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The de Paul Difference

The Importance of this Handbook

This handbook is more than a collection of rules and policies. It is a description of the community that we together commit ourselves to be. Our success in working together depends on our unity on these guidelines and the expectations to which each of us is held.

Students, take time to understand the guidelines described in this handbook. These will enable us, as a team of Huskies, to work together in preparing you for success in school and in life. Sign the “School Handbook Agreement,” located in the enrollment packet, as your pledge to follow these guidelines.

Parents/Guardians, your congruence with school policies is crucial for your child’s success. We must avoid unfair situations that are created for a child when family and school disagree on expectations for students, procedures for resolving conflicts, or our ethos of respect. Please review this handbook with your child and confirm everyone’s understanding and commitment to its contents. Call the school with any questions or uncertainty before you sign the “School Handbook Agreement” with your child. Our teamwork and commitment to open dialogue are the foundation upon which all of our successes will be built.

The school reserves the right to amend the School Handbook at any time of the year when changes are deemed necessary or appropriate – often due to constructive feedback from the de Paul community. Parents will be notified of any amendment to the handbook in writing.

Severe or chronic discord between home and school regarding these policies may be grounds for dismissal.
Mission Statement

There is one sentence that directs everything our school does. Teachers and staff mention this sentence daily and refer to it when making important decisions about students and our school. That sentence is our mission statement. It is the most important thing said about our school.

The de Paul School’s mission is to teach students with learning differences how to learn, how to be independent, and how to be successful.

Students, you should understand what this mission statement means, because it helps you to understand and appreciate what your teachers are working hard to accomplish with you this year.

You are at de Paul because you are smart and talented, and because you learn differently than many others your age. For example, you may be very distractible, or have difficulty learning to read, or have trouble staying organized. Having a learning difference simply means that you need a teaching difference, an approach that fits you and allows you to learn in a way that works for your amazing brain.

The most important thing for you to know is that you can and will learn at de Paul. You have the intelligence to excel in school and college and to pursue whatever career you feel passionate about. But you need to learn certain things in order to reach your goals. You need to understand how your mind learns. You need to learn self-control. You need to learn ways to study at home that really work for you. You need to learn how to tell teachers what you need. You need to learn to believe in yourself.

By the time you leave de Paul, our goal is for you to remember better, study independently, stay focused and active in class, manage conflicts with others on your own, make lifelong friends, help others in need, pursue your dreams, and create a happy life for yourself.

Everything we do at de Paul works toward this mission. While you work with us, you will see how seriously we take these goals, and how much we believe in your abilities. Expect to be pushed. Expect to achieve more than you thought was possible.
Philosophy Statement

The seven statements below are the firmly-held beliefs that guide our school as we work with you and your family. The faculty and staff wrote these to explain to you what we believe and to guide us in our day-to-day work with you.

1. We believe in the individuality and dignity of our students.

Children with learning differences often struggle with low self-esteem and may even dislike their individuality. For many, their sense of self-worth has been battered through failures at school, feelings of being less capable than their peers, or social difficulties due to impulsivity and other unpopular traits. Self-respect is a crucial component of success and happiness, so we set the restoration of our students’ dignity as high a priority as their education. Our students hunger for classroom successes that reestablish their dignity as “capable learners.” They thirst to be truly known and appreciated within their school. They wish for guidance on how to gain inclusion with their peers and how to withstand those inevitable times when others are not kind. They need a school experience that fosters their personal, emotional connection to the school. They need a school that treats poor choices as learning opportunities – a school that guides students to problem-solve and to rectify situations they have created rather than focusing on consequences. For these ideals to be met, students with learning differences require relationships with adults that reflect back to them their dignity and worth and that emphasize mutual respect rather than positions of power.

2. We believe in the potential of our students.

De Paul students are intelligent, creative individuals with the ability to learn challenging material when they are taught in ways which address their learning profiles. While our students experience – and may always experience – difficulties with particular skills such as decoding, they are indeed capable of insightful comprehension and high-level thinking skills. De Paul students need teachers who tirelessly seek out the means that will enable them to reach their potential.

3. We believe our role as educators is to empower our students.

We believe that we truly empower our students when:

- we equip them to face 21st century challenges. Our students will participate and lead in a world that is becoming “increasingly diverse, globalized, complex, and media-saturated.” Students of this generation will be called upon to express their ideas and opinions effectively through speech, writing, and multimedia; resolve conflicts; collaborate within a diverse group of individuals; recognize bias or manipulation in various types of media; and view situations from different perspectives.

- we nurture their self-reliance. We do this when families and teachers work together to shift responsibilities to students in their studies, social interactions, and problem-solving. It is important that we provide support and guidance to families during this process.

- we channel their desire to make a difference. With proper guidance, students develop both a confidence in their ability to help others and a growing passion for those areas of philanthropy to which they may commit a lifetime of service.

- we equip them to maintain a strong sense of self. Students with a strong sense of self understand how they learn best and advocate for their educational needs; establish and enforce emotional and physical boundaries to protect themselves from others; and resist the social pressure to conform in ways that are not true to themselves.
4. We believe that our students need an educational program with specific features in order to reach their potential.

Environment: De Paul students learn best in an organized, thoughtfully-constructed learning environment. They deserve a learning-centered classroom that is serious about closing the achievement gap between them and their peers, that makes the most of academic time, and that refuses to set expectations below their abilities. They excel in a calm and respectful culture that eases anxiety and builds their sense of self-worth. De Paul students flourish in close-knit communities that stress inclusion and acceptance – something that all students need, but particularly those who have felt “different” or less capable than their peers.

High expectations: Our students thrive in a challenging academic program. They do not deserve watered-down concepts or lowered expectations. They can excel in high school, college and career, and need to be equipped with the skills to do so. We believe that we best prepare our students when we not only teach them new information and procedures, but when we teach them to think and to create, such as when we teach them to inquire as scientists and draw conclusions as historians. Student-led exploration, collaboration, higher-order thinking experiences and production of media content are important components that will prepare them for the expectations they will face in school and life. De Paul students’ quality of thought will distinguish them in their futures.

Program breadth: Students’ struggles in particular academic areas should not limit their access to other curricular areas. Rather, their broad range of interests and talents – which may become the focus of their life’s work – should be honored and nourished. Solid instruction in various literacies – including the sciences, physical activity, the arts, and technology – best serves their ambitions.

Curriculum: De Paul students learn best from an ordered and incremental curriculum, where concepts and skills are taught thoroughly for mastery and each new lesson builds upon those already taught. They develop deeper understanding when vocabulary and skills are reinforced throughout the day, rather than in one subject area. Their needs are best met in a program that balances three key considerations: national expectations for achievement, research-based intervention strategies, and each individual’s learning needs.

Student skills: We believe that students with learning differences need explicit instruction in student skills – organization, study skills, self-regulation, interpersonal skills, and self advocacy – that is incorporated into their lessons daily.

Instruction: De Paul students make their best progress when instruction is tailored to their learning profile. They benefit greatly from four key instructional features that help them to overcome many of the characteristics that have interfered with their learning:

1) well-crafted and structured learning activities,
2) teaching techniques and variety of learning activities that maintain students’ attention,
3) ample practice opportunities, and
4) active engagement with concepts through multisensory experiences.

They also learn most deeply when explicit instruction is used alongside open-ended activities; this ensures that students fully understand the concepts being studied while also requiring them to grapple with concepts independently. These features mean that even in a small classroom, we tailor our instruction to individual students whose needs do not match the rest of the class.
5. **We recognize that this educational approach is very demanding work.**

We acknowledge that our diagnostic, hands-on approach to teaching requires more planning, reflection, professional development, and energy than many other educational approaches. We meet this challenge enthusiastically, knowing that the results are worth our efforts.

6. **We believe that in order to best serve a student, the family-school relationship must be strong.**

We want to build a healthy relationship of trust with each family so that we can work together for the child’s best interest. We are committed to communicating openly and regularly, sharing our celebrations as well as our concerns. We pledge to problem-solve with families when an issue arises and to keep conversations respectful and professional. The family-school bond will be unbreakable when families and the school join together on these terms.

We believe that schools can play an important role in easing the strife that families often endure over academic struggles. While we need the support and involvement of families for the child’s success, we understand that daily battles over homework and regular negative reports from teachers are toxic to family relationships. We strive to remove school-related pressures from the home environment so that parents can focus on the matters of nurturing, guiding, and enjoying their children. We assist families in understanding learning differences so they can support and advocate for their children.

We have learned from experience that a student’s attitude toward school is highly influenced by the family’s investment. We charge parents/guardians to reinforce the importance of school with their children by prioritizing homework and attendance and by maintaining regular communication with teachers.

7. **We believe that each person has the responsibility to build our community.**

It is everyone’s responsibility – school staff, child, and family – to make school a safe domain for all aspects of a child’s being: physical, mental, social, and spiritual. All members of the community will be respected and accepted for who they are and where they are in their development as individuals, while being challenged to learn about themselves and to reach greater potential. Children and adolescents will at times fall short of this goal, so we will be vigilant in teaching compassion and addressing concerns.

Our Core Values

All members of our school community – students, families, teachers and staff – are expected to live out five important values with each other. These values ensure that we all are welcomed and challenged to become our best selves. In preparing for this school year, consider what it will mean for you to receive these gifts from others and how you can best give these gifts to everyone in our great school.

1. **Dignity** – one’s personal value and significance
2. **Respect** – honoring of another person’s dignity
3. **Compassion** – the desire to act so as to alleviate the suffering of others
4. **Restoration** – the renewal and strengthening of personal relationships
5. **High Expectations** – steadfast beliefs in each person’s intelligence and capabilities. People succeed best when high expectations are paired with appropriate support.

A Community of Huskies

The de Paul School mascot is a husky named Bolt. When de Paul students were asked to choose a mascot that represented them, they chose the husky for several important reasons. Huskies are intelligent and eager. They love to play, work well in teams, and enjoy companionship. Huskies are reliable, and their friends can count on their loyalty. In particular, huskies are known for their endurance and perseverance in harsh conditions – conditions that might tempt others to quit. Interestingly, it has been reported that huskies are easily bored if activities are not sufficiently challenging or engaging.

We are proud to be the Huskies. We impress others as intelligent students, as dedicated athletes, and as compassionate citizens of our city and our world.
Admissions and School Programs

Admission of Students

Students, you were offered enrollment at de Paul because after careful examination, we determined that you are bright and capable of learning, and that you have a learning difference that has prevented you from reaching your potential in your previous school(s).

Students are accepted into our school following the Admissions Director’s multifaceted review, including:

- Evaluation results (outside evaluations and admissions testing conducted by de Paul)
- Information from the family, previous school(s), and other professionals
- The student’s age, strengths, and needs
- The student’s disciplinary history

At de Paul, we want a student’s enrollment to be a good match for the student, family, and school. It is important that students and parents embrace the school’s educational philosophy and commit to supporting our culture of hard work, respect and responsibility.

Academic Programs

The de Paul School is composed of two programs: the Elementary School Program and the Middle School Program. The administrative staff has the exclusive responsibility to place each student in the academic program, team, and classrooms which are determined to be most appropriate.

Your class schedules will include Homeroom, Language Arts, Mathematics, Science, Social Studies, Personal and Social Success, Physical Education and Humanities. In Teams 1-8, Humanities classes cover topics such as Theater Arts, Music, Visual Arts, and Art through Digital Media. Art activities are integrated into Kindergarten classes, rather than as a separate Humanities class. Library visits are scheduled regularly.

You are expected to participate fully in the physical education class. You will not be excused from participation unless there are health concerns that are communicated in writing from your family. Be sure to bring the appropriate shoes to each P.E. class. You are expected to apply values such as patience, respect and cooperation during each P.E. class.

Evaluating and Reporting Progress

You and your family will play an important role in evaluating the progress you are making at de Paul. To fully understand your growth throughout the year, we will look at a variety of evidence. For example, we will review your class grades, samples of your work, test scores, and feedback from you and your family. Conferences are an important opportunity for you and your family to share the kinds of improvements you are seeing outside of school and to help us set goals for more growth.

Throughout the year, your progress will be reported to your family through:

- Your homework planner (teacher notes to families)
- Your homework folder (your work samples and teacher notes)
- Midterms and Report Cards
• Parent-Student-Teacher Conferences (each trimester)
• Results of standardized tests

Grades and Progress Reports
Midterms and Report Cards communicate how well you are progressing toward the learning goals that have been set to meet your learning needs. For this reason, the grades we use may have a different meaning than you have experienced in other schools. The following symbols are used to report your progress:

Teams K through 4:
4 ..... You have reached dependable mastery of our current goals.
3 ..... You are usually successful with our current goals.
2 ..... You are achieving some successes; more growth is needed.
1 ..... This is an area of great difficulty at this point.

Teams 5 through 8:

Grades assigned by performance:

Grades assigned by percentage:
A ..... You have reached dependable mastery of our current goals.
90% - 100% ..... A
B ..... You are usually successful with our current goals.
80% - 89% ..... B
C ..... You are achieving some successes; more growth is needed.
70% - 79% ..... C
D ..... This is an area of great difficulty at this point.
60% - 69% ..... D

Attitudes and Skills of Success (All Team Levels):
S ..... Strength
In ..... Inconsistent
Op ..... Opportunity for Growth

Annual Achievement Testing
We administer the Stanford Achievement Test during the spring semester. The results will provide you and your family with one view of your academic skills and knowledge. These scores alone will not give a complete view of your growth as a student, but they are helpful when we combine them with other methods for assessing your progress within our school. The staff is available to answer questions regarding the meaning of the test scores and the school's overall assessment of your progress and needs.

Extracurricular Events and Activities
Extracurricular events and activities usually occur in the afternoon, after dismissal. Those events/activities may be service-oriented (e.g., student council), fun and enrichment (e.g., cooking club) or athletic (e.g., tennis or volleyball). Students participate on a voluntary basis, requiring the written permission of their parents/guardians. You and your parents/guardians assume full responsibility for safe and punctual transportation arrangements. You are to be picked up promptly at the scheduled end of the activity, which is typically 4:30 pm. Students who are not picked up promptly will be taken to the Extended Day Program. The daily Extended Day drop-in fee of $25 will be charged to your family’s FACTS account.

You and your parents/guardians are responsible for the same appropriate behavior as is expected during the school day, regardless of location of the extracurricular event. Misbehavior may result in dismissal from the event/activity/club or other consequences, up to and including dismissal from school.
The school’s administration must formally approve any proposed extracurricular event or activity. School approval will require that the event or activity demonstrate evidence of strong and necessary organization, supervision, regard for safety and security, and stewardship of resources and facilities. Additionally, each event or activity must demonstrate a clear connection to the overall school mission and philosophy. Background checks will be required for adults who volunteer to lead or assist in the operation of any extracurricular activity, including coaching.

**Athletic Program**

The focus of the Athletic Program is to promote the self-esteem of each participant, to learn the skills involved in playing the sport well, and to enjoy practicing these skills through competitions. Good sportsmanship should rule in all situations. Players, coaches, or fans who fail to meet our high standards of sportsmanship will not be allowed to participate. Disrespect toward authority, property, or rules will not be tolerated. Athletes, you are expected to follow these guidelines:

1. Your first priority is academics. Athletics and all other aspects of school life come second to your responsibilities as a student.

2. You must be dedicated to the sport and team.
   a. Do your best to be present and on time for all games and practices.
   b. Maintain good physical health.
   c. Always behave in a manner that reflects well upon yourself, your teammates, and your school.
   d. Strive at all times to be the best that you can be.
   e. Promote team spirit by encouraging fellow athletes.

3. You must make a commitment to practicing your sport.
   a. Team sports require participation in practices to teach teamwork and to develop team cohesiveness. You must attend all practices and all games unless excused by the coach in advance. Sickness, family emergencies, and school/religious-sponsored activities are excused absences. Other leagues and other extracurricular activities are not considered excused absences.
   b. Every athlete will be expected to give 100% effort in practices as well as in games. You should give your coaches your undivided attention and full cooperation. Poor practice habits and unexcused absences may affect playing time.

4. On any team at any grade level, the only team members allowed to suit up for a game are those who have participated in an adequate number of practices (as determined by the coach) since the previous game. If you miss school because of illness or disciplinary action, you may not participate in practices or games that day or night.

5. Any infraction of the rules governing student athletes’ participation may result in suspension or expulsion from the team.

6. Academic or behavioral issues may be grounds for suspension from athletic practices or events, at the discretion of the school administration.
Parents, signing your child/children up for playing sports at de Paul automatically makes you a member of the Athletic Program. Some important things to remember as a member of The de Paul School volunteer athletic programs are:

- Sign players up on time.
- Pay participation fees at sign-ups of each sport. Fees are based on the expenses incurred by the Athletic Program.
- Have players at practice on time (no earlier than 10 minutes before) and picked up on time.
- Do not leave any player at practice without adult supervision.
- Help the athlete maintain proper care of his/her uniform. If the uniform is not properly cared for, lost, or not returned when requested, a replacement cost will be charged.
- Promote sportsmanship at all times. At home games and away games, you are an ambassador for our school. Excessive yelling and abusive language are unacceptable. Unsportsmanlike behavior will not be accepted, and the parent will be removed from the game.
- Student-athletes are not permitted to stay on campus awaiting a late afternoon (i.e., beyond 4 PM) practice or game. The school cannot provide supervision for such requests.

**Extended Day Program**

De Paul’s Extended Day Program provides a safe and stimulating environment for students at the conclusion of the school day. The daily schedule runs from 3:30 p.m. – 6:00 p.m. and includes snack, homework and study, and leisure activities, with the gym available for an hour one day a week. De Paul School faculty monitor the study centers while students complete their homework.

Families may register for the Extended Day Program at depaulschool.org/extended-day. Registration is available for every week day, certain days each week, or “drop-in.” For students who are not registered for the Extended Day Program, a request for “drop in” is required by 9:00 a.m. that day for consideration.
How We Treat Others

A School of Respect

The de Paul School is a place where everyone will be known, understood, and liked. This can only be achieved with your help. You, the student, are expected to treat everyone — teachers, students, staff members, guests — with respect and acceptance. As a Husky, you will be asked to welcome new students into your groups, to be patient with others, and to find common ground with those who at first may seem quite different from you. The school will expect everyone to treat you in these ways, as well. Frequent disrespect for others is out of synch from our school philosophy and is grounds for dismissal from our school.

The adults in our school community, including teachers, staff and parents, are expected to model respect at all times. When significant concerns arise, parents should speak directly to teachers and staff via phone or face-to-face conversation, as email or other written communication is too prone to misunderstanding and heightened emotion in such important matters. School personnel are eager to partner with parents, and they seek to establish open and respectful dialogue for this purpose.

Resolving Conflicts with Other Students

Many times in your life, you will need to handle conflicts with other people. We will help you learn to do this on your own and without using violence, cut-downs or other negative behaviors. Fighting, intimidation, and physical aggression of any nature are forbidden at our school. If you have a disagreement or conflict with someone, we want you to follow these steps:

1. Talk to the person directly. Calmly tell that person how you feel or what is bothering you. Listen to what that person has to say. Then work with that person to fix the situation. Do not spread complaints about the person or attempt to get other students “on your side,” as this will increase the conflict instead of fixing it.

2. If talking to the person hasn’t worked, seek out advice from a parent, teacher, or administrator. They can help you to think of a different way to work with the person who is in conflict with you.

3. Sometimes, you will not be able to fix the situation on your own. For example, the other person may not be willing to change his/her behavior, or you may feel intimidated confronting the student(s) involved. When this is the case, you are expected to ask an adult to assist you. A teacher or the school’s Dean will help you and the other student(s) to find a solution, or will give a consequence if warranted.

4. Sometimes, you may be the source of the conflict. If you have wronged another person, you will be expected to make the situation right. You will be expected to listen to the other person, accept responsibility for your actions, and find a way to repair any harm you have caused. Our goal will be for your relationship with that person to become stronger than it was before.

Parents and Guardians, handling conflicts respectfully and nonviolently is a cornerstone of our school culture. When a student does not live up to school expectations of respect, we will lead everyone involved to a solution through constructive, relational and nonaggressive means. De Paul families are expected to support the school in these efforts. Please contact the school if you feel your child has been unable to address a situation that is making him/her feel uncomfortable, threatened, or ostracized. (See “Disciplinary Actions” for consequences that the school may also choose to employ when addressing such concerns.)
Anti-Bullying Policy

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. (Source: stopbullying.gov)

Faculty and staff will address allegations of bullying seriously and thoroughly. Students and parents/guardians should contact the school immediately to report bullying behaviors as described above. The school will employ a combination of approaches, both restoration and school consequence, in order to resolve concerns fairly and to instruct students toward healthier attitudes of respect and acceptance. Repeated bullying behavior is grounds for dismissal from the school. See “Disciplinary Actions” for a more detailed description of school actions.

If bullying occurs outside of school among de Paul students, school administrators will offer counsel to the families involved as they work with each other toward a resolution. In-school intervention with the students involved will also be utilized, per this bullying policy and the “Disciplinary Actions,” as warranted.

Resolving Conflicts with Teachers or Other Adults at School

One of the most important student skills you will learn is how to address concerns with teachers and other adults. We will help you learn to do this on your own, so you can use this skill after you leave de Paul. Your teachers want to help you and will be open to talking with you. If you have a disagreement or conflict with a teacher, we want you to follow these steps:

1. Carefully think through what you want to say. Find words that express your thoughts without accusations or blaming. Accusations cause people to be defensive, so instead focus on the problem to be solved. You might want to start with words such as “I don’t understand …” “I feel frustrated (sad, confused, angry) …” “I want you to know …” You can get good advice about this from other adults, such as your parents, the Principal, or the Dean.

2. Find a good time to talk with the teacher. Class time is not a good time, so ask for an opportunity to talk before school, during a break, or during the teacher’s planning period.

3. Talk honestly and calmly with the teacher. Tell the teacher how you feel or what is bothering you, trusting that he/she wants to help you. Then listen to what he/she has to say, so you understand your teacher’s viewpoint. Then work together to fix the situation.

Parents and guardians, teaching self-advocacy is an extremely important part of the school’s mission to teach students how to be independent and successful. After coaching and/or encouraging your child to speak with an adult, consider calling that teacher or administrator to let them know to expect the conversation. Our teamwork will lead to successful experiences for the student that foster self-confidence and independence.

Diversity and Nondiscrimination

The de Paul School family works hard to maintain a culture of respect and acceptance. The members of our school family represent many different beliefs, heritages, families, opinions and personalities. We are made stronger by this variety, and you are expected to show welcome and respect to every member of our school. If a student shows a lack of respect to others because of who they are, our goal will be to help that student make amends and learn to appreciate others more openly. Frequent or severe disrespect for others is out of synch from our school philosophy and is grounds for dismissal from our school.
We strictly follow our nondiscrimination policy: The de Paul School does not discriminate on the basis of race, religion, ethnicity, age, gender, sexual identity or orientation, national origin, or disability in the administration of its policies, procedures, and programs. We commit to a strong policy against discrimination based on all factors. Violating this policy by any kind of discrimination and/or harassment compromises the quality of community we aspire to share. Violations of this policy are to be reported promptly to the Head of School or Dean. Violators will receive discipline appropriate to the magnitude of the offense, up to and including termination for staff members and teachers, and suspension or expulsion for students. Confidentiality for both accuser and accused will be respected to the utmost extent possible.

A Non-Sectarian School

As a nonsectarian school, The de Paul School refrains from activities which promote one set of religious beliefs over others. Reciting the Pledge of Allegiance is part of the homeroom routine each school morning. A student is not required to participate in secular activities (such as the Pledge of Allegiance) which conflict with his/her religious beliefs.

Where appropriate, awareness of different faiths may be included in lessons or discussions, in order to appropriately teach aspects of history, society or literature. Such education will not promote or denounce any religious beliefs, and therefore is not considered to be an infringement of any student’s religious freedom.
Guidelines for Students

Attendance and Absences
Your regular attendance is necessary in order for you to reach your learning goals. You should therefore take steps at home to make sure you arrive to school on time.

- **7:30** School opens for students. Enter school through the gym. The Study Center is available.
- **8:15** Students move to homerooms to prepare for the day. Try to arrive at school by this time.
- **8:30** Classes begin. You are tardy if you arrive after this time.

You should not come to school if you have a fever or if you know you have a contagious illness. If you are absent, check in the Study Center the next morning before school to see if you have any missed assignments to complete. You should arrive at school by 8:15 so you have time to prepare your materials before your 8:30 classes begin. If you arrive after 8:30, stop by the office to get a tardy slip before heading to class.

Arriving Prepared for the Day
Your responsibilities as a student include making sure you are ready for the school day. If your class materials are running low, visit the bookstore before school to purchase new supplies. If you do not have money on hand, the bookstore can charge your family’s account.

If you need help with the previous night’s homework, you may arrive at school as early as 7:30 to see your teacher and to complete your work in the Student Center. By taking such steps, you show that you are a responsible and independent student.

Try to arrive by 8:15 each morning so you have time to get organized, replenish your supplies, and sharpen pencils before classes begin.

Cell Phones and Electronic Devices
Leave your cell phones, music players, electronic games, and all other electronic devices at home. For many reasons, these put students and our school at risk, so they are forbidden from school, educational trips, and after-school activities. If you accidentally bring such an item to school, it is your responsibility to take it to the main office immediately for safekeeping. You should do this as soon as you realize that you have it at school.

If you must have a cell phone immediately after school for safety reasons — for example, if you walk home from school — your parent/guardian should sign a permission request form that explains this need. You may then bring your phone to the office before homeroom and may pick it up when you dismiss from school. Even with this permission, you may not show your phone to others or use it at school or on the bus. Be sure to follow school rules for cell phones so that this permission is not taken away.

All other devices found at school will be confiscated and returned directly to parents/guardians, and may result in consequences for the student. The school cannot be held responsible for loss or damage to any personal device which a student chooses to bring on our campus.
Dress Code

Students, when you choose your clothes for school, be sure they represent de Paul’s emphasis on serious work and self-respect. For example, avoid wearing any clothing that is torn or too revealing. The guidelines below will help you to choose wisely. If you do not follow the school’s dress code, the school may contact your family or give you a consequence, depending on the severity and frequency of the issue. School administrators have the right to interpret these guidelines as specific questions arise.

Pants, skirts, dresses

- Long pants: Jeans, khakis or other slacks are appropriate. Sweat pants and athletic pants are not appropriate. Wear a belt if your pants have belt loops. Your pants should not sag and should not be extremely tight.
- Shorts: Shorts can be worn in warm months: August, September, October, April and May. You may only wear hemmed shorts such as cargo shorts and khaki shorts, and these should reach close to your knee in length. Athletic shorts are not appropriate. Wear a belt if your shorts have belt loops.
- Skirts, tunics, or dresses: These should be long enough to reach close to your knee when you are standing. If you wear a dress with shoulder straps, you must also wear a sweater or blouse to cover your shoulders.
- Leggings: If you are in Kindergarten through Team 3, you may wear leggings as pants. If you are on Team 4 or higher, you must wear something over leggings (or yoga pants, etc.) to cover your upper legs, such as shorts, a skirt, tunic top, or a sweater dress. These should reach close to your knees in length.

Shirts and tops

- Your shirts, tops, or blouses must have a folded collar, such as a polo or dress shirt. T-shirts are allowed in P.E., but must be worn underneath a collared shirt at other times of the day.
- Your shirt must stay tucked in throughout the day, so choose shirts that are long enough that they don’t come untucked easily.
- Tunic tops are an exception; they are not required to have a folded collar and may be worn untucked. They must be long enough to reach close to your knee when you are standing.
- Shirts should not have large logos (bigger than your hand) and should not have printed messages or pictures. Shirts and other clothing should not advertise other schools or their sports teams.
- De Paul polos are encouraged to display school spirit, but other polos are acceptable as well.

Socks and shoes

- You must wear socks with your shoes or sandals. Your socks should match each other.
- On P.E. days, be sure to bring athletic shoes. Boots and dress shoes are not safe for P.E.

Sweatshirts, sweaters, jackets

- Sweaters, vests and lightweight fleece or cotton zip-up jackets may be worn over a collared shirt, as long as they do not have a hood. They should not have large logos (bigger than your hand) and should not have printed messages or pictures. These should not advertise other schools or their sports teams.
- You may wear a hoodless sweatshirt over a collared shirt, as long as it is a de Paul sweatshirt.
- Hoodies (or anything with a hood) and outdoor coats must be removed once inside.
Spirit-Wear Days

On spirit-wear days, you may wear any kind of de Paul shirt, such as athletic jerseys, club t-shirts, or Compassion t-shirts. If you wear a sleeveless jersey, please wear a t-shirt underneath. If you do not wear a de Paul shirt, you must stay within our regular dress code on these days.

Hairstyles

- Keep your hair clean and neat.
- Keep your hair out of your eyes. If your hairstyle makes this difficult, you will be instructed to get a different style.
- Boys should keep their hair cut above their shirt collars.
- Some hair styles, including unnatural hair colors, are not appropriate for our school. They can distract attention of others from school matters. Your teachers and staff can help you to identify styles to avoid before you try them out.

General Fashion notes

- Remove your hat or head covering once you are inside the school building.
- Do not wear camouflage patterns at de Paul.
- Makeup should not be worn in elementary school.
- Do not wear perfume or cologne to school, out of respect for those who work near you each day.
- If you have a tattoo or other body art, you must cover this throughout the school day and at school functions.
- Wear only one wristband or necklace instead of several. If a teacher determines that your jewelry or wristband is distracting or inappropriate, he/she will instruct you not to wear it to school anymore.

“Fidgets” and Other Accommodations

We will teach you strategies for managing your body, mind, and emotions. Our goal is that when you move to your next school, you will be in charge of yourself and you will know how to stay focused in class. Sometimes, students and their families request chewing gum or “fidget” tools to help them focus. These do not always work well and can be very distracting in class, so they may be used only with permission from the school. Only specific tools have been approved by de Paul for such purposes. Since our goal is to prepare you for typical classrooms in your future schools, we generally try to avoid the use of these items and instead teach strategies that you can use inconspicuously in your future schools.

Do not bring fidgets, gum, putty, or other items to school. If given permission, you may purchase the approved item from the school.

Hard Work and Effort

You are expected to work as hard as your teachers to reach your learning goals. Teachers will help you and will not ask more of you than you can do, but they will also expect you to do your best. We will work with you to build the following attributes of success:

- Drive … Push yourself toward excellence and independence.
- Resilience … Remain goal-focused and try hard, even after experiencing failure.
- Confidence … Present a positive and optimistic attitude about your ability to learn.
- Conscientiousness … Put your best effort into doing work well when working on your own.
Homework

Daily homework is expected and required of all de Paul students. Homework not only helps you to practice your skills independently; it also helps you to develop important habits you will need in high school and college. Successful homework practice requires something of you, your teachers, and your family.

Teachers will prepare you adequately for the assignment and will help you to record the assignment appropriately in your agendas. Homework is intended as review and practice, and it will involve those skills that the teacher believes you are ready to perform independently. Teachers will communicate your team’s requirements and frequency of homework to your family throughout the school year. If you repeatedly fail to complete homework, the teacher will contact your family and a school administrator in order to assist you in completing the homework on a consistent basis.

You, the student, are expected to take responsibility for making sure your assignments are completed with your best effort. This means

1) writing the assignments carefully in your homework planner,
2) making sure you understand the assignment before leaving school,
3) completing the assignment with your best handwriting and sincere effort,
4) contacting a classmate if questions arise after school,
5) seeing the teacher before school the next day if help is needed, and
6) completing the assignment in the school study center after meeting with the teacher.

Parents/Guardians are responsible for helping the student create an organized and distraction-free area for homework. Students will need parental support in creating a daily schedule which designates the best time for homework. Parents are responsible for making sure the student is completing all homework assignments consistently.

Parents/Guardians, you may need to take an active role in keeping your child on-task until homework is completed. Particular assignments may require parent involvement, such as studying math facts or preparing for a test. You are not expected to re-teach a skill that the student has forgotten; if this occurs, you are asked to make note of this on the homework page so the teacher can provide additional instruction. Parents are encouraged to contact teachers with questions or concerns so they can support the student throughout the homework process.

Student Materials

All of your needed books and school supplies are initially provided by The de Paul School. These supplies are part of the organizational skills we will be teaching you. Your responsibility is to maintain these supplies. When you run low on a school supply, you may buy more from the school bookstore or you can supply these from home. The bookstore is open Monday – Friday, 8:20 a.m. – 3:20 p.m.

Using School Technology

Students, we offer you the privilege of using a school computer at de Paul. That opportunity comes with much responsibility. If you abuse this privilege – for example, if you are careless with a computer or use it in a way that breaks school rules – you may lose your access to our computers and you may receive other disciplinary action as well. If hardware or the school network is damaged as a result of misuse or negligence, your family will be held responsible for the associated costs.

Students are not allowed to:
• use school technology in any way that is not authorized by the teacher
• visit unauthorized websites, blogs, or other sites which contain objectionable material
• damage equipment, whether intentionally or through negligence
• access folders or information that belong to others
• attempt to bypass the school’s safety and protective measures
• download any type of software to the computer, including file sharing and instant messaging software
• use the internet to contact outside parties without the teacher’s permission
• use another person’s work or submit his/her own work as someone else’s
• cyber-bully, harass or demean others through the use of technology
• use school or personal technology off campus in a way that compromises the school’s security, the school’s reputation, or the security of other students

If a student attempts to do actions such as those above, he/she will face consequences that may include suspension from computer use. Please see “Disciplinary Action” for procedures which may be implemented in the event of misuse of technology.

Parents/Guardians, The de Paul School uses tools to both filter and monitor internet use. The internet is only used under adult supervision. However, all shall understand that student usage of technology – even with the most stringent safeguards – may from time to time lead to access of sites, materials, and information which could be deemed objectionable.
A Safe and Healthy School

Arrival of Students

Before 7:30 a.m. … Please do not enter the school parking lot before 7:30, so that faculty and staff can access their parking spaces. Students may not arrive on campus before this time.

7:30 a.m. .... School opens for early arrival of students. Students should be dropped off at our gymnasium door at the end of our parking lot, where they will be greeted by our staff. Faculty and staff members will be present to monitor these students, either in the gym or in the Study Center.

8:15 a.m. .... The school day begins as students move to homeroom to organize their materials and to prepare for their classes. We encourage students to arrive by this time.

8:25 a.m. .... Students arriving after this time should enter school through the Main Entrance.

8:30 a.m. .... Classes begin. Students arriving after this time will receive a tardy slip.

Dismissal and Transportation of Students

De Paul has designed its dismissal procedures with keen attention to the safety of students. Families and other transporters are asked to adhere to these procedures so that our routines can proceed as intended. We understand that early dismissals through the office are occasionally necessary, but request that these be kept to a minimum.

3:20 p.m. .... Walkers and bus riders depart
3:25 p.m. .... Carpool numbers 1-50
3:30 p.m. .... Carpool numbers 51-100
3:35 p.m. .... Carpool numbers 101-150
3:40 p.m. .... Carpool numbers 151-200
3:50 p.m. .... All students must be off campus unless they are involved in school-related activities. Students who have not been picked up by this time will be taken to the Extended Day Program. The daily Extended Day drop-in fee of $25 will be charged to your FACTS account.

Dismissal Registration: The de Paul School will mail families important information regarding transportation in July. Families will be required to identify the means by which a student will be leaving from school each afternoon. Also, each family will be asked to identify the adults with whom a student may leave. All car riders will be assigned and mailed a specific pick-up time and number before school starts in August.

Students are to be registered for dismissal in one of the ways listed below. For the safety of students, we do not release students to meet a car at an off-campus location. Car riders must be picked up via our drive-through procedure.

- Car rider ................................ Drive-through dismissal procedure.
- Professional transportation ... Drive-through dismissal procedure.
- Walker ................................. Student walks to his/her home.
- TARC ................................. Student walks to bus stop.
- Extended Day ...................... Student will be picked up later in the day.
Dismissal procedures: A brief video which describes our drive-through dismissal procedure can be viewed here or in the “Student Portal” section of our school website. Your familiarity with these details will help everyone’s experience to be smooth.

The school will announce dismissal guidelines at the beginning of the school year to facilitate orderly and safe dismissal from school. Whether a student is a car rider, a public transportation rider, walking home, or going to extended day, it is the family’s responsibility to ensure that the student complies with dismissal guidelines.

For safety and security reasons, drivers and pedestrians should exercise patience and full attention at arrival and dismissal times. The traffic flow before and after school is typically heavy and activity along our main streets and side streets must be attended to. Many vehicles are trying to enter or exit the same relatively small space. Cease cell phone communication while driving onto or away from our campus, as this can distract drivers at a most important time. Drive slowly at all times and be especially attentive while merging onto or off of campus, such as from the lot onto Duker or from our lot onto the alley. Watch for signals and directions from staff members who are monitoring during dismissal.

Dismissal permissions: Notify the school office in writing if a student is leaving school differently than normal. If written notification is not received, the school may refuse to release the student. If there is legal documentation citing who may or may not pick up a student, that document must be discussed with the Head of School and kept on file.

No student can leave the school building without having been formally released by a teacher or staff member. This is a very important safety issue. Leaving the building without expressed permission from a teacher or staff member may result in suspension and/or dismissal from The de Paul School. No staff member of The de Paul School can transport students to or from school, unless approved by the Head of School.

Student Conduct

Students, you are expected to show respect for yourself, fellow students, teachers, and the school building. We will teach you to be responsible, honest, kind, and to use self-control. We expect you to work hard with us to grow in these areas. We understand that from time to time you will make mistakes that affect other people. When this happens, we will approach the situation as an opportunity for you to repair the harm that has been done and to learn from your mistakes. The school may give you consequences, as well. The teachers and staff will use the same amount of effort, expertise and hopefulness to address these kinds of mistakes as they do when responding to academic difficulties. We expect you to show an interest in correcting mistakes you have made.

Conduct that interferes with our learning goals or the safety and security of community members will not be tolerated. Familiarize yourself with the expectations and policies that are explained throughout this handbook, as many of these relate to the list below. Misconduct includes, but is not limited to, the following:

- disruptive behavior within the classroom or hallways
- language or gestures that include profanity, sexual content, or inappropriate topics
- words or actions that demean others or that intentionally place others in uncomfortable situations
- fighting, aggressive behavior, or threatening behavior
- bullying
- discriminatory comments or actions; harassment
- dishonesty
- disrespectful behavior directed toward a member of the school community
• disregard for the instructions and directions of a teacher or staff member
• possessing distracting, inappropriate, or dangerous items on our campus
• consistent violation of the school dress code policy
• misuse of computer technology and the school’s network
• misconduct in cyberspace or on social networking sites
• inappropriate or unwelcome touching of another student

When on campus or at a school-sponsored event, each member of The de Paul community is required to conduct oneself per the conduct guidelines established by the school as stated in this handbook. In doing so, we serve as responsible models for our students/children and support the philosophy of the school.

Disciplinary Action

Depending on the severity of the situation, misconduct is typically addressed through one or more of the following actions. The sequence below shows the typical increase in severity of response. At any of these stages of response, the student may have the opportunity to take responsibility and repair any harm that was done, or the student may receive consequences, such as time-out, extra work, or a detention.

• The teacher and student use strategies within the classroom to redirect the misbehavior.
• Support is provided by the Dean to address the misbehavior, resolve conflicts, and to help the student prepare to reenter class.
• The teacher conferences with the student and communicates with home to seek an understanding and a solution.
• The teachers, student and the Dean meet to seek solutions.
• Teachers and staff create a plan to encourage improvement and share this with parents/guardians.
• A parent conference is held with the student, teacher, and Dean and/or Principal.
• The administration initiates a probationary period, during which time specific target goals must be met.
• The administration assigns an in-school or out-of-school suspension for one or more days.
• Consistent disregard for school policies may lead to dismissal from The de Paul School.

Misconduct which is deemed by the school to be of most serious nature may require immediate disciplinary action which may not follow the sequence identified above. Disciplinary action will be determined at the discretion of the staff of The de Paul School. The school takes into account the perspectives of the individual child, the teacher(s) and the entire school community in adjudicating fairly. It is expected that parents/guardians will support the school’s decisions as they relate to disciplinary action.

Detention may be assigned as a disciplinary consequence, at the sole discretion of a teacher or administrator. Prior notification to parents/guardians will occur before an after-school or weekend detention is to be served. Students in detention will be supervised by a staff member throughout that period of service. The full support of parents/guardians in the assignment of detention is very important, especially in regard to honoring the assigned date and time.
When a student’s or parent/guardian’s behavior is considered to be a persistent concern for the teacher(s), classmate(s), or general school community, the child may be dismissed from The de Paul School. Behavior that misrepresents our school community may lead to dismissal from The de Paul School.

Corporal punishment is not permitted at The de Paul School at any time.

**Damage to School Property**

Students, you are expected to show respect for our school and the people who work to maintain our building and belongings. If your behavior accidentally or intentionally leads to damage or loss of school property, you and your family will be responsible for the cost of repair or replacement. The administration will determine whether other disciplinary actions are in order, up to and including suspension or dismissal from school.

**Drugs, Alcohol, and Tobacco**

Students may not possess tobacco, drugs, or alcohol on our campus or at school events at any time. The purchase, possession, usage, sale, or distribution of these illegal substances or related paraphernalia on campus or at a school event may result in dismissal from the school. When reasonable suspicion of possession on campus exists, police may be called. Parents will be notified in the event that such misconduct is suspected or observed. That student will be subject to disciplinary action that may include suspension or dismissal from school.

Any concerns regarding safety or security for any student/member of the school community should be reported immediately to The Head of School.

**Firearms and Weapons**

Possession of incendiary devices or weapons of any type – whether functional or not – will be cause for immediate suspension or dismissal. Weapons may include, but are not restricted to, any weapon from which a projectile may be discharged; knives of any kind; clubs; martial arts weaponry (e.g., throwing stars); and incendiary devices (e.g., fireworks).

Should a student be in violation of the above policy, the following steps can be taken:

1. Contact authorities.
2. Parents or guardians are contacted.
3. Student will be suspended or expelled from de Paul.
4. Reason for dismissal is noted on the student's permanent record.

Any concerns regarding safety or security for any student/member of the school community should be reported immediately to The Head of School (459-6131 ext. 1205).

**Sickness and Contagious Illnesses**

Students should not be sent to school when their illness may be transmitted to others. This includes illness or conditions such as head lice, cold, flu, viral infections, mumps, measles, chicken pox, mononucleosis, and other medical conditions. The de Paul School reserves the right to make the determination of appropriate actions as to communicable diseases/illnesses based on the nature and severity of the condition. This policy is designed to protect all members of the school community.
A student with a temperature of 100°F or more should not come to school. A fever is a sign that the body is fighting off infection, which means the child is vulnerable and can also spread the virus to others. The student should remain at home until at least 24 hours after he/she is free of fever, without the use of fever-reducing medications.

Secure Campus

Our building remains locked to the outside throughout the day. All visitors must be admitted through the main entrance of the school, where they will be registered and given a visitor's badge. Students, parents, and non-employees may not enter school after 8:30 through any other door. Students, parents/guardians, and guests should never admit a visitor into the school building through any door.

A student should only leave the de Paul building under the direct supervision of a teacher or staff member.

The school has established “lock-down” protocol for the event of an emergency, and lock-down drills are practiced throughout the school year.

Visitors

Visitors to The de Paul School are required to set up an appointment prior to visiting the school. Alumni of the school are encouraged to visit; however it is necessary to make an appointment prior to the visit. All visitors must enter through the main entrance of the school, where they will be registered and given a visitor's badge.
Additional Guidelines for Parents

Absences and Tardiness

Regular school attendance is a necessity for our students. If your child is unable to attend school, please call the School Secretary at 459-6131 (extension 1212) by 8:00 a.m. Because regular school attendance is an important factor contributing to school success, we monitor attendance closely. Should absenteeism become habitual or chronic, the school will contact families to address the matter. Chronic absenteeism may result in a student’s dismissal from The de Paul School.

Tardiness and early dismissals disrupt learning and compromise the organization of the school day for the student and others. Please see “Arrival and Dismissal of Students” and “Early Release of Students” for detailed information. Families will be contacted when tardies or early dismissals become excessive in the judgment of the school.

The school requests that families not schedule vacations which would remove a student from classes during instructional days. The school will not be held responsible for providing homework or compensatory instruction for time missed due to an unexcused absence such as vacation.

Communication Guidelines and Policies

The student, the family, and the school must maintain regular communication throughout the school year. We regard this “tripod” as an essential team in meeting each student’s needs.

1. You are encouraged to contact the student’s respective teacher(s) to obtain information about your child’s progress. Each teacher has an email and voicemail extension number. Teachers are generally available to respond to messages following daily dismissal. When significant concerns arise, parents should speak directly to teachers and staff via phone or face-to-face conversation, as email or other written communication is too prone to misunderstanding and heightened emotion in such important matters. School personnel are eager to partner with parents, and they seek to establish open and respectful dialogue for this purpose.

2. Please send important information regarding a student’s health or personal needs to the school (ATTN: School Secretary). This includes information regarding allergies.

3. Parents/Guardians are expected to attend our three formal Parent-Teacher-Student conferences held during the school year. Students are considered an essential part of these conversations, and are recorded as absent if they do not attend. Each student will be scheduled one 30-minute conference time slot per trimester. Please consult the school calendar for those specific dates. In consideration of faculty members’ busy schedules, we ask that you schedule their conferences on the designated days.

4. Student work is sent home on Fridays or the last day of each week within the Homework Folder. Homework Folders are to be brought back to school the following Monday. Homework Folders may contain a variety of student work: tests and quizzes, first and final drafts of written work, daily assignments, etc. Questions regarding content of the Homework Folder should be directed to the student’s teacher.

5. Our school website features information which we update regularly (events and announcements). The website address is on the front cover of this handbook.
6. The Husky Weekly bulletin is emailed to families on Fridays, August through June. The bulletin will contain important announcements, commentary related to school and home life and other important information. Previous editions of the Husky Weekly are archived on the school website.

7. The school abides by the provisions of the Buckley Amendment with respect to the rights of non-custodial parents. In the absence of a court order to the contrary, school will provide the non-custodial parent with access to the academic records and to other school related information regarding the child. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with court certified copy(ies) of the court order for school files.

8. A student directory will be distributed each fall, featuring contact information for each enrolled student. Any change in address or contact information must be forwarded to the school. Information contained in the student directory may not be used for any purpose unrelated to the educational goals, programs, and activities of the school.

Communication among all constituents of The de Paul School should be kind, fair, truthful and respectful. All members within our school community follow the same rules for positive relationships and dialogue that we expect of students and teachers throughout the school day. The school community responds appropriately when anyone – student, parent/guardian, educator or other adult – engages in inappropriate communication practices (e.g., profanity, gossip, blaming, disregard of important messages or correspondence, threatening comments/verbal bullying, cyber-bullying, discriminatory statements, and/or disregard for others’ circumstances) which compromise the philosophy and dignity of the school community at large. Any student or adult who disregards handbook-stated guidelines for appropriate communication may jeopardize his/her family’s membership within the school community. This extends to spoken or written communication through any medium, including face-to-face dialogue, telephone, letter, email or text message, and/or social networking sites.

**Early Release of Students**

When it is necessary for a student to leave school during the class day, the school office must be notified in writing. In this correspondence, parents/guardians should state the time, date, and reason for early dismissal. It is important that one also names the person to whom the student will be released. When a student is picked up for early dismissal, he/she must be signed out in the school office before leaving. The person picking up the student must show photo identification, consistent with information received and/or on file at the school.

Except in cases of emergency, families must provide the school with notification of early dismissal before noon of the day in which the child is to be excused from class. The school discourages early dismissal (i.e., before 3:20).

Excessive early dismissals can disrupt the academic progress of students. Early dismissals during the final homeroom period or during our regular dismissal routine are disruptive to our structure and security, as well. Excessive early dismissals will warrant special attention by the school.

**Educational Trips**

Educational Trips are privileges afforded to students. No student has an absolute right to an educational trip. Students may be denied participation at the discretion of the administration if they fail to meet academic or behavioral requirements or for other valid reasons in the judgment of the school.
Each student’s family must complete and return a signed permission form before he or she can be allowed to leave campus for an educational trip. The school will not accept forms other than the one which the school has adopted for each specific individual trip. Chaperones are required to have a background check performed by the school and may not participate as such without first receiving permission from the school.

Personal electronic devices (e.g., phones, iPods, game devices, etc.) are not permitted on school educational trips.

**Field Trip Chaperones**

The school sometimes requests parent/guardian volunteers to chaperone on or off-campus activities. To fully protect our students and school community, parents/guardians who apply to volunteer must first participate in criminal background checks conducted by the school following written permission by the parent/guardian.

**Lunch**

Flik Independent Dining Services provides healthy meals at lunch to all students in our dining room. The cost of meals, including flavored water and milk, is included in the cost of tuition. Students are expected to demonstrate respectful and appropriate etiquette in the dining room and should develop dining habits that are healthy and contribute to the conservation of food resources.

Parents are welcome to enjoy lunch in our dining room with 24 hours’ notice. Parents should sign in and pay for lunch ($5) at the front office.

Spirit Day occurs approximately once a month on a Friday. On Spirit Day, there is an à la carte charge for pizza slice, salad bar, and dessert, with all proceeds going directly to our Athletic Department. Milk, water, and fruit are provided.

**Medication**

Students may not carry any prescription or nonprescription medication with them while on the school campus. This includes any vitamins, supplements, lozenges or cough drops, pain relievers, or any other nonprescription medications or health aids.

The school will administer prescription medication upon request by the parent/guardian. Prior to sending medication to the school office, parents/guardians must submit a Prescription Medication Release Form to the school office. Medication must be in its original container, labeled with the student’s name, and must then be sent to the school’s main office along with the signed release by parents/guardians concerning the administration of that medication.

The school will not administer nonprescription medication to students. A parent/guardian may administer such medicine to his/her child on campus.

**Photo Opportunities and Media Releases**

Throughout the course of the school year, various photo opportunities arise that could include our students. These include in-school videotaping of class for review by the teacher and principal for professional development purposes, pictures for the yearbook, or special events such as a class project, educational trip, assembly,
Compassion Celebration, Field Day, and Recognition Night. Typically, these are viewed by classmates and families of classmates.

In addition, our positive public relations and marketing programs create interest in and awareness of The de Paul School, encouraging families to enroll, and procuring philanthropy whose benefits include Tuition Assistance funding. Our students are capable, intelligent and talented, and we portray them in that light. Our efforts may include, but are not limited to, such things as brochures, newsletters and communications, electronic media, achievement and award announcements, advertising, news releases, and publically-viewed video. There are times when outside media such as local TV stations and newspapers might visit to observe an event and request to take film footage or photos of our students. A signed form giving or declining the parents'/guardians' consent must be on file for each student. We will respect the wishes of anyone who chooses not to be photographed or used for promotional purposes.

School Closing

If The de Paul School decides to cancel classes due to inclement weather (e.g., snow or ice), the decision will be communicated to local major media outlets for their closing lists. The announcement will name The de Paul School specifically. We will also contact each family via the OneCallNow messaging service, so that households can receive personalized messages.

If school is to be delayed due to inclement weather, please note the following:

- A one hour delay means that homeroom/classes begin at 9:30 a.m.
- A two-hour delay means that homeroom/classes begin at 10:30 a.m.

On delayed opening days, we will still have the gym open and monitored at 7:30 a.m. for those children who must arrive at their regular times due to their specific transportation arrangements.

Once our school day is in session, we do not ordinarily dismiss classes at midday due to inclement weather.

Tuition Agreement

The Tuition Agreement includes reference to The de Paul School Handbook and compliance with its terms and policies. Please refer to the Tuition Agreement for information regarding the references to this Handbook and your rights and duties regarding tuition payment and terms of enrollment.

Vacation

The school requests that families not schedule vacations which would remove a student from classes during instructional days. This disrupts the child's learning process and can compromise the effectiveness of class responsibilities and projects. The school will not be held responsible for providing homework or compensatory instruction for time missed due to an unexcused absence such as vacation.
The de Paul School

Academic Calendar for School Year 2017-2018

JUNE & JULY, 2017
June 19 – June 30 ....... de Paul School Summer Program (Math)
July 10 – July 21 ........ de Paul School Summer Program (Language Arts)
July 4 ....................... Holiday (Campus Closed)

AUGUST
August 3-4 ............... Parent/Teacher Informational Conferences and Team Planning /Collaboration
August 7-11 ............. Faculty and Staff Workshops
August 9 ................... Back to School Night 6PM to 7PM
August 14 .................. First Day of School

SEPTEMBER
September 4 ............. Holiday; No School
September 29 ............. Parents/Teachers/Students Conference Day

OCTOBER
October 6 .................. Fall Break; No School
October 9 ................... Professional Development Day; No School

NOVEMBER
November 6 ............. Professional Development Day; No School
November 10 ............. End of Trimester One
November 22-24 ........ Holidays; No School

DECEMBER
December 19 ............. Noon Dismissal (Begin Holiday Break)

JANUARY, 2018
January 3 ................... Classes Resume
January 15 ............... Holiday; No School
January 26 ............... Parents/Teachers/Students Conference Day

FEBRUARY
February 19 ............ Midwinter Holiday; No School
February 20 ............. Professional Development Day; No School
February 28 ............. End of Trimester Two

MARCH
March 12 ................... Professional Development Day; No School

APRIL
April 2-6 ................... Spring Break
April 20 ..................... Parents/Teachers/Students Conference Day

MAY
May 4 ....................... Holiday; No School
May 16 ..................... Professional Half-Day; Noon Dismissal
May 18 ..................... Field Day and T8 Retrospective
May 24 ..................... Team 8 Recognition Ceremony @ 7:00 PM
May 25 ..................... Final Scheduled Day of School
May 28 ..................... Memorial Day Holiday; Campus Closed

Make-Up Days in order of usage: March 12; February 19; February 20; May 29, 30, 31; with June Days if needed.