without the express permission of the staff member. Students and parents are prohibited from recording classroom lessons/discussions and are prohibited from photographing or videotaping teachers without the teachers' permission. Students and parents shall not publicly post any videos, pictures or audio recordings of staff members unless the student/parent(s) have the express written permission from the school staff member. This includes, but is not limited to, online photo-sharing and posting videos to YouTube or similar applications.

Methods for Decision-Making and Communicating Decisions

Decision-making occurs at various levels and by various leaders within the parish and school community and always with the guidance of the parish and school mission and beliefs.

- The pastor is the final decision-maker on all matters concerning policies, personnel and finances of the parish and school.
- The principal supports the pastor's decisions and directs curriculum, personnel, behavior codes and day to day operations of the school.
- School Board formulates and recommends policies to the pastor for approval. The principal is responsible for developing administrative procedures for implementing policies. The staff collaborates in that effort and in the implementation of policy within the classroom.
 - Clear and consistent communication and implementation of policy helps everyone to work as a community for the good of the student and the school.
 - School Board policies are published throughout the Family Handbook (note the policies printed in italics).
 - If and when the School Board revises and writes a new policy it is first authorized by the pastor and principal and then published in the Thursday Newsletter for parent approval. It is only after those steps are accomplished that the policy goes into effect and is once again published in the Thursday Newsletter and included in the Family Handbook.
- The School Board works closely with the Parish Finance Committee and principal to advise the pastor in setting the tuition for each school year.
- The instructional leader of the school is the principal who works with the staff to develop and maintain a curriculum appropriate for the learning, emotional, and spiritual needs of all students within the school.
- The principal and staff, with input from parents and students, design behavioral and academic expectations appropriate for each level of instruction intended to enhance the learning community.
 - These expectations are communicated verbally to both students and parents at the beginning of each school year, and throughout the year.
 - The expectations are also listed in this handbook.

Resolving Disputes between Parents/Guardians and School Personnel

St. Margaret of Scotland Parish School promotes an atmosphere of collaboration in order to maintain an excellent learning community for our students and believes if a dispute or disagreement should arise between parent/guardian and member of the SMOS staff, the parent/guardian is encouraged to follow the guidelines in the St. Margaret of Scotland Family Handbook. Disputes that are solved peacefully and equitably will best serve the needs of all.

(School Board, Reviewed April 2018)

If there is a concern over a student's behavior or academic performance, that concern should first be addressed to the teacher most closely involved in the situation.

- If the concern is not settled the principal might be invited to be involved. The parent or teacher will request a meeting at which the parent(s), teacher, principal and, possibly the student, are able to discuss the problem.
 - Older students should be included in discussions that affect them directly.
- If the concerns are not settled after speaking with the teacher and the principal, the parent is then encouraged to seek assistance from the pastor.

HEALTH, WELL-BEING AND SAFETY

*St. Margaret of Scotland Parish School follows school health guidelines recommended and required by the St. Louis Archdiocese and the Missouri State Department of Health.
(School Board, reviewed April 2018)*

Children with Food Allergies or Chronic Health Conditions

The role of the parent in keeping his or her child safe:

- Parents are responsible for providing St. Margaret of Scotland School with current records regarding their child(ren) with food allergies/sensitivities or chronic health conditions. Records are kept on file and shared with staff. Records include:
 - The child's diagnosis
 - Accommodations necessary for maintaining the safety and well-being of the child.
 - An emergency care plan that explains how to care for the child in an emergency situation, including needed medications.
 - Appropriate medications on hand such as an epi-pen or benedryl.

The role of the school/homeroom teacher in keeping each child safe:

- All homerooms with students who have food allergies or sensitivities will have posted visible "allergy awareness" signs outside the classroom door with clear instructions concerning foods that are not allowed, i.e. nuts, eggs, etc.
- At all grade levels with students who have food allergies or sensitivities, teachers will take time to educate the entire class about the importance of looking out for each other's well-being and safety.
 - Teachers will rely on the St. Margaret of Scotland School Wellness and Nutrition Committee and resources such as FARE (Food Allergy & Anaphylaxis Emergency) when designing lessons to educate the class on the importance of understanding food allergies.
- Children will be instructed not to share snacks or lunch foods without specific permission from the teacher or the allergic child's parents.

The role of the parents whose children share a homeroom with children with food allergies:

- Parents will make an effort to safe-guard each child in the homeroom by not bringing/sending snacks for the whole class that put a child with food allergies at risk.
- Room Parents will take responsibility for reminding parents of the necessity for "safe-foods" when planning a party.
- Parents will consider non-food treats when celebrating birthdays and other special events.

Children Who are Injured or Complain of Illness

When an injury occurs at school, either in the building or on the playground, the child is brought to the office and an assessment is made concerning the child's condition and the action needed.

- All cuts and scrapes, bumps and bruises are attended to with bandages and/or ice.
 - The school is not permitted to administer any medication in the case of an injury.
- Parents are notified in the case of injuries to the face and head.

- If the situation is serious the parent is notified immediately and a decision made concerning the next step to be taken.
 - In the case of serious accidents, an incident report is written, a copy is kept in the school office and one sent to the rectory office.

Generally, when a child is not feeling well, he/she is sent to the office by the teacher and a general assessment is conducted by the office personnel.

- Depending on the complaint, the child might return to the classroom or remain in the office to be monitored for a period of time.
- In the case of greater pain, the parent/guardian is contacted and the next step is jointly decided.
- In the case of vomiting or a fever, the parent is contacted in order to come for the sick child.

Children with Communicable Disease

In the case of a highly communicable illness, the child may not return to school until the doctor determines that he or she is no longer contagious.

- Reddened eyes with drainage (clear or yellow).
- Lice, Chicken Pox and other communicable diseases.
 - When a child is diagnosed with lice, all evidence of nits and lice must be removed from the child's hair before the child can return to school.

Any child that requires emergency actions, the parent will be contacted to determine if EMS is necessary. In the case that the parent cannot be contacted, EMS will be called.

St. Margaret of Scotland follows the policies and procedures established by the Missouri Department of Health. (Archdiocesan Policy 4704)

Prevention measures will always be taken when dealing with any communicable disease. It is important that any communicable disease be reported to the principal or her assistant, who will see that the necessary prevention steps are taken.

General Guidelines for Sending a Child Home for Illness

- Fever (>100)
- Rash with fever
- Difficulty breathing (asthma not relieved by medication)
- Vomiting in school or stomach cramping and history of vomiting before school or the previous evening.
- Sore throat with difficulty swallowing, especially if the child requires more care than staff can provide.
- Diarrhea and lethargy.
- Mouth sores with inability to control saliva.

Emergency Information

It is the responsibility of each parent to insure that the emergency information posted on Sycamore is always accurate and current.

- In the case of an injury or illness parents are contacted according to the emergency information data-base held on Sycamore as updated by the parents.
- Should there be an emergency and the parent(s) are not responding to the numbers listed on Sycamore, the next person on the emergency information list will be called.
- Should a child need immediate medical care and the persons listed in the Sycamore emergency information are not responding, EMS will be called.
 - Such an emergency-situation decision will be made by the principal.

Health and Medical Concerns in Accord with St. Louis Health Department

Health Records

St. Margaret of Scotland School is served by the St. Louis Health Department which maintains all health records for the students. The school abides by the guidelines established for the city of St. Louis.

If a child has severe allergies or other chronic health conditions, it is the responsibility of the parent(s) to provide the school with all pertinent medical records, detailed information concerning accommodations, and necessary on-hand medications (epi pen).

Physical Examination

Students are required to have a comprehensive physical examination regularly. Physical exams are required for students entering kindergarten, grade 4 and grade 7 and all students new to the school.

Immunization

Immunization records must be up-to-date for all students entering the school, this is the responsibility of the parents or guardians.

Immunizations: Consistent with MO Statute 167.181 students are required to be immunized against diphtheria, tetanus, pertussis, measles, rubella, mumps, polio, and hepatitis. These records are kept accordingly.

(Archdiocesan Policy 4501)

Health Screening

Annual screening for height, weight, sight and hearing is performed by the school health nurses of Cardinal Glennon Hospital. Parents are informed prior to screening and are notified when more detailed testing is recommended.

Medication Policy in Accord with Archdiocesan Guidelines

Ideally, all medications should be administered at home. However, some students are able to attend school because of the effectiveness of medication in the treatment of chronic illnesses or disabilities. If a student requires prescribed medication during the school day, the following must be in place:

- The direct order/consent signed by a licensed physician, licensed physician's assistant or nurse practitioner is required and will be kept on file in the school office.

- The current prescription label on the container may serve as a physician's order and physician's orders may be faxed or mailed to the school.
- The medication must be held in the original container.
- Written consent of the parent/guardian must be on file for school personnel to administer the medication.
- Proper training of personnel on medication administration.
 - The office secretary, the administrative assistant, the principal and the SMOS Aftercare directors are trained in administering medication.

All medications sent to the school are to be secured in a locked cabinet under the supervision of the administration.

- Students may not carry medication on their person, with the exception of metered-dose inhalers when properly registered with the school.
- A trained staff member is assigned to administer medication.
- Proper documentation is to be kept on every dose given.

A student enrolled in a Catholic school who has a significant or potentially life-threatening medical condition may require special consideration. Schools should take steps to obtain the information necessary to understand the condition, its manifestations in the school setting, and any specific adjustments or plans for an emergency response which may be necessary in order to provide the student with a healthy and safe environment.

Archdiocese of St. Louis

Administrative Manual for Catholic Education, 2006

EMERGENCY PREPAREDNESS

St. Margaret of Scotland Parish School is to have a comprehensive emergency preparedness plan in place, which is communicated to faculty, staff, students, and parents/guardians. Plans for emergency situations are developed by the school administration in accordance with civil and archdiocesan guidelines.

(School Board, reviewed April 2018)

Emergency Procedures and Plans

- Emergency procedures are posted in all areas that are used by the students. Plans are reviewed quarterly and include:
 - A class roster for easy role call should evacuation ever be necessary.
 - A roster of parent phone numbers for each child on the class roster.
 - A Safety Manual specific to the St. Margaret of Scotland Campus with clear directions in the case of an emergency including directions as which door and staircase to use when exiting the building or where to find shelter in the case of a tornado.
 - Emergency Operations Plan specific to the Archdiocese of St. Louis with directive and phone numbers.
- Regular drills are held in order to provide readiness for emergencies.
- Teachers have all been educated in how to proceed in the case of a malicious intruder.
 - Age-appropriately, teachers help their students understand what to do in the case of a malicious intruder.
- In the case of emergencies that require evacuation from the buildings, students gather by grade with their classroom teachers on the school parking lot adjacent in the designated area.
- In the case of extreme emergencies that require evacuation from the premises, students will walk in grade levels with their teachers to a safe destination: St. Margaret of Scotland Parish Hall, Missouri School for the Blind, Tower Grove Christian School.
 - Parents will be notified by Sycamore in print and by phone where children have been taken to seek safety.
 - Parents will be directed where to reunite with their children by Sycamore in print and by phone.

General Safety of the Students per Archdiocesan Guidelines

Media

Members of the media should be on school property only as invited guests, and should not be allowed to interview students on matters unrelated to the purpose for which they were invited.

Distribution of Materials to Students

The school will not distribute information to parents or students in any form about programs, products, or services which are available from sources other than the school, parish, or other Catholic agencies, or with whom the school has a formal contract. This includes programs which are offered by individual parents or parishioners, but are not formally sanctioned by the parish or school.

Mailing Lists

Names, addresses, and e-mails addresses of students and their parents/guardians should not be released to any unauthorized persons or agencies, especially to salespersons or commercial enterprises. Elementary schools should not provide lists of names, addresses, and email addresses of students and/or their parents/guardians to other schools, including Catholic high schools.

Schools should not make available on the school web site any information that enables a student or students to be identified individually by name and picture. This includes information about students that appears in school newsletters which are posted on the school's web site.

Questioning of Students

Except at the direction of a caseworker from the Division of Family Services, no minor student should be questioned by law enforcement authorities or officials of other public agencies unless a school administrator is present. Every effort should be made to contact the parents and provide them the opportunity to be present.

Archdiocese of St. Louis Administrative Manual for Catholic Education, 2006

ROLES, ORGANIZATIONS AND OPPORTUNITIES TO BE INVOLVED

Pastor

The pastor is the spiritual leader and chief administrator of the parish. He both supports and collaborates with the principal in matters pertaining to the spiritual direction and overall administration of the school.

Principal

The principal is responsible for the day-to-day operation of the school, providing spiritual and educational leadership for the school community which includes insuring that the policies and procedures outlined in the Family Handbook are understood and adhered to.

Parish Administrator

The parish administrator works closely with the pastor and principal maintaining the business details of the parish and school, including, but not limited to, determining and collecting tuition, monitoring expenditures and income, and organizing maintenance.

The Administrative Assistant

The Administrative Assistant works closely with the principal, the parish administrator and the school secretary to insure the smooth running of the school. Her roles include, but are not limited to, collecting and tracking in-school fees, ordering text book and resource materials, maintaining accurate attendance records, and working closely with parents and teachers to see that all needs are met.

Parents

As primary educators of their children, parents and guardians are an invaluable resource to the principal and staff as they plan for the educational needs of the children. Parents are asked to volunteer their time and talents by serving as School Board members, officers of the Parent-Teachers Association, assisting classroom teachers with specific instructional needs, and supporting the operation of the school in a host of different ways.

School Board

The School Board has been established according to archdiocesan guidelines for the purpose of advising the pastor in matters of policy for the school. The principal as the educational leader of the school serves as the executive secretary to the Board. New School Board members are elected from among the school families and parishioners in the spring of each school year.

- Responsibilities of the School Board
 - To establish the philosophy and goals for the educational program of the school consistent with the vision and mission of the Catholic Church;
 - To interpret and apply the policies of the Archdiocesan Board;
 - To formulate additional policies which may be necessary;
 - To evaluate the implementation of policies;
 - To collaborate with the parish finance committee in developing the annual budget to be recommended to the pastor;

- To recommend to the pastor the employment of a new principal;
 - To develop long-range planning and community relations.
- Addressing the School Board
 - Fifteen minutes before the start of each regularly scheduled meeting of the Board, The Secretary of the Board may allow any person wishing to address the Board to sign up to address the Board.
 - Before the monthly meeting begins the President of the Board will then determine whether to grant permission to the person or persons wishing to address the Board at that meeting, at a later meeting or not at all.
 - The President of the Board will have discretion to determine how much time will be allotted to any person wishing to address the Board.
 - Before any regularly scheduled meeting, a person wishing to address the Board may make a written request to the Board President to be allowed to address the Board.
 - The Board may also vote to allow any person to address the Board for an amount of time the Board specifies in its vote.
- Observers at Regular Board Meetings
 - All regular school Board meetings are open to parents, guardians and parishioners to attend as observers.
 - An observer is welcome at any regular meeting without prior reservation or notice to the school Board.
 - Once the meeting has begun, additional observers will not be admitted.
 - Observers are invited to these meetings but may not participate by engaging in discussion, offering an opinion or interrupting the proceedings. It is important that a friendly and respectful atmosphere prevails at Board meetings.
 - Observers are free to leave the meeting quietly at any time.
 - The secretary of the Board will record the names of observers in the official record of the Board meeting.
- Executive Board Sessions
 - Any executive Board sessions held by the School Board are not open to observers. An executive Board session is a meeting in which the members of the Board are engaged in internal matters or discussions which are not ready for public presentation.
 - The school Board President or the administration may, at their discretion, designate any School Board meeting as an executive session.
 - School and parish communities will be notified of any such executive sessions.
- Submitting Issues to the Board For Consideration
 - Any person wishing to present an issue to the Board may do so by contacting the President at least 1 week prior to the meeting.
 - If the topic is within the scope of the Board's responsibilities, then the President will allot time on an agenda for the visitor to present his or her topic.
 - If the topic is not within the scope of the Board's responsibilities, the President will refer the individual to the appropriate contact

- Procedures for Visitors Addressing the Board
 - Prior to the meeting, visitors should review the "Procedures for Visitors Addressing the Board."
 - Procedures for Visitors Addressing the Board:
 1. Visitors should arrive prior to the scheduled Board meeting time and will be given a copy of the visitor procedures to review. They will be asked to abide by these protocols during the session. The secretary of the Board will record the names of visitors in the official record of the Board meeting.
 2. Visitors observe the Board while it is in session. They can only address the Board during their allotted time on the agenda. They do not engage in discussion, offer their opinions or comments on any topic being discussed during the meeting.
 3. When it is time for the visitor to address the Board, they will be recognized by the Secretary of the Board. Each visitor may speak for up to 3 minutes on his or her topic as identified by the President prior to the meeting. Visitors may not present any new or additional topics.
 4. There is no discussion or debate between visitors and Board members.
 5. All members will listen to the visitor's presentation and, if necessary, the President or someone designated by the President, may ask a question to clarify a point or issue.
 6. The Board may vote at that time, if motioned and seconded, to allow the person to address the Board for an additional amount of time as specified by the motion.
 7. At the end of the visitor's presentation, the President will thank the visitor for the comments and indicate what follow-up to the topic may be provided.

School Board By-Laws
Article V Conduct of Meeting Session III
Amendment, winter 2014

Parent-Teacher Association - PTA

The purpose of the Parent -Teacher Association is to encourage communication among parents, teachers and administrators in order to support the ongoing improvement of the quality of education and to promote a strong Christian community.

- PTA meetings are held monthly.
- The PTA sponsors a variety of activities for both students and families, including but not limited to: Pizza Fridays, Back-to-School Barbecue, Trivia Night, Daddy-Daughter/ Mother-Son Event and events throughout the school year to honor and support teachers. Volunteers are always needed for events.
- Room parents, under the auspices of the PTA, provide support for teachers by extending communications among parents and getting volunteers ready to help with field trips and classroom activities.

Volunteers

As in all viable organizations, the assistance of volunteers is critical to the success of St. Margaret of Scotland School. Volunteers support student learning activities and the smooth operation of the school. In short, we couldn't do it without you!

School

Recess and Lunch
Library
Art@SMOS
Teacher's Aide
Tutoring students
Special Academic Events
Technology programming and repair
Dragon's Grove garden
Wellness and Nutrition Committee

School Board

Open House
Development
Marketing Committee
School and Parish Picnic
Auction

PTA

Pizza Lunches
Room Parent
Trivia Night
Maggie's Closet
Mentor Family
Parent-Child Events
Outreach and Inclusion Committee

Scouts

Scout Leaders
Coach

Building and Grounds

Repair and maintenance
Carpentry

Or whatever your skill and time will allow.

Protecting God's Children

St. Margaret of Scotland Parish School will comply with all Archdiocesan policies and procedures concerning Protecting God's Children Program. All St. Margaret of Scotland Parish School faculty, staff, and volunteers are mandated by Missouri law to report all suspected child abuse and neglect.

(School Board, Reviewed April 2018)

All employees and volunteers of the Archdiocese and, therefore, St. Margaret of Scotland School, working with or near minors are required to follow the Archdiocesan policy and procedures concerning child abuse. All employees and volunteers who work or assist with children must participate in the Protecting God's Children program.

- All parents/ guardians are strongly encouraged to participate in the Protecting God's Children program for the sake of the children.
- All parents and guardians, who interact directly with the children or are in positions of leadership such as School Board and PTA, are required to attend a Protecting God's Children Program and show proof of attendance..

The program is intended to teach those who interact with children how to recognize the signals of child abuse and how to maintain healthy physical and emotional boundaries when working with young children. Attending a Protecting God's Children workshop includes:

- Viewing the PGC video at any of the sites listed on the archdiocesan website (archstl.org). Registration for a workshop is done on-line whether attending at St. Margaret of Scotland or elsewhere in the archdiocese.
- Signing and returning the Child Abuse screening form. This form is available at a St. Margaret of Scotland PGC workshop or from St. Margaret of Scotland parish rectory office.
- Reading and signing The Code of Ethical Conduct for Clergy, Employees and Volunteers Working with Minors. This booklet is available at the PGC workshop, at the parish rectory.

When everyone knowledgably and actively watches out for all of the children, all of the children will be safe.

St. Margaret of Scotland School

Dress and Personal Appearance Code

*St. Margaret of Scotland Parish School students are required to wear uniforms daily unless otherwise specified by the principal. Specific uniform requirements are listed in the St. Margaret of Scotland Family Handbook.
(SMOS School Board, October 2007)*

The following code establishes the standards believed necessary to enhance an appropriate academic atmosphere. While St. Margaret's does not dictate what is a suitable appearance outside the school setting, a student's appearance within the school setting should reflect their pride in our school. Uniforms are to be worn on the first half day of school and daily, except on special occasions specified by the principal. A note must accompany the student if there is a reason for not wearing a uniform.

Uniforms should be clean, wrinkle-free and in good repair at all times.

Girls' Uniforms

- *Jumper: blue plaid for girls in preschool through 3rd grade; girls in 4th – 6th may choose to continue to wear the jumper or choose to wear the skort.
- Skort: blue plaid for girls in 7th – 8th and those in 4th – 6th who choose to wear the skort. Both the jumper and the skort are available only at Just Me Apparel or our Maggie's Closet.
- *Pants: solid navy uniform with belt loops requires a belt; without belt loops no belt is required.
- *Shorts: solid navy uniform with belt loops requires a belt; without belt loops no belt is required.
- Belt: solid navy, red, black or brown
- Blouse: solid white or solid red or solid light blue
 - knit polo-type without logos
 - pointed, small-rounded or button down collar
 - long or short sleeved
 - turtlenecks may be worn anytime but when worn under another shirt they must be of matching colors.(Blouses must be tucked in at all times unless at recess or PE class.)
- Socks: Solid navy, black, red or white
 - one matching pair at a time, except during cold weather when socks may be worn over tights or leggings of the same color.
- Sweater: red cardigan or sweater vest (optional); no hoodies please
- Sweatshirts: St. Margaret of Scotland sweatshirt or fleece – purchased through school or sweatshirt, fleece or jacket purchased through PTA or Athletic Association and must have an SMOS logo.
(other sweatshirts or sweaters are not acceptable wear in the school building)

Boys' Uniforms

- Pants: solid navy uniform with belt loops requires a belt; without belt loops no belt is required.
- Shorts: solid navy uniform with belt loops requires a belt; without belt loops no belt is required.
- Belts: solid navy, red, black or brown
- Shirts: solid white or solid red or solid light blue
 - regular or button down collar
 - knit polo-type without logos
 - long or short sleeved
 - turtlenecks may be worn anytime but when worn under another shirt they must be of matching colors.(Shirts must be tucked in at all times unless at recess or PE class.)
- Socks: solid navy, black, red or white
 - one matching pair at a time
- Sweater: solid navy pullover, vest, or cardigan (optional)
- Sweatshirts: St. Margaret of Scotland sweatshirt or fleece – purchased through school or sweatshirt, fleece or jacket purchased through PTA or Athletic Association and must have an SMOS logo.

Preschool, Kindergarten and First grade girls and boys are encouraged to wear pants with an elastic waistband. Girls wearing jumpers are encouraged to wear shorts or leggings underneath especially on PE days.

For All Students

Pants/Shorts

- Solid Navy Uniform pants/shorts may be purchased from the uniform department of any store but must be similar in style to those sold through Just Me Apparel (denim and cargo pants are not part of the uniform)

Shoes

- Durable, practical shoes are strongly encouraged as the children play outside daily.
- Athletic shoes accepted and encouraged – high top athletic shoes are allowed.
- White or matching shoe laces
- No “heelies” or “cros”
- No shoe accessories
- No sandals or boots

Underclothes

- Should not be visible at any time

Jewelry

- Wearing jewelry is discouraged as the school will not be held responsible for its loss.
- Any piece of jewelry found to be distracting, must be removed.
- No buttons or pins, except those with SMOS theme, may be worn on uniforms, but may be placed on coats or book bags.
- The following are permitted (school will not be responsible for loss or damage):
 - Watch
 - Earrings: small stud-type earrings (no larger than earlobe)
For safety purposes no hoop or dangling earrings
 - Necklace to be worn inside blouse or shirt
 - One small ring

Personal Hygiene

- Hair must be kept clean, neatly groomed and out of eyes
- Hair color is expected to be natural (except with principal's permission for special events)
- Hair accessories must be small and non-distracting; if distracting the accessory will need to be removed.
- Makeup should be worn only to cover blemishes.

Non-Uniform items must be removed while in the school building.

Parents are encouraged to see that all uniform items are clearly labeled with child's name.

* All parents and students are encouraged to consult JUST ME APPAREL or our own MAGGIE'S CLOSET to determine the accepted styles of uniform pants/shorts and blouses/shirts. Deliveries to school on Thursdays. JUST ME APPAREL, located at 232 Old Sulphur Spring Road, 636-391-3551

MONDAY Tees: Students may wear ANY St. Margaret of Scotland t-shirt as their uniform shirt, i.e. walk-a-thon, Christmas program, Athletic Association gear, PTA gear.

Gym Uniforms

Gym uniforms are required on the days that the students have gym.

- Kindergarten through grade 3 - wear their uniform shorts/pants and blouse/shirt
- Students in grades 4 through 8 wear designated gym shorts (available through the school office) and any St. Margaret of Scotland tee shirt.

SMOS Revision, Fall 2017

GUIDELINES FOR THE USE OF BEVERAGE ALCOHOL

The following guidelines regarding serving beverage alcohol have been developed for all parishes, parish organizations, agencies, and entities of the Archdiocese of St. Louis.

1. All federal, state and local laws and ordinances must be observed. This includes regulations required for the sale of alcohol, prohibiting the distribution of alcohol to minors and not serving alcohol to intoxicated persons.
2. The group or organization sponsoring an activity or event at which alcoholic beverages are to be served must have permission from the pastor of the parish or the director of the agency that hosts the event or activity.
3. Alcoholic beverages and food containing alcohol must be clearly labeled or identified as such.
4. Alcoholic beverages that are designed to facilitate rapid alcohol consumption, including grain alcohol and shots, are prohibited.
5. Whenever alcohol is served, non-alcoholic alternatives must always be offered with equal accessibility.
6. The serving or use of alcoholic beverages at events should not be 'actively marketed' during the event.
7. Alcohol is not to be served to anyone or brought in by someone, including adults, at any event directed primarily to and for minors. This includes elementary and high school events, CYC events, Scouting activities, etc.
8. All adults should be mindful of their Christian responsibility to drink in moderation and to give a good example to our youth. "Clergy, employees and volunteers should never be involved with the illegal possession and/or illegal use of drugs and/or alcohol. They must never supply such substances to minors nor may they consume alcohol while functioning in an official capacity with minors. This includes those who are involved with children as coaches or managers of sports teams." (Code of Ethical Conduct for Clergy, Employees and Volunteers Working with Minors § 4.5)
9. Parish and agency leaders are responsible for ensuring these guidelines are made known and observed.

Approved by the Presbyteral Council on September 19, 2013

and

Promulgated by Archbishop Robert J. Carlson on November 1, 2013

Saint Margaret of Scotland Family Handbook

Parent/Guardian and Student Agreement

The St. Margaret of Scotland School community believes that education is a family endeavor. We believe that together we can guide the children of our community to maturity in Christian faith-based values, in learning grounded in thinking, and in personal self-discipline for their futures and for the future of the world.

The St. Margaret of Scotland School community understands that an open line of communication within the St. Margaret of Scotland community – pastor and administrator, faculty and staff, parents and students – is to be maintained by all members of the St. Margaret of Scotland community. We also understand that at the foundation of worthy communication is respect: respect for one another and respect for the community as a whole.

As parents and/or guardians you have been invited to be an active participant in the St. Margaret of Scotland School community. As such, it is now your responsibility to read and understand the policies and procedures included in the St. Margaret of Scotland Family Handbook (revised during the summer of 2018).

+

As a family we agree to uphold to the best of our abilities the policies and procedures outlined in the St. Margaret of Scotland Family Handbook.

Student Family Name (please print) _____

Parent/ Guardian Signature _____

Date _____

Child(ren)'s Signature(s) - if age-appropriate

Please tear this page from your handbook and return it to the school office during the month of September 2018.

***Thank you,
Ms. Hesel***