



FAITH, ACADEMICS, VALUES & SERVICE

PARENT-STUDENT HANDBOOK 2025 - 2026

**"Be it known to all who enter here that Christ is the reason for this school.
He is the unseen but ever-present teacher in its classes.
He is the model of its faculty and the inspiration of its students."**



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Introduction

The Sts. Peter and Paul Academy Student Handbook is a guide for parents/guardians and students, containing policies and information to help parents and students understand procedures of the school. Changes may occur as deemed necessary at the discretion of the Principal and Board of Directors working in partnership with the faculty and parent/guardians.

The Catholic Church and Sts. Peter and Paul Academy recognize parents as the primary educators of their children. The education of students at our school is a partnership between parents and the school.

Mission Statement

Sts. Peter and Paul Academy is dedicated to providing an exemplary Catholic elementary education for all of our children. The student's educational experiences are based on the Gospel values, calling the children to utilize their God-given talents and gifts, which in turn will lead to a life of serving others within our society.

Vision

Sts. Peter and Paul Academy students strive for academic excellence. They approach their studies with utmost personal effort. Each child's individual needs and learning style will be acknowledged to ensure the success of all children.

Our children have experiences every day to develop them spiritually, to be faithful to themselves and others, and to become the best they can be. The students experience firsthand the joy of giving back to their Church and surrounding community through various volunteer opportunities.

Our graduates are the future.

Academics / Graded Course of Study

Sts. Peter and Paul Academy follows the Archdiocesan Graded Course of Study (GCS) which is designed to drive the instructional programs at all Catholic elementary schools in the Archdiocese of Cincinnati. The GCS portrays standards of what all students are expected to know and be able to do by the time they leave their current grade. All Catholic elementary schools are asked to follow the GCS and demonstrate their compliance with the GCS as they receive their accreditation from the Ohio Catholic Schools Accreditation Association (OCSAA).

The GCS is organized by subject area for Preschool through Eighth Grade. The GCS incorporates emerging and best practice research about teaching and learning to ensure that our instructional programs are superior. In addition to the latest instructional standards, the GCS is infused with Catholic identity that is interwoven at each grade

level in all content areas. The GCS also provides provisions for teaching students with special needs, accelerated programs, incorporating technology into instruction, and cross-curricular integration.

The GCS is revised by subject area based upon a rotating cycle. Each school year, a subject area is designated for revision. A committee of teachers, principals, researchers, and university professors work with the Archdiocesan Director of Curriculum and Assessment to revise the standards. Ohio's learning standards are incorporated to intensify student learning and provide more depth in key areas.

It is important to note that the GCS is meant to guide instruction. Teachers and principals are free to design their specific instructional programs, including the sequence of topics, supporting textbooks/materials, teaching strategies, etc.

Accreditation

Sts. Peter and Paul Academy is accredited by the Ohio State Board of Education through the Ohio Catholic School Accrediting Association (OCSAA). OCSAA accreditation requires schools to show evidence that they are implementing OCSAA Standards. The State Board of Education has approved these Standards as comparable to the ODE's Operating Standards for Ohio's Schools.

The goal of OCSAA is to strengthen Catholic school identity and mission and to engage Catholic schools in the ongoing improvement of student performance.

Admissions

Sts. Peter and Paul Academy (SPPA) is a private, Catholic elementary school supported by tuition, fundraising and donations. The Academy strongly supports and keeps an active, open, and ongoing relationship with the area parishes to foster and nurture the identity of the Catholic Church. It does not discriminate on the basis of race, color, religion, sex, national origin, or ancestry.

New Students to Sts. Peter and Paul Academy

A student new to Sts. Peter and Paul Academy will be subject to a probationary period of one trimester. The purpose of this time period is to determine if our programs and environment will allow the new student to succeed and reach his or her full potential. If concerns arise, the Principal and teacher will schedule a meeting with parents/guardians to discuss those concerns.

Acceptance

The primary purpose of the school is the education of children residing in Reading, the Valley of Reading and the surrounding communities. Class sizes are limited; therefore, a waiting list may be established.

- No child will be denied admission to this school because of race, creed, color, or national/ethnic origin.

- Evidence of qualifications at a given grade level should be presented at the time of registration, as per state law. Parent or legal guardian shall present certificates of birth and baptism (if applicable), as well as custody papers if relevant, at the time of registration.
- All incoming students will be required to take an entrance assessment to determine if Sts. Peter and Paul Academy is able to meet the needs of the individual student and that the student is placed in the appropriate grade level.
- New students must present documentation confirming all immunizations prior to the first day of school.
- Annual Tuition for each student in grades K-8 is \$6,165. Tuition assistance is available. Forms for assistance are included in the registration packet. An additional \$175 book fee/supply fee (registration fee) applies to all grades. This \$175 fee is required at registration. *Tuition payments and registration fees are non-refundable.*
- In addition, all families are required to participate in the Family Volunteer program (see Family Volunteerism below).

Registration and Admittance

- Registration starts in January of the current school year for current families for the following school year. Registration forms are sent home to current families via the Thursday envelopes.
- Completed forms and the \$175 book and supply fee check can be mailed to: Sts. Peter and Paul Academy, 231 Clark Road, Reading, Ohio 45215. If the forms are incomplete or the required registration fee is not submitted with the forms, the forms will be returned with an explanation of what is needed. Students are not considered registered until the fee is made in full and applications are complete.
- Acceptance is determined at the sole discretion of the Board of Directors under the guidelines of the Admissions Policy.
- Kindergarten students must be five years of age by September 30th of the year they intend to enter Kindergarten. Exceptions to this policy will be determined by the Principal and Board of Directors.

Attendance

Why is daily school attendance important?

Children who attend school every day.....

- Get better grades
- Behave better at school and home
- Are more likely to go to college
- Hold higher paying jobs as adults

Children who are often absent from school.....

- Do not perform up to their ability
- Have difficulty getting along with others
- Are more likely to drop out of high school
- Are more likely to use drugs and alcohol as teens

What parents can do....

- Let your child know how important education is

- Make doctor appointments on days when school is closed or after hours
- Send your child to school EVERY DAY AND ON TIME
- Make sure your child gets a good night's rest

Attendance Policy

Sts. Peter and Paul Academy believes that for continual student learning and academic progress to take place, good school attendance is a must. No child is to be excused from attending school unless they are ill, exposed to a contagious disease, require a medical examination, or is an emergency.

An educational trip to a foreign country that enhances the educational or cultural growth of that child may be excused if prearranged. All educational trips or absences for any reason other than mentioned above must be prearranged with the Principal, not the classroom teacher. The classroom teacher will work with the Principal and parent to ensure that assignments are given to the child.

In accordance with federal legislation regarding missing children, a parent/ guardian is to call or message the school when their child is absent. The Academy will call the parent/guardian to confirm the absence if the parent/guardian does not call or message the office (Mrs. Hubble).

Excused absences are those which have been approved by the absentee's parent/guardian and approved by the Principal as a legitimate reason as specified in the Ohio Revised Code and the State Department of Education Regulations.

Absences

Excused absences include: (reasons a child should stay home)

1. Sickness (beyond 3 days - a doctor's note is required)
A student may not attend school until 24 hours free of the following:
 - a. having a communicable disease
 - b. being in a communicable state (fever, vomiting, diarrhea) without medication
2. Death in the family
3. Family emergencies
4. Shadow days for 8th grade students only (see page 10)

Absence Procedure

If it is necessary for your child to be absent from school, please follow these procedures:

1. On the day of the absence, please message Mrs. Hubble using the App before 8:30 AM giving the reason for the absence, the child's name and grade level, and your relationship to the child. Early reporting is for the safety of all children.
2. Upon returning to school, a written note is required for your child to be readmitted to school if you did NOT message using the App. The note must indicate the following and will be kept on file:

- Date
 - Child's name
 - Date of absence
 - Reason for absence
 - Signature of parent/guardian

Please request a written excuse from your doctor when an appointment is part of an absence and send it to the student's teacher.

Students who become ill during the day are sent to the Principal's office. Notification to a parent/guardian must be made before a student leaves the premises and the student must leave with the parent/guardian or person specified on the emergency release form. The Academy does not accept responsibility for any student who leaves the school premises without permission.

If a student becomes ill during the school day, parents are required to make arrangements to pick up their child as soon as possible. Sick children are not allowed to stay for and/or participate in after school activities.

Excessive Absences

Regular attendance is critical for student achievement. Any student at Sts. Peter and Paul Academy who has an accumulation of more than 5 days of absence, excused or unexcused, planned or unplanned, in any trimester, shall receive an incomplete until the class work is made up. Continual absences on the day of a test or major assignment or routinely on a Monday or Friday will require proof of illness from a doctor.

Any student who has accumulated more than 17 days of absences, excused or unexcused, planned or unplanned, in any single year may be required to attend Summer School and will be on a Probation Plan for attendance the following school year.

Students with more than the allowed days of absences will not be allowed to attend field trips, including overnight trips such as the Junior High Washington, D.C. trip, and may not be allowed to graduate from SPPA.

The exceptions to this would require documentation for:

- serious illness
- court ordered appointments or appearances
- a family trip prearranged with the Principal's approval

Some serious illnesses or circumstances may be beyond the capabilities of our school due to the limited number of faculty members and resources. In the event a student's needs cannot be met in our school setting, parents may be notified and asked to transfer to a school setting that is equipped to meet those needs.

Tardiness

Tardiness is disruptive to your child's education, and it is also disruptive to the rest of the class. Every effort should be made to schedule appointments outside of school hours. If this is not possible, a written note must be brought to the office on the morning of the appointment when the student arrives at school. Once prayer has started, you are required to take your children to the front door, go in and sign them in.

Late arrival

A child arriving after 8:00 AM is considered tardy. Parents must come into the office to sign the student in and list the reason for the late arrival.

Early Release

A student who must leave prior to 3:10 PM is also considered tardy for the records. A parent or a designated person must sign the student out from the office and list the reason for the early dismissal. No child will be released directly from the classroom. The child will be released from the office to a parent or person designated by the parent. NOTE - an early release appears on the report card as a tardy. A parent must message Mrs. Hubble using the App providing the time the student is leaving, who will be picking the student up and the reason for the early release.

If your child becomes ill during the school day, you (or a person you have listed on the emergency form) will be notified. Your child will wait in the nurse's office to be picked up.

Excessive Tardiness

School starts at 8:00 AM with school-wide Morning Prayer. Morning Prayer is considered part of the academic day and part of Religion class. As stated earlier in this document, students arriving late disrupt the learning of other students as well as their own learning opportunities.

Consequences for Excessive Tardiness:

Four (4) tardies in a Trimester:

- Students in grades K-3 will miss their morning recess
- Students in grades 4-8 will receive morning detention from 7:40-8:00 AM

Eight (8) tardies in a Trimester:

- Parents will attend meeting with Teacher(s) and Principal

Partial Day Absence

Children are considered absent one half (1/2) day when coming to school after 10:30 AM or leaving before 1:15 PM.

SCHOOL TRIPS - Field Trip/ Overnight Field Trip Policy

All regular field trips will be planned by teachers and approved by the Principal. If a field trip includes an overnight stay, students will be accompanied by teacher(s) and approved chaperones who are SafeParish trained.

Field trips shall be educational in nature with follow-up learning experiences planned after the trip. Students and adults on the field trips are representatives of the Academy and must behave appropriately at all times.

An overnight field trip is defined as any trip that includes an overnight stay away from the student's home. For a student to be eligible to go on an overnight field trip sponsored by, endorsed by, or organized by SPPA, tuition payments must be up to date. The student must be in compliance with all attendance policies and be in good standing academically as well as behaviorally.

A student will not be eligible for the trip if their tuition payments are not kept up to date throughout the school year. In addition, for any adult to be a participant in, or be a

chaperone for an overnight field trip, tuition payments for all their students attending the Academy must be up to date. All chaperones for an overnight field trip and a trip that extends beyond the regular school day must also be SafeParish trained and complete a background check with the training website. Go to www.aocsafeenvironment.org for details on the training and background check. This policy will be strictly enforced. If you need assistance, please call the school office.

Shadow Days for Eighth Grade Students

Eighth grade students are strongly encouraged to shadow high schools on days when SPPA is not in session. Students are encouraged to shadow in the fall. If an eighth grade student wishes to shadow at a prospective high school on a day we are in session, they will be allowed two (2) shadow days. If another shadow day is needed to make a decision, please contact the Principal.

A Shadow Day form is required to be filled out and must be:

- picked up from an 8th grade teacher (at least 2 days prior to scheduled day)
- completed by the student
- signed by student, Parent, SPPA Teacher and a high school official
- returned to the SPPA office

The shadow day will be considered a field trip, not an absence as long as the shadowing form is completed and returned. Students are responsible for all work missed while they are out for a shadow day.

Eighth Grade Days

“Eighth Grade Days” are recognized as a method of assessing whether or not you would be a good fit for the academic setting at a particular high school. Students will be excused to attend “Eighth Grade Day” at any high school. Missed work will be allowed to be made up. This day will count as a Shadow Day for the student.

Activities Outside of Regular School Hours

There are some activities/events that are held outside the school hours of 8:00 AM to 3:10 PM (Christmas Concert and Spring Concert). Attendance is required at these activities. A parent/guardian must message the Homeroom Teacher or Office if a child cannot make the event.

Behavior and Discipline

Code of Conduct

One of our primary goals is to provide quality instruction for our children. This cannot happen without discipline in the classroom. Student behavior at school is expected to be exemplary allowing for learning at all levels to take place. The necessary measures will take place to control and monitor proper behavior in and out of the classroom. The student benefits from consistency and mutual support between home and school.

Parental cooperation is vital to effective discipline. If you do not understand measures used with regard to your child(ren), please contact the teacher involved. If after discussing the situation with the teacher, you feel further action is necessary, please contact the Principal.

Specific student policies pertaining to discipline are decided by the Principal with advice from the Faculty and the Board of Directors.

Student Responsibilities

Students are expected to behave appropriately at all times. They will show respect for all people by the way they speak and act; never teasing, ridiculing, making fun of, or bullying another person. They will use polite language at all times.

- A. Every student has the right to a learning environment that is free from disruption.
 - 1. Students must be prepared for class, arrive on time for class and be responsible for bringing all necessary books and materials to class including: pencils, pens, binders, folders, notebooks, etc.
 - 2. Students are expected to complete and submit all assigned schoolwork on time.
 - 3. Students are expected to abide by the Dress Code.
 - 4. Students are expected to know, understand, and abide by the Code of Conduct and the Harassment, Intimidation, and Bullying Policy.
 - 5. Students are to obey all individual classroom regulations.
 - 6. Students will know and understand these rules and their consequences as stated in this Handbook and classroom guidelines.
 - 7. Students may remain in the building after dismissal only under the supervision of a teacher or an adult moderator of an after school activity.
 - 8. Students may not enter the faculty room or maintenance room at any time unless with a faculty member.
 - 9. Students may not bring any electronic device not approved by the Principal to school. Cell phones are permitted but must be turned into the classroom teacher each morning.
 - 10. Students must keep all books belonging to the school covered at all times. Also, these books must be carried to and from school in a book bag of some type.
- B. All materials and equipment shall be used with care and respect and with an understanding of what it means to live in a world in which our resources are limited and need to be shared.
- C. Gospel Values are to be promoted by all students, parents, and faculty at Sts. Peter and Paul Academy. Everyone is expected to demonstrate a polite, Christian attitude toward each other at all times.

Books

Library Books:

Students are encouraged to use the library and audio-visual materials. Books are not to be taken from the library unless they are properly signed out at the desk. Lost or damaged books and materials must be paid for by the student who has signed them out. Books are signed out for a two-week period. Students who have overdue books may not check out another book until all others are returned. All books must be returned or paid for before records can be sent or report cards can be issued at the end of the year.

Textbooks:

- Textbooks distributed to the students are marked with each student's name, the school year, and the condition of the book. A record of this information is kept on file.
- At the year's end, students are to return the books. Teachers are to report any severe book damage beyond normal wear and tear. Students will be required to pay for damages or replace damaged books depending on the severity of the damage. A minimum fee of \$20 is required for damaged books. If a book is destroyed beyond use, the full value of the book will be required.

Bullying, Intimidation, and Harassment

General

1. It is the policy of Sts. Peter Paul Academy that any form of harassment, intimidation, or bullying, regardless of where, how, or when it takes place, is expressly forbidden.
2. Sts. Peter and Paul Academy's internet and computer system may not be used to engage in harassment, intimidation, or bullying. The "Student Responsibility Use of Technology" form must be signed by each student and on file in the school office.
3. Sts. Peter and Paul Academy reserves the right to impose discipline for harassing, intimidating, bullying, and other inappropriate behavior that takes place off Sts. Peter and Paul Academy school grounds and outside school hours.

Definition of Terms

In evaluating whether conduct constitutes harassment, intimidation, or bullying, special attention shall be paid to the words chosen and the actions taken, whether such conduct occurred in front of others or was communicated to others, how the offender interacted with the victim, and the motivation, either admitted or appropriately inferred. Accordingly, what may constitute harassment, intimidation, or bullying in one circumstance might not constitute such in another. As in all disciplinary matters, Sts. Peter and Paul Academy will make this determination utilizing its sole and absolute educational discretion and judgement.

- Electronic Act: An act committed through the use of a cellular telephone, computer, personal communication device, or other electronic communication device.
- Harassment, intimidation, or bullying:
 - Electronically transmitted acts i.e., by Internet, social media/network, blog, cell phone, personal digital assistance (PDA), wireless hand-held device, or other electronic communication device, that a student has exhibited toward another particular student more than once and the behavior both:
 - Causes mental or physical harm to the other student; and
 - Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.
 - Intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both:
 - Causes mental or physical harm to the other student; and
 - Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.

Types of Conduct

Harassment, intimidation and bullying can include many different behaviors including, but not limited to: overt intent to ridicule, humiliate, or intimidate another person. Examples of conduct that could constitute prohibited behaviors include:

- Engaging in unsolicited and offensive or insulting behavior
- Physical violence and/or attacks
- Threats, taunts, and intimidation through words and/ or gestures
- Extortion, damage, or stealing of money and/or possessions
- Exclusion from the peer group or spreading rumors
- Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies, computers, iPads, cell phones, other electronic devices, the internet, online websites, blogs, or social media/networks (also known as “cyber-bullying”). Examples of cyber-bullying include, but are not limited to:
 - Posting slurs on the internet, websites, blogs, or social media/networks
 - Sending abusive or threatening instant messages, text messages, emails, or other communications through the internet, websites, blogs, or social media/networks
 - Taking embarrassing photographs of students and posting them online or distributing them
 - Using the internet, websites, blogs, social media/networks, or electronic communication devices to impersonate another individual or circulate gossip or rumors to others

Complaints

Formal Complaints

Students and/or their parent/guardians may file reports regarding suspected harassment, intimidation, or bullying. Such written reports shall be specific including persons involved, number of times and places of the alleged conduct, the target of the suspected harassment, intimidation, or bullying, and the names of any potential witnesses. Such reports may be filed with any Sts. Peter and Paul Academy teacher or directly to the Principal. If the report is filed with a teacher, they shall promptly forward the report to the Principal.

Informal Complaints

Students and/or their parent/guardians may make informal complaints of conduct that they consider to be harassment, intimidation, or bullying by verbal report to a teacher or the principal. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including persons involved, number of times and places of the alleged conduct, the target of the prohibited behavior, and the names of any potential witnesses. A teacher who receives an informal complaint shall promptly document the complaint in writing, including the above information. A written report by the teacher shall be promptly forwarded to the Principal.

Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the teacher or Principal who received the complaint. The anonymous complaints shall be reviewed, and reasonable action will be taken to address the situation, to the extent such action may be taken that:

1. Does not disclose the source of the complaint
2. Is consistent with the concept of fairness to the student alleged to have omitted acts of harassment, intimidation, or bullying

Administrator Follow-Up:

Investigation

- The Principal or his/her designee shall be promptly notified of any formal or informal complaint of suspected harassment, intimidation, or bullying. Under the direction of the Principal or designee, all such complaints shall be investigated promptly. The Principal shall document the investigation, including any conversations with the alleged offender, victim, students, or other witnesses. Written statements may also be obtained from these individuals.
- Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged offender), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

Response

- Verified acts of harassment, intimidation, or bullying shall result in an intervention by the Principal. The intention of such interventions is to ensure that the prohibition against harassment, intimidation, and bullying is enforced, with the goal that any such prohibited behavior will end.
- When acts of harassment, intimidation, and bullying are verified and disciplinary response is warranted, students are subject to the full range of disciplinary consequences, including suspension and expulsion. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.
- Harassment, intimidation, and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the victim and other students. Accordingly, there is no one prescribed response or discipline to verified acts of harassment, intimidation, or bullying. The forms of discipline listed in this Handbook are guidelines, and Sts. Peter and Paul Academy may use other disciplinary measures as the situation warrants. *The decision whether to impose discipline and, if so, to what extent, is left to the professional and educational discretion of the Principal.*
- Once harassment, intimidation, or bullying has been verified, the Principal or his/her designee will monitor the situation to determine whether there have been additional incidents of harassment, intimidation, or bullying or retaliation from the offender or other parties. Additionally, the Principal or his/her designee may inform school personnel of the incident and instruct them to monitor the victim and the offender for indications of harassing, intimidating, bullying, or retaliatory behavior. School personnel are to intervene when prohibited behaviors are witnessed.

Reporting

1. Report to the Parent or Guardian of the Offender

If after investigation, an act of harassment, intimidation, or bullying by a specific student is verified, the Principal or designee shall notify the Offender's parent/guardian of that finding. The parent/guardian shall also be notified of any disciplinary consequences imposed against that student.

2. Report to the Parent or Guardian of the Victim

If after investigation, an act of harassment, intimidation, or bullying by a specific student is verified, the Principal or designee shall notify the Victim's parent/guardian of that finding.

3. Police and Child Protective Services

Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse will be reported to Child Protective Services, consistent with the Archdiocese Decree on Child Protection and Ohio law. All school personnel must cooperate with investigations by outside agencies.

Miscellaneous

No discipline issued pursuant to any handbook shall bind Sts. Peter and Paul Academy to issue the same, or even comparable discipline to other students in the future. Nor will any form or extent of discipline be construed as a precedent for how discipline will be imposed moving forward. Rather, Sts. Peter and Paul Academy reserves the sole judgement and discretion in disciplining students based on the particular circumstances of each incident, including but not limited to the respective age(s) of the student(s) involved, the student(s)' perceived maturity level, the conduct at issue, the student(s)' attitude and degree of cooperation, the student(s)' disciplinary history, and any other aggravating or mitigating circumstances the Academy deems present. Nothing in this section, or anywhere else in this Handbook, limits or otherwise constrains the Academy's authority, discretion, judgement, or responsibility in any student disciplinary matters.

Relationships

- **STUDENT-TEACHER:** A friendly and respectful rapport is necessary to encourage the best results from our students. Students are expected to treat *adults with kindness, courtesy, and respect*. Teachers are expected to treat *students with kindness, respect and understanding while holding behavioral expectations high*.
- **PARENT-TEACHER:** Parents are the first educators of their children. They have an abiding love and influence upon students' attitudes and values. Parents and teachers should form an alliance built on respect and kindness toward each other with the best interest of the student in mind. Such a partnership will serve students well; the absence of such partnerships can work against student progress.

Sts. Peter and Paul Academy recognizes parents as the primary educators of their children. The education of students at our school is a partnership between parents and the school. If, in the opinion of the Board of Directors, the partnership is irretrievably broken, the school reserves the right to require the parent/guardian to withdraw his or her child. This is a very serious decision that is not made lightly.

Collections and Invitations at School

Any collection for an event or an invitation to an event for any purpose is to be cleared through the Principal. This would include but not be limited to:

1. Collection for a gift (student, teacher, etc.)
2. Selling of candy, cookies for brothers, sisters, friends for other schools or organizations
3. Selling of articles such as candles, trinkets, etc.
4. Invitations to personal parties and events (this includes personal birthday parties and events)
5. Invitations and notices pertaining to school activities

Communication

Conferences

Scheduled conferences are held in October and March. The October conferences are required for ALL students. The March conferences are requested as needed by teacher and/or parent. Students in grades 6th-8th are required to attend October conferences. Parents/Guardians and/or teachers may request a conference at any time throughout the year.

E-mail, App messages and telephone conferences provide an additional opportunity for teachers and parents to maintain good communication for the benefit of the child. However, they do not replace the required conferences mentioned above. If you wish to set up a phone conference with a teacher, please call the school office and a message will be given to the teacher or contact the teacher via e-mail or the app to schedule. Please indicate a time that is best for you. E-mail addresses for staff are: first initial of first name, last name @sppacademy.org (example: jbirdsong@sppacademy.org).

Teachers are available to schedule a conference between 7:30-8:00 AM and between 3:10-3:30 PM. Please email your child's teacher, message on the App, or call 513-761-7772 to schedule a time to meet. Parents should not expect teachers to have a conference without making an appointment. Teachers are responsible for children all day and will not be interrupted during class time.

OptionC Student Management System

Sts. Peter and Paul Academy has a communication program for teachers, parents, and students to monitor their progress on a daily basis. Each student has been assigned a student identification number that will allow him/her to get into the program located on the SPPA website to see their grades. Interim reports, grades, comments, etc. will all be located on the OptionC program. Parents will also have a password that will allow them to access their child(ren)'s progress.

Report Cards will be issued at the end of each trimester. For Trimester 1 and 2, the Report Cards will be posted electronically in OptionC for parent view. The Final Report Card (Trimester 3) will be printed and sent home on the last day of school. Interim Progress Reports will be posted each Trimester electronically in OptionC for parent view. Interims mark the halfway point of the Trimester.

SPPA APP (SchoolStatus Connect)

Sts. Peter and Paul Academy has an App that is used for communication with parents, teachers, Board members, and students allowing access to information on smart phones, laptops, computers, etc. Classroom posts, homework assignments, classroom photos and activities can be uploaded instantly and shared with families. Go to the App Store and download the SchoolStatus Connect App.

PLEASE NOTE: Students are required to write homework assignments in their personal planner that is provided by the school. This is a daily task that students are assigned to do and should be the first place a student and parent checks for homework.

Newsletters

A weekly Principal's Newsletter is posted through SchoolStatus Connect which is the SPPA App. The Kindergarten through 3rd grade teachers also send home weekly communications (newsletters).

Telephone Use

Students are not permitted to use the telephone during the day without the consent of the Principal or school secretary. If an emergency should arise, please call the school office. Parents should leave messages for their children in the school office to keep from interrupting classes. Cell phones should be powered off and turned into the classroom teacher each morning when the student arrives in class. Students can pick up phones prior to dismissal each day. Failure to turn in the phone will result in the phone being turned into the Principal and must be recovered by a Parent. Students may be issued school consequences (warning, demerit, detention, in-school suspension, etc.) for not complying with the cell phone policy.

Field Trips

All school sponsored extra-curricular activities are under the guidelines of school policies. Field trips, including overnight trips, are a privilege meant to be enrichment for classroom work. Students who continually do not complete their assignments and would benefit from having a day to work at school may not be allowed to go on a field trip. This will be determined by the teacher and the Principal. Parents and student will be notified in advance. Students will follow the directions of the driver, obey all bus safety rules and be respectful to the adults in charge. Students who are absent from school on the day of a scheduled field trip are not allowed to be a part of the field trip in any way.

Cafeteria

Cafeteria rules are posted in the cafeteria and include general appropriate behavior guidelines for everyone. The rules are listed below for your convenience for you to discuss with your children:

1. Students should walk in the cafeteria and keep their hands and feet to themselves.
2. Students should remain seated and calm while they are eating and remember to keep the volume of their voices under control. Students must ask permission from the teacher to get up from the table.
3. Students should clean up the area around their table before leaving the cafeteria.
4. Students should walk as they leave the cafeteria once they are dismissed.
5. Students should never take another student's food or throw food in the cafeteria.

Playground

Playground rules will be discussed by the homeroom teacher. These rules are in place for the safety of the children:

1. Students are permitted to play on the blacktop and fenced in grassy areas.
2. Students are to ask permission to get a ball from outside the playground area or field. They are not allowed to go over the fence or go into the bushes without permission from the teacher or supervisor on duty.

3. Students are not permitted to leave the playground without permission from the teacher on duty.
4. Students are not permitted to play “rough” games that may cause injury or harm.
5. Students are not permitted to bring any food from the cafeteria.

Creating a Safe Environment

Child Abuse Policy

All suspected instances of child abuse or neglect shall be reported by the teacher and/or Principal to a designated government agency for investigation and action as may be appropriate. Procedures for reporting such an incident and information relevant to identifying victims shall be made available to all certified personnel and school employees. If the alleged child abuser is a member of the extended school staff, all such incidents shall be reported to the proper authorities.

Discrimination and Harassment Policy

Sts. Peter and Paul Academy prohibits sexual harassment of its employees and students. It is a violation of this School's policy and of federal /state law for any employee or student to sexually harass an employee or a student through such conduct or to condone such conduct by any employee, student, or third party. A violation of this policy may result in disciplinary action up to and including dismissal or other action as appropriate. Harassment of any other protected characteristic is also prohibited.

Definitions of Harassment: Sexual harassment constitutes discrimination and is illegal under federal and state laws. Sexual harassment is defined as unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature. Harassment of any other protected characteristic is also prohibited. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of race, color, national origin, religion, sex, age, disability or any other characteristic protected by law.

Retaliation: Sts. Peter and Paul Academy prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation is a serious violation and will be subject to disciplinary action up to and including dismissal.

Complaint Procedure: SPPA requires that all incidents of discrimination, harassment or retaliation be reported. Individuals who believe they have experienced conduct they believe goes against this policy should file their complaints with the Principal or the chair of SPPA's Board of Directors.

Discipline

The discipline procedures have been established to serve as a guideline to maintain an atmosphere best suited for academic achievement and to create a place where God's presence is always felt. There may be times that a policy or procedure may need to be

adjusted to meet the needs of an individual child or parent. These changes will take place at the discretion of the Principal and the Board of Directors.

Minor infractions occur at times that require minor consequences. In this case there may be a loss of full or partial recess time, or time-out for minor infractions as deemed necessary. This may be spent sitting outside with the playground supervisor, in a classroom or cafeteria with a supervisor, or in the Principal's office.

Detentions

Automatic detentions may be given for, but are not limited to, the following:

- Minor offenses such as making noise in class, repeatedly not bringing in homework, and/or continually not following directions
- Demonstrating disruptive behavior in class
- Tardiness
- Name calling
- Repeated dress code violations

Conditions:

- Detention lasts 45 minutes prior to the start of school = 7:15 AM – 8:00 AM
- Consideration is given to the home situation and age of the child
- Parent/guardian must provide transportation to school

In-School Suspensions

For an in-school suspension, students are isolated from the rest of the class and work alone in isolation for a period determined by the Principal. Such violations may include but are not limited to:

- Cheating and forgery
- Acts of immorality
- Theft
- Direct and blatant disobedience (continual disruption of class after repeated warnings)
- Minor offenses (pushing, shoving, pinching, tripping, etc.) (1st offense)
- Damage, destruction or theft of Academy and private property
- Rude or disrespectful behavior toward another student or a faculty member
- Racist comments, innuendos, expressions, gestures, etc. (1st offense)
- Behavior that is deemed to be harassment, intimidation, or bullying

In-school suspensions are considered very serious and may result in dismissal from SPPA.

Conditions:

- Administered only by the Principal
- Child is given an explanation of the reasons for the suspension
- Child is given a chance to explain his/her side of the story
- Parents are given an explanation of the reasons for the suspension within 24 hours
- Child is responsible for all work missed

Out of School Suspension

- Causing panic (infraction that causes evacuation of building, emergency services to be called, etc.)
- Behavior that jeopardizes the personal safety of self, other students, or school personnel
- Fighting (punching, hitting, etc.), physical assaults
- Behavior that is deemed to be harassment, intimidation, or bullying
- Use of vulgar or obscene language or gestures
- Repeated offenses from ISS above

Conditions:

- Administered only by the Principal
- Child is given an explanation of the reasons for the suspension
- Child is given a chance to explain his/her side of the story
- Parents are given an explanation of the reasons for the suspension within 24 hours
- Child is responsible for all missed work

Expulsion

Any of the following, or any act deemed as a major violation could result in an expulsion. Such violations include but are not limited to:

- Use or possession of tobacco, narcotics, alcoholic beverages, drugs and counterfeit or look-alike drugs
- Repeated acts such as fighting or assault violations including minor fighting offenses
- Repeated incidents causing panic (infraction that causes evacuation of building, emergency services to be called, etc.)
- Repeated incidents of behavior that jeopardizes the personal safety of self, other students, or school personnel
- Repeating incidents of behavior that interferes with the learning of other students
- Possessing anything commonly considered a weapon or dangerous instrument
- Behavior deemed to be harassment, intimidation, bullying, or threatening/hostile

Conditions

- Administered only by the Principal
- Child is given an explanation of the reasons for the expulsion
- Child is given a chance to explain his/her side of the story
- Parents/guardians are given an explanation for the reasons for the expulsion as soon as contact can be made with the parent/guardian
- Child must remove all personal belongings and leave the premises immediately with his/her parent/guardian
- Child will not be permitted back on the school grounds

Expulsion process:

Expulsion decisions are sometimes subjective. Although parents will have an opportunity to discuss the situation with the teacher, Principal, and Board of Directors, the decision of the Board of Directors is final and may not be appealed.

Dress Code

A school uniform code is enforced at Sts. Peter and Paul Academy promoting an atmosphere conducive to learning and a sense of school pride. Please note: spirit wear is only acceptable on designated spirit wear days.

Required School Uniform K - 8th Grade:

Boys:

- dress or knit shirts - solid white or powder (light) blue with collars
- dress pants or dress shorts - navy blue or khaki

Girls:

- Shirt: knit shirt with a collar, white or powder (light) blue blouse
 - Skort/Skirt: navy blue or khaki pleated or A-line style skirt or skort. Should be below fingertip length
 - Jumper: navy blue or khaki jumper with appropriate length (below fingertip length)
 - Navy blue, black, or white leggings or tights can be worn with a skirt or jumper
SOLID COLORS ONLY
 - Slacks and shorts: navy blue or khaki loose fitting slacks, capris or shorts
- **Note** - leggings or tights may not be worn under shorts

*All shorts for boys and girls must be below fingertip length.

Guidelines:

1. Shirts and blouses must be tucked in at all times. Students may also wear a banded uniform shirt. Only plain white t-shirts may be worn under uniform shirt and may not stick out.
2. NOT ACCEPTED AS UNIFORM: Jeans, corduroy pants, pants with more than four pockets, pants with pockets down the legs, flared pants or cargo pants.
3. Only St. Peter and Paul Academy logo is permitted on the shirt.
4. All students in grades 4-8 must wear belts with pants or shorts that have belt loops.
5. Sweaters and sweater vests must be navy blue or white uniform style. They must button or zip down the front or be a V-neck pullover style.
6. Sweatshirts must be red or black with the Sts. Peter and Paul Academy logo or plain. The SPP Charger logo is NOT Academy uniform but is considered spirit wear. Hoodies may be worn as long as the student does not cause a distraction to himself/herself or to others in the room. (Teacher discretion may be used to eliminate a student's right to wear a hoodie due to behavior concerning hoods.)
7. Gym shoes or other soft sole shoes are required. Sandals, clogs, crocs, flip flops, shoes with high heels, wedges, and boots are not permitted. Please Note - boots or any shoe with a high heel will not be allowed to be worn during the

- school day except for 'Out of Uniform' days or as specified. This includes Uggs, winter boots, rain boots, ankle boots, etc., any type of boot. Students need to wear either gym shoes or other type of flat soled shoe with closed heels and toes, not boots.
8. If a child wears snow boots and/or rain boots to school, they must bring shoes to change into during school hours.
 9. Socks must be solid white, black, or navy blue in color without or at least a minimum size logo. Socks should be visible above the shoe.
 10. Head coverings such as hats, bandanas, and scarves may not be worn in school.
 11. All hairstyles are to be neat, well-groomed, and not distracting to others (i.e. Mohawks, unnatural hair colors or other extreme hairstyles). Boys hair should be no longer than shoulder length and must be kept out of their face and eyes. Boys are not permitted to have their hair in ponytails and/or buns. Girls hair also must be kept out of their face and eyes. Girls may wear headbands as long as they are not distracting to the teacher and/or classmates (i.e. with ears, stars, moveable parts, etc.). Boys are not allowed to wear headbands.
 12. Make-up, glitter, acrylic nails, nail polish, hair paint, face paint, and tattoos (including henna and temporary tattoos) are not to be worn in school.

Jewelry

- One simple post earring in each earlobe is permitted for girls.
- Boys are not permitted to wear earrings.
- No other piercings are allowed for any student.
- Students are allowed to wear a basic watch (NO smartwatches) and a small, simple cross necklace.
- Students are allowed to wear up to two (2) rubber band "cause" bracelet (example: "LCHWARRIOR").

Gym Clothes

The gym uniform consists of:

- Gray gym shirt with the SPPA logo on the front or a plain t-shirt.
- Gym shoes
- Black mesh shorts - fingertip length
- Students in grades K – 3 will wear their gym clothes for the entire day.
- Students in grades 4 – 8 will come to school in their gym clothes. They are required to have their school uniform, as well as deodorant, in some type of bag. The bag can be as simple as a grocery bag. Students will change after Gym class.
- PLEASE LABEL ALL CLOTHING WITH CHILD'S NAME.

Out of Uniform Days

Clothing on 'Out of Uniform' days should reflect good taste and modesty. Take pride in being an SPPA student.

- Shirts or sweatshirts may not have obscene or inappropriate pictures, slogans, or alcohol and drug symbols.
- Hoodies may be worn as long as the student does not cause a distraction to himself/herself or to others in the room.
- Halter tops, crop tops, camis, spaghetti strap tops, tank tops, sleeveless shirts (boys) oversized and excessive bagginess and other similar attire are not permitted.

- Skirts and shorts must be of fingertip length.
- Leggings and/or tights may NOT be worn under shorts.
- Jeans should not be excessively ripped or torn and are to be worn at the waist.
- Shoes are the same as uniform policy. Clogs, crocs, sandals, high heels, or flip flops are NOT permitted.
- When an Out of Uniform day falls on a gym day, gym clothes are to be worn during gym class. Out of uniform passes may not be used on Mass Day. All Out of Uniform passes must be pre-approved by the classroom teacher at all times.

Students will call home for new clothes if dressed inappropriately or who have inappropriate parts of the anatomy exposed. Take pride in being a part of Sts. Peter and Paul Academy. Our spirit wear includes:

- Any SPPA shirts or sweatshirts with or without hood
- Any past Running Scared or Fun Run t-shirts
- Any SPP Charger clothing

Other school's spirit wear (Reading and area Catholic HS) are permitted on Out of Uniform days. Students are allowed to wear their team jersey for the sport they are playing on Fridays during that scheduled season.

Field Trip Attire: For some field trips students will be required to be in their regular school uniform. For others they may be allowed to be out of uniform.

Hours of Operation

The official school day begins at 8:00 AM. Dismissal each day is at 3:10 AM. Doors are unlocked and students may be dropped off between 7:30 AM and 8:00 AM, entering the building through the doors by the kindergarten room. Students arriving after 8:00 AM are considered late and must be signed in at the office by a parent/guardian. Doors are locked at 8:00 AM for the safety of the children and staff.

Dismissed students may not return into the building without a parent/guardian or teacher.

The office closes at 3:30 PM. Parents/guardians are asked to call the office prior to 2:45 PM if they are going to be late picking up their child. If you are calling with a change in dismissal procedures for your child, be sure you speak to a person. Please do not leave a phone message or send an e-mail for a change in your child's dismissal.

The school office hours are from 7:30 AM to 3:30 PM.

If you need your child to be in the building outside these hours, please make arrangements with the Principal. If you are NOT able to pick your child up between 3:10 and 3:30 please message Mrs. Hubble on the App.

Visitors

All visitors (including parents) must report to the office and sign-in. Parents are asked not to “drop in” on a teacher before school. Please call between 7:30 AM and 3:15 PM, send a message on the app, or write a note to the teacher requesting an appointment if you would like to schedule a meeting before or after school. The best way to contact a teacher is via email or through the app.

Guardianship

The responsibility for each child rests with the court designated custodial parent. The Academy will make every effort to support those parents in carrying out this responsibility.

The non-custodial parent also has some inherent rights in regard to the child unless there is a specific court order limiting those rights.

Procedures:

1. At the time of registration, or when there is evidence of a dissolution of marriage, the Academy will require the residential parent to produce any court document that puts limitations on the rights of the non-residential parent.
2. A copy of this court document is kept in the student's file.

Records

All student records are private and accessible only to the Principal and teachers who are working with the student, and the student's parents who make official requests. According to the Family Education Rights and Privacy Act, parents have the right of access to records. A parent needs to make a request in writing 24 hours in advance. An appointment will then be made to view the records the Academy retains for the student. These files may not leave the Academy building.

Change in Residence

Should there be a change in residence, the new address and telephone number is to be sent to the school office. If a transfer to another school is involved, contact should be made directly with the Principal.

The parent/guardian must sign a release form, including the name and address of the new school, before school records can be released. Records are forwarded directly to the new school.

Picking up the student's report card and personal belongings on the last day of attendance at school is the responsibility of the parent or guardian. All financial obligations (payments & fees) must be up to date before school records are forwarded. This includes tuition.

Religious Observances, Sacramental Programs, Mass Attendance

Students are provided with the opportunity to share in liturgy and prayer on a regular basis. Parents are invited and encouraged to attend our liturgies. As a member of Sts. Peter and Paul Academy, you have made a commitment that your children are a part of the learning process of the Catholic Faith. Students start the day with Morning Prayer as a whole school, attend Religion class daily, and attend Mass on a regularly scheduled basis. Prayer, Religion class, and Masses are all a part of our Religion Curriculum. All students are required to attend all Masses. Most Masses are held at school. However, we do transport students to Sts. Peter and Paul Church upon occasion.

How to prepare for Sacraments:

Students will prepare for the reception of the Sacrament of Reconciliation, the Sacrament of Holy Eucharist, and Confirmation *at their home Parish*. However, the Archdiocese Curriculum (Graded Course of Study) does include these Sacraments and will be followed in conjunction with the home Parishes. Parent meetings are held prior to the reception of these Sacraments *at the home Parishes*.

If you are interested in Baptism or need any information about becoming Catholic, you will need to contact your parish priest for details and directions. However, feel free to contact our school office for contact information. We are here to help however we can.

Homework

Homework assignments grow out of class work; they are intended to be a supplement and reinforcement. Homework is basically the responsibility of the student; however, parents are strongly encouraged to become involved in the learning process.

Students may have homework assignments daily as well as periodic long-range assignments. It is suggested that each student have a suitable environment and specific time set-aside for the completion of homework assignments. If a child consistently appears to have no homework or if a child seems to have too much homework, consultation with the teacher should be considered. Generally, K-2 will not have assigned homework beyond daily reading and math and work not completed during regular class time. However, they do have family projects assigned upon occasion to be completed at home as a family to reiterate the importance of family in the learning process.

The amount of time spent on homework will vary according to grade level, the nature of the assignment, and the individual students' work habits and abilities. An average daily allotment which includes both written and study assignments could be (Please note: these are only estimates, these times vary depending on the work habits and abilities of the child. Times could be more or could be less):

Grades K-2 about 10-30 minutes
Grades 3-4 about 20-45 minutes

Grades 5-6 about 45-60 minutes
Grades 7-8 about 60-90 minutes

Homework Procedures

1. Students who are absent are required to make up missed assignments.
2. Children will be allowed one day for every day absent to make up work. If a child is absent two days, he or she will be given two days upon returning to school to make up the work. Reminder: continual absences on the day of a test or major assignment or continual absences on a Monday or Friday will require proof of illness from a doctor.
3. Teachers will not be asked to stop teaching class to prepare the homework for an absent child. On the day of a child's absence please call the office before 9:00am and let the office know your child is absent. All homework will be posted on the app. We will not be sending packets home when children are absent from school. Students, and parents for younger children, are responsible for checking the app and /or teacher blog for assignments. Work that cannot be completed remotely overnight will be given to the student when they return.
4. For students with preapproved absences (i.e. international travel or any previously approved absence): assignments that are given before the student is absent are expected to be turned in the day they return to school. NO EXTRA TIME WILL BE GIVEN FOR PREAPPROVED TRAVEL OR ABSENCES.

Retention

Failure in two or more core areas for two trimesters will result in retention.

Core Areas: Religion, Reading, English, Math, Social Studies and Science

The Principal will consult the teacher(s) and parents about Summer Intervention Programs needed for the student to be successful the following school year. Before a child is retained, his/her age, maturity and total achievement are considered in the decision. A pupil is only retained in the same grade when there is positive indication that he/she will benefit from retention.

TGRG (Third Grade Reading Guarantee)

The Board of Directors recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It is the Board's intent that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.

A 3rd grade student who was required to earn a TGRG promotion score but failed to do so by the summer of his/her 3rd grade year will remain in 3rd grade. Such students will be placed in instructionally appropriate classes and continue with their reading intervention plan. Any such students who earn a proficient or higher score on the fall grade 3 ELA test will be promoted to grade 4 at midyear. Students who do not earn a proficient or higher score on the fall grade 3 ELA test will not be promoted to grade 4 until the following school year.

Beginning with students who enter third grade in the 2015/2016 school year, any student, unless excused from taking the 3rd grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level

of achievement as required by RC 3301.0710 on the assessment, is not promoted to fourth grade (exceptions listed below). A student may be retained at his/her current grade level when she/he has:

- A. in the opinion of the professional staff, failed to demonstrate proficiency in mathematics and reading;
- B. in the opinion of the professional staff, failed to achieve the instructional objectives set forth at the current grade level that are requisite for success at the succeeding grade level.
- C. Beginning with students who enter third grade in the 2015/2016 school year, any student, unless excused from taking the third grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 3301.0710 on the assessment, is not promoted to fourth grade unless one of the following applies:
 - 1. The student is a limited English proficient student who has been enrolled in United States schools for less than three full school years and has had less than three years of instruction in an English as a second language program.
 - 2. The student is a child with a disability entitled to special education and related services under RC 3323 and the student's Individualized Education Program (IEP) exempts the student from retention under this division.
 - 3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education. (i.e. IOWA Form F)
 - 4. All of the following apply:
 - The student is a child with a disability entitled to special education and related services under RC 3323.
 - The student has taken the third grade English language arts achievement assessment prescribed under RC 3301.0710.
 - The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.
 - The student previously was retained in any grades kindergarten to three.
 - 5. The student received intensive reading remediation for two school years but still demonstrates a deficiency in reading and was previously retained in any grades kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The instruction includes an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

Intervention services are offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

Mid-Year Promotion Policy

Any student who has been retained because of results on the third grade English language reading assessment and who then demonstrates during the academic year that he/she now is reading at or above grade level, is promoted to the fourth grade pursuant to the district-level mid-year promotion policy.

The Principal shall develop administrative guidelines for promotion, placement, and retention of students that:

- A. require the recommendation of the relevant staff members for promotion, placement, or retention;
- B. require that parents are informed in advance of the possibility of retention of a student at a grade level;
- C. assure that efforts will be made to remediate the student's difficulties before she/he is retained;
- D. require that a student be retained if s/he is truant for five percent (5%) or more of the required school days and has failed at least two (2) courses of study, unless the Principal and the teachers of the failed subjects determine that the student is academically prepared to be promoted;
- E. assign to the Principal the final responsibility for determining the promotion, placement, or retention of each student;
- F. provide parents the opportunity to request the promotion, placement, or retention of their child; provide parents the opportunity to appeal the decision about their child's promotion, placement, or retention.

Academic Whole Year Acceleration Policy:

Academic acceleration may involve whole-grade acceleration or individual subject acceleration. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. An acceleration evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

Any student may be referred by a staff member or a parent/guardian to the Principal for possible accelerated placement. Copies of referral forms for evaluation for whole-grade or individual subject acceleration will be available at each school building. Students

referred for accelerated placement will be evaluated in a prompt manner. The building Principal will schedule the evaluations.

Before a student is evaluated for accelerated placement, the Principal (or his/her designee) shall obtain written permission from the student's parent/guardian.

Evaluations related to referrals that occur during the school year will ordinarily be completed and a written report issued within forty-five (45) calendar days. Evaluations related to referrals that occur at the end of a school year or during the summer will be completed and a written report issued either or before the end of the school year, if possible, or within forty-five (45) calendar days of the start of the next school year.

Upon referral, the student's Principal (or his/her designee) shall convene an acceleration evaluation committee to determine the appropriate learning environment for the referred student. This committee shall include of the following:

- A. Parent/guardian, or a representative designated by that parent/guardian
- B. Gifted education coordinator or gifted intervention specialist, or if neither is available, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted
- C. Principal from the child's current school
- D. Current teacher of the referred student
- E. Teacher at the grade level or course to which the referred student may be accelerated

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student. The acceleration evaluation committee will consider the student's own thoughts on possible accelerated placement in its deliberations. In the event that career-technical programs are considered for acceleration, a career-technical educator shall be consulted as a part of the evaluation.

Students considered for whole-grade acceleration will be evaluated using an acceleration assessment process approved by the Ohio Department of Education.

Students considered for individual subject acceleration will be evaluated using a variety of data sources, including measures of achievement based on State academic content standards.

The acceleration evaluation committee shall issue a written decision on the outcome of the evaluation process to the Principal and the student's parent/guardian. This notification shall include instructions for appealing the decision.

Appeals must be made in writing to the Principal within thirty (30) calendar days of the parent/guardian receiving the committee's decision. The Principal or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within thirty

(30) calendar days of receiving the appeal. The Principal or his/her designee's decision shall be final. If the student is recommended for whole-grade or individual subject acceleration, the acceleration evaluation committee will develop a written acceleration plan. The parent/guardian shall be provided with a copy of the plan. The plan shall specify:

- A. Placement of the student in an accelerated setting;
- B. Strategies to support a successful transition to the accelerated setting;
- C. Requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
- D. An appropriate transition period for accelerated students.

A school staff member will be assigned to oversee implementation of the acceleration plan and to monitor the adjustment of the student to the accelerated setting.

At any time during the transition period, a parent/guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases the Principal shall remove the student from the accelerated placement without repercussions.

At any time during the transition period, a parent/guardian may request in writing an alternative accelerated placement. In such cases, the principal shall direct the evaluation committee to consider other accelerative options and to issue a decision within thirty (30) calendar days of receiving the request.

If the student is placed in a different accelerated setting from that initially recommended, the student's acceleration plan shall be revised accordingly, and a new transition period shall be specified.

At the end of the transition period, the accelerated placement shall become permanent. The student's record shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous through the curriculum.

Grade Retention Related to Third Grade Reading Guarantee

One of the primary goals of the Catholic Schools' Office (CSO) and Sts. Peter and Paul Academy is to support all students as they discover their God-given talents to be both academically and spiritually successful. Realizing that students enter school with different abilities and capabilities, we work to remediate students with deficiencies at every grade level. It is our desire that all students advance through their school age years in a natural grade progression. Knowing that such progression may be a challenge for some students, the CSO has developed the following guidelines to provide support and services to students who may need assistance in reading.

Starting in kindergarten, and continuing through grade 3, SPPA will use a reliable, research-based assessment tool to evaluate reading abilities and grade level

comprehension for all students. If results show that a student appears to be falling behind and is not reading on grade level, SPPA will initiate a reading plan to assist that student to achieve his or her grade level. Students who are struggling with reading, and in particular students who are on an EDCHOICE SCHOLARSHIP, are required to reach grade level reading competencies by the end of third grade or remain in third grade for the following school year. This plan was developed as a pro-active guide for our schools to implement for all students. However, it has a significant impact on students who are recipients of EDCHOICE SCHOLARSHIPS.

For each student identified as having reading skills below grade level (through both reliable assessments and teacher input), SPPA will immediately implement an intervention plan for reading that will address that student's specific reading deficiencies. This plan must include strategies and interventions that will assist the student to read at, or above, grade level by the end of third grade. Students will be assessed frequently to determine their achievement and growth in reading.

The following is an example of a Reading Intervention Plan:

- Assess all K-3 students in reading using a research-based, reliable assessment during the months of September and October starting with Kindergarten.
- Provide instructional strategies that will provide continuous interventions and support for targeted students' deficiencies for students not on grade level according to a researched-based reading assessment.
- Notify parents in writing about their child's reading deficiency and set up a meeting as early as possible.
- Provide a description of the student's specific reading deficiencies to parents along with additional instructional services that will be provided, how often, and by whom.
- Provide forms to parents that require them to be involved in the instructional services by providing support at home.
- Monitor the process that is put in place (see attached forms):
 - Specific reading interventions delivered to each student
 - Dates and locations where support was given (during school, after school, summer, etc.)
 - Who delivered services (classroom teacher, paraprofessional, reading specialists, etc.)
 - The method of delivering the support (one to one, small group, on-line support, etc.)
- Teachers will perform frequent, formative assessments to provide ongoing analysis of each student's progress.
- Teachers will maintain documentation of frequent contacts with parents regarding updates of student's progress and additional analysis of the student's deficiencies that has not shown growth.
- Parents will document time and strategies of working with their child to be presented at scheduled meetings.
- A written statement that specifically states: A student who is a recipient of an EDCHOICE SCHOLARSHIP and who fails to attain a passing score on all state

reading assessments, including summer school sessions, by the end of third grade, will be retained in third grade for the following school year.

Title 1 Handbook/Guidelines

What is Title 1?

Title 1 is a federal program that provides additional reading and math instruction to enhance student achievement and growth. Students who qualify for Title 1 services have not been identified with a learning disability; they are receiving intervention in reading and or math.

What are the goals of Title 1?

- Promote a positive attitude toward reading and math
- Improve student achievement and growth in reading and math
- Build a student's self-esteem and confidence
- Enable parents to be reading and math partners with their child

How does a student qualify for Title 1?

Several criteria are used to qualify a student for Title 1 services. Star Renaissance and Iowa scores are used when determining eligibility for Title 1 services. Teachers can refer students for intervention when concerns are noted in the classroom.

Will my child always be in the program?

The Title 1 teacher works closely with the classroom teacher to monitor student progress. When a student's achievement reaches the appropriate grade level and the student no longer needs additional support, the student is "exited" from Title 1.

Title 1 Screening and Progress Monitoring Assessments.

- Star Renaissance
Star Renaissance is a universal reading screener and progress monitoring tool. It consists of direct and frequent screening measures. This is a nationally norm referenced test. The results are used to identify students at risk for academic failure, monitor progress and measure response to intervention.
- MAP (Measures of Academic Progress)
SPPA will be utilizing the MAP assessments during the Fall, Winter and Spring. These assessments will provide student data like the STAR360 assessments but will also serve as the State requirement for annual assessments (like the IOWAs in the past).
- Burns and Roe Informal Reading Inventory
These assessments are given for diagnostic purposes and to provide additional information for targeting intervention.

Assessment (STAR & MAP) National Norms

Well below average- scores fall within the 10th percentile or below
Below average- scores fall within the 11th-24th percentile
Low average- scores fall within the 25th-50th percentile
Average- scores fall within the 51st-75th percentile

Identification

Students in grades K-8 are administered reading and math assessments. Students scoring well below average are targeted for intervention. Additional students scoring below average may receive intervention based on teacher recommendation.

Screening Procedures

Star360 Reading assessments are administered to all students in fall. The MAP assessments are administered to all students in grades K – 8 during the Fall, Winter and Spring.

After all of the data is compiled, students are rank ordered from lowest to highest based on assessment scores. Students with the most intensive needs will be served first. As students are able to exit intervention, new students will be added to the groups to maximize support provided to the maximum number of students. Waiting lists are monitored.

Service Delivery Model

SPPA engages in a Multi-Tiered System of Support (MTSS) to optimize student learning. The MTSS model (formerly known as Response to Intervention (RTI)) includes the following components:

- Universal screeners to identify students in need to remediation
- Researched based and teacher created interventions
- Differentiation of classroom instruction
- Tiered supports based on intensity of need
- Ongoing progress monitoring to ensure students intervention are making progress and meeting growth targets

Tier 1: 80%-90% of students

Supports all students. Emphasis placed on the delivery of high quality, standards-based instruction that is differentiated to meet the needs of the students

Ongoing for all students:

- Differentiated instruction occurs in general classroom with classroom teacher for all students
- Classroom accommodations provided
- All students receive core curriculum
- Ongoing data collection

Tier 2: 5%-10% of students

For students identified with marked difficulties who have not responded to Tier 1 instruction

Approximately 6-8 weeks of in-school time (minimum):

- Small groups with Title 1 teacher or other specialist
- Researched based interventions based on skill deficits
- Regular progress monitoring

- Ongoing data collection

Tier 3: 1%-5% of students

Supports students who have not responded to Tier 1 and 2; 1:1 group or 2:1 group

Approximately 6-8 weeks of in-school time (minimum):

- Intensive individualized intervention with Title 1 teacher or other specialist based on skill deficit when Tier 2 is not enough to show mastery
- Researched based interventions
- Frequent progress monitoring
- Frequent data collection

Exiting Intervention

As students' reading and math skills improve, they need less intervention and eventually only require the reading instruction provided by the regular education teacher. The following criteria will be used to exit students from reading intervention at SPPA:

- The student meets the Star Renaissance benchmark for three consecutive progress monitoring assessments.
- The student has passed the reading portion of the state assessment for 3rd Grade Reading Guarantee when applicable.

Parents will be notified if the team is exiting the student from reading intervention. Please note that Title 1 requires districts to follow all procedures for identifying and serving students. Students may be eligible for intervention one year and not eligible the next year.

Standardized Testing

The NWEA MAP (Measures of Academic Progress) assessments (Reading and Math) will be administered during April/May in assigned grade levels. The NWEA MAP assessments will also be administered to K-8 at the beginning (Fall) and middle (Winter) of the school year. Students in grades 5 and 8 will be administered the ACRE (Assessment of Catholic Religious Education) as well as the NWEA MAP Science assessment. Students are required to take all the assessments per Ohio State guidelines in grades 3 through 8 due to the EdChoice Scholarship Program. The data from all assessments is used for curriculum development, to ensure student progress by indicating strengths and weaknesses that need to be addressed, and to give direction for the professional development needs of the faculty. Results are sent home to the parents for use in understanding the academic progress of their child. It is very important that students attend school on testing days, be well rested, well fed, and on time.

Grading Scale

Kindergarten – 2nd Grade:

Academic Assessment Scale

- 4 - Consistently Demonstrates Proficiency
- 3 - Frequently Demonstrates Proficiency
- 2 - Progressing Toward Proficiency
- 1 - Demonstrates Limited Progress towards Proficiency
- N/A - Not Assessed This Grading Period
- * Modified Standards

3rd – 8th Grade:

98 -100= A+	87-89= B	77-78= C-
95-97 = A	85-86= B-	74-76= D+
93-94 = A-	82-84= C+	72-73= D
90-92= B+	79-81= C	70-71= D

Progress Code:

+ = area of strength
No mark – satisfactory

✓ - area needs growth
* = Ability Adjusted Curriculum

Effort:

1 = Good 2 = Satisfactory 3 = Needs Improvement

Academic Honor Roll

Starting in the 4th grade, student grades will be translated into a grade point average to determine honor roll eligibility. Honor roll will be based on grades in the core subjects: Math, Science/Health, English/Reading, Social Studies, and Religion. The following guidelines will be used to determine Honor Roll candidates:

A+/A	=	4.00	
A-	=	3.67	
B+	=	3.34	
B	=	3.00	STRAIGHT 'A' HONORS: 4.00
B-	=	2.67	1 ST HONORS: 3.67 – 3.99
C+	=	2.34	2 ND HONORS: 2.67 – 3.66
C	=	2.00	
C-	=	1.67	
D+	=	1.34	
D	=	1.00	
D-	=	.67	

*The standards for Honor Roll are in line with eligibility for National Junior Beta Club during 7th and 8th grade. One C or above is allowed to be eligible. Students earning a C- or lower will not be eligible for honor roll regardless of the GPA.

Criteria for Merit Certificates

It is understood that students need to be recognized for continued hard work, exemplary behavior and overall good school citizenship. As a result, we have a Merit Certificate system in place which is also announced at the end of each grading period.

1. Good overall effort, attitude, and behavior
2. No more than 4 demerits in a trimester or no more than 5 flipped cards per trimester

POLICIES AND PROCEDURES

Immunizations

According to Section 3313.67 of the Ohio Revised Code, all schools must report to the State Health Department on the immunizations of the students.

Sts. Peter and Paul Academy complies with the minimum immunization requirements set forth by R.C. 3313.67 and 3313.671 and it also retains discretion to enforce stricter requirements, for instance, by requiring vaccination even over a guardian's conscience or religious conviction objection or by revoking a previous exception.

Students not properly immunized will not be admitted to school until they are properly immunized. The school nurse checks all of the health files annually and any deficiencies in immunizations will be communicated to the parents who are then responsible for seeing that the student gets proper immunizations. Please call the school office if you wish information on the minimum immunization requirements.

PESTS

Head Lice Policy

Care will be taken to treat children with dignity and respect when dealing with this issue. Sts. Peter and Paul Academy has a 'NO NIT' policy.

In the event of a confirmed head lice case within the school the following shall occur:

- All children in that child's classroom, as well as the classrooms of any siblings shall be checked for head lice. Any confirmed cases shall be sent home immediately.
- All children in that classroom shall be sent home with a letter explaining the process for head lice checks and head lice removal.
- The classrooms where there have been confirmed cases of head lice shall be vacuumed and any cloth materials shall be washed in hot water.

Any child with a confirmed case of head lice will not be allowed to return to school without a re-check from the school nurse or the Principal. The child must be 'Nit Free' in order to return.

Bed Bug Policy

Bed bugs are a common problem and considered to be a nuisance but they are not known to transmit diseases. Below are the guidelines we have adopted and have used for handling bed bugs in the event we discover one in our building. These guidelines have been adapted from the www.bed-bugs-handbook.com website.

Again, care will be taken to treat children with dignity and respect when dealing with this issue. A thorough visual inspection will be made of the area where the suspected bug was found. Areas may include clothing, shoes, coats, books, book bags, lockers, desks. Etc. Bed bugs will be placed in a zip lock bag, sealed and destroyed.

The child's unneeded items like book bags will be placed in a plastic bag and tightly sealed. If a child has a winter coat or other outer wear, those items will also be placed in a plastic bag and sealed, then returned to the child at the end of the day to wear home. The bags will remain in the classroom with the child and sent home at the end of the day. An attempt to contact the parent or guardian will be made to notify them of the problem. If a bed bug is discovered a 2nd time on the child or children, those children will not be allowed to return to school until a Bed Bug Inspection and Elimination Report has been completed and returned to school. The Principal will send home a form to be completed by a professional inspector.

SEARCHES

Locker and Student Searches

The right to inspection of a student's school locker or articles carried upon his/her person (bookbags, purses, etc.) and the interrogation of an individual student are inherent in the authority granted school administrations. Administrators will employ procedural safeguards to protect the well-being of those children. All other searches will be conducted sparingly and only when such search is reasonably likely to produce anticipated tangible results to aid in the education process, preserve discipline and good order, or promote the safety and security of persons and their property within the area of the school's responsibility. Student lockers are the property of the Academy, and since random searches have a positive impact on reducing drugs and other criminal activity, it is the policy of the Academy to permit the building administrator to search any locker and its contents as the administrator believes necessary. Students are advised that Sts. Peter and Paul Academy policy provides for the random, unannounced search of student lockers and for the use of canines in detecting the presence of drugs.

Screening Procedures: Vision, Hearing and Scoliosis

SPPA follows the ODH guidelines for vision, hearing, and scoliosis screening. Each year students in grades K, 1, 3, 5, and 7 are screened per state guidelines for vision and hearing and any other who are referred by the teacher. Students in grades 5, 6, 7 and 8 are screened for scoliosis and others as requested by faculty members. The results of all these screenings will be noted in the student's health file and reported to the parents/guardians.

Volunteers

All volunteers are required to complete the SafeParish training and on-line background check prior to interacting with any student during the school day or on field trips. To register for the SafeParish training and complete the background check go to www.aocsafeenvironment.org. Please contact the school office for assistance and/or questions.

Withdrawal

Parents who withdraw their child(ren) from Sts. Peter and Paul Academy need to notify the Principal in person and in writing that they are leaving and sign a release of records form at the school to which they are transferring. The school to which the student is transferring should request the student's records via the mail, email, or fax. The student's records will be sent by mail, email, or fax to the school of transfer. No records will be transferred via parents/guardian. Report cards and records will be withheld for non-payment of tuition and fees. Any special arrangements necessary should be made with the Principal.

Emergency School Closings

Should Sts. Peter and Paul Academy be closed due to inclement weather conditions, or any unforeseen issues or concerns, parents and students will be notified through:

- the SPPA App through SchoolStatus Connect
- OptionC calling system whereby each family receives a phone message that the Academy will be closed for the day
- school email through the OptionC communication system
- the website (www.sppacademy.org)

Pandemic Closure – Remote Learning

In the event we are mandated to close school, Sts. Peter and Paul Academy will convert to a remote learning setting. All the education of our children with the least amount of disruption.

Medication

If a student needs to take any medication (prescription OR non-prescription) including over the counter medication like Tylenol, Neosporin, calamine lotion, cough drops or syrup, etc., he/she must:

- Have a medication form completed by the doctor and parent/guardian
- Have medication brought in by the parent/guardian
- Have medication in the original container with the student's name, name of the medication, and dose to be given

Many students are not able to attend school regularly without the effective use of prescribed medication in the treatment of disabilities or illnesses that do not hinder the health or welfare of others. If possible, all medication should be given by

the parent(s) at home. If this is not possible, it is done in compliance with the following:

- The school students will connect with teachers via Google Meet and Google Classroom with the goal of continuing nurse or an appropriate person appointed by the Board (school secretary or Principal) supervises the secure and proper storage and dispensation of medications. (Teachers do not dispense medication at any time.) The drug must be received in the container in which it was dispensed by the prescribing physician or others licensed to prescribe medication.
- Written permission must be received from the parent(s) of the student, requesting that the school nurse or an appropriate person comply with the physician's order.
- The school nurse or other designated individual must receive and retain a statement which complies with State law and is signed by the physician or other licensed individual who prescribed the drug.
- If any of the information originally provided by the physician or licensed individual changes, the parent(s) must submit a revised statement to the nurse or other designated individual. The revised statement must be signed by the physician or other licensed individual who prescribed the drug.
- No employee who is authorized by the Board to administer a prescribed drug and who has a copy of the most recent statement is liable in civil damages for administering or failing to administer the drug, unless he/she acts in a manner which would constitute "gross negligence or wanton or reckless misconduct."
- No person employed by the Board is required to administer a drug to a student except pursuant to requirements established under this policy. The Board shall not require an employee to administer a drug to a student if the employee objects, on the basis of religious convictions, to administering the drug.

Students have the right to possess and use a metered-dose inhaler or a dry-powder inhaler to alleviate asthmatic symptoms or before exercise to prevent the onset of asthmatic symptoms with written permission from their doctors. They are also allowed to possess and use an Epi-Pen with written permission from their doctors. Students have the right to possess and use an insulin pump to regulate blood sugar levels. These rights apply at school or at any activity, event or program sponsored by or in which the student's school is a participant. To reiterate: In order for a student to possess the inhaler/epi-pen, he/she must have written approval from the student's physician or other licensed individual and parent or other caretaker. The Principal and/or the school nurse must have received copies of these required written approvals.

Emergency Procedures

Emergency procedures have been developed in accordance with local, state and federal guidelines. All staff members have copies of these guidelines which will be discussed with the students.

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This Handbook constitutes an agreement between the school, parent/guardian, and child. After reading and discussing the Handbook please have your child return the signature page (located in the back to school packet and the back of this handbook) with the child's signature, the parent's/guardian's signature and date.

This handbook is reviewed and updated yearly. The Board of Directors and Principal reserve the right to revise/update this Handbook as needed.

STS. PETER & PAUL ACADEMY
Handbook Agreement Form
2025 - 26

Please return this page to the school office.

My child and I have read and discussed the policies and information in the Sts. Peter and Paul Academy Parent/Student Handbook. We understand that the contents therein are a part of the cooperative agreement between the parents/guardians, students, and Sts. Peter and Paul Academy to ensure a quality education for all children.

FAMILY NAME: _____

Please PRINT Last Name here

Child (ren) Signature: _____
Younger children can print their name after discussion with parents

Parent/Guardian Signature: _____

Date: _____