Parent-Student Handbook & COVID-19 Addendum

2020-21

St. Francis School (“St. Francis” or the “School”) Parent-Student Handbook (the “Handbook”) is published and distributed to members of the St. Francis community for the purpose of providing information on aspects of student and campus life so that students may gain as much as possible from their experience at the School. Students, parents, faculty, administration, and staff should all read and be familiar with the contents of the Handbook, so that each member of the community knows and understands the School’s expectations. While policies in this Handbook will generally apply, the School may take actions that it determines to be in the best interests of the School, its employees, and its students. This Handbook does not limit the authority of the School to alter, interpret, and implement its rules, policies, and procedures, before, during, and after the school year. This Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between St. Francis and any parent, guardian, or student affiliated with or attending the School. St. Francis may, in its sole discretion, add, revise, and/or delete School policies before, during, and after the school year.

Handbook published 8/3/2020

Covid-19 addendum published 8/18/2020
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COVID-19 SPECIAL NOTE

St. Francis School will be conducting in-person classes for some of the 2020-21 academic year unless State guidelines and recommendations direct otherwise. St. Francis School will take all reasonable measures to maintain a safe environment for all students. Those students who attend in person do take on an assumed risk of contracting communicable illnesses including, but not limited to, the COVID-19 virus.

This Handbook does not include the specific plans, policies, and protocols that will be necessary due to COVID-19. We will issue an Addendum to the Handbook detailing those before the start of the school year, and will continue to revise or add to the Addendum throughout the year as needed.

IMPORTANT CONTACT INFORMATION

Whom to Contact – If parents or students have a question and are not sure of the correct person to contact, the following list may be helpful:

Absences/Tardies/Address Changes/General Information: Preschool – Renee Hennessy; Goshen – Betty Gavin; Downtown – Laura Devlin.

Academic/Behavioral/Social Concerns – Please contact the student’s Lead Teacher, Advisor, or subject-area teacher with particular concerns or related questions. For more general concerns, contact: Preschool – Renee Hennessy, Director; JK-4th Grade – Jennifer Griffith, Lower School Director; 5th - 8th Grade – Shelly Jones, Associate Head of School - Goshen Campus, Teaching and Learning, or Zak Cohen, Middle School Director; 9th-12th Grade – Suzanne Gorman, Associate Head of School - Downtown Campus.

Admissions/Financial Aid – Toni Robinson for Downtown; Trisha Amiraault or Kelli Carter for Goshen/Preschool. They are responsible for shadow visits, Open Houses, marketing activities, re- enrollment of students for the following year, and financial aid/scholarships.

Advancement Office – The Advancement Office is responsible for the outward facing aspects of the School; fundraising, marketing, communications, alumni relations, Parent Association, public relations, special events, and publications. Within the Advancement Office, Síofra Rucker G’84 is the Associate Head of School - Development and External Relations and works specifically in Capital Campaign, Major Gifts, Marketing/Advertising, Communications/Publications, and PR; Kenisha Kelsey is the Director of Annual Giving and handles the Annual Fund, Scholarship, Grants, and Galas (Our Good Earth and Imagine!)
and other special events, and serves as the Parent Association Liaison; Melanie Pugh is the Director of Alumni Relations and Stewardship; and Marcy Jackson is the Marketing/Communications Coordinator.

**After-School Activities Program, Derby Camp, Summer Camp (Goshen Campus)** – Kelli Carter, Director of After-School and Summer Programs.

**Athletics** – Tony Butler, Downtown Campus Athletic Director; Shavar Cowherd, Goshen Campus Athletic Director; Olivia Netzler, Assistant Athletic Director.

**Billing** – Sophia Murphy - Accounting Manager

**Bus Service** – Dustin Hall - Director of Transportation

**Classroom Visits** – Lead Teacher/Advisor on the Goshen Campus

**College Counselor** – Leslie O’Connor

**Counseling** – Julie Marks (Goshen) and Terri White (Downtown)

**Curricular Questions** – **PS:** Lead Teacher or Preschool Director Renee Hennessy; **LS:** Lead Teacher or Lower School Director Jennifer Griffith; **MS:** Advisor or Middle School Director Zak Cohen; **HS:** Associate Head of School - Downtown Campus Suzanne Gorman or Registrar Alissa Shoemaker.

**Discipline** – **PS:** Lead Teacher/Preschool Director Renee Hennessy; **LS:** Lead Teacher/Jennifer Griffith, Lower School Director; **MS:** Advisor/Zak Cohen, Middle School Director; **HS:** Suzanne Gorman, Associate Head of School - Downtown Campus.

**Enrichment Program** (our Lower School after-school program) – Keyonda Turner, Enrichment Program Director

**Homework Hall (MS/HS)** – Claudia McCrocklin, Director of The Learning Center

**The Learning Center** – Claudia McCrocklin, Director of The Learning Center. The Learning Center on the Goshen Campus offers a variety of programs including Academic Support, Content Tutoring, Reading, Writing, and Math Remediation, and Stop for Success; The Learning Center on the Downtown Campus offers a variety of programs including Academic Support, Content Tutoring, Academic Check-Ins, and Standardized Test Prep.

**Parent Association** – Kenisha Kelsey is the liaison to the Parent Association. Chairs for the 2019-20 school year are Laura Burke and Stacy Plotts (Preschool), Allison King (Goshen), and Dianne Siciliano (Downtown).
DESCRIPTION OF MAJOR SCHOOL EVENTS

Admissions Open Houses: These events are held at each campus for prospective parents and students to learn more about St. Francis. Parents are encouraged to help out at these events and to bring prospective parents and students they may know.

Advisee Games: The High School’s half-day “field day” in which Advisee Groups compete in a costume contest and a variety of events for the coveted Advisee Cup.

Awards Assembly: The High School holds this assembly each May at which the majority of the year’s academic awards are handed out. It is an event attended only by students, faculty, and staff.

Back-to-School Picnic: Held each August, the picnic is an opportunity to kick off the academic year for all St. Francis families. In addition to fun children’s activities like a bouncy house and face painting, the Varsity soccer and field hockey coaches and teams conduct clinics for Middle School athletes, followed by soccer, volleyball, and field hockey scrimmages.

Book Sale: At the High School, families are responsible for purchasing all books for classes, via online links sent out in the summer. Both used (through the Parent Association) and new books are available.

Goshen Campus Step Up Day: Each year, we recognize our 8th Graders as they make the transition to high school. We celebrate each student as an individual on this day, recognizing their personal and academic growth during their time in the Middle School. A number of special awards are given on this day, and all 8th Graders receive a commemorative abacus, a traditional symbol of St. Francis.

Fall Sports Picnic: Each fall, the School community is invited to come together and watch Middle School and High School soccer, volleyball, and field hockey games, and enjoy a picnic and camaraderie while cheering the team on.

Field Day: The traditional end-of-year event on the Goshen Campus, at which 3rd through 8th graders are divided into teams of School colors Red and Blue and compete in various events.

Grandparents’ Day: Both the Goshen and Downtown Campuses host a Grandparents’ Day.
At the Goshen Campus, grandparents enjoy a musical performance by every grade level and lead area visits with their grandchildren; at the Downtown Campus, grandparents attend a couple of classes and share lunch with their grandchildren. Grandparents of preschoolers are invited to the Preschool Derby Tea and Race Day in the spring.

**Graduation:** Each May, the High School holds a Graduation ceremony to honor its senior class. Several awards are given, any senior who wants to can speak, and diplomas are granted.

**Imagine!:** The Imagine! Art Auction + Scholarship Fundraiser takes place every other year in the fall. The next Imagine! Art Auction + Scholarship Fundraiser will be October 10, 2020.

**Incoming 9th Grade and 6th Grade Scholarship Competitions:** Each January, there is a Scholarship Competition for current 8th graders and 5th graders (both from within St. Francis and outside) who plan to begin 9th grade or 6th grade at St. Francis in the fall.

**2020-21 Kickoff!:** The Kickoff! is for High School students and parents. Students choose lockers and pick up any used books they have purchased; parents are hosted by the Parent Association.

**LISC Dances:** The Louisville Independent School Council members rotate hosting a Middle School dance at different points of the school year. Students in 6th-8th grades may attend. Dances are chaperoned by parents and faculty.

**Orientations:** Orientations are held for all Junior Kindergarteners, Kindergartners, new students to the Goshen Campus, all 9th graders, and new students to the Downtown Campus (and all the parents in these grades). Orientations are held just before the beginning of school in August.

**Our Good Earth:** Our Good Earth is one of our two fundraising galas and takes place every other year in the fall and will be held again in fall of 2021.

**Back-to-School-Night and Preschool Parent Luncheon:** These events are held separately for Lower School, Middle School, and High School. Parents receive a copy of their child’s schedule, meet teachers, and gain a better understanding of what each class and the year as a whole will involve. Preschool parents are invited to a Parent Luncheon in September to experience a typical day with their child.

**Parent-Teacher Conferences:** Conferences at the Goshen Campus are held in late October and early March; at the Downtown Campus, they are held in late October. Parents book appointments online with any teachers they wish to see. This is an opportunity for
one-on-one time with the faculty to hear about students’ academic, behavioral and social growth.

**Prom/Formal:** The Prom, a Downtown Campus event, is put on by the senior class, but the other three high school grades are encouraged to attend. The junior class sells the tickets and receives the ticket revenue from this event, which helps to fund their Prom the next year. On the Goshen Campus, a 7th/8th Grade Formal Dance occurs every year in May with the proceeds benefiting the 8th Grade Class Gift to the School.

**Senior Auction/Taste of St. Francis:** The Downtown Campus Parent Association and Senior Class sponsor this event each November, with a potluck representing families’ favorite dishes and a silent auction of a variety of items to help fund the all-School prom. All families are welcome.

**Senior Luncheon:** Each May, a luncheon is held at a nearby site to honor and celebrate the graduating seniors. A speech is written and delivered by a faculty or staff member for each of the seniors. Attendees include the seniors, their immediate family, and the faculty and staff.

**Sports Banquets:** Celebrations are held at the end of the year for Middle School and after each High School sports season to honor the teams, players, and their accomplishments.

**St. Francis Day:** In honor of the saint for whom the School is named, the Goshen Campus hosts a multi-faith blessing of animals in early October. Parents are invited to bring pets for their students to have blessed.

**Women’s Retreat:** The High School faculty/staff offer an overnight retreat (Friday night through Saturday morning) to interested students for community bonding and an opportunity to discuss gender-specific issues.
I. INTRODUCTION TO ST. FRANCIS SCHOOL

Mission Statement
St. Francis School cultivates a joyful, compassionate, intellectual community that celebrates individuality and inspires independent thinking for life.

Vision Statement
St. Francis School is the regional center of progressive learning where students grow into mindful, informed young adults.

Core Values
Individuality
Openness
Inclusivity
Expression
Community
Curiosity
Thought

Philosophy
The philosophy of St. Francis School is rooted in the Progressive education tradition. Fundamentally, we believe that each student is imbued with strengths and challenges and that each learner must be treated as an individual. Emphasizing active, experiential learning, problem solving, self-expression, critical thinking, collaboration, and healthy discussion and debate in every classroom, St. Francis strives to prepare young people effectively for the challenges of higher education, civic involvement, and a successful life as an adult. As a community composed of people of diverse backgrounds, beliefs, and life experiences, we ask of all our members that the tolerance, respect, and imagination required for responsible citizenship and global understanding be elements of daily practice. Throughout our program, students learn the ethical dimensions of issues, which helps them to use their talent and knowledge with wisdom, compassion, creativity, and integrity.

This philosophy is articulated distinctively within each division of the School, given the students it serves, as expressed below:

The Preschool is a joyful place that seeks to foster curiosity and wonder. We believe that allowing students to explore, investigate, and create is the perfect medium for motivating learning. Because of these closely held values, our curriculum is one that emerges from the daily experiences and interests of the students. We believe that “everything is developing,”
and therefore the focus is on the process of learning rather than the product. Social, physical, and cognitive skills grow freely in this fertile ground of play and exploration. While facilitating these experiences, our expert classroom teachers strive to assure that the children are challenged by utilizing open-ended questions to encourage problem solving, imagination, and creativity. Student artifacts such as photographs, paintings, and clay-work, as well as completed individual and group projects, fill the classrooms. We endeavor to respect each student’s unique growth process, while also seeking to expand the student’s worldviews. We believe that outdoor play encourages an appreciation for the environment and fosters creativity and a sense of wonder. At St. Francis Preschool, students have a say in what they do and how they do it, and teachers encourage learning to be a fun and exciting journey every day.

**In grades JK - 8,** our goal is to inspire a true love of learning in our students. Our open classroom environment, coupled with our pastoral, rural setting, creates an idyllic educational experience that is positive and joyful. We believe in helping all students build on their strengths while encouraging them to explore and develop new skills and interests. Our small class sizes and low student-to-teacher ratios allow our dedicated teachers to meet students where they are academically and to help ensure continuous progress. Teachers honor student voice and choice in the curriculum, while allowing different types of demonstrations of knowledge and making learning hands-on whenever possible.

Deliberately cultivating a sense of community is an important part of the Goshen Campus experience, so aspects of this are woven throughout each school day. Morning Meetings provide opportunities for students and teachers to gather together and discuss the day’s events, share important happenings, and celebrate achievements. It is a time for students to feel connected to and valued as friends, not only by their classmates but also by those in other grades, as well as the adults in the community. The open classroom setting enhances collaborative learning and helps students to develop critical listening and focusing skills. In addition to traditional academic subjects, we emphasize the importance of the arts, physical and outdoor education, ethical development, and service learning. Our 60+ acre campus allows students to play and breathe fresh air, enhancing their natural sense of curiosity and appreciation for the environment and nature. The outdoors, including our gardens, bee hives, and chicken coop, are used as an extension of the classroom regularly. Outdoor life on the Goshen Campus provides learning and service opportunities for our students. Student life on the Goshen Campus is rich with intellectual and creative possibilities.

**At the High School,** we believe that the best preparation for higher education and adult life is a challenging academic program within a vibrant urban community. We believe that a diverse student body develops creative and critical thinking skills while passionate, talented faculty emphasize and cultivate in-depth investigation, discussion, and writing;
active participation in these activities builds students’ confidence. The downtown location allows students to interact on a regular basis with the urban community, and the open campus teaches students to balance freedom with responsibility. Coming to know and negotiate their environment, our students develop self-reliance and sophistication. The entire High School community is actively engaged in a comprehensive long-term relationship with the city’s non-profit organizations through a four-year community service program. Faculty and staff are attuned to the concept of the teenager as a work-in-progress and believe that students are well served not only by warm personal support but also by thoughtful provocation and challenge. While student voice is essential — and expected — in the classroom, it is also actively sought and heard in discussions and decisions about School policies and student life. Our goal is to have students leave St. Francis prepared for college not only academically, but also personally, because they know how to manage their time and have confidence in themselves and their ideas as they head into the adult world.

History of St. Francis School
St. Francis is an Independent, non-denominational, progressive, co-ed, Preschool–12th grade school located on two campuses: Goshen (Preschool-8th) and Downtown (9th-12th) with approximately 500 students. The origin of St. Francis School traces back to a Preschool established in 1948 by members of St. Francis in the Fields Episcopal Church. In 1965, the Rev. Stephen R. Davenport, along with supportive parents and friends, opened St. Francis School at the church in Harrods Creek, with the Rev. Frank Q. Cayce serving as Headmaster from 1965 to 1975. Their goal was to fulfill a community need for an integrated, co-educational school that provided an innovative learning environment.

In 1970, the School moved from St. Francis in the Fields Church to its present 64-acre site in Goshen, Kentucky, 22 miles northeast of downtown Louisville. Built in the unique "open-classroom" style, the architecture included small amphitheaters in each wing of the School and several raised classrooms called "pods."

In 1976, Tom Pike, then Acting Head of School at St. Francis School, along with a group of parents and Board members, founded St. Francis High School in downtown Louisville. The School was housed in the former Downtown YMCA, a National Historic Landmark building, and was deliberately located downtown so that adolescents, who are preparing to be part of the adult world, would be situated in the adult world and have access to all the cultural and educational opportunities of a thriving metropolis.

Throughout its first 30 years in Goshen, that campus continued to expand, with a second
building that held a gymnasium, science labs, a music room, and art room completed in 1974; a new library, computer center, and language lab added in 1982; purchase of an additional 27.5 acres adjacent to the original campus purchased in 1996-97; and a math/science/art wing added in 1997, along with a new Library and computer lab, as well as extensive renovation of the existing building. In 2013, the gymnasium was demolished and a brand new state-of-the-art gymnasium facility, designed by Los Angeles-based architects (fer)studio, opened in the summer of 2014. The intervening years also saw renovation of the Lower School playground into a Natural Playground, and the creation of a Middle School obstacle course/play area adjacent to the Play Shelter. In the fall of 2018, construction began on the renovation of the Main Amp into a 400 seat amphitheater, as well as a renovated lobby/entrance to the Goshen Campus, which was completed and opened for the start of the 2019-20 school year.

In 1995, St. Francis Preschool, as part of St. Francis School, was again opened on the grounds of St. Francis in the Fields Episcopal Church in Harrods Creek, and it continued to operate at the Church until July 2014, when the Preschool moved to the Goshen Campus. A long-planned-for fenced Natural Playground was also constructed for the Preschool adjacent to the Lower School Playground at this time.

St. Francis High School purchased the Downtown YMCA building in 1998, completing an award-winning renovation of approximately \( \frac{1}{3} \) of that space in the 2003-04 school year, which \( \frac{2}{3} \) of the building was sold to a developer partner who created 58 new apartments in the building. In 2007, the High School added the adjacent garage facility to its footprint. The garage was demolished in 2012 and a new parking lot on the space opened in July 2013. In fall 2016, the School renovated newly purchased space on the Broadway side of the building, gaining a new student Commons Room, the Space for Thought (a large multi-purpose space), and administrative offices, and moving the main entrance to the building back to Broadway. A MakerSpace called The Workshop was also completed in 2016, with science lab renovations following in summer 2017, and the renovation of the former Commons Room into a black box performing arts space. A former science lab was also converted into a MakerSpace on the Goshen Campus in summer 2016. The new Theater and front lobby for the Goshen Campus was completed in August 2019.

In February 2012, the Boards of St. Francis School and St. Francis High School approved the merger of the two sister schools to form the current Preschool–12th grade St. Francis School. While discussions of a merger had taken place over several decades, in 2012, the time was right and the two Boards agreed to align the three campuses sharing a similar educational philosophy into one dynamic entity centered around a Progressive mission.
St. Francis School is characterized by personal attention, small class sizes, diversity, dedication to student voice, commitment to community service, student-centric extracurriculars, and outstanding teachers who are dedicated to their subject areas and to their students. Inside and outside the classroom, the atmosphere at St. Francis School is one of joy that also prepares students successfully for college and for life. The School philosophy is based on the Progressive school movement founded by John Dewey and Francis Parker in the early 1900s as a response to the assembly line, “one-size-fits-all” school model. Progressive schools, on the other hand, believe that students achieve milestones at different rates and therefore that education should be customized for individual students as much as possible. Like St. Francis, Progressive schools are student-centered, community service-minded, diverse, experiential, and participatory; they require students to be fully engaged participants in the learning process.

Divisions and Leadership

**Multi-Campus Leadership**

The **Head of School** oversees all aspects of the School from Preschool - 12th Grades of St. Francis School.

The **Associate Head of School - Finance and Operations** oversees the business aspects of the School, including billing/tuition/accounts, HR, facilities and transportation, and food service.

The **Associate Head of School - Development and External Relations** oversees fundraising, events, marketing, communications, PR, and constituent relations including, alumni, current and former parents, grandparents, current and former Trustee relations.

**Goshen Campus**

The Preschool serves students ages 2 through 5. The **Preschool Director** oversees all Preschool students, faculty, and curriculum.

Grades JK-4 comprise the Lower School. The **Lower School Director** oversees Lower School student progress and overall student experience, as well as partners with Lower School parents.

Grades 5-8 comprise the Middle School. The **Middle School Director** oversees Middle School student progress and overall student experience, as well as partners with Middle School parents.

The **Associate Head of School - Goshen Campus, Teaching and Learning** oversees all curriculum and faculty for the JK-8th grade and supervises the Lower School and Middle
School Directors.

*Downtown Campus*

The Downtown Campus houses grades 9-12 of St. Francis School. The **Associate Head of School - Downtown Campus** is responsible for the overall high school student experience and progress, oversees the curriculum and faculty, partners with high school parents, and supervises the Dean of Faculty, Downtown Campus. The **Dean of Faculty, Downtown Campus** oversees the high school faculty, focuses on pedagogy, and promotes teaching excellence.

**Governance**

The Board of Trustees is the guardian of the School’s Mission. The Board is responsible for strategic planning for the future, approves the annual budget and major school policies, and hires and evaluates the Head of School.

The 2020-21 Board includes a Chair, a Vice-Chair, a Secretary, and a Treasurer, as well as other members, the Parent Association Chairs from Goshen and the High School, and non-voting Emeritus Trustees. The Board is made up of current parents, alumni, alumni parents, and friends of the School. The Deans of Faculty from each Campus serve as ex-officio members of the Board, as do the Preschool Director and the Head of School. The Heads of Campus, Business Manager, Director of Advancement, and Development Director also attend all Board meetings and relevant committee meetings. Standing committees include:

- Governance, which is charged with recruiting and orienting new Trustees and monitoring the bylaws, as well as evaluating the Board;
- Marketing and Relationship-Building, which oversees increasing the School’s visibility in the community, primarily through the areas of admissions, marketing and public relations, and building relationships with constituents that can influence the School’s reputation and enrollment;
- Development has four (4) subcommittees (Capital, Alumni, Gala, Annual Fund), which partners with the Development Office to accomplish the School’s fundraising activities;
- Finance, which assists in preparing the annual budget, overseeing the School’s investments, and other business-related matters;
- Facilities, which oversees facilities-related issues and conducts strategic planning with regard to facilities; and
- Executive, which consists of the Board and committee leadership.
2020-21 Board of Trustees

James Melhuish, CP, Chair
Laura Linkous, AP, Vice-Chair
Wes Johnson, CP/AP, Treasurer
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CP= Current Parent; AP = Alumni Parent; F = Friend of the School

Emeritus: Scott Gregor, AP, Ben Holt, AP, Ellen Rosenbloom, AP

Ex-Officio: Renee Hennessy, AP, Preschool Representative; Jennifer Griffith, CP, Lower School Faculty Representative; Zak Cohen, Middle School Faculty Representative; Ralph Marshall, CP, High School Faculty Representative; Alexandra Thurstone G’80, ’84, AP – Head of School

Staff Attendees: Greg Borders, AP, Associate Head of School - Finance and Operations; Síofra Rucker, G’84, CP/AP, Associate Head of School - Development and External Relations; Suzanne Gorman, CP/AP, Associate Head of School - Downtown Campus; Shelly Jones, CP, Associate Head of School - Goshen Campus, Teaching and Learning
Non-Discrimination Policy
St. Francis School admits qualified students of any race, color, gender, gender identity or expression, religion, sexual orientation, mental or physical disability, national or ethnic origin, or any other status protected by applicable law, and extends to them all the rights, privileges, programs, and activities generally accorded or made available to students at the School. St. Francis School does not discriminate on the basis of race, color, gender, gender identity or expression, religion, sexual orientation, mental or physical disability, or national or ethnic origin, or any other status protected by applicable law, in the administration of its educational policies, financial aid program, or any School-administered program.

Diversity Statement
At St. Francis, we believe there is inherent strength in a community, a city, and a world in which members exhibit a breadth of talent, skills, and attributes. We define diversity as differences embodied in (but not limited to) age, ethnicity, race, family composition, gender, gender identity and expression, geographic origin, learning styles, religion, sexual orientation, socio-economics, and ideologies. We seek to prepare students to live in and contribute to their world by acknowledging and celebrating who they are and who they wish to become. In addition, given the fact of profound inequalities of opportunity that still exist in our world, we strive to foster a respectful and welcoming School community for us all as a model for the challenges that face us each day as global citizens.

Diversity, equity, and inclusion work is an ongoing process at St. Francis School. Please see the General School Information section for more details.

Accreditation and Recognition
St. Francis School is accredited by the Independent Schools Association of the Central States (ISACS), certified by the Kentucky Department of Education, and is a member of/affiliated with the following organizations: the National Association of Independent Schools, the Kentucky Association of Independent Schools, the Kentucky Non-Public Schools Commission, the Progressive Education Network, and the Center for Spiritual and Ethical Education. The Middle and High School drama programs are nationally recognized by the National Youth Arts Awards.
II. ACADEMIC PROGRAM

Curriculum

Goshen Campus

The Lower School curriculum includes intensive Language Arts work, focused on developing strong reading and writing skills through our custom literacy program, LiFT. We expose students to high-quality literature and help teach them to read deeply into texts, coaxing out their deeper meanings. An average school day includes work in math, Spanish, science, social studies and physical education, as well as time in our finely developed visual art and music studios. St. Francis has a successful history of meeting the needs of learners all along the continuum, always striving to provide the best possible instruction for each and every student.

At the Middle School level, the same academic attributes described above are in place, as well as an increased emphasis on cross-curricular learning. Social studies shares an integrated curriculum with a humanities class, and themes explored through critical reading, writing, and discussion carry over into Language Arts. In math, students begin studying at different levels in 6th grade, finishing 8th grade prepared for either Algebra I, Geometry, or Algebra II in high school. Science classes include hands-on lab exploration, while world language offerings include Spanish and Mandarin Chinese. Additionally, the Middle School curriculum incorporates an Outdoor Education Program that is the touchstone of the St. Francis Middle School experience. This curriculum is designed to inspire self-esteem, self-reliance, concern for others, and care for the environment. It seeks to allow students the opportunity to meet challenges and move beyond self-imposed limitations through responsible risk-taking and hands-on involvement. An essential part of this program is focused around school trips and parents should review the School Trip policy for more information.

Downtown Campus

The High School curriculum prepares students for college and life by continuing the emphasis on close reading and analytical writing, along with cultivating critical thinking, research, discussion, and presentation skills. Students take a challenging curriculum covering English, history (including a unique two-year Culture and Civilization sequence), world language (Spanish or Chinese), science, math, and art. There are options for 15 AP courses, along with extracurricular preparation for other AP exams.

Library

Goshen Campus

Located at the heart of the School, our library media center is a place to read, study, socialize, and dream. In the Lower School, each grade has a weekly 50-minute library and
digital media class. In addition to story time, students are introduced to and continue building basic library skills. Middle School and Preschool students have a weekly library visit coordinated by the librarian and the Middle School language arts department and the head of the Preschool.

Parent volunteers are very welcome and needed to help with the ongoing shelving and to organize our book fairs, in accordance with volunteer protocols.

Every member of our St. Francis community is invited to celebrate our library and help build our collection by donating books to honor birthdays, special holidays, grandparents, or teachers.

Downtown Campus
At the Downtown Campus, students use the Main Branch of the Louisville Free Public Library, located right across the street. Students are taken to the library in the first weeks of 9th grade to obtain library cards if they do not have them, and to have a tour of the library’s physical and online resources. The Downtown Campus also maintains the English Department Reading Room, a carefully curated collection of literature across genres and cultures. English classes visit the Reading Room frequently, and it is open to students during their free periods as well.

Summer Reading
Goshen Campus
Reading is the single most effective summer activity to prevent learning loss. Research shows that students who spend as little as 20 minutes a day reading over the summer months gain or maintain reading skills achieved during the preceding school year, while those who do not read may fall back as much as a grade level in their skills.

Summer reading assignments and optional recommendations are given out at the start of summer. The lists are grade-specific, and usually combine required and elective texts with optional writing assignments.

Downtown Campus
Every year, a book is designated as mandatory summer reading for the whole School (students, faculty, and staff), including incoming 9th graders. Students also complete a writing assignment regarding the book. Details are made available in May and posted online. In addition, students read a second book from a provided list, and complete a writing assignment on that book. Students taking AP classes for which there is assigned summer reading may substitute an AP book for the book of choice, at the discretion of the AP course teacher. The All-School book is always mandatory, regardless of other reading load.
The Parent/Student Portal
The Parent/Student Portal is primarily used for completing important registration documents, receiving Progress and Grade Reports, and viewing the school directory. Middle and High School students can also use the Parent/Student Portal to view their schedules. Students (and parents) login to the Parent Portal with their St. Francis School username and password. For help retrieving a St. Francis School username or password, please contact Laura Devlin (Downtown Campus) or Betty Gavin (Goshen Campus).

Google Classroom
Google Classroom is used for Lower, Middle, and High School as a Learning Management System (LMS).

In Lower School, there is a Google Classroom page for each grade. Teachers use Google Classroom to post any assignments or other information that teachers wish to share with their students and families. Parents and students should consult the Google Classroom pages for due dates, updates, and general information.

In Middle and High School, teachers maintain Google Classroom pages for each course. These should be checked regularly for assignments, homework, documents, announcements, and other information that teachers wish to share with their students. Tests and project due dates may also be checked on Google Classroom pages. Students are expected to check the class pages for their respective classes regularly for updates and information. Parents may also access these pages to inform themselves about curriculum and homework assignments via the “Guardian” features.

Graduation Requirements (Downtown Campus)
St. Francis offers a challenging academic program, requiring a total of 22 credits for graduation with the following minimum distribution requirements:

English - Four credits

History - Three credits, one of which must be U.S. History

Mathematics - Three or four credits, including required credits in Algebra I, Geometry, and Algebra II; the fourth math credit is a new state requirement that applies to students beginning with the Class of 2023

Sciences - Three credits, including one laboratory biological science and one laboratory physical science

World Languages - Two consecutive years of the same language in high school
Art - One credit in Fine Arts

Fitness, Health & Skills - One credit

Athletics - Three athletic activities required (varsity sports or other approved activities); transcript credit granted for varsity sports; maximum two total credits for varsity sports (.5 per year)

Senior Project - One credit

All students wishing to be granted a diploma at the St. Francis Graduation ceremony must have all of their credits awarded on the timeline prescribed and communicated by the School administration. They must also remain in good overall standing through the date of Graduation.

Seniors must carry a full course load (at least 5 academic classes) even if they do not need all of those course credits toward the 22 credits required for graduation.

Course Load and Registration (Downtown Campus)
Registration for returning students will take place in the spring with assistance from the Associate Head of School - Downtown Campus and the Registrar. Students may consult with the Associate Head and the Registrar with any questions about challenging/appropriate course loads or graduation requirements; they also may speak with their Advisors and with teachers of courses they are considering. Students should note that effort will be made to meet their course requests, but requests for enrollment in specific courses cannot be fulfilled in every situation. Returning students should be aware that anyone who fails a required course and does not show evidence of completion of that credit by August should expect to be re-enrolled in that course (or enrolled in a course that provides equivalent credit), regardless of their course selections. Registration for AP courses requires the approval of the relevant department.

Registration for new students may include review of previous high school transcripts, discussions with previous teachers, and math and world language placement tests/interviews. Incoming 9th graders register in the spring, and 10th-12th grade transfer students select classes via an appointment with the Registrar.

Academic Counseling (Downtown Campus)
If a student is having academic difficulties in a class, the individual teacher will notify parents. The Associate Head of School - Downtown Campus is also notified in such cases, and may determine a course of action to be taken. Parents are encouraged to contact the teacher of any class in which they are concerned about their child’s academic status or
progress, or the Associate Head for more general/global questions.

The required student course load is five academic courses (history, math, science, English, world language). In some situations, a reduced academic schedule may be considered. The determination to grant a fifth course waiver will be made by appropriate School personnel.

**Dropping/Adding Courses (Downtown Campus)**

Students may drop or add non-required courses by meeting with the Associate Head of School - Downtown Campus or Registrar during the first full week of the semester. Students wishing to drop or add courses after the first full week of the semester must obtain a Drop/Add form from the Registrar. The form must be signed by the student, the student’s parents, all teachers involved, and the Registrar. Courses may be dropped or added after the second full week of the semester only with special permission from the Associate Head.

Students in their 9th and 10th grade years follow a mostly prescribed schedule of classes. In the 11th and 12th grade years, students take at least five academic classes (not including art) and may take six if they wish. Students and parents with any questions about course load or overall credits should contact the Associate Head or Registrar.

**Senior Projects (Downtown Campus)**

The Senior Project is begun with a proposal process in the 11th grade year, includes significant research, and concludes usually in the spring of 12th grade with a presentation and a written component. The Project is intended to provide all St. Francis Seniors with the opportunity to devote concentrated effort and time to a project focused on that which interests them most, to develop those independent research skills which are more and more being expected of college-bound students, to experience the tensions and rewards of a public presentation of their work, and to demonstrate that their years at St. Francis have culminated in the maturation of the integrated and confident intelligence which it is the school’s mission to encourage and affirm.

All Senior Projects are presented before Spring Break in a given year, and revisions should be completed by early May. When revisions are not completed in a timely manner, the following deadlines and policies will apply:

- Seniors will come to school during “senior week off” as long as revisions are outstanding. In addition, they may not take these days off if they have submitted revisions and are waiting to hear whether or not they have passed. They must be fully qualified for graduation at the beginning of this week in order to take these school days off, or must be given permission for senior days off later in the week.
after finishing their Senior Project (or other graduation requirements) by the Associate Head of School - Downtown Campus or Head of School.

- Revisions must be submitted by a designated date each year in order to be evaluated before Graduation. The date is communicated each year, but it is at least one full week prior to the Graduation date. If further revisions are needed or if revisions have not been submitted by that date, the diploma will be withheld and revisions will be evaluated when it is convenient for the grading committee/the administration after Graduation.

- Transcripts are sent to colleges in mid-June; a transcript will not be sent if the student has not completed the Senior Project and therefore a diploma has not been earned.

- If a student has not graduated by August 1, the School will notify the student’s college on that date of the student’s status as not having earned a diploma.

- If a student has not completed the Senior Project and graduated by August 10, the School will charge a $500 fee for each school year in which work by the School’s personnel is required to grade and evaluate whether a student has met the School’s graduation requirements for the Senior Project and ultimately to issue a final transcript.

**Independent Study (Downtown Campus)**

The purpose of Independent Study is to afford students the opportunity to pursue a course of study on a topic that has significant importance in the development of their overall academic program. Independent Study courses are meant to enhance, not substitute for, regularly scheduled academic courses. We do not offer Independent Study in a course that is offered in the curriculum. In most cases, the Independent Study should be a sixth course, not an alternative to a fifth course. Students should discuss Independent Study ideas with faculty in the appropriate academic department and/or the Associate Head. Faculty are often open, but are not obligated, to supervise an Independent Study, and the ultimate decision will be made by the Associate Head as to whether the faculty member has the time to conduct the Independent Study. Students submit the Independent Study proposal to the relevant department/teacher and the Associate Head for review. Grades and credit for Independent Study appear on students’ transcripts and may be letter grades or pass-fail, at the School’s discretion.
Credits from Other Schools (Downtown Campus)
Students who do not receive credit for a course during the school year may be required to make up the credit. The Associate Head of School - Downtown Campus will contact parents of students who need to complete summer work in the weeks immediately following the end of school and will provide appropriate options and referrals. While credit will be granted for summer work done through approved channels, any grade received in a summer course will be shown on the transcript as pass/fail and will not factor into the student’s grade point average.

For students who transfer from other high schools, credit will be counted toward graduation and the transcript from the previous school will be attached to the St. Francis transcript. Letter grades from courses taken outside St. Francis will not count in the St. Francis grade point average.

Homework, Tests, and Other Assessments
Goshen Campus
St. Francis School recognizes that for most JK-8 students, homework in limited quantities reinforces concepts, work habits, and good time management. On the other hand, too much homework may diminish learning. The School strives to find the right balance for assigning homework.

In the Lower School, homework is intended to reinforce concepts that are taught during the day, not to assign “busy work” to do at home. All students are strongly encouraged to read every night. In the early grades, this may be a parent reading to the child until the child is able to read to the parent, or read independently. In the intermediate grades, a reading assignment may be based on a book read in class. In all Lower School grades, students will receive homework assignments from their teachers directly. 3rd and 4th graders are directed to use their Student Planner to record these assignments. In addition to reading and occasional subject area projects, students may also be asked to practice math facts or concepts a few times a week.

Homework in Middle School is designed to be a meaningful extension of a student’s daily work and not to be excessive. It will generally increase as a student moves from 5th up through 8th Grade. Weekly homework assignments for Middle School can be accessed through Google Classroom. Teachers will list the following week’s assignments on their Google Classroom pages no later than Sunday evening of the week to come. Further contact with a specific teacher may be required to get more information about a specific assignment for all grades.

The School’s late work policy states that adhering to deadlines and turning work in on time is important and is a practice we want to encourage in students. Late work in Middle School
will receive a penalty (up to the grade starting at 69% if it is one day late), the specifics of which are determined individually by teachers, in discussion within their departments.

Parents are asked to please not email, fax, or deliver to school forgotten homework assignments or projects for your child. It is a crucial piece of students’ development for them to be responsible for their own work.

*Downtown Campus*

In order to achieve the goals of a course, work needs to be done outside of class. The amount of this work will vary from day to day and course to course, and will generally increase as a student progresses through the grade levels and if a student chooses to take AP courses. Teachers post upcoming homework assignments in Google Classroom.

No student will be required to have more than two major tests given or papers due on the same day. Teachers do not assign work over Fall and Semester Breaks. Assignments over Winter and Spring Breaks are at the discretion of teachers.

Adhering to deadlines and turning work in on time is important and is a practice we encourage. Late work will receive a penalty (up to the grade starting at 69% if it is one day late), the specifics of which are determined individually by teachers, in discussion within their department, and articulated clearly on the course syllabus.

Because guiding students toward mastery is the goal, teachers often offer retakes, corrections, or revisions on tests or major assignments. As we are a Progressive school, teachers are encouraged to take this approach whenever possible and appropriate, and will communicate relevant opportunities to students.

Parents are asked to please not email, fax, or deliver to school forgotten homework assignments or projects for your child. It is a crucial piece of students’ development for them to be responsible for their own work.

**Homework and Study Habits**

*Parental Guidance*

Parents play a key role in helping students with organization and time management. Of course, students should complete the homework independently so teachers can accurately assess individual academic achievement and needs. The School anticipates that, at times, students will struggle with their homework. Below are a few ways for parents to support their students:

- Find a regular study spot. This should be the same spot each day, and if possible, outside the hustle and bustle of family life, with all the necessary materials on hand such as a dictionary, thesaurus, calculator, pencils, paper, graph paper, calendar, etc.
• Set a time. For some students, finding a scheduled study time is effective.
• Diminish distractions. Television, cell phone, computers, family members, etc. can interrupt concentration.
• Build in a breather. Breaks can increase productivity. If necessary, use a timer to signal the beginning and the end of a break. Snacks are excellent study aids!
• Sharpen focus. Students should develop an awareness of time by estimating how long an assignment will take prior to starting it.
• Watch for homework overload. If the student seems to be overloaded, limit the student’s time-on-task and encourage the student to talk with or email the teacher the following morning, explaining the problem.
• Stick to a regular bedtime. A good night’s sleep enhances school success. As a note, screens in the bedroom after bedtime diminish the odds of a good night’s sleep; cell phones and computers are recommended to be plugged in/charged outside the bedroom.

Active Studying and Homework Strategies for Students
• Organize, organize, organize. Write down assignments, organize school supplies as suggested by teachers, and use a consistent place to carry completed homework to school for every subject. If students have a question about an assignment after reviewing it in Google Classroom, contact a reliable classmate and/or email the teacher (if far enough in advance to receive a reply in time).
• Skim over any reading assignment before reading it closely.
• Look a word up, if the meaning is unknown!
• Plan your time. If a teacher has given three weeks to complete an assignment, students should work on it a little each day or in chunks through the three weeks, rather than leaving it to the last minute.
• Learn to outline and to rely upon outlines. The outline is a valuable tool for helping students to organize thoughts and review material.
• Recite, describe, and explain aloud the topic in a student’s own words.
• From memory, draw and label a diagram, map, sketch, or chart, and then check the information for accuracy.
• Predict what questions may be on a quiz and recite the answers aloud, make a list of important concepts, or write a set of flashcards. Flashcards may be especially helpful in memorizing definitions, verb conjugations, etc.
• Practice, practice, practice. Just like sports, you can practice academics, especially math and science problems, or speaking in another language.
• Enlist family members. Perhaps parents will learn something new by quizzing their child!
Exams (Downtown Campus)
At the end of each semester, a written examination or, in occasional cases, alternative demonstration of mastery is scheduled for each core curricular course. Exams are considered a natural extension of classroom learning that create connections and synthesize themes and elements of a course. Exams count between 10 and 20% of a student’s overall semester grade, at the discretion of the teacher. All students will take a written exam in each core subject area course, although in the spring semester, seniors are either excused or will be allowed to complete their exams prior to their last day of school.

Each of the five core subject areas will be covered during exams. The following rules apply during semester exams:

- No food or drink is to be brought into the exam room, with the exception of bottled water.
- Backpacks, purses, cell phones, and other personal belongings are to be stowed in a designated area. Cell phones must be turned off.
- Headphones are not permitted.
- Restroom trips are to be allowed only in the case of an emergency and with an escort.
- Any laptop/computer use needs to be pre-arranged with the teacher and the TLC Coordinator ahead of time. Only students whose learning difference accommodations permit may use computers.
- Teachers determine if any extra materials (texts, index cards, etc.) are allowed for their exams.
- Special exam accommodations are permitted if the student has a certified learning difference and has specific accommodations through the TLC.

AP exams occur on nationally set days, usually during the first two weeks of May. Students taking an AP exam are exempt from attending other classes that day, except if they have other AP courses meeting for which the AP exam has not yet occurred, or if they are in danger of not achieving credit for a course, in which case they must attend those classes if they fall outside the AP exam time.

Grades
The Lower School provides parents with Progress Reports with narrative comments in each subject area, but students are not given grades (with the exception of the last quarter of 4th Grade as a transitional measure). The Middle and High School use letter grades, together with teacher comments, to describe what students have learned and to identify areas of deficiency. Our goal is for students to master the knowledge and skills that are the objectives of the courses they are taking.
At the High School, this mastery, at a satisfactory level of achievement, is the meaning of a C, and a C should be considered by parents as genuinely acceptable if it represents good effort. An A is evidence of outstanding effort and scholarship.

A Truly outstanding work.

B Mastery of course requirements at a level significantly higher than satisfactory.

C Completion of course requirements at a satisfactory level of achievement.

NC (No Credit) Course work has not been satisfactorily completed.

INC (Incomplete) Due to factors beyond the control of the student, some number of course requirements have not been met. Students need to make up this incomplete work in a timely fashion.

Teachers who grade on a percentage scale use the following conversion: A+: 98-100; A: 92-97; A-: 90-91; B+: 88-89; B: 82-87; B-: 80-81; C+: 78-79; C: 72-77; C-: 70-71; NC: 0-69.

At the High School, St. Francis School calculates grade-point averages each semester. Letter grades are translated to grade points as follows: A+ 4.3 points, A 4.0, A- 3.7, B+ 3.3, B 3.0, B- 2.7 C+ 2.3, C 2.0, C- 1.7, NC 0.0. Letter grades for AP courses are weighted an additional one point.

High School students who wish to appeal a grade or question a comment should first speak with the teacher involved. If not satisfied, the student may then appeal to the Associate Head of School - Downtown Campus.

**Progress Reports/Grade Reports**
At both campuses, Progress/Grade Reports are compiled four times during the year, at the completion of quarters ending in October, December, March, and May. An Interim Progress Report is written mid-quarter for parents of any new students, or for students who need commentary on academics or behavior. Parents and students can access old Progress/Grade Reports through the Portal at any time.

At the High School, because we believe students are ultimately responsible for their own education, we show students all reports (except June’s, when they are out of school) before posting them on the Portal. In general, students will see their reports in the morning, and parents will see them that afternoon.

**Promotion Standards**
At the Goshen Campus, the Lower School Director (if appropriate), Associate Head, Middle School Director, and Head of School make the decision regarding a student’s placement and
readiness to move from one level of the School to the next. A student must be deemed ready physically, emotionally, socially, psychologically, and academically, at the School’s sole discretion, in order to move to the next level.

At the High School, students move from one grade to the next provided they have sufficient credits. As noted earlier in this Handbook in the Graduation Requirements policy, students need 22 credits to graduate, and many of those are in specific areas. If at the end of any given year, a student has not earned sufficient credits to be on track toward graduation at the expected time, the student may not be able to return for the following year (or, in rare situations, may return but not be able to progress to the next grade). At the School’s discretion, summer work options may be given and, upon completion of the work as directed, students may return for the next grade.

**Honor Roll (High School)**
The Honor Roll in the High School at St. Francis consists of students who earn grades of B- or higher in all their classes and is determined on a semester basis. Seniors who make the Honor Roll for their final four semesters will be recognized at the graduation ceremony as Honors Graduates.

**The Elizabeth Archibald Effort Award (Middle School)**
At the end of the year, The Elizabeth Archibald Effort Award, named for long-time teacher and administrator Elizabeth Archibald, is given to select 6th and 7th grade students who have distinguished themselves through their outstanding motivation, tireless work ethic, or consistent perseverance in pursuit of their studies. These certificates are handed out in a Middle School assembly in the last few days of school.

**Standardized Testing**
As a Progressive school, St. Francis believes that standardized test scores (ERBs, PSATs, ACTs, SATs, etc.) are not an informative data point in terms of evaluating either the strength of a student or a school. Research suggests that test scores correlate more closely with parent educational levels/income levels than with student intelligence, and that grades are a better predictor of success in college than standardized tests. In addition, students with learning differences will generally struggle with standardized testing. (The Learning Center at St. Francis assists students with accommodations plans, which are required for approval for extended time on these tests.) For these reasons, we generally do not publish our scores.

However, we recognize that there are some benefits to standardized tests; specifically, as preparation for college admissions tests for students and the opportunity for curricular examination for the School. In addition, test results may also be used to inform placement
of students in Middle School math classes. St. Francis students take standardized tests on the following schedule:

- ERBs in 4th-7th grades
- Pre-ACT in 9th and 10th grades
- PSAT in 10th and 11th grades
  - The above tests are taken at school
- SAT/ACT beginning in 11th grade and continuing into 12th grade under the direction of the College Counselor.
- SAT subject tests in 11th-12th grades as needed and under the direction of the College Counselor
  - The above tests are registered for individually by students and taken at outside locations

Additional testing conducted by St. Francis School includes:
- Reading screening administered to all 1st graders to identify any students to watch carefully in terms of reading development
- Nelson-Denny Reading Comprehension Screening administered to all 9th graders to identify reading issues early in high school.

**College Counseling**

The mission of the college counseling program at the High School is to guide and advise students and their parents through the formulation of their post-secondary goals and plans. The College Counselor assists with setting students and parents up with Naviance; meeting one-on-one with each family; guiding students on developing a resume to submit to colleges; providing college-related tips and information for all grade levels via the School newsletter; offering opportunities for students to meet with visiting college representatives at School; providing necessary information and interpretation regarding SAT, ACT, TOEFL, AP tests; and providing information and assistance regarding financial aid, scholarships, and other opportunities for funding a college education.

The College Counselor gives sophomores an assessment called YouScience, which helps them identify aptitudes, interests, and possible majors. This exploration in the area of majors and careers continues throughout junior and senior years. The College Counselor begins developing a tailored college list with each student in the spring of their junior year, with the intent to finalize it by the fall of senior year. Students (and their parents) then make the final decision on where they will apply and work with the College Counselor to gather and submit all necessary materials. Transcripts are necessary for all college applications. The transcript is a record of a student’s academic work, community service,
athletics, and Senior Project in grades 9-12. Standardized test scores are not on the transcript, and students are responsible for having test scores sent from each testing agency. In addition to the transcript, each college is forwarded a comprehensive profile of St. Francis School, a supporting letter of recommendation composed by the College Counselor, recommendations written by St. Francis faculty if required by the college (every student has two letters of recommendation prepared, and more can be prepared as needed in rare cases), and any other supplementary materials that would enhance the student's application, such as writing portfolios, additional letters of support, or a specialized resume detailing dramatic, artistic, or athletic achievement, as both the student and College Counselor deem appropriate. (Please note: all faculty and College Counselor letters of recommendation are kept confidential, as colleges expect candid evaluations of students in order to protect the integrity of the process.)

Students may wish to take advantage of the numerous opportunities to meet with visiting college representatives during the first semester. Note: students must obtain permission from any teacher whose class the student will miss in order to attend a meeting with a college rep. College meetings are generally hosted in the College Resource Room.

Touring and interviewing on college campuses are important aspects of the college-selection and college-admissions processes. Students are encouraged to use Fall, Winter, and Spring Breaks for college visits, and are encouraged to begin doing so by their junior year or even earlier. For visits during other times, when school is in session at St. Francis, parents should contact the Front Desk in advance and students should communicate with their teachers and the College Counselor in advance.

The College Counselor will host a Parent Coffee at the Goshen Campus each year and is available to talk with 7th and 8th grade parents who may have questions.

**Graduation/Goshen Campus Graduation**

Seniors will be allowed to participate in the Graduation ceremony only if they are in good standing behaviorally/personally and have no outstanding financial balances on their School accounts. A student must also follow all School policies, up to and through the Graduation ceremony, in order to receive a St. Francis School diploma. Seniors pay a graduation fee to help cover the costs of Graduation. Diplomas will only be given if all academic, financial, and other requirements are met; similarly, official transcripts will not be sent to colleges, next schools, or other destinations until all requirements and financial obligations, as determined by the School, have been met. Participation in the Graduation ceremony is a privilege that may be withheld at the discretion of the Head of School.

The same policies apply for participation in the Goshen Campus Step-Up Day.
III. DAILY LIFE AT SCHOOL

Dress for School
Students in all grades should wear clean, comfortable, practical attire. Clothing should not be disrespectful to others or disruptive to the learning process. In practice, this may mean different things at different levels: for example, overly dressy clothing that interferes with students’ play in kindergarten, clothing depicting alcohol or drugs, or clothing that is more appropriate for non-school settings (such as the beach or an outdoor concert). The School may determine which dress styles are appropriate for our educational environments. Students must wear shoes at all times.

Students through 2nd grade should bring a complete change of clothes to keep at school.

Outdoor time is a daily occurrence on the Goshen Campus. During cold weather, students need jackets, hats, mittens/gloves, and other attire to keep them warm. Students’ names should be labeled on all outerwear.

Attendance, Tardiness, and Absences
Goshen JK-8 and Downtown Campus school hours are generally 8:30 a.m. to 3:30 p.m. every day. At the Goshen Campus, students should arrive by 8:30 a.m. and check in immediately with their Lead Teacher or Advisor. Students arriving after 8:35 a.m. must come into the Front Desk with a parent and sign in before going to class; they will be considered tardy.

At the Downtown Campus, students must be in Morning Meeting, checked in with the designated person by grade level, or (on Fridays) in Advisee Groups by 8:30 a.m. If students arrive after 8:30 a.m., they must sign in at the Front Desk and will be considered tardy. We suggest students plan to arrive by 8:20 a.m. Excessive tardiness for any reason is disruptive, both to the late student and the student’s classmates. A conference with parents will be necessary if excessive tardies occur. Students who have two free periods as the first and second periods in the day may come in late (in time for their third period class or Flex time, for which they must be at school) on Mondays through Thursdays. High School students who are “grounded” by the School lose the privilege of coming in late when they have two free periods. On Fridays, all High School students must be at school by 8:30 a.m. because of Advisee Groups.

Regular and timely attendance is valued and expected. If a student needs to miss school or will be late, for any reason, please call or email Renee Hennessy (Preschool), Betty Gavin (Goshen) or Laura Devlin (Downtown) by 8:45 a.m. Students absent due to illness will be able to make up homework assignments given on the day(s) missed. If a student needs to
leave during the school day for medical appointments or other reasons, both the Lead Teacher/Advisor and Betty Gavin should be notified for Goshen students, and Laura Devlin should be notified for Downtown students. Students must sign out in the Main Office before leaving.

If parents wish to take their child on a vacation that falls during school time, it is their responsibility to notify the School and teachers and make arrangements for all assignments. It is essential that students keep up with schoolwork. When absences are anticipated for any reason (vacation, college visit, etc.), both the Lead Teacher/Advisor and Betty Gavin (Goshen) and Laura Devlin (Downtown) should be notified at least a week in advance. At the High School, students are responsible for making arrangements with teachers regarding missed work and should do so in advance. Long-term assignments may still be due on the original dates even if the student is absent.

Students will not be permitted to participate in extracurricular or social activities after school (practice, rehearsal, competition, performance, dance, etc.) if they have not attended at least a half-day of school on the day in question. Exceptions may be made for certain events (e.g., funerals, religious holidays), but must be approved in advance by the appropriate Associate Head/division director.

**Consequences For Unexcused Tardies And Absences (Downtown Campus)**
We believe that students of high school age should be responsible for getting themselves to school on time. We understand that traffic, among other things, may sometimes cause tardiness, and therefore we do not penalize students for their first four tardies in each quarter.

- Upon the fifth tardy, the student is grounded for one day for each subsequent tardy in a quarter.
- After the seventh and eleventh tardy in one quarter, parents will be notified.
- Upon a student’s ninth tardy of the quarter and for each subsequent tardy, the student will have a one-hour afternoon detention in addition to the automatic grounding. (“Grounded” students lose their privilege to sign out of school.)
- Upon a student’s 13th tardy of the quarter, the Head of School and/or Associate Head of School - Downtown Campus will meet with the family to discuss the concern and the student will generally be suspended for a day.

Any tardiness that results in a student missing a class will be considered a class cut. Medical appointments and illness (both with parental notification to the School) are typically the only reasons a tardy will be excused.

Following an excused absence, students will be allowed the same number of days to make up assignments given during the absence as the number of days of school missed. Students
are expected to take any missed tests within two school days after their return to school unless the student arranges otherwise with the teacher. At the teacher’s discretion, longer-range assignments may still be due on the appointed day even if a student is absent.

Students will not be allowed to make up missed work (including quizzes and tests) during a period of an unexcused absence. Helping students make up work is time-consuming for teachers, and is an unfair imposition when a student’s absence was unexcused.

Students who miss more than 25% of the meetings of a class during a semester will not be given credit for the course unless extenuating circumstances warrant an extended absence, in which case supplementary tutoring and additional coursework may be required.

Students will not be permitted to participate in extracurricular or social activities after school (practice, rehearsal, competition, performance, dance, etc.) if they have not attended at least a half-day of school on the day in question. Exceptions may be made for certain events (e.g., funerals, religious holidays) but must be approved in advance by the Associate Head/division director.

**Religious and Cultural Observances**

Various holidays are recognized and discussed with activities that convey the cultural significance of the holiday. The School recognizes, but does not celebrate, holidays from a religious perspective. If a particular holiday or its traditions are important to a student’s heritage, and the student would like to share information with other students at the School, the student is invited to contact a teacher to make arrangements for a presentation about the holiday and its traditions.

It is the School’s policy not to schedule extracurricular events on major Christian, Jewish, or Muslim holidays, although school itself may be held. Students of all faiths are excused from school upon parental request to attend religious celebrations. Homework is due and missed tests must be taken on the student’s second day back after missing school due to a religious holiday. At the High School, long-term assignments may still be due on their original dates.

**Before and After School Care/Hours**

Please see the Preschool section for details on Before and After School Care. At the Goshen Campus, students in JK through 8th Grade may arrive as early as 8:00 a.m. and are supervised until the start of school at 8:30 a.m. The school day ends at 3:30 p.m. Extracurricular activities occur after school and students can also take advantage of Enrichment for children in Grades JK - 4 or Homework Hall for Students in Grades 5 - 8. Enrichment ends at 5:30 p.m. and Homework Hall at 5:30 p.m. The school activity bus leaves campus at 5:30 daily.

The High School doors are open from 7:30 a.m. - 4:30 p.m. and students are welcome to be
here during that time, though school hours are only 8:30 - 3:30. In addition to extracurricular activities, the High School offers Homework Hall through The Learning Center for interested students on Mondays, Tuesdays, and Thursdays from 3:30 - 5:00 p.m.

**Lead Teacher/Advisory Program**

*Goshen Campus*

Lower School students are assigned a Lead Teacher, who is the primary point of contact for both parents and students. This Lead area is where the student’s belongings are housed and where the student will begin and end the day.

Middle School students are assigned a grade-level Advisor beginning in 5th grade and, starting with the 2019-20 school year, they will remain with the same advisor throughout their Middle School years. The goal is to provide an opportunity for strong mentoring relationships and communication to occur between the Advisor and the student. The student’s family will also have continuity of strong communication with the Advisor as the primary advocate for their child. These Advisors, like the Lower School Lead Teacher, are the primary points of contact for parents and students. 5th and 6th graders keep their belongings in cubbies near their Advisor’s area and 7th and 8th graders are assigned lockers in the Math/Science Wing.

Students in the Middle School Advisory Program will spend time in discussions, games, and activities to help them:

- Explore and apply St. Francis’ core values to their daily experiences at school. These core values are: individuality, openness, inclusivity, expression, community, curiosity, thought.
- Develop and strengthen their organizational skills/executive functioning skills to build personal and academic success.
- Build healthy relationships with members of the School community focused on mutual support, respect, and trust through social-emotional learning.
- Learn peaceful and effective communication and conflict resolution skills.
- Reflect on overall academic progress, recognizing strengths, and setting goals for future improvement.
- Participate in service learning. Students will meet and discuss their plans for grade-level service.

*Downtown Campus*

Each student is assigned an Advisor upon entering the High School. Advisee groups generally consist of approximately 10 students across all four grade levels, with one or two faculty/staff members. Advisee groups meet on Friday mornings for 30 minutes. Students may request a transfer to a different group at the end of the school year, but generally stay...
with their groups all four years.

The three major goal areas for our Advisory Program are:

- Fostering affective intelligence/interpersonal skills/communication/peer mentorship among students;
- Social community-building across grades; and
- Designating an adult as a personal and/or academic mentor (knowing that students may choose others on their own, as well)

**Books, School Supplies, and Lockers**

**Goshen Campus**

All students are responsible for coming to class prepared with appropriate books and supplies. Textbooks are provided by the School and are distributed periodically to students. General, grade-specific school supply lists are available on the School’s website. However, in Middle School, parents will be asked to purchase paperback novels and the like.

Lost or damaged books and any other School-provided items must be replaced at the parents’ expense.

**Downtown Campus**

Books and supplementary materials for full-year courses are purchased by students online prior to the start of school. Used books are sold by the Parent Association at St. Francis and new books are sold via an online bookstore partner. Students procuring books on their own (via Amazon, etc.) must take care to obtain the edition specified by the School.

Consumable supplies such as paper, pencil, pens, and notebooks are provided by the student.

At the 2020-21 Kickoff!, each student selects a locker for his or her use throughout the year, with locker areas designated by grade. Students provide their own locks, if desired.

**Lost and Found**

Articles and clothing lost at school are kept in the “Lost and Found” areas. At the Goshen Campus, these areas are found next to the exit near the Library, and in the entry to the Gymnasium. At the Downtown Campus, these areas are on the first and second floors. Small items, such as cell phones or jewelry, are generally turned in to the front office on both campuses.

Remember to mark students’ clothes with their name. Parents and students are asked to check the “Lost and Found” occasionally during the year. Periodically, after notification to parents, unclaimed items are donated to charity or used at the School’s discretion.
School Delays/Cancellations
St. Francis School uses the BrightArrow Notification System to notify parents of closings and delays by phone and email. Whether school is closed or delayed may depend upon the campus. Typically, one BrightArrow message will go out and contain details for both campuses. We also post delay and closing information on our website, social media, and notify local television stations, which will post any delays or closings both on-screen and on their websites.

Bus Ridership and Activity Bus Information (Goshen Campus)
Bus ridership is available for all students for an additional fee. Bus rates and routes are communicated as a part of our summer electronic mailing. Bus contracts are sent to parents and will be based on their form elections. The price structure includes transportation for one-way or round-trip contracted riders for five days. We do not offer part-time packages. Each student riding the bus must have a contract and a bus tag. Purchasing activity bus tickets in place of contracting for the yearly ridership is not permitted. Financial assistance may be granted for those who qualify.

Parents should arrive at all bus stops at least 10 minutes prior to the published route times. All buses arrive at the main School entrance in the morning. All bus riders board and leave from the gym parking lot. The Activity Bus leaves from the main School entrance. Drivers are directed to leave no student at a bus stop without a parent or authorized guardian present or the proper Bus Permission Slip (see below).

The same principles of behavior that prevail on campus extend to School buses and other modes of School-provided transportation. Students should be aware that these expectations include, but are not limited to, the following:

- Remaining seated at all times.
- Nothing may be put outside the window at any time (including appendages and possessions).
- No food, drinks, or candies, with the exception of bottled water, are allowed on the bus.
- A student may be required to sit in front for discipline reasons, regardless of grade.

The Activity Bus is available at an additional cost for transportation following After-School Classes/Enrichment Program/Homework Hall and extracurricular activities for families who do not use the bus service; however, there is no additional fee if a family has a bus contract in place. For families who are not contracted, the cost is $6 per ride. An invoice will be sent from the Business Office monthly. The bus leaves from the Goshen Campus at 5:30 p.m. Students must have a ticket before boarding the bus. Families that are contracted for one-way afternoon or round-trip ridership may utilize the afternoon activity bus at no
extra fee. The Activity Bus stops are St. Francis in the Fields Church, The Temple (Lime Kiln and US Hwy 42), Christ Church United Methodist (Blankenbaker and Brownsboro Rd.), and Rite Aid (Chenoweth and Brownsboro Rd.).

If parents or authorized guardians are running unavoidably late to a student’s assigned bus stop, only students in grades 6 and up who have parental permission will be allowed to wait at, or to walk home from the bus drop-off stop. The only exception to this is if a parent has authorized a younger student to wait with a sibling who is 6th grade or above. These permissions are authorized in an annual Bus Service Contract.

If parents or authorized guardians are running unavoidably late and missed the designated drop-off or pick-up stop, under no circumstances should a parent attempt to flag down the St. Francis School bus when en route. Parents or authorized guardians should proceed to the next stop and collect the student; if they are so late that they cannot make the last stop, the bus driver will return the student to the Goshen or Downtown Campus and wait for the parent or guardian for pick-up.

Parents who regularly fail to pick up their children on time will forfeit their bus privileges. Questions about ridership or fees should be directed to the Associate Head of School -- Finance and Operations.

**Carpool (Goshen Campus, JK-8th Grade)**

Morning carpool drop-off is from 8:15 a.m. to 8:30 a.m. When determining when to leave home, please consider the time needed to safely progress through the carpool line. Afternoon carpool pick-up is from 3:30 p.m. to 3:45 p.m. The carpool pick-up line for JK-4th graders is at the front of the School. The carpool pick-up line for 4th through 8th graders is at the gym parking lot. Families picking up both Lower and Middle School students will pick them up at the front of the School.

For the safety of our students, please use patience when proceeding through the carpool lane. Do not park in the carpool lane to run items into the School, do not use the fire lane as a drop-off, and please maintain a safe speed as you progress through the lane. Do not park anywhere except for marked parking spaces in the parking lot.

Late pick-ups cause hardship for teachers on duty, as many of them have after-school obligations. As always, when there is a change in a student’s schedule, parents must communicate this information to the Lead Teacher/Advisor. If parents are late picking up their child, the student will be sent to our Enrichment Program or Homework Hall.

When lightning is present during morning or afternoon carpool, we may have to delay carpool. The School advises parents to wait in their cars for the lightning to clear. Students
will not be counted tardy for waiting out a lightning storm.

Driving and Riding to School (Downtown Campus)
Students who drive their own cars or ride their own bicycles to school may not use them during the school day for any reason other than returning home after all classes are finished, going on pre-arranged school trips, or leaving with permission of parents for an appointment. Students may contract with the Business Office for parking space in the School’s lot or may make arrangements to park elsewhere.

Students may drive their own cars or ride in another student’s car on School-sponsored trips only when permission has been granted by the School employee in charge of the trip, and parents have indicated on the information sheets filled out via the Parent Portal at the start of the school year that this is acceptable.

Parking
At the Goshen Campus, parents may accompany their child into the building on the first few days of school and, if they choose to do so, must park in a regular parking space. Visitors and parents wishing to park and enter the School should park in designated parking spaces. Do not park along the perimeter of the parking lot for convenience.

Handicapped parking is reserved for vehicles displaying a handicapped emblem. Do not park in an unmarked spot. Parking is not allowed at the School entrance at any time. Blocking this Fire Lane is a major safety hazard.

At the Downtown Campus, parents in the parking lot dropping off or picking up their children are asked to pull into a space in order to keep the driving lanes open for others. As a safety precaution, Goshen parents whose children ride the bus to or from the Downtown Campus should never directly pull their vehicle up to the bus to drop off or pick up a student.

Leaving Campus
All Goshen Campus students are prohibited from leaving campus at any time, unless picked up by a parent or an authorized adult. The same holds true at any St. Francis-sponsored function, whether on or off campus.

Learning to make sound decisions about the use of one’s time is crucial for success in college and beyond. For this reason, Downtown Campus students are allowed to sign out of the School during lunch and free periods. This privilege helps set St. Francis apart from other high schools and demonstrates a great deal of trust in our students on the part of the School administration. The privilege must be exercised with care. Students unable to use the privilege responsibly will lose it.
Sign-Out Guidelines (Downtown Campus)

- Failure to sign out or in is a violation of this policy.
- Students must sign themselves out and back into the building whenever leaving or coming on to campus during the school day, and may not permit a peer to do so on their behalf.
- When students sign out, they must identify exactly where they are going. “Theatre Square” is the only appropriate general sign-out destination.
- Students should sign out in pairs or groups; it is best practice to always have a buddy when leaving School grounds.
- Sign-outs are not permitted during Flex time.
- Students are not permitted to sign out to the Crescent Centre, to be on Crescent Centre grounds, or to use the Crescent Centre stairs to cross the street.
- If a student has to leave school early for a doctor’s appointment, parents should provide verbal or written permission. Students are never to leave school in these circumstances without making sure the Office Manager/Receptionist has received the appropriate parental permission. Students must sign out accordingly when they leave for their appointment.
- If a student is ill and needs to leave school early, the student must first call a parent and have a parent speak to someone in the School office. After receiving permission to leave, students must sign out.
- Students are not allowed to be in the parking lots or garages at any time during the school day or sit in their car while signed out, including during lunchtime. If, however, a student needs to get something from the student’s car and has explicit permission from a teacher or staff member to do so, the student will be permitted to sign out, go directly to the car, return immediately, and sign back in.
- Students must walk to their signed-out destinations unless they drive their own cars to school and are leaving for an appointment about which the School has received parental notification. No other means of transportation are permitted during the school day, including buses and scooters.
- Unless a student has permission (granted by parents when filling out the start-of-school forms), the student may not leave early when the student has a free period at the end of the day.
- If a student is grounded, permission to leave early is automatically revoked until the grounding is over.
- Students are allowed four inadvertent sign-out violations per year.
- Deliberate sign-out violations are considered Serious Offenses. Chronic violators (deliberate or inadvertent) of the sign-out system may have their sign-out privileges revoked for the semester or the remainder of the year, and may face other consequences. Please see the Community Expectations and Discipline Guidelines
sections for more information.

**Rideshare Services**
Parents should be aware that many rideshare companies, such as Uber and Lyft, have policies that prohibit transporting unaccompanied minors.

**Food at School**

**Goshen Campus**
The School’s food service program is directly related to the Mission of the School. For members of our community to learn, grow, work, and play, they must be provided with healthy, nutritious snacks and lunch. The School recognizes that there are different points of view about issues of nutrition and a range of eating habits in our student population. Our goal is to provide balance, nutrition, and variety for snacks and lunch, minimizing the use of foods that are high in sugar, saturated fat, salt, and preservatives. SAGE Dining Services, which staffs a certified culinary arts manager and employs a certified staff nutritionist, manages our food service program. Monthly dining menus are available on the School’s website. Mid-morning snacks are provided to all St. Francis School students. Primary students (JK-2) also receive an afternoon snack. The School’s food service program aims to ensure the safety of students with serious food allergies.

The Goshen Campus strives to be nut-safe, and we expect all members of our community to support this policy. If a student has allergies or special dietary requirements, please discuss those with the main office and the student’s Lead Teacher or Advisor. Goshen Campus does not serve food during the school day that contains peanuts or tree nuts (almonds, walnuts, cashews, pecans, etc.). These items may be sold after school at athletic contests, however. Thorough hand washing after eating will help minimize the probability of allergic exposure.

Students are allowed to bring their own lunches, but may not bring candy, soft drinks, or gum, and may not eat items from their lunch during other parts of the school day. Students are not permitted to bring items for personal consumption or for sharing that contain nuts or were produced in a kitchen that is not certified nut-free.

**Downtown Campus**
At the High School, as part of our philosophy of preparation for college and life, there is not an official food service. St. Francis does partner with My Hot Lunchbox two days per week, a service through which students may order lunches to be delivered by a designated restaurant. Students either sign out and visit nearby downtown eateries, or bring a lunch. There is a kitchen for student use connected to the Commons Room, with a refrigerator, freezer, and microwaves. The Wyvern Store, staffed each year by the 10th grade class, is open at various times throughout the day to sell lunch and snack items.
Facility Guidelines

**Goshen Campus**

- School lockers for 7th and 8th graders may be decorated using only magnets—no writing with markers or use of stickers or tape is allowed. Displays must be respectful of individuals and groups and use setting-appropriate language. No student should ever get into another student’s locker without permission!
- Students are not allowed in the building outside of school hours, unless supervised by a staff member or parent.
- Having food and drink in school is a privilege, which can be rescinded for misuse. Students *may* bring snacks to school for after school activities, but these are not allowed to be eaten during the school day. Teachers may have special reasons to bring food in such as advisory breakfasts, or classroom celebrations, but these must be approved by the teacher in advance. Gum and candy is not to be brought in by students!
- Students are permitted to leave backpacks and other bags in the hallway near their classrooms, as long as these do not impede passage down the hallways or through doors.
- Students are not allowed to sit on “pod” walls (elevated classrooms) or slide down or walk on walls on campus under any circumstance!
- Students are expressly forbidden to leave the Goshen Campus at any time, unless picked up by a parent or approved guardian and signed out at the Front Desk. The same holds true for any St. Francis-sponsored function away from campus.

**Downtown Campus**

- Having food and drink in school is a privilege, which can be rescinded for misuse. In classrooms, individual teachers set their own food and drink rules. Food and drink are not allowed in the Space for Thought, the Sacred Space, or the Reading Room.
- The Sacred Space is an area set aside for quiet study, reflection, prayer, etc. The Reading Room is, as the name indicates, for reading. There are many spaces in the School where more active pursuits are permissible; the Space for Thought, the Sacred Space, and Reading Room are not among them.
- Lockers may be decorated using only magnets—no writing with markers or use of stickers or tape. Displays must be respectful of individuals and groups and use setting-appropriate language.
- Students are not allowed in the building, unless supervised by a staff member, except for during regular school days from 7:30 a.m. to 4:30 p.m.
- Recreational activities like hacky-sack and cornhole are allowed in the Courtyard so long as they are not distracting to classes or the administrative staff. These kinds of
activities are not allowed elsewhere in the School. Activities involving soccer, hockey, basketball, or lacrosse balls or hard frisbees are not allowed in the Courtyard or elsewhere in the School. Courtyard activities are at the discretion of the Associate Head and will be permitted or prohibited based on safety and whether or not they disrupt the learning process.

- Students are allowed in the Fitness Room only when supervised by a staff member, unless parents have given written permission (students may request the necessary form from the Athletic Coordinator).
- Students are not allowed on the 4th floor roof at any time unless accompanied by a staff member, nor in the 4th floor art area unless for an art class or art class-related work.
- Sleeping is not permitted in school at any time (other than an overnight retreat-type event).
- Students are permitted to leave backpacks and other bags in the hallway near their lockers, as long as these do not block access to the lockers or impede passage down the hallways or through doors. However, some items may not be left in the hallway including, but not limited to:
  - Sports equipment and other large items should be stored in the closet across from the Performing Arts Space
  - Books and papers are not to be left scattered on the floor; they must be inside a backpack or bag—or, even, in a locker!
- Food and related trash may not be left sitting in the hallway.
- Pets or other animals are only permitted in the building with prior permission of the Associate Head or Head of School, unless they are service animals.

Safety and Security

*Downtown Campus*

Students need to be alert and use good common sense when navigating the areas around the Downtown Campus. Students should travel in groups when walking downtown. Students and parents also need to familiarize themselves with the sign-out policy. Two basic safety rules are required of students at the Downtown Campus:

1. Jaywalking is prohibited.
2. Students are not allowed to go to cars, sit in cars, or drive cars during school hours unless they have permission to leave school when they have no more classes for the rest of the day, or permission to drive to/from an appointment.

Jaywalking means crossing any street anywhere other than at the marked crosswalk, or crossing against a crosswalk signal. For safety reasons, this prohibition is in effect during the school day and before and after school. We do not enforce the prohibition against jaywalking in the Theatre Square area of 4th St. because there are no stoplights and vehicle
traffic is more limited. While the School is making a special effort to educate students about the dangers of jaywalking, parents should reinforce this message at home.

When encountering someone asking for money, the School recommends that students remain respectful, but that they neither engage with the person nor give the person money. There are multiple social services organizations in the downtown area to which students may give time or money if they wish to help ameliorate homelessness, hunger, etc. The Community Service Coordinator or Associate Head of School - Downtown Campus will be glad to help advise students who are interested.

**Security Systems**

*Goshen Campus*

At the Goshen Campus, the School’s facilities are equipped with a security system, which uses a number of surveillance cameras and a key card access system on all primary entry and exit doors. The School has a combined monitored surveillance camera and intercom system installed on three primary doors, which are monitored at all times by the School Receptionist. Keycards are issued only to authorized adult personnel.

*Downtown Campus*

At the Downtown Campus, the School’s facilities are equipped with a security system, which uses a number of surveillance cameras and access control/monitoring devices. The only access to and regular exit from the School’s facilities is through the Broadway entrance. This door is monitored by a surveillance camera and an intercom system, as well as by the School’s Receptionist. Students are issued a keycard that will allow them access to the School from 7:30 a.m. to 4:30 p.m. Keycards must be promptly turned in to the School at the end of the year or if a student is suspended or dismissed from the School. Any students who lose their keycards will be billed for a replacement. Students no longer attending the School must return their keycards; keycards will be deactivated immediately.

**Security Cameras Video Surveillance Policy**

The School is committed to the security of its faculty, staff, students, families, and guests while on campus. As such, the School uses video surveillance to help keep its facilities operating in a safe and secure manner. St. Francis School seeks to balance the security, safety, and other benefits derived from the use of video surveillance with any privacy concerns of SFS’s faculty, staff, students, families, and guests.

Except in areas where there is a reasonable expectation of privacy (including locker rooms, changing rooms, and restrooms), all conduct on St. Francis School property is subject to being recorded, preserved, and examined by means of security cameras. School grounds, buildings, and property including buses used for School purposes may be equipped with
security cameras. The areas under video surveillance is subject to change, and SFS may add further locations or remove locations and/or conduct video surveillance on a temporary basis in other locations as the School feels is necessary in its exclusive discretion and pursuant to applicable law.

Signs will be posted at campus entrances and public entryways to the buildings and other conspicuous locations informing persons that the buildings and grounds may be under video surveillance. Students may receive additional notification at the beginning of the school year regarding the use of security cameras on campus.

**Emergency Drills**

*Goshen Campus*

Fire Drills are held monthly on the Goshen Campus. The current classroom teacher takes students on to the back field hockey field where they line up with their Lead Teacher or Advisor to be counted. Once an “all clear” is given to the Associate Head/division directors and Facilities Manager, the drill is over.

Tornado Drills are performed twice a year. There are designated tornado drill shelters on the Goshen Campus for each classroom. When a drill occurs, the current classroom teacher takes their children to the designated shelter where they remain quiet until the all clear is given.

St. Francis School personnel meet regularly with local police to go over security and safety plans for each campus, including how best to prepare for and respond to an intruder situation. The School discusses these practices and responses as appropriate with each division, each year.

*Downtown Campus*

Fire Drills are held monthly on the Downtown Campus. Students exit through either the main entrance, the alley door by the admin area, or the back stairwell emergency exit door, and line up by grades in the parking lot, where they are checked in. An “all-clear” signal for returning to the building is given at the end of the drill.

Tornado Drills are performed twice a year. Faculty/staff members guide students to the basement next to the Performing Arts Space, via routes that avoid windows and exterior doors and walls. Students line up by grade level and remain in the basement until an “all clear” message is received.

St. Francis School personnel meet regularly with local police to go over security and safety plans for each campus, including how best to prepare for and respond to an intruder situation. The School discusses these practices and responses as appropriate with each
division, each year.

IV. GENERAL SCHOOL INFORMATION

Student Records and Transcripts
Students’ records are kept on file at the School and may include (depending on division) progress reports, letters with major discipline infractions, test scores, and transcripts. While the School supports each student in using the student’s preferred name in all other aspects of school life, the student’s legal name will generally be used for official records, such as drivers’ forms, standardized testing, transcripts, and diplomas. Students are encouraged to discuss this issue with the Registrar if they have questions about what name is used on official School records.

Health Records, Regulations, and Access
The School requires proof of up-to-date immunizations for every student to be kept on file (please see below for a more detailed policy on immunizations).

Parents are asked to provide the School with information about the student’s physical and emotional health. In part, this information is obtained to comply with state law; it is also needed to keep the School well-informed of the health of all students. The School is sensitive to the privacy of this information and is committed to protecting the confidentiality of students and their families as indicated in the “Confidentiality” policy in this Handbook.

Technology
Acceptable Use
Students are expected to remember that any exchange of information within this community must be made in line with the School’s general standards of conduct. Whether physically on campus or off campus, whether during the school day or at night, on vacation or at any other time while enrolled at the School, whether linked to the School’s network from in school or from a remote location or not at all, or using their own personal computer or communication device on or off campus, students are expected to comply with this Acceptable Use Policy and any applicable policies and procedures as long as they are enrolled at the School, as set forth in the School’s Handbook and as further described below.

The School has explicit guidelines for using computers and other electronic devices, both
on and off campus, using the School’s network, and accessing the internet, to which the School expects students and parents to adhere. The examples below are just examples and are not an all-inclusive list of requirements and possibilities.

Please note that students use School-managed, cloud-based Google Apps such as Google Docs and Google Slides for much of their coursework; thus, internet access will sometimes be needed for completion of homework.

Students may:

- use technology for school work or class projects and assignments, at the teacher’s discretion;
- (at the Downtown Campus only), use personal technology outside of class time as long as it does not interfere with the academic work of other students;
- access the Internet with teacher permission to enrich learning related to school work; and
- use technology in ways directed by the teacher.

Students may not:

- post personal contact information about themselves or other people;
- access or try to access network resources not intended for them;
- share their passwords or other’s passwords with anyone, with the exception of parents/guardians and teachers;
- alter electronic communications to hide their identity or impersonate another person;
- communicate with or make plans to meet a stranger in person;
- use inappropriate language or images in email, web pages, videos, or social networking sites;
- be disrespectful by talking or posting derogatory material (images, video, etc.) via email, social networking sites, live chat, web page, or any other method;
- engage in cyber-bullying, harassment, or sexting, in violation of the School’s policies prohibiting bullying, harassment, hazing, and discrimination and related policies as stated in the Handbook;
- access inappropriate information on the Internet such as (but not restricted to) sites that bypass filtering, promote hate or violence, or sites with sexually explicit or graphic, pornographic, or obscene material;
- plagiarize printed or electronic information—students must follow all copyright, trademark, patent and other laws governing intellectual property;
- install or download software on to School computers from the Internet, home, or by any other means, except as authorized by the School.
- create or use a mobile hotspot on the School campus;
• remove any School-owned computer equipment (including, but not limited to, network cables and keyboards) from the School without express permission;

• store personal files on the network. Any information that a student leaves on a School-owned or -controlled device or service may be deleted at any time, with or without notice;

• use cell phones or other personal electronic communication devices during classroom time, without the express permission of the teacher;

• disclose confidential or proprietary information related to the School or recklessly disregard or distort the truth of the matters commented on;

• access, change, delete, read, or copy any file, program, or account that belongs to someone else without permission;

• use the network for illegal or commercial activities;

• vandalize, steal, or cause harm to the School’s equipment, network, or services (including, but not limited to, uploading or creating viruses, attempting to gain unauthorized access, changing hardware of software settings, or changing online materials without permission);

• deliberately disrupt or attempt to disrupt the software or hardware of the School network;

• be “friends” with, or otherwise directly connect to via online networks and services, any School employee (unless that employee has a familial relationship with the student) on any social networking site that is not used primarily for educational purposes (e.g., Twitter is often used by both faculty and the Administration for educational and informational purposes). If a student is contacted by a School employee via non-School channels for non-educational purposes, the student should immediately notify a parent or guardian, as well as a School Counselor or Associate Head of School.

Students should understand that:

• inappropriate language, harassment, and disrespectful comments directed at the School, its students, parents, or staff is prohibited, regardless of the medium used (e.g., texting, email, social media, etc.) or time and place such comments are made (e.g., during or after school, vacation time, etc.).

• there is no guarantee of privacy associated with their use of the School’s technology resources. Students should not expect that email, voicemail, or other information created or maintained on the School’s network, School-issued devices, or School-administered services (even those marked “personal” or “confidential”) will be private, confidential or secure. The School has the right to access and monitor both student-owned and School-owned computers and communication devices connected to the School’s network. Each student consents to the School’s right to
view and/or monitor the School’s network and all of its associated accounts; and

- they will be held accountable for unattended accounts, and for use of their computer or communication device, if such equipment is left unattended and/or used by another individual.

Parents/guardians should understand that:

- it is the responsibility of all parents/guardians to read this policy and discuss it with the student;
- teachers and administrators will strive to help students understand this policy at a level that is appropriate to their age and maturity; and
- if a student damages the hardware or software of any School-owned technology, the parent/guardian may be responsible for paying for the repair or replacement of that technology.

The School may:

- access, view, monitor, and track any information or communication stored on or transmitted over the School’s network, on or over equipment that has been used to access the School’s network, or School-issued devices, or School-administered accounts and services, and under certain circumstances, it may be required by law to allow third parties to do so. In addition, others may inadvertently view messages or data as a result of routine systems maintenance, monitoring, or misdelivery; and
- restrict the material accessed and not permit computers to be used for anything other than educational purposes.

Security

Security on any computer network is a high priority, especially when the system involves many users. Students must notify a system administrator if they identify a security problem. Students should not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the School’s network.

Reporting Violations

If a student suspects a violation of this policy, or if a student feels nervous or uncomfortable about another School community member’s use of technology, the student should immediately report the student’s suspicions, feelings, and observations to the Head of School, Heads of Campus, or Counselors.

Some violations may constitute criminal offenses as defined by local, state, and federal laws, and the School may initiate or assist in the prosecution of any such violations to the fullest extent of the law.
Email
The School provides students in the 3rd grade and up with an email account. We recommend that this account be used only for School-related communication (e.g., contacting and receiving information from teachers, submitting homework and assignments, transferring files to and from School, etc.), as this account will become inaccessible once the student is no longer enrolled at the School.

We generally use the following format for email addresses: firstnamelastname@stfrancisschool.org. Students are expected to comply with the policies outlined in the School’s Acceptable Use Policy when using their School-issued email account.

Bring Your Own Device (BYOD)
Middle and High School students are welcome to bring their own laptops to school for academic purposes. The School also does provide access to Chromebooks for student use during the school day. These mobile devices serve as valuable tools for students, providing structured, monitored, and equitable access to resources that students will need to complete assigned work. All mobile devices are expected to be used for academic purposes only (on the Goshen Campus).

Personal use of a device in the classroom -- unless there is a documented accommodation -- is at the discretion of the teacher. Accommodations will be made on a case-by-case basis, and will be informed by documented assessments of the individual student’s learning needs. The School will not be held responsible for mobile device loss, theft, or damage that may occur.

Cell Phones And Electronic Devices
Goshen Campus
Use of cell phones, including both calling and text messaging, is not permitted during the school day. If a student brings a cell phone to school, it must remain in the student’s locker or backpack during school hours. If students need to contact parents for any reason during school hours, they must get permission to use the office phone. We do ask that all personal arrangements (going home with another student, etc.) be made the night before. Students may use the office phone to communicate with their parents when an after-school activity is cancelled or for other such reasons during the school day. Students who own cell phones may text or phone their parents after school hours. We ask that parents do not text or call their students during school hours; rather, they should leave messages with the Front Desk and their child’s Advisor or Lead Teacher.

All other portable electronic devices must also remain in backpacks/lockers before school
and during school hours.

In the context of any school activity or School-sponsored event, students are prohibited from using cell phones for video or voice recording without the express permission of the School employee supervising the activity, or other School-sponsored event. Students also must get the permission of other students and faculty/staff before taking video, audio, or still images of them.

A student’s phone or other electronic devices may be confiscated if the School suspects a student is violating its policies.

_Downtown Campus_
Cell phones and other devices may be brought to school and used during lunch, between classes, and students’ free periods, so long as they do not disrupt the learning process and are not used during classes or meetings. Cell phone ringers should be turned to silent or vibrate. Teachers may choose to ask all students to put phones in a basket or other location during class at any time.

The School prohibits students, parents, and other community members from using cell phones or other electronic devices to record (video, audio, or otherwise) the school environment, including classroom instruction and meetings with School personnel, without express permission from the School or the other students or faculty/staff being recorded. Restrictions on recording do not apply to recordings at school performances, athletic competitions, and other similar school performance events.

A student’s phone or other electronic devices may be confiscated if the School suspects a student is violating its policies.

**E-Safety Policy**
The School incorporates online and remote learning programs in its curriculum and program. The purpose of this e-Safety policy is to help ensure a safe, secure, and supportive online and remote learning environment for students, employees, and all members of the School community, consistent with the School’s standards, mission, policies, and protocols. The School strives to create such an environment while also making it as effective and user-friendly as possible. At all times, however, the School’s online and remote learning environment is subject to the requirements and limitations of the School’s online and remote learning technology.

This e-Safety policy is intended to work in concert with the School’s other rules and policies, including those set forth in this Handbook. Students and parents are therefore
expected to continue to comply with all School policies and standards of academic and social behavior as stated in the Handbook and elsewhere, including, but not limited to, the School’s Expectations for Interpersonal Student Relationships, Social Media, Community Expectations, and Attendance, Tardiness, and Absences policies. This policy sets forth additional, modified, and/or clarified expectations for the School’s online and remote learning environment.

- **Dress Code**: When visible in the online and remote learning environment, and in any related interactions, students are expected to be appropriately dressed, which requires that students abide by the provision in the Dress for School section of this Handbook that states that clothing should not be disrespectful to other or disruptive to the learning process.

- **Cyberbullying and Online Conduct**: When participating in the online and remote learning environment, and in any related interactions, it is of the utmost importance that students maintain and model the highest standards of conduct, respect, and integrity, including by refraining from any activity that might constitute or contribute to cyberbullying or other prohibited interpersonal conduct.

- **One-on-One Interactions**: School faculty, advisors, counselors, and administrators may provide virtual one-on-one meetings with students as appropriate. The School may seek to limit one-on-one interactions to those necessary to support the academic and social well-being of students and families.

- **Recording**: Online and remote learning sessions and communications should not be considered confidential and may be recorded. Such sessions would be recorded with the purpose of making them available for those who missed the session to view later. Students are prohibited from (a) recording any part of any online and remote learning program, and (b) sharing, broadcasting, and/or making public any materials created or recorded by the School, its employees, or anyone else in relation to the School’s online and remote learning programs.

- **Risk Management**: All members of the School community are responsible for maintaining a safe online and remote learning environment. In that spirit, while the School will strive to support and ensure students’ safety in the online and remote learning environment, students and their families are also expected to employ appropriate safeguards and manage risks appropriately.
Privacy
At St. Francis School, it is our desire to respect the privacy of our students and their belongings. However, this desire must be balanced with overall safety and discipline in the School. The School may conduct a search of a student and/or the student’s belongings, including personal items, such as bags and backpacks, personal electronic devices and other effects, if the School suspects a student may be violating the law or violating a School rule or code of conduct. Searches may be performed without notice, without consent, and without a search warrant.

Lockers are the property of the School. Students exercise control over their lockers from other students, but not from the School and its officials. As a result, the Head of School and the Head of School’s designee, as well as law enforcement officials, may search lockers as the School determines may be appropriate, which may include random searches throughout the year. The School and law enforcement officials may seize items that may jeopardize the safety of others or property, or constitute a health hazard.

Parking on School premises is a privilege, not a right. As such, any person who operates a vehicle on School property or in connection with any School-related activity is agreeing that the School may inspect and search the vehicle and its contents without notice and without further consent.

Students are also advised that there should be no expectation of privacy in electronic communication conducted on school grounds, whether on the student’s own device or a School-owned device.

Finally, students and parents should understand that there should be no expectation of privacy with regard to disciplinary matters, and that such matters may be discussed with the community, including students and parents.

Student Media Information
In order to portray its program accurately and vibrantly, the School makes a concerted effort to highlight the accomplishments of our students and faculty, as well as to publicize the strength of the entire program offered by the School, in a variety of media formats. Student Media Information—including student names, photographic images (for example, portrait, picture, video, or other reproductions), audio recordings of students’ voices, video recordings of students and/or reproductions of students’ work and likenesses—may be used for educational and/or promotional purposes in print and electronic media. Outlets for publication of Student Media Information may include, but not be limited to, the School magazine, marketing materials, the School website, press releases, social media outlets (including, but not limited to, Facebook, Instagram, and Twitter), newsletters, and local
newspapers. The School also posts students’ names and/or photos when congratulating them on accomplishments, announcing their Senior Projects, and mentioning other similar accolades.

Parents are asked to complete the Student Media Information Authorization Form at the start of each school year to indicate whether they accept or decline the School’s use of Student Media Information. While the School strives to abide by parent/guardian wishes, we do not guarantee that use of a student’s name, image, or work will never occur. There are certain instances when the School may share news and/or celebrate achievements, such as drama productions and athletic team photos, in which it is not possible to eliminate an individual student. In addition, the School will generally include all students’ names and images in the School Yearbook.

**Leave of Absence**

Should a student’s extended absence from school be necessary or desired, a leave of absence may be appropriate. A leave for medical reasons will be handled in accordance with the School’s Medical Leave policy. The School may recommend or grant a request for a voluntary leave of absence for other compelling reasons. The initial request for a voluntary leave of absence should be made to the Head of School or Associate Head. The School requires sufficient supporting documentation prior to the approval of any leave. The sufficiency of any supporting documentation will be determined by the School in its sole discretion.

The School makes the final determination as to whether to grant a leave of absence, as well as the duration of the leave and the conditions necessary for a student’s return (including, but not limited to, whether the student must reapply for admission). Whether the period of leave is counted towards academic requirements for promotion and graduation will be determined by the School in its sole discretion.

Leaves of absence may be noted in the student’s educational record, including on the student’s transcript. A leave of absence will not be used in lieu of disciplinary action to address violations of the School’s code of conduct, rules, or policies. Additionally, a student granted a leave of absence while on academic or disciplinary status may return on that same status.

Families remain financially responsible for tuition and other fees while the student is on a leave of absence.

**Medical Leave**

A medical leave may be appropriate in case of serious illness, bodily injury, or mental health condition, as determined in accordance with this policy. Decisions about granting or
requiring a medical leave, or reinstating a student who has been on leave, rest with the
Head of School and Associate Head; they will be guided by the principal goal of a medical
leave: to give the student the opportunity to regain health and thereby function
consistently, productively, and safely at school. In the absence of a treatment plan that, in
the School’s opinion, meets these needs, the School may decline to grant a medical leave
request, and instead require the student to withdraw.

A student’s family may request medical leave. The School requires that any request for
medical leave be accompanied by sufficient supporting documentation (as determined by
the School in its sole discretion) to allow the School to evaluate the leave request, including,
but not limited to, at least the following information: (a) a recommendation from the
student’s treating medical professionals that the student would benefit from taking a
medical leave; (b) a description of how the student’s medical condition limits the student’s
ability to participate in required academic or extracurricular activities; (c) the plan for
treatment of the student’s medical condition; and (d) an anticipated date for the student’s
return.

Additionally, if in the School’s judgment, a student is exhibiting symptoms or behavior that
make the student unable to participate appropriately in academic or extracurricular
activities without imposing an undue burden on the School’s resources, the School may
recommend that the student be evaluated and subsequently placed on a medical leave. The
School may initiate a discussion of a leave of absence in circumstances including, but not
limited to:

- When mental health or physical symptoms are or may be impeding a student from
  functioning appropriately academically;
- When a physical or mental health condition interferes with a student’s attendance at
  school;
- When a student behaves in ways that may be self-destructive or dangerous to
  others;
- When a student is not engaged in treatment that the School has made a condition of
  attendance, after the student has been evaluated by medical and/or mental health
  professionals, who have deemed such treatment appropriate; or
- When a student exhibits symptoms or behavior that is of concern to the School.

This initial discussion may include, in the School’s sole discretion, the Head of School,
Associate Head, School Counselors, the parents, and/or the student, as deemed
appropriate. The purpose of this initial discussion is to establish the steps that the family is
taking to ensure that the student is well enough to participate fully in life at school; and the
further steps that the School may require if the situation does not improve.
The School may require the family (parents and student) to enter into a Medical Leave Agreement detailing the parameters of any leave. The Medical Leave Agreement may include conditions and requirements for the student’s return to school. The School also will also ask for permission to speak with and disclose to the treating physician, psychiatrist, or other professional. While a student on leave is excused from attending class, the student must make arrangements to make up missed work either while on leave (if possible) or upon return. While the School will strive to minimize academic disruption, the School may require that a student drop a course or courses if a prolonged absence will make it difficult for the student to satisfactorily complete the requirements of the course. To return to school from a medical leave, a student must provide a thorough, written professional evaluation of the student’s current mental health and/or medical condition from the physician, psychiatrist, or other professional who treated the student during the medical leave. The School may require additional evaluation by a physician or mental health consultant of its choosing. The guiding principle of re-admission from a medical leave is the School’s confidence that the student can return safely; and that the student’s return will not compromise the student’s continued recovery, interfere with the School’s ability to serve other students’ needs, or place an undue burden on the School. The decision regarding any student’s return to the School from a medical leave remains in the sole discretion of the School. As a corollary to this principle, a student whom the School determines can safely participate in the regular school day may nevertheless be restricted from participation in overnight field trips or other residential-style school activities.

Students Age 18 and Older
Some students enrolled at the School will reach the age of 18 before graduation. In the United States, age 18 is the age of majority, which means that legally, an 18-year-old student is able to enter into contractual obligations on the student’s behalf (and is required to abide by those obligations). Therefore, the School requires all students, upon their 18th birthday, to review the enrollment contract that their parents or legal guardians signed on the students’ behalf and execute an Addendum to that contract, which provides as follows:

- permission for the School to discuss and release information and records to the student’s parent(s) and legal guardian(s) about any issues relating to the student’s enrollment at the School, including, but not limited to, academic records, academic performance, health matters, disciplinary issues and financial matters; and
- authorization for the School to interact with the student’s parent(s) and legal guardian(s) as if the student were under the age of 18.

The student’s parent(s)/guardian(s) will also continue to be responsible under the terms of the student’s enrollment contract, including being solely responsible for the payment of all tuition and fees related to the student’s enrollment at the School.
School Directory
The School has a directory of class lists and contact information for families, faculty and staff, and other members of the community. The directory is updated each summer and is made available to families on the Parent Portal. The directory may only be used for school purposes, and not for personal or commercial purposes. Failure to properly use the directory may result in restricted use.

Lesbian, Gay, Bisexual, Non-Binary, and Transgender Students
The School strives to provide a safe and supportive environment that will help students succeed academically and socially. To that end, the School promotes respect for all people, and will not tolerate harassment or bullying based on actual or perceived sexual orientation, gender identity, or gender expression. This is the case whether the bullying or harassment takes place on or off campus, including cyber-bullying through the use of electronic technology (on or off the School’s campus, and on or off the School’s network). Particularly with respect to transgender and gender non-conforming students, the School will work closely with students and their families to strive to honor their wishes with respect to use of School facilities, accuracy of student records, use of preferred name and pronouns, and privacy, in accordance with applicable law, and to the extent that the School’s campus facilities reasonably permit.

Diversity, Equity, and Inclusion Work
St. Francis School aspires to be a diverse, equitable, and inclusive community. Aspects of this ongoing work include training (via presentations, readings, etc.) for faculty/staff and students, DEI-focused student groups on both campuses (Black Students Association, AFRO, Queer Students Association, Multicultural Students Association, Diversity Committee, Gender Rights & Equity Initiative, etc.), student-led programming, and education on restorative practices and how to engage in difficult conversations. DEI efforts are considered to be the responsibility of all faculty and staff at St. Francis, with DEI Directors Brett Paice (Downtown) and Lindsy Serrano (Goshen) leading the work.

International Students
Students enrolled at the School from countries outside of the United States are required to ensure that their visas, health insurance coverage, and all other requirements applicable to domestic students (including vaccinations and completion of all enrollment and orientation forms) are in order prior to arriving on campus at the beginning of the school year. International students are also responsible for ensuring that their travel arrangements coincide with the school calendar.

Senior Privileges
St. Francis believes in granting significant privileges to all students rather than merely
parceling them out to the seniors. However, in recognition of the significant cumulative accomplishments of seniors at St. Francis, there are certain rewards given to members of the senior class who are in good academic and behavioral standing. These include the ending of the school year approximately one week earlier than the other students (depending on the School calendar in a given year) and the option to take any required second semester exams/alternative demonstrations of mastery before said week off. Students who are not in good academic or behavioral standing may have requirements for graduation that must be met during that week.

**Background Checks**
With student safety as a priority at the School, the School requires all current and prospective faculty and staff of the School who may have "direct and unmonitored access to children," including any individual who regularly provides School-related transportation to students, to undergo a national and state criminal background check and a sex offender registry check.

The School requires any volunteer who will work independently with students to undergo a federal and state criminal background check. Examples of the types of volunteer activities requiring a background check include, but are not limited to, coaching, field trips that involve one-on-one supervision, overnight trips, and tutoring students one-on-one. A background check is typically not necessary for parent volunteers involved with larger School functions at which many adults are typically present or in instances where there is only the potential for incidental unsupervised contact with students in commonly used areas of the School grounds.

These background checks require the completion of a brief application form and are only conducted with the consent of an individual employee or volunteer. A volunteer’s service, and an individual’s employment, is contingent upon successful completion of the checks, which may take several days or weeks to process.

Completed paperwork must be returned to the Business Office at least two weeks in advance of volunteering.

**Visitors to Campus**
For the safety of our students, our Visitor Pass policy includes parents, family members, alumni, and visitors from outside of the School community. Upon arrival, all visitors are requested to check in with the Front Office of the respective campus to obtain a Visitor’s Pass. Special events for an entire class and all-School functions are generally exceptions to this policy.

Prospective student visits (shadow days) can be scheduled through the Admissions Office.
We welcome our students to have friends visit the School for a day, but all such visits must be pre-arranged through the Admissions Office on a day when the friend in question does not have school (unless it is an official shadow day). Friends may not visit more than once per semester.

Alumni are welcome to visit either campus and may make arrangements with the respective Associate Head.

**Illness Policy**
In order to maintain a safe and healthy environment for students and staff, please do not send students to school with any of the following: fever, vomiting, diarrhea, persistent cough, profuse discolored discharge from nose or eyes.

Students who develop a fever of 100.5 degrees F or greater, vomiting, diarrhea, or other symptoms listed above will be asked to go home. Students must be symptom-free without medication for 24 hours before returning to school. Parents are asked to notify the School if their child contracts a contagious illness such as COVID-19, chicken pox, mono, strep throat, lice, etc. so that we may take appropriate action to protect the community.

If a student becomes ill at school, parents will be notified and should arrive promptly to pick up the student. Preschool students will be removed from classrooms to rest in the Director’s office until a parent’s arrival. Preschool students must be picked up within the hour. At the Goshen Campus, students may rest in the Wellness Room near the office until a parent arrives. At the Downtown Campus, students will be directed to an area to wait.

**Medications at School**
Parents are expected to attend to students’ medication needs outside of school whenever possible.

At the beginning of each school year, parents for grades JK - 12 sign an electronic form indicating whether or not students have permission to be given common over-the-counter medications that are available at the Front Desk.

If a student must take prescription medication at school or on school-sponsored trips, the medication must be brought in its original container with clearly labeled instructions and kept at the Front Desk or by the trip leaders. All students should attempt to take medication during lunch or other breaks so that class is not disrupted. In accordance with state and federal laws, Middle and High School students requesting medication self-administration privileges, most notably for insulin, must submit this request in writing from the student’s parent and prescribing physician. The School may deny this request at the discretion of the Head of School or the Head’s designee. The self-administration of medication(s) shall include self-administration while on School property or during
school-sponsored trips. Misuse of the privilege to self-administer medication(s) may result in immediate revocation of said privilege(s). The School will not assume any responsibility for students not in compliance with this medication self-administration policy.

As noted in our trip policies, any students who are required to take prescription medication at school must also take those same medications on any school-sponsored trips. In addition, on any School-sponsored trips, prescription medications must be in original containers with prescription information and be given to trip leaders to administer, unless the student is approved to self-administer as described above.

Students who require life-saving medication such as epi-pens must keep this medication with them at all times. A duplicate dose of life-saving medication provided by the parent/guardian should be stored at the Front Desk/Preschool Office. It is the sole responsibility of the parent/guardian to notify the School of any updated medication administration plan.

Medications should be picked up at the end of the school year. Any medications left one week beyond School closure in June will be destroyed.

Preschool parents must fill out a Medicine Permission Form, and all medications must be kept in the Preschool Office.

**Immunizations**

In accordance with Kentucky law, the School requires all students to provide proof of up-to-date immunizations or a certificate of exemption before attending school. Proof of immunization should be recorded on a Commonwealth of Kentucky Certificate of Immunization Status form and signed by a medical professional. A student with a qualified religious and/or medical exemption must provide the School with a Commonwealth of Kentucky Parent or Guardian’s Declination on Religious Grounds to Required Immunizations form, pursuant to state law. A Medical Immunization Exemption Certification must be signed by a medical professional, attesting that the student is exempt from a specific vaccine(s) because of medical reasons. A Religious Immunization Exemption Certification must be signed by the student’s parent or guardian (and by students age 18 and older), attesting that immunization conflicts with their sincerely held religious beliefs. Students who do not provide proof of up-to-date immunizations or qualify for an exemption will not be permitted to attend the School or participate in any School activities.

If there is a risk of a vaccine-preventable disease impacting the School community, the School may, in its sole discretion, exclude non-immunized students, including those with valid religious or medical exemptions, from school and all school activities. Excluded students will not be permitted to return until (1) the danger of the outbreak has passed; (2)
the student becomes ill with the disease and completely recovers, as confirmed by a medical professional in writing; or (3) the student is immunized. In determining whether there is risk of a vaccine-preventable disease, the School may consult with appropriate medical professionals and/or the Kentucky Department of Public Health.

Communicable Illnesses

The School may exclude any student who a) has a communicable illness, b) has been exposed to an infected person, and/or c) has traveled to an area impacted by a communicable illness, if the School determines, in its sole discretion, that such exclusion is appropriate for the welfare of the student or the School community. The School may also screen students or require students to be screened by appropriate medical professionals to determine whether they pose a risk to the community. The School’s decisions shall be based on current and well-informed medical judgments concerning the illness, the risks of transmitting the illness to others, the symptoms and special circumstances of each individual who has a communicable illness, and an analysis of the identified risks and available alternatives for responding to an individual with a communicable illness.

If and when appropriate, the School will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the School may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. Of course, we encourage all parents and guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

Food Allergies

Our goals are to provide a safe and respectful environment for all students, to educate the School community about the nature of food allergies, and to provide support and encouragement as our students develop good decision-making skills and learn the critical lessons of managing their allergies. We hope to foster self-confidence, self-respect, and self-advocacy in our students, and to support families as they help students learn to appropriately manage their allergies. For students without allergies, our goals are to increase their awareness of food allergies, and to encourage the development of empathy and the skills needed for them to become supportive allies for their peers. As a School, we strive to help our students graduate with the skills and confidence to advocate for their own and others’ health and physical safety.

Successful management of food allergies is the jointly held responsibility of the School, families, and the student with the allergy. Education encompasses the entire School community including employees, parents, and students. It focuses on preventive strategies,
the symptoms of anaphylaxis in individual students, and emergency care. We recognize that the management of food allergies is a developmental process, and we strive to take reasonable measures to protect our youngest students, while recognizing that students should learn to assume increasing responsibility for their own health and safety as they mature.

The School is committed to providing a safe and inclusive environment for all students. Parents of students who have severe allergies with the potential for developing anaphylaxis must meet with the relevant Division Head - Renee Hennessy in the Preschool, Jennifer Griffith in the Lower School, Zak Cohen in the Middle School, or Suzanne Gorman in the High School.

_Goshen Campus_  
In consideration of the number of students with food allergies, the School has the following guidelines for the management of these allergies on the Goshen Campus:

- Products containing nuts and peanuts may not be brought onto the Goshen Campus;
- Food prepared by the Goshen cafeteria staff is nut-free;
- Food prepared by the dining staff will be labeled regarding allergens; that information is available on the SAGE dining website.
- Sharing of food is not encouraged, but when done, will only be done in the presence of an adult;
- Frequent and appropriate hand washing will be encouraged;
- Surfaces will be cleaned to prevent cross-contamination;
- Snacks provided for the entire class at Goshen will be prepackaged, commercially prepared, unopened, and have an ingredient label indicating there are no nuts or peanuts;
- For students with severe allergies, the School will be provided with an Emergency Care Plan written by a primary care provider or allergist with parental input.

By following these guidelines, students may help be a PAL (Protect A Life).

_Downtown Campus_  
The High School, with its emphasis on preparing students for the real world, generally does not ban any foods from campus. Students are expected to communicate about and manage their allergies. Faculty and staff are concerned about and supportive of students in this regard, and will assist students in whatever way needed.

_Asthma Management_  
Parents of students with asthma should contact the School prior to the start of school to discuss an asthma management plan.
**Lice**

It is the position of the Center for Disease Control, the American Academy of Pediatrics, the Harvard School of Public Health, the American School Health Association, and the National Association of School Nurses that the management of head lice should not disrupt the educational process. Lice are not a major health problem since they do not transmit diseases or cause permanent problems. St. Francis School’s lice management procedures reflect these protocols.

In cases where nits have been found, the parent will be notified. The parents will be given the option to pick up the child to start treatment, or to let the child remain in school and begin treatment after the school day is over. The School will provide information to the parents about proper treatment. The student must be treated before returning to School the following day, and the parent must provide the school with proof that this happened. Written information may be sent home with grade level students and/or emailed to parents. If the student participates in the School bus program, written information may also be sent to bus families.

It will be at the discretion of the School whether to check other students or the whole classroom. If a parent does not follow through with the proper treatment, then the student may be excluded from school until proper treatment has been completed.

**Pets on Campus**

Family pets generally need to be left at home. They should not be in attendance during the school day. The School does, however, believe that pets can be a positive presence at school. The Head of School brings her dog most days, and other faculty at times do, as well. Dogs and cats visit the High School during exam weeks to serve as “therapy” pets. If a Goshen Campus student wishes to bring a family pet for Show and Tell, a brief visit can generally be accommodated. Parents need to discuss the visit ahead of time with the teacher and, if approved, remain with the animal at all times. Other than the St. Francis Day Pet Blessing, when pets are invited to come with a parent and be outside at the Goshen Campus, students may not bring any pet to either Campus without permission of the Head of School or Associate Head/division director/Preschool Director. Any students/parents concerned about allergies or other issues should discuss concerns with the Head of School or Associate Head/division director/Preschool Director.

**Asbestos Hazard Emergency Response Act**

This notification is required by the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR Part 763 of Title II of the Toxic Substances Control Act). Asbestos Management Plans have been developed for the School. These plans are available and accessible to the public.
at the School’s Business Office.

**Pest Management Program**
St. Francis School is committed to providing a healthy environment for all students. We have instituted an Integrated Pest Management program, which is designed to limit the amount of pesticides used. The program is administered by a professional pest management service. We are committed to using the least amounts and the most prudent types of materials necessary to keep our school pest-free. Sprayed pesticides are applied on campus after school hours, typically on Friday afternoons year-round. Per Kentucky law, parents may request to be notified in advance of any pesticide applications, and may do so by contacting the School’s Business Office.
V. EXPECTATIONS FOR INTERPERSONAL STUDENT RELATIONSHIPS

The School is committed to providing a safe and healthy learning environment for all members of its community. Such an environment precludes behaviors that are disrespectful of, and physically and/or emotionally harmful to others. All members of the School community play important roles in maintaining these standards and intervening, as appropriate, when they witness behavior that conflicts with community standards.

The School expects all members of the School community to treat others with civility, respect, and dignity and to interact (whether in person or electronically) politely and appropriately. Before acting, students should give careful consideration to how their communications—whether through words, appearance, actions, or otherwise—may negatively impact others. All students are valued members of the School’s community, which presents unique opportunities to develop lasting partnerships with peers, faculty, and staff. The School strives to help students develop such close connections. However, the School expects these relationships to be appropriate and healthy. The School endeavors to promote this through education and intervention.

With these goals and interests in mind, as well as the legal requirements of the State of Kentucky, the School has established policies to help students manage these interpersonal relationships safely and appropriately. Students and parents/guardians are encouraged to communicate with the Head of School, Associate Heads, Division Directors, Advisors, and/or School Counselors with any questions or concerns regarding these policies. The School believes that open communication about these sensitive topics is integral to preventing serious misconduct from occurring and essential to fostering a culture of personal responsibility, mutual accountability, and positive peer leadership.

Consent and Related Issues
St. Francis strives to educate Middle and High School students about sexuality, healthy choices, and consent.

Following Kentucky law, the School prohibits students from engaging in non-consensual sexual activity, considering it to be egregious misconduct and a major disciplinary violation. Consent must be the basis for every sexually intimate encounter. Consent means the voluntary, positive agreement to engage in specific sexual activity. However, as described below, certain circumstances may make it impossible for a person to legally give consent.

- By law in Kentucky, there can be no consent to sexual activity if the individual is under age 16.
- Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated (whether due to drugs, alcohol, or some other condition).
• Consent cannot be obtained by threat, coercion, or force. In other words, if threat, coercion, or force is used, any “agreement” does not constitute consent.
• Consent may be withdrawn at any stage during an encounter.
• Consenting to one behavior does not obligate a person to consent to any other behavior.
• Consenting on one occasion does not obligate a person to consent on any other occasion.

Communicating consent means:
• The person is legally capable of giving consent.
• An ongoing verbal interaction, taken one step at a time, to an expressed and honest yes.
• Asking permission to engage in specific activity and to progress to new, different or more intimate activity—regardless of who initiated the contact.
• Being clear about desires and expectations.
• A clear “yes.” The absence of “no” should not be understood to mean that there is consent.
• Remaining open to and respecting another’s expression of disagreement to engage in a particular activity. “No” means “no” in any sexual encounter.

The School prohibits and may be obligated to report sexual activity that violates the law, including rape, sexual assault, and statutory rape. Under certain circumstances, the School may be obligated to report to government authorities (including the Cabinet for Health and Family Services (“CHFS”) and the local police). Sexual activity, of any and all kinds, is prohibited between any student or applicant and any School employee.

**Bullying, Harassment, Discrimination, Hazing, Sexual Assault and Sexual Harassment**
The School does not tolerate verbal or physical behavior that constitutes bullying (including cyber-bullying), harassment or discrimination, hazing, sexual assault, and sexual harassment (collectively referred to as “interpersonal misconduct”). The School is also committed to promptly addressing any behavior that impedes the learning of any student or interferes with the experience of any other member of the School community.

Bullying, harassment, discrimination, hazing, sexual harassment, and sexual assault are prohibited on the School’s campus and the property immediately adjacent to School grounds, on School vehicles and at School-sponsored events, activities, athletic contests, and off-campus trips. School-owned technology may not be used to intimidate, harass, threaten, or bully another student. In addition, interpersonal misconduct is prohibited at a location, activity, function, or program that is not School-related or through the use of technology or an electronic device that is not owned, leased or used by the School, if such
conduct: (a) creates a hostile environment at school for a student, (b) infringes on the rights of a student at school, or (c) substantially disrupts the educational process or the School’s orderly operations.

**Definitions**

**Aggressor**
A student or faculty/staff member who engages in bullying (including cyber-bullying), harassment, discrimination, hazing, sexual assault, sexual harassment, or retaliation towards another person.

**Bullying**
Bullying is broadly defined as any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated, or has the potential to be repeated: (a) that occurs on school premises, on school-sponsored transportation, or at a school-sponsored event; or (b) that disrupts the education process.

The School recognizes that certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

**Cyber-bullying**
Cyber-bullying is bullying through the use of technology or electronic communication, including, but not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyber-bullying includes, but is not limited to: (a) the creation of a web page or blog in which the creator assumes the identity of another person, and (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation constitutes bullying conduct as defined above. Cyber-bullying includes, but is not limited to, the distribution by electronic means of a communication to more than one person, or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions included in the definition of bullying.

**Faculty/Staff**
Faculty/staff members include, but are not limited to, educators, administrators,
counselors, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, and paraprofessionals.

Harassment Or Discrimination
Harassment or discrimination is behavior that is pervasive or severe and has the purpose or effect of: (a) creating an intimidating, hostile, or offensive environment; (b) interfering unreasonably with a student’s academic performance; or (c) creating a situation where academic decisions of a student depend on the student submitting to and/or not objecting to the behavior.

Harassment and discrimination can take many forms. Examples include limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics, as well as slurs, jokes, statements, remarks, questions, gestures, pictures, emails, texts, or cartoons regarding a legally protected status that are derogatory or demeaning to an individual’s or group’s characteristics or that promote stereotypes. Harassment also includes sexual harassment (as defined below).

Hazing
Hazing means subjecting another student to a physical or mental health injury as part of an initiation, or as a prerequisite to membership, into any organized school group.

Hostile Environment
A hostile environment refers to a situation in which certain misconduct causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of a student’s education.

Retaliation
Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports misconduct (including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment), provides information during an investigation, or witnesses and/or has reliable information about such misconduct.

Sexual Assault
Sexual assault occurs when a person is forced or coerced into sexual activity without giving consent.

Sexual Harassment
Sexual harassment is a type of harassment. Sexual harassment includes unwilling and unwanted sexual attention, regardless of gender, from anyone with whom a person may interact in the course of attending the School or being present at School-sponsored activities.
Examples of behavior that may constitute sexual harassment include (regardless of whether the intent or consequence of such behavior is to make the target feel uncomfortable): (a) offensive body language (staring and/or leering at a person’s body or standing/brushing too close); (b) offensive or unwanted sexual comments, abuse, jokes, insults, delivered orally or in writing; (c) derogatory or pornographic posters, cartoons, or drawings; (d) pressure for sexual activity (such as hazing or threats, as well as repeated requests after rejections); (e) offering favors or benefits in exchange for sexual acts, or threatening mistreatment if one does not engage in sexual acts; and (f) offensive or unwelcome physical advances (including kissing, hugging, pinching, grabbing, groping, “playful” slapping, as well as asking for or encouraging the sharing of explicit representations or references to sexual conduct, sexual excitement, or nudity, etc.).

Target
Any student against whom bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment has been perpetrated.

Legal Definitions And School Policies
In accordance with the School’s Mission, values, and standards of conduct, the School has, at times, supplemented and/or provided broader protections against bullying, discrimination, harassment, and other inappropriate conduct than may be required under applicable laws. In essence, the School’s standards may be stricter than the law and the School may impose discipline accordingly. The School’s efforts to enhance its protection of students in no way expand an individual’s rights under the law and other applicable laws may supersede this policy. Further, the School may modify and amplify the standards set forth above and use its discretion in the interpretative enforcement of all ideals and standards of conduct.

Reporting Complaints
A student who is the target of bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, or who has witnessed such an incident or any incident of retaliation, or who otherwise has relevant information about conduct prohibited by the School, is strongly encouraged to report the matter promptly (either orally or in writing) to the Head of School, the Associate Heads, the Counselor, or to any other administrator or faculty member with whom the student is comfortable speaking. If a student is uncomfortable contacting one of these individuals, the student may ask an advisor, another adult, or a classmate to help. Oral reports made to a member of the faculty/staff will generally be memorialized in writing.

With respect to reporting sexual assault in particular, students are strongly urged to speak to a trusted adult on campus or at home, to the Counselor or other administrator, or to an
external resource. When making such outreach, students may share as little or as much information as they would like.

Parents/guardians of a student who is the target of interpersonal misconduct, or of a student who has witnessed or otherwise has relevant information about such misconduct, are urged to immediately notify the Head of School, the Associate Heads, or the Division Director. Furthermore, any parent/guardian who has witnessed interpersonal misconduct, or has relevant information concerning such an incident or any incident of retaliation, are strongly encouraged to contact one of these administrators immediately.

The School urges students and parents/guardians not to make anonymous reports. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously and disciplinary action will generally not be taken against an individual solely on the basis of an anonymous report.

The School cannot promise absolute confidentiality to those reporting bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, as there may be a need to share information during an investigation or otherwise; however, the School will disclose such information with discretion, on a need-to-know basis.

**False Complaints**

All persons involved in a complaint or investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons; therefore, the School expects and requires the honest and full disclosure of facts by all involved. Any person who knowingly makes a false accusation of bullying, harassment, discrimination, hazing, sexual assault, sexual harassment, or retaliation may be subject to disciplinary action.

**Responding To Complaints**

The goals of an investigation, and any supportive, disciplinary, or other remedial process that is imposed following that investigation, are to correct the situation to the extent reasonably possible and to take steps to prevent repetition of the incident and retaliation.

When a complaint is brought to the attention of the Head of School, an assessment is made to determine the initial steps appropriate to protect the well-being of the students involved (including both the alleged targets and aggressors), and to prevent disruption of the learning environment while the investigation is undertaken. The School may use strategies, such as increased supervision, stay-away mandates, and personal safety plans, as may be appropriate to prevent further misconduct, witness interference, and/or retaliation during the course of and after the investigation.
The Head of School or the Head of School’s designee will conduct an impartial, fact-finding investigation of the complaint. This investigation may include (but is not necessarily limited to) interviews with the complainant, alleged target(s), alleged aggressor(s) and any other witnesses or parties who have information relevant to the alleged incident. The School may consult with faculty, the School’s healthcare providers, the parents/guardians of the alleged target(s) and/or the alleged aggressor(s), or any other person deemed to have knowledge about, or circumstances surrounding, the complaint.

The School neither tolerates nor engages in retaliation against an individual for filing a complaint about interpersonal misconduct or cooperating in an investigation of such a complaint. The School will not take adverse action against a student for making a good faith report of interpersonal misconduct. An individual who is found to have engaged in retaliation against a student for filing a complaint, or participating in the investigation of a complaint, may be subject to disciplinary action.

Upon completion of the investigation, the Head of School or the Head of School’s designee will generally make the following determinations:

- Whether and to what extent the allegation of bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment has been substantiated.
- Whether any disciplinary action and/or other remedial action is appropriate and, if so, how it will be implemented.
- Whether counseling, or a referral to appropriate services, should be offered to targets, aggressors, or family members of the affected students or targets.

The Head of School or Head of School’s designee will determine any appropriate disciplinary action for a student who is found to have committed an incident of bullying, harassment, discrimination, hazing, sexual assault, sexual harassment, or retaliation. The range of disciplinary actions will balance the need for accountability with the goal of teaching appropriate behavior, and may result in restriction, disciplinary notice, mandatory counseling, suspension, separation, dismissal, and/or any disciplinary action deemed appropriate by the School.

Information about consequences or other corrective action may be shared with the School community as deemed appropriate by the Head of School. Such announcements may be made in person, by electronic communication, or otherwise. Resources such as counseling or referral to appropriate services are available to all students—including the alleged aggressor(s) and the alleged target(s)—during and after an investigation.

**Notification To Parents/Guardians**

The School will generally notify the parents/guardians of the alleged target(s) and the alleged aggressor(s) promptly after a complaint has been filed, upon completion of the
investigation, and to report the results of the investigation. Parents/guardians of the target(s) will generally also be notified of any action to be taken to prevent further acts of bullying, harassment, discrimination, hazing, sexual assault, sexual harassment, or retaliation.

In all situations, the amount of information shared by the School may be limited by confidentiality laws protecting student and employee records, other confidentiality or privacy considerations, and/or concerns regarding the integrity of the investigation processes.

**Notification To Government Authorities**
In appropriate circumstances, such as when a crime may have been committed or a child may have been subjected to abuse or neglect of the type that is reportable under Kentucky law to CPS, law enforcement, or other appropriate government agencies may be notified. At any point after receiving a report of misconduct, including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, the School may notify local law enforcement or other government agencies. If the School receives a complaint involving students from another school, the School may notify the appropriate administrator of the other school so that both may take appropriate action.

**Sanctuary Policy Applicable To Sexual Assault**
Student health and safety are more important than discipline. Therefore, a student should not refrain from seeking help for fear of discipline by the School. If a student is violating a School rule when the student needs to call for help due to a sexual assault, the student will generally be granted sanctuary from discipline for the rule violation (unless, for instance, the student perpetrated the sexual assault). We reiterate that we strongly encourage students to promptly report to a School employee any incident where the health or safety of a student may be at risk.

**Child Abuse And Neglect Reporting**
The School is committed to the highest standards of care for our students, and seeks to ensure that our students are protected from inappropriate or hurtful actions by adults responsible for their care, as well as by anyone else who may mistreat a student. In accordance with Kentucky law, all School employees are required to report suspected abuse or neglect of any student under age 18.

Kentucky law requires School employees having “reasonable cause to believe” that a child has been abused or neglected to report such knowledge or suspicion immediately to the Cabinet for Health and Family Services’ Child Protective Branch, a local law enforcement agency, and/or the Department of Kentucky State Police. Suspicion or belief may be based on factors including, but not limited to, observations, allegations, facts, or statements by a
child, a victim, or a third party. Such suspicion does not require certainty or probable cause. The responsibility to report rests both on the School and also on all School employees. While a School employee may wish, and is indeed encouraged, to consult with the Head of School prior to making a report of suspected child abuse or neglect, all employees are required to report their reasonable suspicions, even if the Head of School may not agree with the employee’s concerns.
VI. COMMUNITY EXPECTATIONS AND DISCIPLINE GUIDELINES

General
These guidelines are based on the School’s Philosophy and reflect the School’s commitment to providing a safe and healthy environment for students. The School expects all students to behave in ways that cultivate a positive, inclusive, and supportive learning environment for themselves and others. Behavior is governed by two overarching principles: 1) what one does, says, or wears may not disrupt the learning process; and 2) respect oneself, others, and each others’ property.

As a School, we hope to work with families in changing behaviors in students that interfere with the learning climate of a classroom or pose problems of safety for students. Occasionally, students need to be reminded about expectations and consequences of behavior. Both expectations and consequences are age- and developmentally-appropriate and guided by principles of restorative practices, as described in more detail below.

Expectations regarding student behavior are not limited to the regular school day, but also include conduct on the bus, at any extracurricular activities at school or elsewhere, and at any other St. Francis-related functions, field trips, or activities. When off campus, students represent not only themselves, but the St. Francis community. Behavior that jeopardizes the safety of anyone may result in immediate removal from the trip or function, or consequences may be handled on-site in the case of international trips if sending a student home is not possible. Disciplinary action will be taken according to individual circumstances and usually follows a hierarchy of increasing consequences.

Consequences of misconduct (or attempting misconduct) applicable to all students are detailed below. Students who choose to remain present when other students are engaging in misconduct may be subject to disciplinary action. The School may, in its sole discretion, contact parents to address both minor and more serious instances of misconduct, at any stage of the discipline process. In an attempt to foster collective learning and understanding, the School community may be briefed on the details of any disciplinary matter and the outcome.

This section is divided into four parts: Overview - Restorative Practices; Goshen Campus; Downtown Campus; and All-School.

Overview -- Restorative Practices
In keeping with the philosophy of a Progressive school, St. Francis endeavors to follow principles of restorative practices whenever possible. The International Institute for Restorative Practices defines restorative practices as a social science that studies how to build social capital and achieve social discipline through participatory learning and
decision-making. Restorative principles focus on the needs of all (offender, victim, and community), use inclusive and collaborative processes, and seek to repair harm and right any wrongs to the extent possible. Such practices are implemented primarily with respect to interpersonal offenses.

Restorative practices are intended to improve the school climate and strengthen the social and emotional skills of young people. This approach seeks to address the underlying reasons for students’ hurtful behavior and to nurture their intrinsic desire to treat others with care and respect. Restorative approaches are based on the idea that when we feel part of a supportive community, we respect others in that community and become accountable to it.

As a School, we endeavor to be proactive and engage in dialogue when possible to address and deter behavioral issues that could become “disciplinary.” Once there is a disciplinary infraction, we may continue to engage in dialogue, sometimes using that as a means of resolving the issue as all or part of a consequence. However, the School may determine, in its sole discretion, to forego restorative practices and immediately suspend or dismiss a student for major offenses, as described below.

**Goshen Campus**

Whenever possible, it is preferable for classroom teachers to handle routine discipline occurring in classrooms, hallways, or at lunch and recess. The Lower School Director or the Middle School Director, often in conjunction with the Associate Head, will handle more significant discipline matters, as determined by them at their discretion. The Head of School may be involved in disciplinary matters, as determined by the School in its discretion.

In the Lower School, teachers are empowered and expected to handle discipline as they arise. We use positive methods of discipline to help students develop self-control, self-direction, self-esteem and cooperative behavior. Our goal is to help students learn to solve problems and use words to discuss their frustrations. Students are encouraged to consult with their teachers and/or the Counselor as needed to learn to manage emotions and work through conflicts with friends. Classroom teachers must set consistent and simple rules that define the limits of behavior. These rules and expectations also need to be regularly communicated to students. When a student does not act appropriately, the classroom teacher will let the student know and discuss behavior modifications that are necessary to meet expectations. Discipline issues are handled on a case-by-case basis, and appropriate consequences are given as needed. Examples of Lower School consequences include apologizing in person or in writing, doing an act of service for the class, or missing a special activity. Any behavior that can not be managed at school will be discussed with the
parents. If this behavior is repeated, the classroom teacher, Lower School Director and/or the Counselor, may meet with the parents to devise a behavior plan. In rare cases, Lower School discipline may rise to the level of disciplinary issues discussed in the Middle and High School sections and similar guidelines will be followed.

At the Middle School level, the emphasis is also on using discipline as a means of solving problems and learning to make better choices rather than focusing on consequences. The Counselor often works in tandem with the Middle School Director and/or Associate Head in helping to resolve discipline situations. Several other behavioral reinforcements or consequences also come into play at the Middle School level. These include (but are not limited to):

Grounding
A “grounding” in Middle School on the Goshen Campus may be assigned to a student by a teacher, the Middle School Head, the Associate Head, or other School administrator for an offense such as:

- Repeatedly not being where one is supposed to be (e.g. lingering at lockers, not reporting to the Middle School Amp between 8:15 and 8:30 a.m. if on campus before school starts);
- Repeatedly causing a minor classroom disruption;
- Repeatedly exhibiting minor rudeness to another student or adult;
- Repeatedly causing minor disturbances in the hallway or of other classes;
- Repeatedly not following instructions or responding to redirection;
- Repeatedly chewing gum or possessing/eating candy at inappropriate times;
- Repeated tardiness to class; or
- Repeated talking/need of redirection at Morning Meetings or School assemblies.

Groundings require the student to spend their lunch period with a teacher in a designated classroom. Non-grounded students may not spend lunch with grounded students. Grounded students may also be required to walk around the School field hockey field during their two recesses to allow for physical activity and fresh air. Parents will be notified upon a student’s second grounding. Sometimes a grounding may be assigned as an additional consequence to go along with a Pink Slip for a more serious offense that is not quite severe enough to warrant a more severe consequence.

Pink Slips
For Middle School disciplinary situations that rise above the level of Grounding and warrant parental notification, intervention, and support, students may receive a performance memo or “Pink Slip” that is signed by the student, parent, and issuing teacher or administrator. The purpose of a Pink Slip is to ensure that all understand that
inappropriate behavior occurred, to document the behavior, and to make students and families aware that different choices are expected moving forward. Fourth graders may also receive Pink Slips for more serious offenses, as determined by the School.

Detention
Goshen students who receive multiple Pink Slips or whose behavior moves into the more serious realm, as determined by the School, may receive a detention or an alternative consequence designed to rectify the harm done and to help the student learn to make a different choice moving forward, as determined by the School in its sole discretion. Students receiving a detention stay after school and are supervised by the Associate Head or Middle School Director (or their designee) until 5:00 p.m. During the detention, the student will be required to complete a restorative justice education plan to help them reflect on their choices and determine a better course for future actions.

Suspensions and Dismissals
The Associate Head, Middle School Director and/or Head of School handle Major Offenses directly on an individual basis. Consequences for Major Offenses may range from suspension and/or probation to immediate dismissal, at the discretion of the Head of School. In cases involving substance use, a drug/alcohol evaluation, and completion of any follow-up treatment recommended, will be required.

Major Offenses include, but are not limited to:
- Sexual or other harassment;
- Bullying/harassment;
- Threat or use of physical violence;
- Possession or use of fireworks, explosives, weapons, or other dangerous materials;
- Reprehensible conduct tending to reflect serious discredit to the School;
- Willful destruction of property or vandalism;
- Stealing;
- Multiple offenses for which a student receives Pink Slips, Detentions, and/or Groundings;
- Possessing matches, lighters, tobacco, or any vaping, juuls, or other kinds of e-cigarette materials;
- Possession or use of alcohol, illegal drugs, or related paraphernalia, or providing such substance to others;
- Refusal to cooperate with an ongoing investigation into student interpersonal misconduct; and
- Multiple or serious cheating or plagiarism violations.

In addition to the preceding guidelines and consequences, the School, through the Head of School, may suspend or expel, at any time, a student whose behavior or attitude is judged
to be a detriment to the community. This includes, but is not limited to, students facing criminal legal action. Students and parents should be aware that representation of these behaviors on social media can also result in these consequences. The School also may communicate its decisions to the School community, particularly in order for the community to learn from others’ mistakes and to avoid rumors.

**Downtown Campus**

Discipline is handled in three ways:

1. **Some minor offenses** are handled directly by the staff member encountering them. Other minor offenses have automatic consequences (often, grounding or detention, described below)
2. **Serious offenses** are handled by the Disciplinary Review Board (the “DRB,” described below).
3. **Major offenses** are handled directly by the Associate Head of School - Downtown Campus and/or the Head of School.

Whether an offense is considered a Minor, Serious, or Major Offense will be determined by the Head of School, in the Head’s sole discretion. Some offenses, like academic dishonesty, may fall under any of these categories depending on the particular situation.

Students who have excessive overall referrals to the DRB or multiple referrals for the same offense may be taken out of that system and the offenses will then be dealt with by the Head of School and/or Associate Head of School - Downtown Campus.

**Minor, Serious, and Major Offenses**

**Minor Offenses** include, but are not limited to:

- Being late to class (school policy is that students can be minimally late to class three times per quarter; after that, an automatic consequence will be invoked for every subsequent tardy in that quarter);
- Cutting Morning Meeting or Advisee Group;
- Cutting a class (which can mean missing all or some of a class - excessive lateness or extended bathroom breaks without appropriate cause can be deemed cuts);
- Unintentional sign-out violations;
- Causing minor disturbances in the halls or classrooms;
- Riding the elevator without permission;
- Cell phone infractions;
- Jaywalking;
- Inappropriate recreational courtyard activities;
- Inappropriate public displays of affection;
- Body modifications (stick-and-poke tattoos, piercings) conducted on School
property and/or during school hours/events;
• Sleeping during school (in or out of class); and
• Eating, drinking, or engaging in other inappropriate activity in the Sacred Space or Reading Room.

**Serious Offenses** (which are handled by an appearance before the Discipline Review Board) are more egregious than Minor Offenses, and may include, but are not limited to:

• Disrupting the educational environment (causing major disturbances inside or outside the classroom);
• Leaving school when grounded;
• Falsifying an excuse;
• Failing to comply with a DRB decision or other consequence;
• Being in any garage or parking facility or on the Crescent Center property during school hours without explicit permission;
• Possessing cigarettes, tobacco in any form, or any vaping device, including Juuls or other e-cigarette materials;
• Driving or being in a car, or riding a bike or scooter during school hours without permission;
• Intentional sign-out violations;
• Violating the facilities guidelines; and
• Multiple Minor Offenses.

**Major Offenses** are serious acts of misconduct, which may include, but are not limited to, the following:

• Possession or use of alcohol, or illegal drugs or related paraphernalia, or providing such substance to others;
• Sexual or other harassment;
• Threat or use of physical violence;
• Possession or use of fireworks, explosives, weapons, or other dangerous materials;
• Reprehensible conduct tending to reflect serious discredit to the School;
• Willful destruction of property;
• Stealing;
• Bullying/Harassment;
• Multiple cheating or plagiarism violations;
• Multiple intentional sign-out violations; and
• Multiple Serious Offenses.

Consequences for offenses include but are not limited to the following:
Grounding

Grounding is the loss of sign-out privileges, includes losing the privilege to sign out during school hours, and requires the student to spend the lunch period with a teacher in a designated classroom free of cell phones, music players, and non-academic computer use. Non-grounded students may not spend lunch with grounded students. Students who are grounded may not come in late if they have two free periods or leave early when they have a free period at the end of the day. Skipping a lunch grounding results in rescheduling of that day’s grounding plus an additional day. Leaving while grounded generally results in a DRB referral.

Detentions

High School detentions come in two forms. Morning detentions are held from 7:35 to 8:20 a.m., and are considered to be a more severe consequence than afternoon detentions, which are held from 3:35 to 4:35 p.m. Afternoon detentions take precedence over participation on School athletic teams or other School activities. Detentions may be held on other mornings or afternoons, at the discretion of the Assistant Dean of Students. While in detention, students must sit quietly or work on School assignments in the detention room. There is no sleeping, computer gaming, cell phone usage, idle chit-chat, etc.

The only excuse for not attending a detention is a written excuse from a parent for a previously scheduled appointment that cannot be rescheduled. If students feel they have a conflict, it is their responsibility to discuss this with the Assistant Dean of Students or Associate Head of School - Downtown Campus. Students who receive afternoon detention, but who have a conflict and would like to serve it in the morning instead, may do so with specific and pre-arranged permission from the Associate Head or Assistant Dean. Any student who fails to attend a detention will have that one rescheduled and be given an additional detention for the first offense, plus five days’ grounding if it was a morning detention and two days’ grounding for an afternoon detention. Failure to attend detention on subsequent occasions will result in parental notification and increased consequences.

The Discipline Review Board

The DRB, a peer-jury panel, plays a vital role in ensuring a productive learning environment at St. Francis School. Maintaining appropriate behavior and encouraging mutual respect is the responsibility of all members of the School community. For this reason, all students have the opportunity to serve on the DRB. DRB members are chosen at random (two per grade) on a regular basis throughout the school year. A faculty member serves as DRB moderator. The School maintains discretion to determine whether any student or faculty member may serve for a particular case.

The DRB process is a hearing of the facts as best they can be determined under the
circumstances, but it is not a court of law. Generally, the DRB will receive a written
description of an infraction by the Associate Head, a faculty member, or the Assistant Dean
of Students. The DRB will have the opportunity to hear directly from the student, if the
student chooses; they will consider the student’s perspective carefully and then will also
consider other evidence that may be relevant. The DRB will deliberate and, upon reaching a
consensus, will make its decision.

DRB decisions may be appealed to the St. Francis School Supreme Court. This court consists
of the Associate Head of School - Downtown Campus and/or Head of School, and four
student members from the junior and senior classes, nominated by the faculty and then
elected by the entire student body, but the composition may be adjusted by the School, at
its discretion. The Supreme Court will deliberate and, upon reaching a consensus, will
deliver the St. Francis School Supreme Court’s recommendation to the Head of School for
ratification. The decision will then be read by the Head of School in Morning Meeting.

Suspensions and Dismissals
The Associate Head and/or Head of School handle Major Offenses directly on an individual
basis. Consequences for Major Offenses may range from suspension and/or probation to
immediate dismissal, at the discretion of the Head of School. In cases involving substance
use, a drug/alcohol evaluation, and completion of any follow-up treatment recommended,
will be required.

In addition to the preceding guidelines and consequences, the School, through the Head of
School, may suspend or dismiss, at any time, a student whose behavior or attitude is judged
to be a detriment to the community. This includes, but is not limited to, students facing
criminal legal action. Students and parents should be aware that representation of these
behaviors on social media can also result in these consequences. The School also may
communicate its decisions to the School community, particularly in order for the
community to learn from others’ mistakes and to avoid rumors.

All-School
Academic Honesty
Students are expected to approach their academic work with the utmost care and integrity.
Plagiarism, cheating, and other kinds of academic misrepresentation are regarded as
serious breaches of conduct. Each case is treated individually, with the student’s age/grade
and the potential for learning in mind.

Plagiarism and cheating involve taking or using as one’s own the ideas or words of another.
They are consequential offenses—intellectually, professionally, morally and (when
copyright is violated, for example) legally. In addition, plagiarism and cheating are contrary
in a special way to what St. Francis School stands for: first and foremost, we think for
ourselves. Plagiarism and cheating will not be tolerated at St. Francis School.

Plagiarism and cheating include, but are not limited to, the following examples:

- Turning in a paper with paraphrased or borrowed ideas without citation. When the idea is not one's own the source must be cited. Simply having a bibliography is not the same as citing sources in the body of a paper. Whenever a student uses someone else’s material either as a direct quote or as an idea, the student must cite it.
- Turning in an assignment that has language lifted verbatim—word for word—or nearly verbatim from another source (book, magazine, internet, another student), with or without appropriate citation. Paraphrasing does not mean retyping another’s words and changing a few of them. It means reading, processing, and writing in one’s own words.
- Turning in an assignment that is not one’s own—written by another student or bought or borrowed from any source, internet or other.
- Passing off as your own any work that is not—including, but not limited to, papers, PowerPoints, other presentations.
- Copying from a classmate’s paper, asking a classmate for answers, using online translators.
- Allowing a peer to copy homework, giving an answer on a quiz or test, alerting other students (beyond the information given by the teacher) to material that will be covered on a quiz, test, or exam.
- Working with another student on an assignment, when not specifically permitted to do so.
- Using a cheat sheet or other resource not specifically permitted by the teacher on a quiz, test, or exam.
- Copying quiz, test, or exam questions in order to alert other students to material that will be covered.

Expectations regarding honesty also apply when students are seeking admission to the School, as well as when students are seeking admission to next schools, colleges, or other programs.

Consequences of Academic Dishonesty
Plagiarism and cheating are dealt with depending on the individual circumstances and also upon whether it is a first or subsequent offense. Determination that plagiarism or cheating has occurred is at the discretion of the teacher. Once this determination has been made, it will be reported to the Associate Head of School and/or the Head of School. The Associate Head, the Head of School, or their designee will decide upon the consequences.

Consequences may include, but are not limited to, reduced or zero points on the assignment or assessment in question, probation, suspension, and dismissal. If the cheating
or plagiarism occurs on a Senior Project, students should be aware that the offense may be reported to colleges.

Social Media
The School understands the desire of students to use social networking websites, internet bulletin boards, blogs, chat rooms, and other online resources or websites (e.g., Facebook, Twitter, Snapchat, Instagram, Pinterest, VSCO and the like, collectively referred to as “social media”). Whether or not a student chooses to use social media is a decision the student should make in consultation with the student’s parents. However, to the extent that students, parents, or members of the School community represent the School to each other and to the wider community, participation in such social media should be done responsibly with a mind toward how both the forum where one chooses to participate and the content posted reflect on that person individually and on the School. Moreover, issues concerning respect for the privacy of students, copyrights, trademarks, and confidentiality of sensitive information are all important to understand before participating in social media. With the foregoing in mind, the School encourages students and parents to create an atmosphere of trust and individual accountability when accessing social media and the School’s network. When using social media, students are expected to comply with the policies outlined in the School’s Acceptable Use policy regardless of whether they are using School- provided equipment or their own personal devices.

Students at the Goshen Campus may not use social media during school hours. Downtown Campus students whose parents allow them to use social media may do so during free time but such use may not disrupt the learning environment.

Sexting and Sexually Explicit Materials
The School prohibits students from creating, requesting, sending, or possessing any written message, image, or video that contains explicit representations or references to sexual conduct, sexual excitement, or nudity. Kentucky law prohibits anyone (regardless of age) from disseminating obscene or pornographic images of minors, and the School may contact law enforcement should any student violate this policy.

Use of Alcohol, Drugs, and Tobacco
A student may not buy, sell, possess, or use alcohol or other unauthorized drugs or substances, including tobacco and tobacco-related products (lighters, matches, e-cigarettes, vaping, juuls, etc.), even if the student is 18, or any paraphernalia associated with the use of illegal drugs, and may not intentionally misuse products that can act as inhalants, at School, at School events, trips, activities, etc. or on School property at any time. The School provides information to parents and students about the health and social impact of drug, substance, and alcohol use and abuse. Students are prohibited from using medications,
both prescription and over-the-counter, in any manner other than as prescribed or intended by the manufacturer.

Parents’ Role In Alcohol and Other Drug Use Prevention
Parents are often concerned about the use of alcohol and drugs by students and the social acceptability of its use. The following goals have been developed for parents as a guide for discussion and as a foundation for community agreement. The School asks parents to:

- Become informed about the facts of alcohol and drugs so that you can discuss these substances credibly with your children.
- Develop and communicate to your children a clear position about alcohol and drug use.
- Promote and encourage social activities without alcohol and drugs.
- Not serve alcohol to other people’s children who are under the legal drinking age or allow under-age people to bring alcohol or drugs into your homes.
- Not sponsor or condone activities our children or we are unable to control (such as parties with limited or no adult supervision).
- Support School and law enforcement policies regarding the use of alcohol and other drugs by young people.
- Endorse the implementation of comprehensive and meaningful alcohol and drug abuse prevention programs.
- Participate in the annual parent education meetings the School provides from Freedom from Chemical Dependency (FCD).
- Communicate openly with other parents to establish a sense of community and to provide support in giving consistent messages to our young people.

The School Counselors are available for consultation with parents and students on a variety of issues, including drugs and alcohol.

Students Seeking Help (Substance Abuse)
In the alcohol and substance abuse context (as in many others), the School community encourages students to seek advice from respected adults. The faculty and staff endeavor to foster an atmosphere of trust on campus and view conversations with students as vital to that effort.

The discipline system will not be invoked around faculty-student discussions related to situations of use outside of school/school activities, or around situations of use in which students disclose past violations of School rules, if no disciplinary investigation is currently underway. Faculty may also initiate conversations of concern with students. In these situations, students will generally be offered assistance without disciplinary consequences,
and their parents will usually be notified, so that the goal of fostering students’ health and well-being is kept at the forefront.

**Inappropriate Items/Weapons**
Possession or use of fireworks (including firecrackers), a firearm, a pellet gun, a knife, or any other dangerous weapon is prohibited at School or any School-sponsored events. Any knife may be considered a dangerous weapon. Certain types of knives, including, but not limited to, switchblades, double-edged knives, dirk knives, or any knives with a detachable blade, and fireworks are illegal in Kentucky. Particularly on School grounds, propelling any projectile at a motor vehicle, an unwilling or unsuspecting person, or a building, so as to endanger another, is considered reckless behavior and is also prohibited by the School.

Additionally, the School does not allow students to bring toy guns or other fighting-oriented or violent toys to school, other than as requested by faculty/staff and related to school functions (plays, presentations, etc.).

**Probation and Held Contracts**
The School may choose to put a student on Probation for multiple Minor/Serious Offenses or general noncompliance with School expectations. Probation is a formal warning to a student and parents that an additional misstep, though not itself a Major Offense, may result in suspension or dismissal.

In addition, when contracts are issued in January for returning students, a student’s contract may be held for behavioral and/or academic reasons and not issued until the year has been successfully completed.

**Suspension and Dismissal**
Students who have engaged in serious misconduct may be suspended from School, prohibited from attending all School-related activities, or dismissed from School (as determined at the sole discretion of the Head of School or the Head of School’s designee). In addition, the School may suspend or dismiss, at any time, a student whose behavior or attitude the School has determined, in its sole discretion, to be a detriment to the community. This includes, but is not limited to, students facing criminal legal action. Students and parents should be aware that representation of these behaviors on social media can also result in these consequences. Students who are dismissed from School will be prohibited from being on School grounds and will not receive academic credit for the time after which they are dismissed.

Students who receive a suspension from School for any period of time may be allowed to make up some portion of the work missed, at the discretion of the Associate
Heads/Division Directors.

At the Goshen Campus, students may serve an in-school suspension, during which the student will receive counseling and supervision from the Associate Head, Middle School Director, Counselor, or teachers involved, and will write a reflection on what caused the suspension and what the student has learned from the experience to prevent similar future situations.

In any division, cases involving substance use, drug/alcohol evaluations and a release to talk to the medical professional completing such evaluations, and completion of follow-up treatment may be required by the School in its discretion.

The School also makes a practice of communicating about Major Offenses to the School community, particularly in order for the community to learn from others’ mistakes and to avoid rumors.

Students who are dismissed from the School may not be at School, on School property, or at any School-sponsored events or activities without prior approval of the Head of School. Approval for one visit does not mean approval for any visit; approval would need to be granted for each instance. If a student was dismissed for any type of harassment or bullying of another student or adult at the School, permission will typically not be granted.

Disclosure to Next Schools/Colleges
If a student applying to secondary school, or who has recently been accepted to attend a different school, is suspended or dismissed, or experiences any significant change in status at the School after the student’s applications have been submitted to secondary or other schools, it is the obligation of the student and the student’s parents to contact all such secondary or other schools to inform them of the incident. The School may, in its sole discretion, also communicate with each secondary or other school regarding the situation. The School will generally work closely with students and families to support the honest reporting of disciplinary matters, in order to support student success at next schools.

It is the School’s policy to support students in reporting serious disciplinary consequences to colleges. The College Counselor will generally, honestly and fully, disclose if a student has been subject to a disciplinary action including, but not limited to, probation, suspension, dismissal, or withdrawal from the School. For students who have applied to colleges via the Common Application, they are “expected to immediately notify the institutions to which they are applying [or have already applied] should there be any changes to the information requested in this application, including disciplinary history.”

The student should work closely with the College Counselor to ensure that both are responding in a consistent and thoughtful manner. If a student’s disciplinary status changes
after the filing of college applications, the student and College Counselor are obligated to inform all schools to which an application has previously been submitted or the school at which the student has submitted an enrollment deposit.

The student and the College Counselor are expected to notify colleges within two weeks from the date of the change in status. This policy is in compliance with the National Association for College Admission Counseling’s Statement of Principles of Good Practice.

Behavioral Expectations While Away From School
While it is not the School’s intention to monitor students in their off-campus activities, when students’ off-campus activities impact the School community, which is determined at the School’s sole discretion, the School may take disciplinary action, including suspension or dismissal, in response to inappropriate conduct occurring outside of campus.

Parent Involvement
Disciplinary matters and student issues are handled directly by teachers, administrators, and appropriate staff. If a student is having an issue with another student, parents should not attempt to deal with the other student directly about that matter. Doing so may put a student in an intimidating situation and is best resolved, when appropriate, through a School administrator. In order to foster greater student problem-solving ability, independence, and trust with the adults at School, students need to work with their teachers, Counselor, and School administrators to solve conflicts or address concerns that arise at school during the day, rather than calling a parent. Please speak to the appropriate School administrator for guidance with respect to any questions about contacting another student or parent about a School-related matter.

VII. EXTRACURRICULAR ACTIVITIES AND SCHOOL EVENTS

Extracurricular Activities
St. Francis School offers a robust extracurricular program. At the Goshen Campus, Lower School offerings include Legos, chess, art classes, choir, science classes, and more, with information sent to parents so that they may enroll their students if desired. Middle School opportunities vary each year but include Drama, Quick Recall, Governor’s Cup, MathCounts, Jazz Ensemble, A Cappella Singing Group, Science Olympiad, World Language Competitions, Black Students Association, and Diversity Committee. At the Downtown Campus, the offerings may vary from year to year, depending upon interest, The following activities are currently planned for the 2020-21 school year: Drama, Math League, Yearbook, Science Olympiad, Governor’s Cup, Quick Recall, Guideverns, Sacred Space Committee, KYA/KUNA, Literary Magazine, Outdoor Activity Club, Black Students Association, AFRO, Queer-Straight
Alliance, Q-Club, Gender Rights and Equity Initiative, and Multicultural Students Association. Additional student groups and activities often are created as interest indicates.

To participate in an extracurricular activity, students must attend at least a half-day of school. If there are extenuating circumstances, participation will be at the discretion of the appropriate Associate Head/division director.

**Student Leadership**

Leadership is a quality valued and cultivated in the St. Francis community. Beginning in 2nd grade, students have the opportunity to serve as elected class representatives. Elected representatives for 2nd, 3rd and 4th grade comprise the Lower School Student Council, while 5th through 8th grade elected representatives make up the Middle School Student Council, led by 8th grade officers. Students in 9th through 12th grade elect representatives to the School Committee. Representatives for 5th through 12th grade have specific responsibilities, as well, in terms of coordination of activities for their grades (e.g., planning the 8th grade fundraising car-wash and formal dance, raising funds to put on the Prom, class gifts, etc.).

**Fundraising**

In addition to the class fundraising described above, groups or teams may have occasion to fundraise. All fundraisers should be approved by the Goshen Service Learning Coordinator, the High School Community Service Coordinator, and the appropriate Associate Head/division director, and/or Associate Head - Development and External Relations. Individual students should not solicit or fundraise in the School community on their own.

**Enrichment Program (Lower School)**

The St. Francis School Enrichment Program provides activities that promote physical fitness, creative problem solving, socialization, communication skills, and, above all, fun! The structure of the Enrichment Program follows the standards set forth by our mission statement.

Enrichment Options for the 2020-21 school year are from 3:35 to 5:30 p.m. Rates are on the website or are available from our Director of After-School and Summer Programs. Invoices are mailed monthly by the Business Office. Monthly billing is based on the prior month's attendance record.

Please notify the Front Office as early as possible, but not later than 9:00 a.m. on the day of service, to schedule Enrichment attendance. In order to serve our students well and safely, space is limited and made available on a first come basis.

All students must be signed out each day with the Enrichment Director. Enrichment closes
at 5:30 p.m. each day and a late fee may be assessed for all late pick-ups.

The Enrichment Program may be offered at an additional fee during Parent Teacher Conferences, the ISACS Conference, Fall Break, Winter Break, and Spring Break, provided there is sufficient interest.

**Homework Hall (Middle School)**
A program of The Learning Center, academic and organizational assistance is provided to students from class dismissal until 5:30 p.m. Rates are on our website or are available through the Director of The Learning Center. Parents will be invoiced once per month, based on the prior month’s attendance. Daily attendance records will be maintained by the Homework Hall Monitor.

Students who wish to use Homework Hall on an occasional basis must notify the office by 9:00 a.m. that school day. Drop-in requests are honored, if space is available.

Students are expected to arrive immediately after their last class. They should bring their planners and study materials. If they do not have any unfinished assignments, they should bring a book to read or an activity that can be done quietly. Portable music and handheld game players are not permitted. Homework Hall closes at 5:30 p.m.

**Homework Hall (High School)**
A program of The Learning Center, academic and organizational assistance is provided to students from class dismissal until 5:00 p.m. on certain days, to be determined. Rates are on our website or are available through the Director of The Learning Center. Parents will be invoiced by the Business Office once per month, based on the prior month’s attendance. Attendance records will be maintained by the Homework Hall Monitor.

Students who wish to use Homework Hall on an occasional basis must notify the TLC by 9:00 a.m. that school day. Drop-in requests are honored, if space is available.

**Service Learning/Community Service**
The value of serving others is one particularly important to the St. Francis School community. In JK through 8th Grade, service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service learning perfectly builds on the tradition of the St Francis Progressive education and the Mission of our School. Our students are encouraged to learn in cooperation with their teachers and classmates and the community at large. The stages include: 1) Inventory and Investigation; 2) Preparation and Planning; 3) Action; 4) Reflection; and 5) Demonstration. The students develop considerable ownership over the projects and process and their ideas are celebrated and discussed. Students become active learners as they choose to
learn about real life issues and incorporate it into their curriculum adding real life skills. Each grade level participates in service learning, choosing a focus, and planning activities with the assistance of teachers.

At the Downtown Campus, the entire School performs a morning of service six times per school year. Students are assigned to agencies serving various needs, usually 15-20 sites per year. Students wishing to complete community service work beyond the six required days are invited to organize an independent program and should consult the Community Service Coordinator or another faculty member. Successful completion of community service is a graduation requirement; students must attend five of the six designated days and satisfactorily contribute to the projects at the service site. If a student misses the equivalent of more than one day or does not actively participate, the student must work with the Community Service Coordinator to make up the time missed, either at the community service site or another pre-approved organization.

All service activities performed in the context of school, classes, and trips that count toward the Community Service or Service Learning component of the St. Francis education are always School-sponsored events, programs, or trips.

**Birthdays (Goshen Campus)**

Students are invited to the Front Desk to receive a special ribbon or sticker on their birthdays. The School can provide a nut-free giant celebration cookie to mark birthdays and special events for a $10 fee. A form to request a cookie is available on the Portal and the School’s website. Requests for cookies are due at least five days in advance, which allows enough time for Food Services to order what is needed.

We invite every member of our St. Francis community to celebrate students’ birthdays by donating to the School’s library an already-purchased book on our Book Gift List. A bookplate will be placed inside the front cover dedicating it to the student, and the book will be placed in circulation.

**Social Gatherings Off Campus (Not Sponsored by the School)**

In the younger grades, party invitations should not be delivered or discussed at School unless all classmates are included. The misuse of party invitations in a school setting can be very hurtful to students. The invitations themselves can offer all parents an important teaching opportunity with students on considering the feelings of others. No one likes to be excluded, and often parties create these feelings in students who are not a part of the celebration.

In the older grades, it is important to remember, through their quest for acceptance from peers and their desire for greater independence, that students still need clear boundaries
and guidance. Several years ago, we developed some guidelines for parents for hosting/chaperoning parties for teenagers, and we share them with you here:

- Help your teen think through the guest list. Make the point that many parties are open/fluid and more people show up than expected, so you need to have a plan to be at the door and help your teen control the number of people. It is easy for teens to get in situations they did not plan/expect when hosting a party.
- Set the expectation of no substance use when you and your teen are discussing the possibility of having the party, and make sure your teen understands your expectation that this has been shared with guests. You may also want to share this expectation with guests during the party.
- Don’t give in to the idea that “They’re going to drink anyway so I have to provide a safe space for it.” Teens may use drugs/alcohol when they have the opportunity to do so. The majority of our students (and all teenagers) do not use alcohol or other drugs, but experimentation can happen when the opportunity arises.
- Do not suggest that students may spend the night if they want. While you may intend the offer as a way of keeping young drivers off the road late at night, some teenagers will interpret this as an invitation to use and/or that you are fine with their using, as long as they don’t drive under the influence.
- Let your teen know that if your teen becomes aware of any use, you must be alerted immediately. The state of Indiana and several Kentucky counties have “social host” laws that may hold adults liable when teenagers are drinking on their property. In addition, there is an ethical responsibility when students are in your home. Unless other parents have explicitly told you their children are permitted to use substances, as parents, we bear the responsibility of doing all we can to keep students safe in our homes. (And even if parents have explicitly given their students this permission, “social host” laws, if applicable, may make the hosting parent responsible for situations that arise as a result of use.)
- Chaperone actively: frequently walk into the area(s) the party is being held to refresh snacks, gather empty cups, say hello, etc. This can be awkward, but it is truly necessary. You are the one that has to be visible and present; don’t rely on reports from your teen, or put your teen in the position of monitoring what peers are doing -- teens are not equipped to handle this. It also may be very difficult for them to be comfortable reporting to you what is going on as they won’t want to get their friends in trouble. Be aware of areas where unwanted activity could be happening - outside spaces, bedrooms, etc. - and chaperone there, as well.
- Take care that alcohol or prescription drugs in your own home are not accessible.
- If you do become aware of use, best practices are not to permit the teen who is using to leave your house/supervision. Call the teen’s parents to inform them and let them determine next steps. If there is a health risk, of course call 911.
Do not let teens leave and return to the party. (This is a rule we enforce at dances, too.)

Stay awake and alert until the party has ended. Say goodbye as the teens leave to ensure they are in good condition to drive home.

Other related advice:
- Leaving your teen home alone for the weekend (or even overnight on a weeknight) is an invitation to have a party. Even responsible teenagers with the best of intentions can end up hosting a party where substances are used. Even if you trust your teen, do you trust every one of the friends and acquaintances? Peer pressure for a party at the house where parents are out of town can be strong, and again, it is easy for teens to get into situations they did not plan/expect and do not know how to handle. Teens may balk at a “sitter” but - as with many things - overrule them, or ask fellow parents if your teen can stay at their house.
- When your teen asks to attend a party, be the parent who calls and asks if there will be parents chaperoning during the party. Interestingly, all the parents we talk to about this issue are very concerned about it - so parents need to be talking to other parents! If everyone does it, then it’s the norm.
- When your teen wants to spend the night out after a party, that could be a red flag. Always contact the parent hosting to make sure that is actually what is happening, and that parent will be home and has given permission.
- In general, whenever your teen is spending the night out, call or text the hosting parents to make sure they are aware. It’s just courteous to do that, plus you can make sure that everything is on the up-and-up. And when you are the sleepover-hosting parent, be sure to be awake when the teenagers come in, to make sure everyone is there and all is as it should be.

School Trips and Wyvern Retreat Program

Trips abroad are offered for 7th - 12th graders during Winter, Spring, and/or Summer Breaks each year.

The Wyvern Retreat Program encompasses grades 5 - 12. Its goals are to build compassion, develop leadership skills, foster a sense of community and commitment to service, and enhance a sense of inclusivity. The Outward Bound motto, “We are crew, not passengers” exemplifies the ethos of the program; students are challenged to grow as individuals and as part of the SFS community.

At the Goshen Campus, the Wyvern Retreat Program includes
- A 5th grade two day/one night trip to Mammoth Cave National Park to explore the famous cave with Park Rangers/Naturalists.
- A 6th grade trip to the Pine Mountain Settlement School, where, over the course of
five days, students are immersed in the ecology and history of the Appalachian
region of Kentucky.

- A 7th grade trip to Brown County State Park in Indiana for three days/two nights of
tent camping, hiking and team-building activities.
- An 8th grade five day/four night backpacking trip to the Big South Fork National
Recreation and Wilderness Area in northern Tennessee. Students bring and cook
their own food and purify their water at times. Campfire talks at night allow for class
and interpersonal bonding. This trip is the culmination of our Outdoor Program and
is one of the touchstones of the St. Francis experience.

At the Downtown Campus, the Wyvern Retreat Program includes

- A one-day 9th grade Orientation in August and an overnight trip later in the fall to
Bradford Woods
- A four-day 10th grade Outward Bound excursion in North Carolina
- An 11th grade overnight to Camp Joy
- A 12th grade whitewater rafting/ziplining trip in North Carolina

Retreat fees are set annually with limited financial assistance available upon request. If
parents wish for a child to be exempted from a School trip, they must provide a reason in
writing or via a phone call to the appropriate Associate Head/division director. We
consider these trips to be an essential part of the SFS experience, and believe that it is vital
for students to attend; we ask for parents’ support on this. Medical Trip Forms must be
filled out by parents prior to the trip. The School, in its sole discretion, may deny a student
participation on any trip.

Dances
The following rules apply at all School-sponsored dances:

- Once students arrive at a dance, they are required to stay in the designated area.
- School employees will be present at the dance and will be in charge at all times.
- Students may not leave a dance and then return.
- Parents, please pick up students on time.
- Middle School dances are for students in grades 6, 7, and 8.
VIII. ATHLETICS

Athletic Department Mission
The mission of the St. Francis Athletic Department is to provide an athletic program that encourages all students to participate in interscholastic sports, promote the spirit of good sportsmanship with competitive athletic experiences, and emphasizes excellence in academics and athletics.

St. Francis adheres to a “no-cut” policy, meaning that all students are welcome to join the team (although playing time is at the discretion of coaches). We believe that all students should have the opportunity to experience athletics, regardless of skill level or expertise. Our philosophy is focused on the overall student experience and teaches that there is a place for winning and losing, but athletics and competition is about so much more. We pride ourselves on striving to compete at the highest levels, but not at the expense of fair play or exclusion of potential athletes. The overall goal of our interscholastic athletic program is to teach character, commitment, responsibility, humility, and leadership.

Athletic Program
At St. Francis School, we believe that participating in athletics is an important component to a well-rounded education. The concepts of teamwork, ethical play, discipline, and time management are invaluable to one’s future success in college as well as the global arena. In addition, we believe that robust support for the athletics program is important in fostering a healthy School community.

Lower School Athletics
St. Francis Lower School students (JK-4th) have an opportunity to play at least one sport per season. We offer soccer, field hockey, basketball, and track & field for most grades.

Middle School Athletics
St. Francis Middle School students (5th-8th) continue learning their sports at a higher level. Interscholastic teams are formed for field hockey, boys’ soccer (girls are welcome to join), boys’ and girls’ basketball, baseball (girls are welcome to join) and boys’ and girls’ track & field. Students in grades 7th-8th can also join some High School teams whose sports are not offered on the Middle School level (and particularly talented athletes may have the opportunity to not only play on the appropriate Middle School team, but also to join High School teams, pending roster space and agreement by all relevant adults that this is in the student’s and team’s best interest).

High School Athletics
In High School, students have the opportunity to compete at the district, regional, and state levels in the sports of girls’ field hockey, girls’ volleyball, golf, boys’ soccer (girls are
welcome to join), boys' and girls' basketball, boys' and girls' bowling, boys' and girls' tennis, baseball (girls are welcome to join), and boys' and girls’ track & field.

**Physical Education (Goshen Campus)**
Physical education is an integral part of the School’s curriculum and is designed to provide optimum growth and development for each student. Therefore, every student is expected to participate. A student who is ill or injured will be excused only if the student has a note from home or the student’s doctor.

Students are responsible for having appropriate and necessary clothing and sneakers for each class. All clothing should be labeled with the student’s name. Each student will be issued a lock and locker for which the student is responsible and encouraged to use.

**Athletic Activity Requirement (Downtown Campus)**
All students who enter St. Francis in the 9th grade must complete three athletic activities in order to be eligible to graduate. Ideally, students earn one credit in 9th, 10th, and 11th grades, although more than one credit can be earned in a year, and students are encouraged to participate every year. Athletic requirements are pro-rated for transfer students (transfers into 10th grade need two credits; transfers into 11th grade need one credit). Students transferring into a grade after the first quarter are subject to the requirements of the following year (e.g., a transfer into 9th grade in November needs only two credits).

Athletic activity requirements may be satisfied with any of the following (though other options can be discussed with the Athletic Director):

- Participating on a varsity or junior varsity athletic team during the academic year. The athletic participation requirement may not be met for student-athletes whose attendance at team practices, games, events, or other functions falls below 70%.
- Acting as a full-time manager of a varsity athletic team during the academic year.
- Participating in the ULS club, or other approved athletic extracurricular offering, for a minimum of 36 hours or the equivalent of a semester, with each session lasting at least one hour in duration.
- Serving as an athletic administrative aide during a free period for a minimum of 36 hours in one semester or the equivalent of a semester; duties would include tasks like website maintenance and office support.
- Serving as a photographer for athletics covering a complete sports season (e.g., fall, winter, or spring).
- Providing 36 hours of documented athletic support in one calendar year. Support includes attending an athletic event for at least half of the contest, and volunteering to help the athletic department in any of its fundraising capacities and events.
- Participating substantially in an athletic endeavor outside of school. Requests will
be reviewed and decided on a case-by-case basis by the Athletic Director or Assistant Athletic Director.

The Freshman Health/Fitness class does not fulfill an athletic activity requirement, although students earn academic credit for the course.

Students participating in a varsity sport earn .5 credit towards graduation, which is reflected on the transcript, in addition to fulfilling an athletic activity requirement. No more than .5 credit can be earned in a school year, however, even if the student plays more than one varsity sport in a year. Students may earn no more than two full credits—and only .5 per school year—over the four years for participating in varsity athletics.

**Eligibility**

Students are required to have on file the KHSAA physical form, completed and signed by a medical doctor and stating that the student is physically fit to participate in athletics. No student will be allowed to participate until this form is on file. Students must be in School for the majority of the school day to be eligible for participation in after-school athletics.

**Sportsmanship**

The coach and parents are the standard-bearers of sportsmanship. Their role is a crucial one. They all have the challenge of either making a contest a real showcase for education or turning it into a meaningless exercise in winning or losing. They can help players and spectators do the right thing through self-control and dignity, or can incite either or both to act contrary to the aims and objectives of school athletics. It is imperative for coaches and parents to realize that their behavior and the behavior of other coaches and spectators are linked, and that inappropriate or unacceptable behavior on the part of either can result in a penalty or ejection of the coach or parent.

Athletics enhance the overall educational experience and build well-rounded students and leaders. Integrity, fairness, and respect—these are the principles of good sportsmanship. With them, the spirit of competition thrives, fueled by honest rivalry, courteous relations, and graceful acceptance of the results. Sportsmanship goals include:

- Developing a sense of dignity under all circumstances;
- Respecting the rules of the game, the officials who administer the rules, and their decisions;
- Respecting opponents as fellow students and acknowledging them for striving to do their best while students seek to do their best at the same time;
- Looking at athletic participation as a potentially beneficial learning experience, whether a win or loss;
• Educating other students and fans to understand the rules of the game, and the value of sportsmanship; and
• Accepting the personal responsibility that comes with students’ actions on the court/field.

The School also encourages parents to act in a sportsman-like manner. As such, the School expects parents will:
• Realize that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of a game;
• Encourage students to perform their best, just as we would urge them on with their classwork, knowing that others will always turn in better or lesser performances;
• Participate in positive cheers and encourage our athletes, and discourage any cheer that would redirect that focus;
• Learn, understand, and respect the rules of the game, the officials who administer them and their decisions;
• Respect the task our coaches face as teachers, and support them as they strive to educate our youth;
• Respect our opponents as students, and acknowledge them for striving to do their best; and
• Remember that we would all like to be victorious in every situation we face in life, but just like in athletic competition, sometimes we fall short.

Students and parents are also expected to refrain from:
• Use of profanity or displays of anger that draw attention away from the game;
• Booing or heckling an official’s decisions, criticizing officials in any way, or displaying temper with an official’s call;
• Trash talking or yelling that antagonizes opponents;
• Using verbal abuse or intimidation tactics;
• Disrespectful or derogatory yells, chants, songs, gestures, signs, posters, or banners;
• Any distracting activity such as yelling, waving arms, or feet-stomping during an opponent’s free-throw attempts or other solo efforts; and
• Use of artificial noisemakers of any kind.

**Parent-Coach Communications**

As with parent-teacher relations, athletics promotes the establishment of good communication between parents and coaches. It is assumed that parents and coaches will understand their respective roles in order to best support our student athletes. In an effort to promote effective communication, the following guidelines should be followed:

Parents may expect to learn from coaches information about:
● The coach’s and program’s philosophy.
● Individual and team expectations.
● Location and times of all practices and games.
● Team requirements (i.e., practices, equipment, off-season conditioning).
● Procedures regarding injuries during practices/games.
● Discipline that may result in the denial of participation.

Parents are expected to:
● Express concerns directly to the coach.
● Notify coaches well in advance of any schedule conflicts.
● Support the program.
● Encourage students to strive for excellence.

Appropriate concerns for parents to discuss with coaches include, but are not limited to:
● Students’ psychological or physical treatment.
● Ways to help students develop and improve.
● Questions about the coach’s philosophy.
● Concerns regarding students’ behavior during athletics.

Inappropriate concerns for parents to discuss with coaches include, but are not limited to:
● The amount of playing time for students.
● Team strategies or play calls.
● Other student-athletes.

If a parent has a concern to discuss with a coach, the parent should:
● Call to set up an appointment with the coach. If the coach cannot be reached, call the Athletic Director who will help to set up a meeting with the coach.
● Not confront a coach before, after, or during a practice or game.

If, after meeting with a coach, a parent still has concerns, the parent should:
● Call and set up an appointment with the Athletic Director to discuss the situation.

**Interscholastic Athletic Programs**
Lower School students generally compete on teams organized by the School through various community organizations. Interscholastic competition begins in Middle School for most sports at St. Francis. Every student is encouraged to develop skills and to be an active member of a team. All students who regularly attend practice will participate in games. All interscholastic teams compete under competition guidelines set forth by the National Federation of State High School Associations (NFHS) and the High School is a member of the Kentucky High School Athletic Association and competes in all sports per KHSAA
guidelines and bylaws.

**Sports Clothing and Equipment**
Students are responsible for having appropriate and necessary clothing, equipment, and footwear.

**Head Injury/Concussion Policy**
A “concussion” is a complex disturbance in brain function, due to direct or indirect trauma to the head, related to neurometabolic dysfunction, rather than structural injury. Concussions and other brain injuries can be serious and potentially life-threatening. A concussion can occur with or without a loss of consciousness, and proper management is essential to the safety and long-term future of the injured individual.

Most athletes who experience a concussion can recover completely as long as they do not return to play prematurely. The effects of repeated concussions can be cumulative, and after a concussion, there is a period in which the brain is particularly vulnerable to further injury. If an athlete sustains a second concussion during this period, the risk of permanent brain injury increases significantly.

The School has developed procedures to help ensure the safety and well-being of student athletes. The guidelines outlined below should be followed to ensure that students are identified, treated, and referred appropriately, receive appropriate follow-up care during the school day, and are recovered prior to returning to full activity. For questions or concerns at any time, please contact the Athletic Department.

**Concussion Awareness**
A concussion occurs when there is a direct or indirect injury to the brain. As a result, transient impairment of mental functions such as memory, balance/equilibrium, and vision may occur. It is important to recognize that many sport-related concussions do not result in loss of consciousness and, therefore, all suspected head injuries should be taken seriously. Coaches, parents, and fellow teammates can be helpful in identifying those who may potentially have a concussion, because a concussed athlete may not be aware of the athlete’s condition or may be trying to hide the injury to stay in the game or practice.

**Signs and Symptoms**
An athlete may report one or more of the following symptoms: headache or “pressure” in head; double or fuzzy vision; dizziness; tinnitus (ringing in the ears); nausea; just doesn’t “feel right”; sensitivity to light and/or noise; feeling sluggish, foggy, or groggy; concentration/memory problems; and/or confusion.

One or more of the following symptoms may be observed in the athlete: loss of consciousness; appears dazed or stunned; moves clumsily; unsure of score, opponent, date,
etc.; cannot recall events prior to the incident; cannot recall events after incident; answers questions slowly; confused about what to do— assignments, position, etc.; forgets an instruction; shows mood, behavior, or personality changes.

The School recommends that an athlete receive prompt medical attention for the following dangerous symptoms of a concussion:

- Loss of Consciousness
- Vomiting
- Confusion
- Convulsions or seizures
- One pupil is larger than the other
- Difficulty recognizing people or places
- Extreme drowsiness or cannot be awakened
- Any weakness or numbness
- Headache worsens or does not go away after 24 hours

When a student-athlete shows any signs, symptoms, or behaviors consistent with a concussion, the athlete is expected to be promptly removed from practice or competition and evaluated by the athletic trainer and/or the student’s healthcare provider. It is recommended that the student be evaluated by a healthcare specialist with experience in the evaluation and management of concussion. In addition:

- A student-athlete diagnosed with a concussion is expected to be withheld from the competition or practice and not return to activity for the remainder of that day.
- Parents/Guardian should be notified at once.
- The student-athlete should be monitored for signs of deterioration.
- The student-athlete should be evaluated by a concussion specialist or if at school, by the School athletic trainer.
- Return to play will typically follow a medically supervised stepwise process which should be initiated by the concussion specialist in communication with the athletic training staff.

If an athlete sustains a sports-related head injury, including a suspected concussion, the School must be notified immediately so that concussion assessment can be administered. If an athlete sustains a concussion, coaches are expected to notify parents and appropriate School staff and follow the protocol established for concussion management.

At away events, when there is no qualified medical professional/licensed athletic trainer available, and/or if the parent is not present, the coaching staff will typically abide by, “When in doubt, sit them out,” as recommended by the Centers for Disease Control.

If any danger signs are exhibited as described above, the School will strive to contact a
parent/guardian and will accompany the student-athlete to an Emergency Room by Emergency Medical Service.

Post-Concussion Protocol
The athlete must meet all of the following criteria in order to progress to activity:

- Symptom-free at rest and with exertion (including mental exertion in school).
- Have written clearance from the appropriate health care provider.
- Once the above criteria are met, the athlete will be progressed back to full activity following a stepwise process as prescribed by a medical professional in writing:
- An athlete should not return to athletic activity if the athlete has any symptoms at rest and/or with exertion. Second-Impact Syndrome Second-Impact Syndrome (SIS) results from an acute brain swelling that occurs when a second concussion is sustained before complete recovery from a previous concussion. Athletes who have mild symptoms or symptoms that have cleared are still at risk for developing brain swelling after a second impact to the head. It is important to note that virtually all of the second-impact syndrome cases that have been reported have occurred in adolescent athletes.
IX. STUDENT SUPPORT SERVICES

The Learning Center

The Learning Center (TLC), a partnership between St. Francis School and Langsford Learning Acceleration Centers, began in 2012 on the Goshen Campus and was added on the Downtown Campus in 2014. Langsford was co-founded by St. Francis Goshen alumnus Stephen McCrocklin G’80, and has at its core a skill set in reading and learning that is unmatched in this region. This partnership allows St. Francis to offer supplemental learning services to its students. Langsford’s other co-founder, Claudia McCrocklin, serves as the Director of The Learning Center at St. Francis School. The Director’s role is to assess the needs of any students with learning difference profiles and recommend, in conjunction with the TLC Team on each campus (Head of School, Associate Heads/Division Directors, Counselors, Coordinators) what services might be used to address a need. Parents will then determine what, if any, services they would like to use. The Learning Center Staff (which includes the Director of TLC, plus Goshen and Downtown TLC Coordinators, Goshen and Langsford instructors, and content-area tutors) then monitor students’ progress, communicate that progress to the parents, and work with each student’s teachers to enhance integration of TLC work in the classroom. Offerings differ slightly on each campus, but include remediation in reading, writing, and math (Goshen); content tutoring in various subjects; academic support; organizational, executive functioning, and study skills training; ESL and ACT/PSAT/SAT prep (Downtown); and the services of an occupational therapist and speech therapist (Goshen). Most services are offered on a fee-basis, although homework organization and management programs are offered on both campuses and included with tuition. After-school Homework Hall (supervised study/planning time) is also available for a fee.

Accommodations

The School does not discriminate against qualified applicants or students on the basis of disabilities that may be reasonably accommodated. The School will discuss with families of applicants with known disabilities whether the School will be able to offer the appropriate accommodations to help their child be successful at the School.

The School is committed to ensuring that students with disabilities are provided with equal access to the School’s programs and services, in accordance with applicable law. For students who seek additional support or curricular adjustments, the School requires documentation indicating that the student’s disability substantially limits a major life activity. Students who present the School with appropriate documentation of disability will be granted those requested academic accommodations that are supported by the documentation and considered reasonable in this educational setting. The School requires such testing to have been completed within the last three years at the High School (which is
also required by the ACT and the College Board for standardized test accommodations) and prefers for it to have been within five years in Lower and Middle School. Any adjustments to the academic program would be made through an interactive process between the student’s family and the Head of School, Associate Head/Division Director, and TLC Team. No waivers of academic graduation requirements will be granted to students.

Even after supportive services and accommodations have been put in place, a student may still not be able to fulfill the student’s academic requirements satisfactorily. In such instances, TLC Team, the Head/Associate Head/Division Director, and other support personnel may decide that the accommodations put into place may not suffice to ensure the student’s success at the School. At that time, determination will be made regarding whether it is appropriate for the student to continue at the School.

**Counseling Services**

School Counselors are available to speak with students to help facilitate educational, social, and emotional support, on an as-needed basis. In addition, the School may require a student to see a School Counselor.

Students at the High School are welcome to seek the Counselor out but should do so during their free time (free periods, flex, lunch, before/after school). Students are encouraged to email the Counselor to set up an appointment as needed. Classes should not be missed for students to meet with the Counselor, except in extenuating circumstances and with the explicit permission of the Counselor.

School Counselors are part of a team of faculty members and administrators at the School who collaborate with respect to students’ educational experience at the School. As part of this collaborative effort, School Counselors may share information obtained from parents and students on a “need-to-know” basis with other employees of the School and a student’s parents. The School Counselors are not engaged as students’ private therapists. Please refer to the Confidentiality policy in this Handbook for more information.

Should the School determine, in its sole discretion, that it is in the best interest of a student to obtain the services of a psychologist or other mental health professional not employed by the School, a School Counselor may assist in a referral for such services.

The School Counselors are also available to talk with parents on issues regarding their children, and hold parent discussion groups throughout the year on various topics.

**Other Counseling**

The School maintains a list of referrals for educational, intellectual, psychological, or speech and language evaluations, should parents wish to consult with the School regarding such an evaluation. Parents who need guidance in this area are encouraged to consult TLC
Team, the Head of School, or other support personnel. It is recommended that the results of such evaluations be shared with School personnel so that appropriate recommendations can be implemented.

Confidentiality
Members of the School community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information they receive. However, confidential information may be disclosed to the Head of School, appropriate administrators, outside professionals, law enforcement officers, parents/guardians, and others when there is a compelling reason for doing so, including, without limitation, in cases of health and safety emergencies (when students or others are in imminent danger of harm); when there is concern about an individual's ability to function academically, emotionally, physically, or mentally within the School environment; or when legal requirements demand that confidential information be revealed.
X. FAMILY INVOLVEMENT AND EXPECTATIONS

Family Comportment and Support for School Policies
At St. Francis School, we believe that when joined by a common set of beliefs and purposes, the School and its families form a powerful team with far-reaching positive effects on children and the entire school community. A positive relationship between the School and a student’s family is essential to the fulfillment of the School’s mission. St. Francis needs and expects the cooperation of its families in understanding and embracing the School’s mission, sharing its core values, and fully supporting its curriculum, faculty, and staff.

Home-School Partnership
The School understands and appreciates that parents and guardians may employ different means to meet the expectations and responsibilities expressed in this policy. Nevertheless, St. Francis School, at all times, may dismiss a student whose parent, guardian, family member, or other adult involved with the student, in the sole judgment of the School, fails to comply with this or any other policy or procedure of the School, engages in conduct either on or off the School’s property that could undermine the authority of the School’s administration, and/or otherwise behaves in a manner that is detrimental to the School community. The School may refuse re-enrollment of a student if the School, in its sole discretion, believes the actions of a family member on or off the School’s property make a positive, constructive relationship impossible or otherwise may interfere with the School’s accomplishment of its mission and/or educational goals.

To assist in creating the most effective relationship, the School asks that families support their children and the School in the following ways:

- Share in the School’s Vision.
  - Support the Mission of the School.
  - Understand and support the School’s philosophy, policies, and procedures.
  - Support the School’s disciplinary process, and understand that the School’s authority in such matters is final.
  - Respect that we are unable to provide details of disciplinary situations involving other students. We would not provide details about your child to others and know that you understand the same principle applies to all. (Please be aware that in Middle and High School, in an effort to dispel rumors and utilize teachable moments, we do let students know of major disciplinary actions - suspension/dismissal - involving their peers, as noted elsewhere in this Handbook.
  - Be supportive of the School’s commitment to a diverse and inclusive community.
• Acknowledge that the payment of tuition is an investment in the education of the student, not an investment of ownership in the School.

• Provide a home environment that supports the intellectual, physical, and emotional growth of the student.
  ○ Create a schedule and structure that supports a student’s study and completion of homework requirements.
  ○ Encourage the student’s development of responsibility by refraining from emailing, faxing, or delivering to the School forgotten homework assignments or projects for your child.
  ○ Be aware of the student’s online activities and use of computers, television, and video games.
  ○ Encourage integrity and civility in the student.
  ○ Be a role model, especially when it comes to behavior at School and at athletic events.
  ○ Encourage the student’s participation in events that promote high standards; actively discourage participation in events that can lead to illegal or unwise behavior.
  ○ Support the School’s effort to promote independence and responsibility via the idea that choices have natural consequences, both positive and negative. Students often learn best when they learn from their mistakes.

• Participate in the establishment of a relationship between home and the School/School community that is based on communication, collaboration, and mutual respect.
  ○ Provide a home environment that supports positive attitudes toward the School.
  ○ Treat each member of the community with respect, assume good will, and maintain a collaborative approach when conflicts and challenges arise, keeping all communications between parents and any faculty or staff member at St. Francis professional, cooperative, and appropriate.
  ○ Help build and maintain a positive School environment by not participating in or tolerating gossip.
  ○ Understand that when conflicts or issues arise, we will typically talk with students before involving parents, so that we have all the information needed and can work to resolve situations promptly. We will, of course, communicate with parents whenever necessary.
  ○ Maintain tact and discretion with regard to confidential information. In cases when students or others are in imminent danger of harm, when there is a compelling reason for doing so, or when legal requirements demand that confidential information must be revealed, information may be disclosed to
the Head of School, administrators, outside professionals, or law enforcement officers.

- Respect the School’s responsibility to do what is best for the entire community, while recognizing the needs of an individual student.
- Seek to resolve problems and secure information through appropriate channels (i.e., teacher/coach/counselor, division head, Head of School, in that order) and refrain from talking to one faculty member about another when there is an issue.
- Acknowledge the value of the educational experience at the School by making regular and timely School attendance a priority and scheduling non-emergency appointments outside the classroom day.
- Support the School through volunteerism and attendance at School events.
- Financially support the School to the best of one’s ability.
- Share with the School any religious, cultural, medical, or personal information that the School may need to best serve students and the School community.
- Understand and support the School’s technology policies.

Family Visits to Campus
Families are welcome to visit our campuses, although as the ages of the students change, so too do the tenor of these visits. Upon arrival at school, all visitors—including parents—must sign in at the Office and obtain a visitor’s tag.

On the Goshen Campus, we welcome parents to join students for lunch and birthday celebrations. Please contact the Lead Teacher/Advisor to schedule a visit. If a parent or other family member wishes to visit a student’s classroom, it is necessary to make arrangements in advance with the teacher of that class and the Lead Teacher/Advisor. These visits are limited to one or two per school year so that classes are not disrupted.

High School parents who wish to observe a class should contact the Director of Admissions, Downtown Campus to arrange for this. Parents who work downtown may wish to meet their students for lunch, too!

Family-School Communication
Parents receive regular electronic newsletters every other Friday during the school year and a printed magazine-style publication called the Wyvern Report published twice a year.

Parent-Teacher Communication and Conferences
Communication with families about our students is a top priority. Faculty and staff strive to return phone messages and emails within a business day of their receipt. Please do not text faculty or staff about any School matters; instead, please use the faculty or staff member’s
School-issued email account or phone number.

Parent conferences are extremely important forums for teachers and parents to exchange information about student progress. Students may sometimes participate in these conferences when specifically agreed upon by the teacher and parent in order to maintain effective, direct communication among teacher, parent, and student. Additional conferences may be scheduled at the request of parents or teachers at any time during the school year.

_Goshen Campus_

Parent-teacher conferences are generally held twice each year in September and March. An email link is sent out in advance of conferences so that parents can sign up for times for the teachers they wish to see.

Parents are encouraged to contact the Lead Teacher/Advisor or a particular subject-area teacher directly with any concerns or questions. Any general concerns or questions, including academic, behavioral, and social issues, should be communicated about with the Lead Teacher/Advisor. If necessary, after communication with the Lead Teacher/Advisor, parents may wish to contact the Lower School Director, the Associate Head, or the Middle School Director.

_Downtown Campus_

Parent-teacher conferences are generally held each year in October, following parent receipt of the first quarter grade reports. An email link is sent out in advance of conferences so that parents can sign up for times for the teachers they wish to see. Beyond this official conference time, teachers are always glad to meet with parents if necessary; please contact them to schedule meetings.

Parents are encouraged to contact a particular teacher with questions about their child’s class. Any general concerns or questions, including academic, behavioral, and social issues, can be directed to the Associate Head of School - Downtown Campus.

_School Portal_

Parents and students will primarily use the Parent Portal to access the students’ schedule, view report cards, and update contact information. We strongly recommend that parents print or download and retain an ongoing file of their student’s report cards and other important information.

The URL for the Portal is https://StFrancisSchool.myschoolapp.com. The Portal can also be accessed by visiting the main School website (http://StFrancisSchool.org) and clicking on Back to School > Parent Portal.
Most parents receive their login information during the admissions process (the admissions process also uses the Portal). If parents need help retrieving their username or password for the Portal, follow the steps below:

- Go to the Portal login page (https://StFrancisSchool.myschoolapp.com)
- Click “Need help logging in?”
- Type in the email address that the School has on file.
- Check the boxes for Username and Password, then click Send.
- Two separate emails, one that contains the username and one that contains a link to reset the password, will be sent to the email address on file.

Please contact Laura Devlin (Downtown) or Betty Gavin (Goshen) for further assistance. Parents should not, however, create a new account.

**Current Family Contact Information**

Parents are expected to keep the School informed of contact information for emergency situations. Each summer families are required to update their contact information in the Parent Portal along with various permissions in SchoolDocs (see below). If a parent is going to be away from home for an extended length of time, please leave a forwarding address and telephone number where the parent can be reached, as well as information regarding who will be responsible for the student and how the person responsible may be reached in case of illness or other emergency.

**Multiple Households and Custody Information**

In order for the School to communicate most effectively with parents and support each student, teachers and administrators need to be aware of students who spend time in multiple households. Additionally, information regarding who is the primary caregiver should be communicated to the School, in the event of an emergency, and whether special co-parenting arrangements exist.

If there are court-ordered guidelines regarding visitations, picking up a student from school, parent involvement in field trips or other issues, the School should be promptly informed. St. Francis School generally assumes that both parents or guardians have full rights to both physical custody of a student and all information regarding the student unless legal documentation indicating otherwise is on file with the School. Further, the School expects separated or divorced parents to cooperate with respect to their child’s education. For these reasons, the School does not get involved in parental disputes or custody issues, including, but not limited to, a request by one parent to limit the other parent’s access to or communication about their child, absent supporting legal documentation. These situations can be stressful for parents and confusing for students,
and assistance in minimizing the School’s phone calls for clarification is very important.

**SchoolDoc**
All emergency contact information, medical information, permissions and authorizations, immunization forms and birth certificates are collected on the SchoolDoc platform prior to the first day of school. To access this site, parents should log on to the School Portal and go to the Resources tab where you will find a link for SchoolDoc that will take directly to your child’s profile. All forms should be completed by August 10th, 2020. Completed profiles on SchoolDoc will be locked to prevent changes. If you need to update any information on that site during the school year, please contact Laura Devlin, Betty Gavin, or Alissa Shoemaker to unlock the profile. **Students without current forms will not be allowed to attend school after the first week of school.**

**Emergencies**
The School will attempt to contact parents regarding illness or injury, minor or serious, but in circumstances that warrant immediate attention when the School is unable to reach the parents/guardians, designated emergency contacts, or the student’s physician, the School physician will be consulted to determine appropriate management. In the event of a serious emergency, an ambulance will be called, the student will be taken to the nearest hospital emergency room, and at least one parent will be notified immediately. The School neither diagnoses nor treats injuries that occur on non-school time, but does offer temporary first aid for problems that arise during school. If a student complains of a persistent earache, sore throat, rashes, or joint pain, such complaints warrant a call to the student’s pediatrician.

Parents are expected to keep contact information up-to-date on the School Portal. If changes need to be made to Emergency Contacts or Pickup Permissions after those forms in SchoolDocs are locked on August 10th, 2020, they should contact the front desk at their campus. Please remember, it is most important that the School have current home, work, and cell phone numbers for parents/guardians, daycare providers, or others (relatives, friends, or neighbors) who routinely assume temporary care of the student if the student’s parent(s) cannot be reached.

Parents will be notified of an illness or injury that may require follow-up medical care. A “General Release” and “Emergency Medical Authorization” form and “Permission for Emergency Medical and Surgical Treatment” must be on file for every student, allowing the School to obtain necessary medical assistance.

**Parent Association**
The Parent Association (PA) serves as an ambassador to support the St. Francis School mission, in addition to hosting a full calendar of fun activities for students, parents, and
families throughout the school year. PA fundraising events assist in funding important items for the School, from MakerSpaces to reading rooms. Every St. Francis parent is a member of the Parent Association.

This year’s Parent Association Chairs are:

- Laura Burke and Stacy Plotts, PreschoolPA@StFrancisSchool.org
- Allison King, Goshen Campus, GoshenPA@StFrancisSchool.org
- Dianne Siciliano, Downtown Campus, DowntownPA@StFrancisSchool.org

Volunteers

Volunteers serve the School in a wide range of areas. Some volunteer opportunities are to:

- Be a lunchroom volunteer (Goshen Campus)
- Be a Library volunteer (Goshen Campus)
- Be a Book Sale volunteer
- Be a volunteer sub for the front desk
- Be a PA classroom or grade-level rep
- Serve on the Gala committee
- Assist with drama productions
- Serve as an Annual Fund class captain
- Serve on the Athletic Committee
- Be a Team Parent on your child’s team and help with coordination and communication.
- Be a Concessions volunteer
- Be a gate volunteer - at every home game/meet to collect entrance fees.
- Take part in other Athletic Volunteer Opportunities such as scoring, announcing, photographing, team parties, and sports banquets.

Fundraising

St. Francis School is a non-profit Independent school, which means that we rely on tuition and fundraising to support our amazing School. The following are our primary fundraising activities each year.

The Annual Fund

The Annual Fund and our fundraising efforts both large and small are important because they can directly impact our students’ experience at school. Parent participation, at whatever level, is essential - we aim for 100% parent participation. We have a “family of funds,” all of which are included in The St. Francis Fund. Donors can direct their gift to one of the five funds within The St. Francis Fund: Greatest Need, Athletics, Performing/Fine Arts, Scholarship, or Faculty Salary/Professional Development. If a goal for a particular area is reached, additional gifts will go to Greatest Need.
Galas
Our two galas, Our Good Earth and Imagine! Art Auction + Scholarship Fundraiser, alternate annually. These Galas are explained in detail in the Annotated Calendar of Events in this Handbook. While the primary purpose of these events is to raise funds for our School, it is equally important that these events increase the School’s visibility in the Louisville metropolitan community, build stronger connections within our School community, and, of course, deliver an unforgettable evening to our guests.

Capital Campaign
A school engages in a Capital Campaign in order to make significant improvements to the facilities, as well as to fund endowment, which provides for the future of the School. St. Francis is currently involved in a $20+ million Capital Campaign, which has already provided for the renovation of the High School’s parking facility, a renovation of the Lower School spaces to incorporate our Preschool, new natural Playgrounds for the Preschool and Lower School, a new Middle School natural playground, the Gymnasium in Goshen, new entrance and common spaces on Broadway at the High School, and the new Main Amp, Theater and Lobby on Goshen Campus. The recent purchase of the former Gray’s Bookstore lays the groundwork for our final building project, a High School Gymnasium. Doubling our scholarship endowment continues throughout. Gifts to the School’s Capital Campaign are the gifts that help transform the future of the School.
XI. ENROLLMENT AND FINANCIAL INFORMATION

**Enrollment and Re-Enrollment Contracts**

All returning students not applying for financial aid will be issued electronic re-enrollment contracts in January of each year, which will be due on or before January 31st, or within ten (10) calendar days of the date the contract is issued, whichever date is later. Re-enrollment deposits are 10% of the stated tuition obligation (not to exceed $1,000) and the exact amount will be listed on the re-enrollment contract. This fee is due along with your electronically signed contract and is non-refundable, non-transferable, and will be applied toward tuition. **All parents, guardians, and other financially responsible parties will be required to initial and sign the re-enrollment contract.** The School will not hold a place for the student without this contract and the deposit.

Returning families who intend to apply for financial aid should apply through FACTS Tuition Aid Service (www.factstuitionaid.com) by the priority deadline of December 20th. Families applying for financial aid will complete an Intention to Re-enroll Agreement in January. Families who meet the priority deadline will be issued re-enrollment contracts with granted financial aid by February 8th, which will be due within ten (10) calendar days of the date of issue. Mid-year enrollees will receive re-enrollment contracts after their initial grading period.

On June 1st, signed contracts become binding and the full stated tuition obligation will be due to the School regardless of attendance of classes. Enrollment may be canceled without penalty (except forfeiture of the enrollment deposit) provided that cancellation notification is sent, in writing via certified mail or email, to the Director of Admissions prior to June 1.

In order to receive a re-enrollment contract, a student must have satisfactorily met all current grade requirements, including academic and behavioral expectations as outlined in the Parent-Student Handbook. Students are prohibited from attending classes without a properly executed re-enrollment contract.

**Financial Aid**

St. Francis School is committed to making a St. Francis education available to children and families who are well-matched to our mission and philosophy. We demonstrate that commitment in part through the offering of need-based financial aid. A share of the School’s operating budget each year is dedicated to funding scholarships for students who demonstrate need. This amount is approved annually by the St. Francis School Board of Trustees as a part of the annual operating budget.

Any member of the St. Francis community is eligible to apply for financial aid. St. Francis
School awards financial aid to qualifying families as a grant, which does not require repayment. Priority for financial aid is typically given to returning students, children of faculty/staff, and siblings of enrolled students.

The financial aid granting process follows the ISACS Principles of Good Practice. Awards are determined by the School’s Financial Aid Committee, with use of recommendations from the FACTS Tuition Aid Service (www.factstuitionaid.com). Financial aid forms and instructions are available in the Business Office, the Admissions Office, and on the School’s website, and are sent to current recipients and new families each December. St. Francis School requires families receiving financial aid to re-apply for aid each year.

Information pertaining to a family's financial aid application or status is kept confidential. St. Francis School also expects families to keep the receipt of any grant and the amount confidential.

**Customer Accounts**

No student will be permitted to re-enroll in the School in August unless all tuition and fees have been paid in full, or a family is participating in one of the School offered payment plans and is current with their customer account. The School recognizes that families may experience extenuating financial circumstances from time to time. While the School is willing to work with families in these instances, all accommodating payment plans must be approved in writing by the Head of School and arranged payments must be received on a regularly scheduled basis.

If an account is more than 90 days’ overdue, it will be brought to the attention of the Head of School or Associate Head of School -- Finance and Operations. They will review the customer account, make appropriate arrangements regarding collection, and may decide the student will not be permitted to return to School for the remainder of the school year, or until the account is current or an alternative payment plan is approved by the School. Furthermore, the School will not release any student records, transfer academic credits, nor diplomas, to the extent permissible by law, and may litigate for monies due.

**Tuition Payment Options**

St. Francis School offers two payment plans: single payment due June 1st, and ten- or twelve-month payment plans due beginning June and ending March and May respectively. Staff may also utilize payroll deduction for tuition. A 5% service charge is administered for all payments made after June 1st. Monthly payments must be made using FACTS Tuition Management Service.

FACTS charges a $49 annual fee per contract. Please note that parents who are currently enrolled in FACTS will automatically be re-enrolled for the following year, unless the
School’s Business Office is otherwise notified in writing. Parents enrolled in the School’s FACTS payment plan service for their tuition will have all other invoicing rolled into their monthly payment unless otherwise notified. FACTS will notify parents of all adjusted monthly payments.

A 1.5% per month late fee will be assessed on customer account balances that are 30 days or more past due. For further information, please contact the Business Office at (502) 795-3369.

**Tuition and Dewar Tuition Refund Insurance**

Tuition for the following school year is set each January by the Board of Trustees. Parents’ financial obligation to the School is for the full academic year’s tuition and fees, as stated and agreed upon in the re-enrollment contract. Families selecting a payment plan other than the full-payment option are required to purchase Dewar Tuition Refund Insurance. The policy will be purchased on the signee’s behalf, for an additional cost of 1.6% of the student’s tuition balance. While families paying in full may opt-out of purchasing Dewar Tuition Refund Insurance on their re-enrollment contract, the School recommends all parents purchase coverage in case of an unexpected withdrawal.

Dewar Tuition Refund Insurance is a third-party policy. This insurance is subject to terms, conditions, and limitations, and is done so on a prorated basis as outlined in the Dewar Tuition Refund Insurance policy. Eligibility, Benefits, and Terms are determined by the Dewar Tuition Insurance Policy (www.tuitionrefundplan.com).

The Dewar Refund Insurance policy generally provides a refund of 60% of unused tuition at the date of separation, and does require a minimum of 14 days of School attendance by the covered student. Please note that all refunds are sent directly to St. Francis School and will be applied against any outstanding customer account.

**Additional Fees**
The following is a partial listing of additional fees that may be incurred by families and are not included in tuition:

- **Goshen:** Transportation/Bus Fees, After-School Classes, Classroom Supplies (grade-specific), Paperback Novels (grade-specific), Wyvern Retreat Fee (Middle School), Yearbook
- **Downtown:** Books/Classroom Packets, Transportation/Parking Fees, Lunch, Athletic Equipment, Wyvern Retreat Fee, Senior Luncheon, Graduation, AP Exams, Yearbook

**Student/Family Leave**
If a student/family takes a leave of absence from the School of a year or more, that student
generally will go through an abbreviated admissions process to re-enroll in the School that will always involve submitting grades/transcripts from the time away from the School and also may, depending on circumstances, include letters of recommendation, a shadow day/interview, and/or other aspects of the process that the School deems necessary to determine whether a return is in the student’s and School’s best interests. Space available in the class is also a factor.

XII. ST. FRANCIS PRESCHOOL

While the entire Handbook applies to students enrolled in the St. Francis School Preschool
program, this section of the Handbook focuses on Preschool-specific policies.

**Credentials**
St. Francis Preschool is licensed by the Kentucky Cabinet for Health and Family Services and is recognized as an exemplary program by the Kentucky Department of Education. We are accredited by the Independent Schools Association of the Central States (ISACS) and are members of Community Coordinated Child Care.

**Philosophy**
The Preschool is a joyful place that seeks to foster curiosity and wonder. At St. Francis Preschool, we believe that *allowing students to explore, investigate, and create is the perfect medium for motivating learning*. Because of these closely held values, our curriculum is one that emerges from the daily experiences and interests of the children. We believe that “everything is developing,” and therefore the focus is on the process of learning rather than the product. Social, physical, and cognitive skills grow freely in this fertile ground of play and exploration. While facilitating these experiences, our expert classroom teachers assure that the children are challenged by utilizing open-ended questions to encourage problem solving, imagination, and creativity. Student artifacts such as photographs, paintings, and clay-work, as well as completed individual and group projects, fill the classrooms. We respect each child’s unique growth process, while also seeking to expand his/her world view. We believe that outdoor play encourages an appreciation for the environment and fosters creativity and a sense of wonder. At St. Francis Preschool, children have a say in what they do and how they do it, and teachers encourage learning to be a fun and exciting journey every day.

We use a co-teaching model in our Preschool program. Each age group has two experienced teachers working together as a team. Most of our teachers have college degrees and/or a minimum of 10 years working with young children. Our staff receives a minimum of 15 hours of continuing education each year, in addition to training in CPR and First Aid.

**Administrative Leadership**
The Preschool Director manages the day-to-day operations of the Preschool. Questions about any policies should be directed to the Preschool Director. The Preschool Director reports to the Head of School, who provides oversight over the Preschool program, as well as the JK-12 program.

**Our SFS Preschool day is made up of five programs:**
1. Early Morning Care (7:30 - 8:45 a.m.)
2. Morning Preschool (9:00 a.m. - 12:00 p.m.)
3. Lunch Bunch (12:00 - 1:00 p.m.)
4. Afternoon Preschool (12:00 p.m. - 4:00 p.m.)
5. After Care (4:00 - 5:30 p.m.)

Morning Preschool Program
The regular Preschool Program includes the morning hours from 9:00 a.m. to 12:00 p.m. A sample daily schedule for each of the programs is listed below. Each class visits the garden, library, and gym, and has music and creative movement classes weekly. Carpool is from 11:45 a.m. to 12:00 p.m.

2s - 3s Morning Preschool Program (Pandas Class)
The majority of children in this program are experiencing Preschool for the first time. The program is designed for and planned around the children’s interests. Children will explore, observe, wonder, draw, paint, color, sing, and be read to, among many other playful activities geared toward the developing 24- to 36-month-old children. 2s - 3s Morning Preschool Program (Pandas Class) is available two, three or five days per week.

2s - 3s Sample Schedule (Pandas Class)
- 9:00 – 9:35 a.m. Learning Centers
- 9:40 – 10:05 Playground
- 10:05 – 10:25 Snack
- 10:30 – 10:50 Music or Creative Movement w/specialist
- 10:50 – 11:25 Small Group Projects
- 11:30 – 11:45 Closing Circle

3s - 4s Morning Preschool Program (Adventurers Class)
This program is suited for a child who is 3 years old by August 1, and will turn 4 during the school year. Many children in this program have had a previous preschool or nursery school experience, although it is not uncommon for this to be a child’s first preschool experience. The program is designed and planned around the children’s interests. Children will begin to participate in group projects that build community with their peers and help them learn about the larger world around them. 3s - 4s Morning Preschool Program (Adventurers Class) is available two, three or five days per week.

3s - 4s Sample Schedule (Adventurers Class)
- 9:00 – 10:00 Learning Centers and Small Group Projects
- 10:05 – 10:25 Music or Creative Movement w/specialist
- 10:25 – 10:50 Snack
- 10:50 – 11:20 Playground
- 11:30 – 11:45 Closing Circle

4s - 5s Morning Preschool Program (Trailblazers Class)
This program is suited for a child who is 4 years old by August 1, and will turn 5 during the school year. The majority of children in this program have had a previous preschool or
nursery school experience, although for some, this is the first preschool experience. The curriculum is designed to support students for the subsequent junior-kindergarten/kindergarten year by addressing all areas of readiness. 4s - 5s Morning Preschool Program (Trailblazers Class) is available four or five days per week.

4s - 5s Sample Schedule (Trailblazers Class)

- 9:00 – 9:25 Learning Centers
- 9:25 – 9:35 Morning Meeting
- 9:40 – 10:00 Library
- 10:00 – 10:20 Snack
- 10:20 – 10:55 Playground
- 11:00 – 11:15 Small Group Projects
- 11:15 – 11:35 Music or Creative Movement w/specialist
- 11:35 – 11:45 Closing Circle

Extended Day Programs
The other four programs that extend the Preschool day (Early Morning, Lunch Bunch, Afternoon, and After Care) are available for one to five days per week. Parents select days (Monday through Friday) when enrolling in these programs and the same days must be selected every week for a full semester or school year. There are no refunds or make-up days. The fees cover extended care on regular school days. During vacation breaks, extended care options may be available at an additional cost, depending upon the demand.

Emergency drop-ins at extended care may be permitted if space is available, at an additional charge. Drop-in charges are to be paid on the day.

Supplies
Children will need a 2-inch waterproof rest mat, blanket, and crib sheet for rest time; the mats may be purchased from us for $35 or a local school-supply store. Discount store mats typically do not meet minimum requirements. Pillows are not permitted.

Arrival and Departure
A member of the staff greets children at the door between 8:45 a.m. and 9:00 a.m. Punctuality is expected, as this aids in the transition between home and school, and our experience shows that late arrivals can cause children to have difficulty at school.

If parking, parents are expected to park in the lot in a marked parking space, not in the driveway next to the playgrounds. Additionally, **when and if parents are allowed in the building**, parents must sign in before coming into the building. Parents may not leave their child if a staff member is not present. If arriving before 8:45 a.m., parents should walk their child into the building and leave them with a staff person in their child’s classroom. **In**
2020-21, for pick up, families will wait at the Preschool entrance and your child will be brought to your car beginning at 11:45 a.m. - 12:00 p.m. for Morning Preschool, 12:45 p.m. and ending at 1:00 p.m for Lunch Bunch, and 3:45 p.m. - 4:00 p.m. for Afternoon Preschool.

Please refer to the carpool policy for additional information about drop-off and pick-up procedures. A staff member will walk children to the receiving car. While drivers stay in their cars, a staff member will help children into their car seats. Parents must notify the School in writing to authorize any person other than a parent or guardian for pick-up.

Parents should promptly call the School if they will be late picking up their child. The Preschool closes at 5:30 p.m. and all children must be picked up by this time. Parents are asked to schedule pick up so they may have adequate time for conversation with staff and be able to leave the building by 5:30 p.m. There is a late charge of $1 per minute. Parents are expected to pay the staff member when they arrive at the School. If a parent is consistently late for pick-up, a conference with the Preschool Director may be scheduled to address this concern.

**Visiting the Preschool**

We love to have parents accompany us on field trips, come see our periodic puppet shows, and participate in our seasonal School-wide sing-alongs. During the year, we plan many activities that families are invited to attend, including a Halloween parade, Thanksgiving luncheon, and a Derby Tea.

If a parent or other family member wishes to visit a child’s classroom, parents should arrange this with the Director and the teacher in advance. For our youngest students, it is helpful to prepare them in advance for a special visitor. If parents wish to join us for lunch, it is helpful to know ahead of time so that food service can send the appropriate amount of food.

**Field Trips**

Outside excursions are an important, enjoyable extension of our program. Field trips provide the children with cultural opportunities and experiences that feed classroom learning. The four-year-old classes go on field trips. Teachers will notify parents of dates via classroom newsletters. Permission slips will be sent home well in advance of any field trip. Children will not be able to participate without a signed slip. We ask that all children wear their St. Francis School shirt on field trip days as a safety precaution that allows for quick recognition. Parents are welcome to chaperone on any field trips, but there may not be room on the bus for them to ride. Siblings may not ride the bus.
**Transportation**
School bus transportation is provided for all field trips. State child-adult ratios will be enforced at all times. Parents are welcome to chaperone on any field trips, but there may not be room on the bus for them to ride. Siblings may not ride the bus.

**Rest Time**
According to licensing regulations, preschool-aged children who attend school all day must have a rest period. Children in the Fours have a 45-minute rest period after lunch. Children in the Twos and Threes rest for a maximum of two hours. Each year, teachers evaluate the group’s needs in determining appropriate rest times.

Children who do not nap or who awaken early may look at books, play quietly with small toys, or work quietly at a table. Teachers are prepared with quiet activities for those children.

**Toys**
We do not allow toy guns or other fighting-oriented or violent toys. We welcome books, CDs, or board games at any time.

**Toilet Training**
When your child is ready, we ask that you begin teaching at home over a weekend or vacation. We can only assist your child in toilet training if you have successfully begun training at home at least one week prior. We will follow through and encourage your child while at Preschool. Toilet training will be supported at preschool in a relaxed manner with the cooperation of the family. Your child’s teacher will coordinate toilet training with you so that the child’s experience is as consistent as possible. During the training period your child should be dressed in clothing that is easy to maneuver independently. Belts and one-piece outfits are not appropriate clothing for training at Preschool.

Older children are encouraged to be independent with toileting.

If a child is in diapers please send five to six diapers daily in the child’s backpack or leave a full package at school. Also, diaper wipes need to be supplied.

**Dress for Play**
Children should be dressed in comfortable, weather-appropriate clothing for indoor and outdoor play that is appropriate to the activity and weather conditions. Preschool students should keep an extra change of clothing in their backpacks. Waterproof outer layers are strongly recommended for outdoor activities.

Preschool students must wear shoes with enclosed toes and pliable soles, suitable for
running and climbing. Athletic footwear is required for gym classes.

**Food**

We provide nutritious morning and afternoon snacks that will include skim milk, water, or juice. The children might have muffins, crackers with cheese, cereal, fruit, vegetables, yogurt, or snack mix. Occasionally, as a class activity, the children will prepare their own snacks. If your child has allergies, please furnish appropriate snacks.

Sage Dining Services, which staffs a certified culinary arts manager and employs a certified staff nutritionist, manages our food service program. A nutritious lunch is provided for all children registered for Lunch Bunch and extended day programming. Preschoolers will eat lunch family style in Preschool classroom areas. Skim milk will be served with lunch.

Birthdays are special events at school. A nut-free cookie cake can be purchased in advance from the School for birthday celebrations for $10. Cookie cake request forms can be picked up from the main office. Please give Food Services a five-day notice for all cookie cake requests. We would welcome the gift of a hardcover book in honor of your child’s birthday. Parents may choose to purchase the book or to send in $15 and we will purchase a book for you. Parents are invited to come in and read the story to their child's class.

**Parent Communication with Teachers**

Parent conferences are scheduled twice a year – in late fall and spring – but we are happy to set up other meetings with parents when appropriate. Parents with children in the Twos class generally receive a daily note with information about the child’s day. Parents with children in the Threes and Fours will receive a weekly newsletter from the teacher. We also use Google Classroom, to share class information with parents.

Please refrain from texting teachers regarding School matters, but communicate via School email and phone instead. Please understand that teachers are with the children most of the day with short breaks. They are not always able to check voicemail and email. We strive to return messages from parents within 24 hours. If there is an emergency, please contact the Preschool Director.

Before the start of school each fall, the teachers invite families to visit the classroom to get acquainted with the surroundings and learn more about the classroom activities. Teachers set appointments with each family.

If parents have a classroom concern, please approach the teacher about the issue. If parents feel that the issue was not resolved, or have a question about a policy, please contact the Preschool Director. If the issue still remains unresolved, then the Head of School may be
Behavior/Discipline
We use positive methods of discipline to help children develop self-control, self-direction, self-esteem, and cooperative behavior. We try to help children learn to solve problems and use words to discuss their frustrations. We set consistent and simple rules that define the limits of behavior. We do not use physical discipline or techniques that may threaten, shame, frighten, or damage the self-esteem of a child. Discipline will not be associated with rest, food, or bathroom use. Any behavior that cannot be managed at school will be discussed with the parents.

Records
To satisfy Kentucky law and to meet the individual needs of our children, we keep health, attendance, and development records.

In addition, the following must be turned in before the child's first day:

- Current Kentucky Immunization Certificate or Exemption Form;
- Copy of Legal Certificate of Birth;
- Emergency Contact Form;
- Pick-Up Authorization Form;
- Disclosure of Allergies and Other Pertinent Health Information; and
- Travel Permission Form.

Emergencies and Evacuations
The Kentucky State Fire Marshal inspects the building annually. We typically have monthly fire drills and quarterly disaster drills for earthquakes and tornadoes.

If emergency evacuation is ever needed, the children will be escorted to the School gym. Once the children are safely in their designated location, parents will be contacted. In case of a tornado or earthquake, we will move away from windows and indoor hazards and seek cover in designated tornado shelter areas marked with a “T” on the Goshen Campus. As with all inclement weather, radio stations will be monitored for the most up-to-date information.
XIII. ST. FRANCIS FACULTY AND STAFF

Debbie Adkins (2015), Middle School Science
B.S. Eastern Kentucky University; B.S. California State University, Fullerton

Trisha Amirault (2015), Director of Enrollment/Admissions Director - Goshen Campus
M.Ed., B.S. Mercer University

Trent Apple ’92 (2013), High School History/Assistant Dean of Students
J.D. Tulane University; B.A. New College

Breck Bacci (2018), Preschool 3s
B.A. University of Louisville

Avi Balay-Wilson (2020), High School Math
M.A. Wesleyan University; B.A. Smith College

David Beard (2000), Preschool 3s
C.D.A. Jefferson Community & Technical College

Bob Bertke (2008), Middle & High School Music
M.M.E., B.M.E. University of Louisville

Greg Borders (2002), Associate Head of School -- Finance and Operations
B.S. University of Louisville

Christine Brinkmann (2014), Garden Educator/Lower School Science
B.A. Southern Illinois University

Joanne Brock (2015), Lower School Language Arts/Social Studies
B.S. Western Kentucky University

Tina Brown G’00, ’04 (2013), Lower School Art/Spanish
M.A.T., B.F.A. Maryland Institute College of Art

Tony Butler (2006), Athletic Director - Downtown Campus/High School Fitness/Athletic Coaching
M.S., B.S. University of Louisville

Emily Campbell (2015), Lower School Science
M.A.T. Bellarmine University, M.Div. Louisville Presbyterian Theological Seminary, B.A. Presbyterian College
Kelli Carter G’91, ’95 (2016), Assistant Director of Admissions/Director of After-School & Summer Programs
B.S. Vanderbilt University

Misty Chanda (2012), Lower School Language Arts/Social Studies
M.Ed., B.A. University of Louisville; M.A.T. Spalding University

Zak Cohen (2020), Middle School Director/Middle School Baseball/Assistant Middle School Soccer
M.Ed. Lesley University; B.A. Hamilton College

Rosanne Conlan (1996), Lower & Middle School Physical Education
B.S. Campbellsville College

Shavar Cowherd (2012), Athletic Director – Goshen Campus/Lower & Middle School Physical Education/High School Boys’ Basketball
B.S. University of Louisville

Andrew Dailinger (2015), High School Artist-in-Residence (Photography)
A.B. Kenyon College

Ronen Danino (2020), Facilities Team - Goshen Campus
IDF Medic School

Julie Dayton G’01 (2010), Lower School Language Arts/Social Studies
M.A. University of Louisville; B.A. University of Kentucky

Laura Devlin (2017), Office Manager - Downtown Campus/Assistant to the Head of School
B.A. University of Washington

Sarah Dewberry (2000), Lower School Language Arts/Social Studies
M.Ed. Xavier University; B.S. Centre College

Patrick Donovan G’79, ’83 (2003), Middle School Language Arts/Outdoor Education Coordinator - Goshen Campus
M.A.T. University of Louisville; J.D. University of Louisville; B.A. Gettysburg College

Larry Elder (2018), Kindergarten
M.A.T. University of Louisville; J.D. New York University; B.A. Columbia University

Andrew Frechette (2012), Junior Kindergarten
B.A. Western Kentucky University
Reed Gabhart (1990), Drama Program Director/Theater Manager/Middle School Math (Master Teacher)/Past Goshen Campus Head
M.S., B.S. Indiana University Southeast; B.A. Indiana University

Betty Gavin (2019), Office Manager - Goshen Campus
B.B.A. University of Memphis

Suzanne Gorman (2000), Associate Head of School -- Downtown Campus
M.A. University of Michigan; B.A. Loyola University Chicago

Jennifer Griffith (2010), Lower School Director/Lower School Math
M.Ed., B.A. Washington University in St. Louis

Dustin Hall (2016), Facilities Manager - Goshen Campus/Transportation Director/MS Soccer

Ray Harris (1999), Facilities Manager - Downtown Campus

Paul Harshaw ’86 (2015), Preschool 4s/Middle School Soccer
B.F.A. Denison University

Renee Hennessy (1995), Preschool Director
B.S. University of Louisville

Anne Holmes (2007), Lower School Digital Literacy/Middle School Humanities
M.A. Bellarmine University; B.A. Centre College

Chris Hutchins (2017), High School Chinese/Spanish
M.A. University of Wisconsin-Madison; B.A. Marshall University

Marcy Jackson (2016), Marketing & Communications Coordinator
B.A. Eastern Illinois University

Salema Jenkins (2014), Lower & Middle School Spanish
M.S. Bank Street College of Education; B.A. Wellesley College

Luke Johnson (2009), High School Chemistry/Senior Project Coordinator
Ph.D., M.S., B.S. University of Louisville; B.A. Washington University in St. Louis

Rebecca Jones (2015), High School Math
M.A. Western Michigan University, B.S. Indiana University

Shelly Jones (2010), Associate Head of School -- Goshen Campus, Teaching and Learning/Lower School Math
M.A. Bread Loaf School of English, Middlebury College; B.A. University of North Carolina at Chapel Hill
Angela Katz (2000), High School Spanish
M.A. University of Louisville; B.A. University of Crimea, Ukraine

Kenisha Kelsey (2019), Director of Annual Giving & Special Events
B.S. University of Louisville

Pattie Koth (2013), Lower & Middle School Math
M.A. University of Phoenix; B.A. Northwood University

Julie Marks, L.C.S.W., L.M.F.T. (2005), Director of Counseling Services – Goshen Campus
M.Ed., M.S.S.W., B.A. University of Louisville

Ralph Marshall (2005), Dean of Faculty - Downtown Campus/High School History,
Ph.D., M.A. Temple University; B.A. Dickinson College

Corinne Martin (2020), High School English
M.A. Syracuse University; B.A. College of Mount St. Vincent

Dave Mattingly (2019), Information Technology Director
University of Louisville

Seth Miller (2016), High School Math/HS Tennis
M.S.S.W., B.A. University of Louisville

Faith Murphy (2014), Preschool & Lower School Music
B.M. Belmont University

Sophia Murphy (2020), Accounting Manager
B.A. Hutch University in Ho Chi Minh City, Vietnam

Julie Mushkin (2016), Middle School Language Arts/Social Studies
M.A. University of Louisville; B.A. University of California, Los Angeles

Olivia Netzler-Gray (2020), Assistant Athletic Director/High School Fitness/JK-8 Physical Education/High School Field Hockey
B.S. University of Louisville

Penny Nowotny (1995), Preschool 2s

Leslie O’Connor (2018), College Counselor
M.A. Boston College; B.A. University of Southern California

Brett Paice (2009), High School English/Film Studies/DEI Director - Downtown Campus
Ph.D. University of Notre Dame; M.A. University of Maryland; B.A. Cornell University
Jou Jou Papailler (2020), High School Artist-in-Residence (Filmmaking)
B.A. University of Louisville

Diane Pecknold (2018), High School History
Ph.D., M.A. Indiana University; B.A. University of Illinois at Urbana-Champaign

Angela Ponzio (2014), Middle School Spanish
B.A. Loyola University Chicago

Damon Powell (2019), Middle School Science
B.A. University of Louisville

Leo Provan (2017), Lower School Spanish/Service Learning Coordinator - Goshen Campus
B.A. Universidad Metropolitana de Ciencias de la Educación, Chile

Melanie Pugh (2015), Director of Alumni Relations & Stewardship
B.A. Mississippi State University

Qiuhua Qin (2018), Middle School Chinese
B.A. Guangxi University for Nationalities, China

Mandy Radigan (2020), Lower & Middle School Math/Assistant High School Volleyball
B.S. The Ohio State University

Carmen Raidy (2019), Preschool 4s
B.A. Transylvania University

Juan Ramirez (2014), High School English/Creative Writing
M.F.A. Sarah Lawrence College; B.A. Florida State University

Kim Rash (2007), Lower & Middle School Music
M.A.T. Bellarmine University; M.A. Indiana University; B.S. Indiana State University

Judy Riendeau (2015), Lower & Middle School Art
M.S. London School of Economics, England; B.A. Tufts University

Toni Robinson (2019), Director of Admissions - High School
J.D. University of Kentucky; M.A. Indiana University; B.A. University of Louisville

Síofra Rucker G’84 (2012), Associate Head of School - Development and External Relations
B.S. St. John’s College

Annette Rudd (1990), Kindergarten
M.A. College of William and Mary; B.A. University of Louisville
Judith Rudd Lewis G'89, '93(2015), Kindergarten/Lower School Language Arts/Social Studies  
M.A.T. Spalding University; B.A. Kenyon College

Rudy Salgado (2019), High School Artist-in-Residence (Studio Art)  
M.F.A., M.A. University of Iowa; B.F.A. California State University, Chico

Lindsy Serrano (2014), Librarian/DEI Director - Goshen Campus/Homework Hall - Goshen Campus  
M.L.S., B.A. Indiana University Bloomington

Alissa Shoemaker (2016), Registrar & Data Manager  
B.M. Indiana University Bloomington

Tom Skaggs G'04, '08 (2020), Middle School Social Studies/Athletic Coaching  
M.A. University of Louisville; B.A. Gettysburg College

Billy Spalding (2017), Middle School Language Arts/Social Studies  
M.A.T University of Louisville; B.A University of Kentucky

Benjamin Studevent (2012), High School Physics/History  
Ph.D. Harvard University; M.A. Vanderbilt University; B.S. Rose-Hulman Institute of Technology

Alex Taylor (2004), Middle School Art/Spanish  
M.F.A. Yale University; B.F.A. Arizona State University

Alexandra Thurstone G’80, ’84 (2001), Head of School  
M.B.A University of Chicago; B.A. Harvard University

Keyonda Turner (2017), Enrichment Director/Bus Monitor  
A.A. Jefferson College

Holly Whitaker (1997), Preschool 2s  
B.A. University of Louisville

Terri White, L.C.S.W. (2006), Director of Counseling Services - Downtown Campus  
M.S.S.W. University of Louisville; B.A. Hanover College

Daniel Woodley (2018), Facilities Team- Goshen Campus/High School Soccer  
B.S. University of Louisville

David Word (2008), High School Biology/Community Service Coordinator - Downtown Campus  
M.S. University of Louisville; B.S. Tennessee Technological University
Staff of The Learning Center, a partnership between St. Francis School and the Langsford Learning Acceleration Centers

**Langsford Staff:**
*Claudia McCrocklin (2012), Director of The Learning Center*
M.Ed. University of Louisville; B.A. Bellarmine College

*Leslie Axel (2018), Coordinator of The Learning Center - Goshen Campus*
M.S. University of Houston; B.S. Texas Women’s University

**St. Francis Staff:**
*Ann Mundt (2012), Academic Support - Goshen Campus*
B.S. Eastern Illinois University

*Jordan Kaiser (2019), Coordinator of The Learning Center - Downtown Campus, Academic Support - Downtown Campus*
M.A., B.A. Eastern Kentucky University

**Faculty Emeriti**

*Bob Foshee (1977)*
B.A. Centre College

*Ron Mikulak (1977)*
M.A. University of North Carolina at Chapel Hill; B.A. Bowdoin College
COVID-19 ADDENDUM INTRODUCTION

The following are additional guidelines and protocols in place at St. Francis School due to the COVID-19 pandemic. By signing your acknowledgement of the Handbook, you are also agreeing to abide by all the following; as such, please read the following carefully.

COMMUNITY EXPECTATIONS

Student/Parent Re-Orientations

A vital part of our plan is to bring every student who will be attending school in person to campus before the first day, so that we have time to carefully orient them to the spaces and the practices that we all must adhere to in order to protect one another. In addition, we plan to conduct virtual orientations for new parents and students and for students who will be doing concurrent remote learning. Those dates are below:

**Preschool**
- Teacher Visits/Belongings Drop-off Day will be on Thursday, August 13. Your child’s teacher will contact you to schedule an appointment.

**JK - 8th Grade**
- Re-orientation (in person) campus visits for all new or returning 1st - 8th graders: Back to School Re-orientation on Monday, August 17 will follow the schedule outlined below. We ask that only one parent/guardian and one student attend at their specified time. (For families with conflicts or with students in more than one division, please email your Division Director to let them know which session you will be attending.)
  - Grades 1 and 5  9:00 a.m. to 9:30 a.m.
  - Grades 2 and 6  9:45 a.m. to 10:15 a.m.
  - Grades 3 and 7  10:30 a.m. to 11:00 a.m.
  - Grades 4 and 8  11:15 a.m to 11:45 a.m.
- Orientation for Concurrent Remote Learners (virtual): Students who are opting to learn at home while classes are held in person for Quarter 1, Interim 1 will be Monday, August 17 at 1:30 p.m. via Google Hangouts. This session will be recorded for later viewing as well, but we encourage you to attend this remote event if at all possible so that you can ask questions.
● Countdown to JK/K (in person): JK/K has their own personal, in-depth orientation on Tuesday, August 18 from 9:30 - 11:30 a.m. for both new and returning SFS families.
● New Student-Parent Orientation (in person): This orientation for all new 1st-8th grade students and parents will be on Tuesday, August 18 from 1:00-3:00 p.m.

High School
● Kickoff! (in person): This event for 10th - 12th graders will be Monday, August 10, at the same times for each student as sent out in the original email. These times will be re-sent to all families to confirm.
● New Parent-Student Orientation (virtual): Orientation for students and parents new to the High School, all grades, will be Monday, August 17 from noon - 1:00 p.m. via Google Hangout (and will be recorded for anyone who misses).
● Orientation for Concurrent Remote Learners (virtual): Students who are opting to learn at home while classes are held in person for Quarter 1, Interim 1 will be Monday, August 17 at 2:30 p.m. via Google Hangouts. This session will be recorded for later viewing as well but we encourage you to attend this remote event if at all possible so that you can ask questions.
● 9th Grade Student Orientation (in person): A full day of orientation for our 9th graders will be on Tuesday, August 18 from 9:00 a.m. - 4:00 p.m. A partial remote option is a possibility if needed.

Reporting confirmed cases of COVID-19 Diagnosis or Suspected COVID-19
Exposure/Contact Tracing

The School expects every family to report any exposure to a known COVID-19 case, or any positive test for COVID-19 by any student to the School. Additionally, anyone who tests positive for COVID-19 will be reported to the Public Health Department by that person’s physician or the medical center where the test occurred. The School will report to the community when a person in the community (student or faculty/staff member) tests positive. We will follow the Public Health Department’s guidelines on who may need to quarantine and either we or the Public Health Department will contact those affected directly.

Contract tracing remains the purview of the public health department. Any time anyone in our community tests positive for COVID-19, we will contact the public health department and work with them to begin the process of contact tracing. The public health department’s and CDC’s definition of exposure is closer than 6’ for more than 15 minutes.
We will be able to provide information to the public health department as to students’ whereabouts (classes, travel groups, bus seating, lunch areas) when requested.

Anyone who tests positive for COVID-19 will follow their doctor’s orders on returning to school, but, at a minimum, may not return to school until they are symptom-free for 72 hours. Anyone who is exposed to a known COVID-19 case must quarantine for 14 days from the date of the exposure.

Required Travel Quarantine -- Students and Faculty/Staff

As of Monday, July 20, Governor Andy Beshear recommended that anyone traveling to a state with a positive COVID-19 testing rate greater than 15% (as determined by data from Johns Hopkins University) self-quarantine for 14 days. Based on this, until further notice, any St. Francis student (or faculty or staff member) who returns from travel to a state with a positive test rate greater than 15% should not attend any athletic practice, orientation program, or anything on campus until they have quarantined for two weeks at home. As the Governor and/or public health officials advise differently, the School’s policies may also change.

ACADEMICS

Learning Program Options

St. Francis School has developed three models for the 2020-21 school year:

- **5-Day In-Person Model**
  - This is how we intend to open on August 19, 2020

- **Hybrid Model: Remote Learning Concurrent with In-Person Learning**
  - Students who need to remain at home for their own or their family members’ health will be able to participate in classes remotely. Each class will be livestreamed to students at home

- **Intermittent Remote Learning Model**
  - This model will be implemented when and if public health guidelines mandate a Healthy at Home order.
Schedules

5-Day In-Person Instruction by Division

High School
  ○ [High School Rotation]

Middle School
  ○ [Middle School Travel Group Schedules]

Lower School
  ○ [Lower School Travel Group Schedules]

Preschool
  ○ [Preschool Class Schedules]

Concurrent Remote Instruction by Division

High School
  ○ The concurrent remote instruction schedule is the same as the in-person schedule above. However, we understand that this may make for a long day in front of screens for students learning at home. As we move through the coming months, we will work with each student and family to determine whether adjustments are needed.

Middle School
  ○ The concurrent remote instruction schedule is a modified version of the in-person schedule. Students who are receiving concurrent remote instruction are expected to attend 50% of their regular in-person classes. The design of this schedule is anchored to research around what we know about screen time for young adolescents, in addition to best practices for remote teaching and learning. As we move through the coming months, we will work with each student and family to determine whether adjustments are needed.

Lower School
  ○ For concurrent remote instruction, we expect students to attend approximately 50% of their regular in-person schedule (above). However, we understand that this may make for a long day in front of screens for students learning from home. As we move through the coming months, we will work with each student and family to determine which classes students should attend. When students are unable to attend for any reason, they may watch a recording of the class instead. In cases where it is challenging for a student to attend 50% of all classes, we will ask them to focus on the Core academic subjects.
Preschool
○ Preschool concurrent remote instruction will be similar to the schedules above. Preschool faculty will check in with remote families weekly and discuss the work/projects that were assigned to their child. Parents will share their child's completed work on their child's individual SeeSaw account. Preschool faculty will record story time, and remote students will have an option to join class time and music/movement classes virtually.

Intermittent Remote Instruction by Division
High School
○ High School Remote Learning Rotation (draft - subject to change)
Middle School
○ Middle School Remote Learning Schedule
Lower School
○ Lower School Remote Learning Schedule
Preschool
○ Preschool Remote Learning Schedule

Classroom Set-Up
Classrooms and multipurpose spaces on both campuses have been set up to accommodate 6’ distancing, meeting or exceeding the Healthy at School Guidelines set up by the state. In addition, 14 outdoor classrooms have been set up on the Goshen Campus.

Students will not share equipment or supplies during class. At the end of every class, each student’s area will be sanitized. Technology will also be wiped down with tech-safe wipes after each use.

Homework, Grading, and Tests
There are no substantial differences in how these academic functions will be handled during this time. We will use Google Classroom and will reduce the amount of paper used whenever possible and will take appropriate precautions when necessary.

New Protocols for Classes
High School
All classrooms are set with 6’ distancing and students and faculty will adhere to the cleaning protocols noted elsewhere in this Addendum. Each classroom has a student
maximum based on its size and how many students can fit at a 6’ distance, and if a class that would normally be held there is larger than that maximum, that class has been moved to another space so that in all classes, students will be seated 6’ apart.

- HS Fitness Protocol - Classes will meet outside when possible. When weather sends classes inside, students will be 6 feet apart and classes will be broken into groups of 10 or less (if needed) and each group will be guided through a specific workout by teachers.
  - Students will wear masks and remain 6 feet apart in the Fitness Room
  - Any equipment used won’t be shared and will be sanitized by teachers and/or students after class
  - Outside, students will be 6 feet apart, and will not need to wear masks, unless they choose to do so.

_Lower & Middle School_
For health and safety purposes, students will be transitioning to fewer classes than they have in the past. As students get older, they will have a greater number of transitions. Transitions will be supervised, and students will adhere to socially distancing expectations during these transitions.

- Lower School - Lower School Cohorts will remain in their assigned areas for all classes, except for Music and PE.
- Middle School - Middle School Cohorts will remain in their assigned areas for all classes, except for world language, music, math, PE, and Advisory.
- Fine Arts - Art classes will be held in each cohort area and there will not be any shared supplies. Each student will have his/her own “Art Bag”, as requested on the School Supply Lists. Music classes will be held in the Music Rooms, on the Stage, or in the Theater. The Music teachers have created individual “Music Kits” so that no students will share instruments.
- Goshen PE Protocol- Classes will meet outside when possible. When weather sends classes inside, students will go to their designated area to perform workouts 6 feet apart.
  - PE class will be held on the athletic fields, athletic parking lot, track, Play Shelter or Gym
  - Students will remain 6 feet apart and wear masks when indoors
  - Any equipment used won’t be shared and will be sanitized by teachers and/or students after class
  - Outside, students will be 6 feet apart, and will not need to wear masks, unless they choose to do so
Preschool
Children will be grouped into smaller classes that fall within state and local guidelines, with no group being larger than 10 students on any given day or time period. We will not share equipment and will clean equipment between uses. All classrooms will remain separated to reduce the number of children in one area and to reduce exposure.

Remote Conduct and Discipline
All applicable School policies remain in full effect whether the School is open in person or not and whether a student is learning in person or remotely.

DAILY SCHOOL LIFE

Campus Hours
The school day is from 8:30 - 3:30 on both campuses, with the exception of High School dismissal between 1:30 and 1:45 on Thursdays. See below for details on morning arrival and dismissal procedures.

Attendance

High School
The same attendance procedures will be identical for in-person/concurrent and remote instruction. Parents/guardians should notify Laura Devlin at the Front Desk if their child is absent.

School administration will contact parents and remote-learning students to discuss any unexcused absences. At the High School level, it is vital that students be in attendance at all classes unless excused by a parent or guardian.

Lower & Middle School
The same attendance procedures will be identical for in-person/concurrent and remote instruction. Parents/guardians should notify their child’s Lead Teacher (LS) or Advisor (MS) and Betty Gavin at the Front Desk.
If a concurrent or remote learner has an unexcused absence from an individual class (unexcused absence defined as the parent/guardian has not yet notified the School of the student’s absence), protocol is as follows:

1) First unexcused absence = communication from teacher to student
2) Second unexcused absence = teacher will inform the student’s Lead Teacher/Advisor. In LS, Lead teachers will contact parents. In MS, the Advisor will send a communication addressed to the student with parents CC’d.
3) Third unexcused absence = teacher will CC the student’s Lead Teacher/Advisor and inform their Division Director. The Division Director will contact parents directly.

**Transportation**

The Goshen Campus will continue to provide bus service. New route times/bus routes are available on the Parent Portal [link]. Students will get a health screening before boarding any bus, including a symptom check and temperature check by SFS staff, and each student will use hand sanitizer prior to getting on the bus; they will also wear masks at all times while on the bus. Siblings will be seated together; all students will have assigned seats; and we will fill the bus from back to the front. To facilitate all of this, there will be an additional adult on each morning bus route who does the health screening. Parents must wait with their child/ren in the morning until the child has cleared the health screening.

**Drop-Off and Pick-Up Procedures**

**Important Note re: Playgrounds**

The Playgrounds are closed to families before and after school due to the need to sanitize them; the Playgrounds will be open again when the pandemic is over.

**Morning Drop-Off**

Parents should perform temperature and symptom checks before students leave home. Students will then undergo another temperature and symptom check, either as they board the bus to the Goshen Campus or before they enter the school building on either campus.

**High School**

Students may arrive between 7:45 and 8:20 a.m. (the day officially begins at 8:30, and they need time to get in the building and get to their classroom) and they must be wearing masks. They cannot arrive before 7:45 a.m. We will be using two entrances (our normal one on Broadway, as well as the entrance on 3rd Street) for students between 8:00 and 8:20 a.m. and will assign a specific entrance to each student if they arrive during that time; before or after, students will enter on Broadway. There will be tented stations for the
health checks until 8:20 a.m. Parents who drive their students are asked to wait in the parking lot until they get an all-clear text from their students that they have cleared the health check, as any symptoms will mean the students will need to return home. Students who take TARC to school and do not pass the health screening will be kept outside the building and need to return home immediately. After passing the health check, students will enter school and sanitize their hands.

Lower & Middle School
Morning carpool is from 8:15 to 8:30 a.m. Students who arrive for carpool must be wearing a mask and will have the health screening at a specific station before their driver departs.

- Lower School students in grades JK-3 arriving between 8:15 and 8:30 a.m. should go through the carpool and be dropped off at the front circle, as usual.
- We have created a second carpool line for Lower School students in 4th grade and all Middle School students arriving between 8:15 and 8:30 a.m., which will be in the gym parking lot.
- In either case, students must be wearing masks, and a faculty or staff member will perform the health screening and temperature check at specific tented stations.
- The teachers/staff members performing the checks will give the driver a thumbs up before the driver departs.
- Students will then use hand sanitizer and proceed to enter school, immediately reporting to their Lead Teacher’s or Advisor’s area to await the start of the school day.
- Families with children in both Lower and Middle School should go to the younger student’s carpool, which is in the front circle (e.g., a family with a 2nd grade student and a 6th grade student should use the front circle for both morning and afternoon carpool).

If JK-8th students need to arrive earlier than 8:15 a.m., the earliest they may arrive is 8:00 a.m. Any student (in either division) arriving between 8:00 and 8:15 a.m. should be dropped off at the front circle. The student must be wearing a mask when exiting the car. A faculty or staff member will perform the health screening and temperature check at the curb before the child’s ride departs. Students will then use hand sanitizer and enter the building. Between 8:00 and 8:15 a.m., after entering the building, students will be seated, socially distanced, and supervised in the Main Amp/Theater before dismissal to their Lead Teacher or Advisor at 8:15 a.m.

Preschool
Preschool drop-off begins at 8:45 a.m. and will end promptly at 9:10 a.m. Two teachers/staff members will be waiting outside of the Preschool area doors ready for the health screenings at 8:45 a.m.
A member of our staff will greet you and your child at the Preschool entrance for a daily health screening:

- Parents should take their children’s temperature at home each morning before coming to school. If a child has a temperature of 100.4 or higher, do not bring them to school.
- Families should wear masks when they get out of their cars to come to the Preschool entrance, as well as when interacting with staff during drop-off and pick-up.
- A staff member will ask if each child has experienced any of the symptoms related to COVID-19 -- if the answer is yes, the child will not be allowed to attend school.
- If the answer is no, the staff member will take each child’s temperature; if the temperature is 100.4 or higher, the staff member will take the child’s temperature a second time; if it is still 100.4 or higher, the child will not be able to attend school.
- After completing the health check, your child will be escorted into the building by a staff member.

**Afternoon Pick-Up**

**High School**
Dismissal is still at 3:30, however, High School students will be dismissed over the course of 15 minutes (3:20 - 3:35, except 1:30 - 1:45 on Thursdays) to enable them to go to lockers and exit the building while maintaining social distancing.

**Lower & Middle School**
Dismissal for Lower & Middle School will be staggered over the course of 10 minutes (3:25-3:35pm). Doing so will enable students to exit the building while maintaining social distancing. JK-2 will be dismissed at 3:25pm; Grades 3-4 will be dismissed at 3:30pm; Grades 5-8 will be dismissed at 3:35pm.

**Preschool**
For pick-up, families will wait (socially distanced) at the Preschool entrance and your child will be brought to you beginning at 12:45 p.m. and ending at 1:00 p.m for Lunch Bunch, and 3:45 p.m. - 4:00 p.m. for the afternoon pick-up.

Children who stay until 5:30 p.m. will need to be picked up by 5:30 p.m. Parents will text their child’s teacher and your child will be brought to the Preschool entryway. If you arrive to pick up your child after carpool is over, your child will be brought back to the classroom to wait for you.
Lunch/Snack

High School
Students will eat in designated areas (Courtyard, Space for Thought, Commons Room, Atrium Commons). Lunch will occur on a split-shift schedule to reduce the number of students eating at a given time. Refrigerators have been added and microwaves dispersed so that students can access these while maintaining distancing. Sign-out privileges will be maintained, as described below. My Hot Lunchbox will be operating again this year, with deliveries from Panera on Tuesdays and Fridays. Deliveries will be accepted just outside the building in order to avoid having delivery personnel enter the building. Students may also order food on their own and, again, will have to receive the deliveries outside the school building. There is hand sanitizer in all eating areas and students will use wipes to clean their areas after they finish.

Lower & Middle School
We have worked with our food service provider Sage Dining Services to move to lunch being delivered to classrooms this year. This move from our traditional buffet-style dining in our large Multi-Purpose room to lunch served in our classrooms will allow us to maintain social distance. Lunch will be served by faculty/staff to students who are seated at tables. We will still, however, be offering a hot lunch and several options each day. While the menu will not be as extensive, it will allow for some choice and feature student favorites, while providing hot, fresh, and nutritionally balanced foods. Students may also choose to bring their own nutritious, peanut and nut-free lunch and/or snack to school.

Preschool
All surfaces will be sanitized before serving meals using CDC approved products. Staff will wear gloves when serving food. Each child’s meal and snack will be plated and served by staff, instead of served family-style.

Lunch options will include:
- Milk cartons
- Pre-made sandwiches
- Hot menu items pre-portioned and served in individual, reusable, insulated Tupperware-like containers that will keep food hot until served.
  - Age-appropriate portion sizes will be provided by Division.
  - Vegetarian options will be available.
  - Sage Dining Service Menus will continue to be available online and linked in the Wyvern Newsletter and on the SFS website.
• Touchless water bottle filling stations will be provided throughout the school, and students will be expected to bring their own refillable water bottles (with a removable screw top) to school each day.

General Lunch Preparation and Sanitization Protocols:
• Tables will be sanitized before lunch is served in each travel group area.
• Students will wash or sanitize their hands before being served.
• Food will be delivered by adults to the children.
• Once all students have received their food, are seated, and socially distanced, they may remove their masks and eat. (Students should be sure, always, to remove their masks by the ear strap.)
• Once a travel group has finished eating, students will re-mask, help with cleanup, and either move on to recess or to their next class.

Counseling
The Counselors on both campuses will be available to work with students who are learning remotely via telecounseling meetings on Google Hangouts.

Traffic Patterns and Social Distance Guides
On both campuses, new traffic patterns have been established with signage to guide students. Additional signage reminds students about social distancing, hygiene, and other best practices.

Visitors and Access to Campus
Access to campus is restricted to students, faculty/staff, and visitors who have an appointment. In-person visitors will only occur if deemed specifically necessary. We will be conducting as many meetings as possible virtually.

Sign-Out Privileges (HS)
With parent permission, students will be allowed to sign out to selected restaurants that have been visited by SFS administration and found to be in compliance with all applicable safety protocols (masking, gloves, distancing, etc.). Students may not eat out, but may get
food from approved locations and return to school. Students will also be allowed to take walks while signed out, in order to spend time outdoors.

OUTSIDE THE CLASSROOM

After-School Programs

*High School*
Any opportunities for extracurricular activities will be evaluated against our general health and safety protocols. Right now, other than athletics (see below), our extracurricular activities are on hold.

We do still intend that our clubs and groups will meet, though not in person during the school day. Students and Advisors will work together to find times after school or in the evenings for virtual meetings via Google Meets.

*Lower & Middle School*
Enrichment for Lower School students will be available daily from 3:30-5:30 p.m., but prior enrollment/ notification will be necessary, as there is a 15 student maximum. Drop-ins will only be allowed if there is space. Homework Hall for Middle School students will also be available daily from 3:30 - 5:30 p.m., but prior enrollment/notification will be necessary, as well. Sports practices and activities will be conducted following the KHSAA guidelines. After-school activities and classes will be offered on a quarterly basis that meet Healthy at School guidelines and follow our general health, safety, and cleaning protocols.

**Athletics**
We will follow the guidance issued by the Kentucky High School Athletic Association (KHSAA). As of July 28, the KHSAA voted to move forward with fall athletics as of now, with practices in modified form occurring through August 31, when full practices would begin, with games to follow starting September 7. The KHSAA Board of Control next meets on August 20 and we will adopt whatever guidance is shared following that meeting.

**Bus Protocols**
The following are revised bus protocols during the COVID-19 pandemic to be used until further notice for the 2020-21 academic year for all St. Francis School transportation:

- Please review the **revised morning pick-up** times on both of our bus route schedules. We are allowing for more time at each stop to screen and seat students each morning for health and safety reasons.
● All buses will be thoroughly sanitized after each bus route by staff in advance of the next route.
● It is critical that parents arrive at each bus stop 10 minutes prior to their scheduled stop. Parents will be required to escort their student(s) through the health screening.
● All parents and students should be masked as they depart vehicles for boarding.
● A health screening, including a temperature check and symptom check, will be required for all bus riders in the morning and will be conducted by St. Francis staff prior to loading the bus. Any student with a temperature reading 100.4 degrees or above will be tested again and will not be allowed to board the bus if the temperature reads 100.4 or higher a second time. For those students, parents will need a doctor’s note indicating that it is safe for the student to return to school and ride the bus.
● Students must use hand sanitizer prior to boarding the bus.
● St. Francis will be adding an additional staff member for each route in the mornings to do this health check on students and help manage them as they board and are seated.
● All students will be assigned a seat to eliminate movement during the route and St. Francis will follow the Kentucky Department of Education recommendation to load the bus from back to front. Family members will be required to sit together as a part of assigning seats.
● When exiting the bus, all students will be dismissed from front to back by row. Students will remain seated until their row is dismissed.
● An additional temperature/symptom check will be conducted by staff prior to students boarding the bus each afternoon.

Communal Spaces on Campus/Free Period Protocol (HS)

High School students are permitted to enjoy the usual free-period privileges of choosing when and how to spend their time, as long as all School protocols on masking, distancing, etc. are followed during this time. Faculty and staff will actively remind students about these protocols.

Extracurricular Performing Arts

We are evaluating what our theater and music offerings may be during 2020-21 and will adhere to applicable protocols and best practices in making these decisions.
Field Trips
There will be no field trips until further notice.

Library (PS-8)

Circulation
- Check-in bin will be outside of the library doors so that students can drop off books without coming into the library.
- Books will stay in quarantine for 3 days after being handled/checked out.
- Students, faculty and staff and families can put books on hold by emailing the librarian (lserrano@stfrancisschool.org). When books are ready they will be checked out by the librarian and delivered to the students’ lead teachers/advisors at the end of each day. Library users can look up books on any computer using this link. For the “library name” type in “SFS Goshen Library”
- A video on how to use Goshen’s Library OPAC (Online Patron Access Catalog) can be found here.
- Teachers can “request a cart” of books for their classroom, and actual carts are available first come, first served.
- Carts can be a general assortment of books for their grade, a subject- or themed-based cart or cart with specific titles.
- The library will invest a substantial amount of its budget this year in an eBook collection using Sora, an Overdrive company. Students will be able to log in with their school email account and check out eBooks from the Louisville Free Public Library and from the St. Francis eBook collection.
- A limited audiobook collection will also be available.

Classroom
- The librarian will visit lower school classrooms each with a selection of books to check out and some books and activities to enjoy together.
- The librarian is also available to meet with Middle School and Preschool teachers and classes in their classrooms.
- The library can be booked for small groups of students or individual research, for small meetings, or for video screenings with advanced notice given to the librarian.
Playground/Recess (PS - 8)

Middle School

● When students go outside and are socially distanced they may remove masks and attach them to their lanyards.
● Next step is to get some hand sanitizer before heading to pick up snack.
● Students may then go to their grade’s designated area to get snack. Maintain social distancing while in line for snack.
  ○ G.5: greenhouse
  ○ G.6: edge of the play shelter;
  ○ G.7: MS playground
  ○ G.8: edge of field hockey field
● Teachers on duty will treat students the way the students train teachers to treat them. The wise freedom expectation is that students may play as they wish as long as they remain socially distanced.
● Re-entry into building:
  ○ Remain socially distanced
  ○ Put your mask on BEFORE reentering the building
  ○ Once you arrive at your next class, sanitize or wash hands again
● “If you see something, say something.”
  ○ If you see someone breaking health/safety protocols, tell the teacher on duty immediately. If the situation is not immediately resolved, the situation should be immediately reported to Mr. Cohen or Ms. Jones.
  ○ If a peer or adult asks you to correct a behavior, such as asking you to put your mask back on, the only acceptable response is to say “Thank you” and then follow the request.

Lower School

● When students go outside and are socially distanced they may remove masks and attach them to their lanyards.
● Students who have difficulty maintaining social distance will receive one warning; after one warning, they will have to wear their mask for the remainder of that recess period.
● Teachers should be stationed by their zone number.
  ○ Only 20 students may play in any given zone on a given day.
  ○ Students will approach the zone and say to the teacher supervising that zone, “I would like to play in this zone today.” Before the student begins to play, the teacher must acknowledge that “Yes, you may play in this zone today.”
  ○ Once a zone is closed, it is closed.
  ○ Students must play in one zone only for that given recess period.
● When the whistle blows to line up, students will line up, socially distanced, in their new line up areas.
• Re-entry into building:
  ○ Remain socially distanced.
  ○ Put your mask on BEFORE reentering the building.
  ○ Once you arrive at your next class, sanitize or wash hands again.

• “If you see something, say something.”
  ○ If you see someone breaking health/safety protocols, tell the teacher on duty immediately. If the situation is not immediately resolved, the situation should be immediately reported to their lead teacher, Ms. Griffith, or Ms. Jones.
  ○ If a peer or adult asks you to correct a behavior, such as asking you to put your mask back on, the only acceptable response is to say “Thank you” and then follow the request.

**Preschool**
Preschoolers will visit the natural playground and the outdoor classroom daily. Playground equipment will be sanitized between groups. Preschool playground times will be staggered.

**Social and Community Gatherings**
At this time, no large-group gatherings will be occurring.

**COVID-19 HEALTH AND SAFETY PRECAUTIONS**

**Testing**
St. Francis School is not requiring that students or faculty and staff be tested, as in accordance with best practices, we will only require a test when someone is exhibiting symptoms of COVID-19 or has been exposed (by the CDC definition: closer than 6’ for more than 15 minutes) to a known positive case.

**Daily Health Screening -- Parent and School responsibility**
Parents should perform temperature and symptom checks before students leave home. All students at both campuses will undergo a health screening before boarding the bus or entering the school. Students will be asked how they are feeling today and the following questions (which will be written on a poster nearby)

1. Have you been exposed to someone with a COVID-19 case during the prior 14 day period? If no, go to the next question.
2. Have you experienced any of the following symptoms in the last 24 hours?
   a. Fever
   b. Chills
   c. Muscle or body aches
d. Shortness of breath/difficulty breathing
e. New loss of taste or smell
f. Cough
g. GI symptoms (vomiting/diarrhea)
h. Fatigue
i. Headache
j. Sore throat
k. Congestion or runny nose

Then students’ temperatures will be taken. Any student with symptoms or with a fever of 100.4 or above will not enter the building or bus and will return home immediately. Parents are asked to wait to leave campus until their children have passed the health screening.

Screenings will also occur before students board buses in the afternoon.

**Sick Policy**

In general, the sick policy remains the same: if a child is sick, parents should keep them home. However, what we consider “sick” this year is much more broad: *if your child has any symptom associated with COVID-19, they may not come to school or participate in any school activity until the School receives a note from their doctor that they are clear to return to school, and at a minimum, they must be symptom free for 72 hours.* (Please see the note below regarding chronic conditions that may have symptoms similar to those of COVID-19.) As stated above, parents are responsible for conducting a health screening of their child/ren every day before coming to school, and the school will also conduct a screening before a child gets on our bus or enters a building. If students do not pass the screening, they may not enter the bus or building. We assume that students will have more sick days this year. However, if your child is home sick, there is still the option to attend classes remotely if they are able, which is always the parents’ call. This way, if they are only mildly sick, and in a different year might still have come to school, they don’t have to miss classes by staying home.

**A Note About Chronic Conditions**

Before the start of the year, or as soon as a condition is known, parents should contact your child/ren’s physician; obtain a note that states the condition, the symptoms associated with it, and the fact that the student is safe to be at school if the stated symptoms exist; and provide that note to the School. As agreed by signature on SchoolDocs, all parents are required to symptom-check their child/ren before they leave for school each morning. As
such, we expect that parents know their children’s typical symptoms (as indicated in the
doctor’s note) and will err on the side of caution by keeping children home if a child has
symptoms that are different than the child’s norm. If symptoms are different, children
should see their doctor to evaluate whether they can return to school or if any other tests
need to be performed.

Quarantine and Return-to-School Protocol

All students/faculty/staff will have a health screening each morning before they enter
either building, and a temperature of 100.4 or above or a reported symptom will result in
that person not being allowed into either campus. When someone fails the health check,
they will be required to obtain a medical examination before being allowed back at School.
Their doctor will determine whether there is a need for quarantining, and the duration. If
someone tests positive for COVID-19, they will need a doctor’s note and to have been
symptom-free for 72 hours in order to return to school.

If a student or faculty or staff member is exposed (according to the CDC definition of
exposure) to someone with a known COVID-19 case, they must quarantine for 14
days before returning to school. Students and faculty/staff must notify the school should
this occur and provide the date of exposure.

Any positive COVID-19 test will be reported to the relevant county Health Department and
we will work with them to begin the process of contact tracing. Our policies of social
distancing and PPE meet and/or exceed the contact exposure guidelines set by the Health
Department to minimize the spread and reduce the number of people needing to
quarantine. We will work hand-in-hand with the Health Department to provide data as
they advise students/faculty/staff on their need to quarantine. St. Francis School will
immediately advise the community of a positive test, and follow public health directives on
who should quarantine and for how long.

Face Masks and Face Shields

The guidance from the Kentucky Department of Education (KDE) requires mask use during
school, with the exception that, when students and teachers are 6’ apart in class and not
moving, masks could be removed. There are many reasons that both students and adults
will need mask breaks. These range from physical well-being (irritation of the ears, nose,
and mouth) to relationship building and emotional development to learning (for example,
pronunciation in world language classes). Our goal is not just to abide by KDE guidance but
to exceed it whenever there is evidence that additional protection is needed. It is for this
reason that:
● Face shields may be worn when all persons in a classroom are 6’ apart from one another and not moving, and students/faculty may then remove their face mask
● Exceptions to this are when faculty have documented medical need for accommodations; students in specific classes may be asked to remain masked at all times even when 6’ apart and not moving
● Masks are required at all times in common spaces and while moving
● Masks must tie around ears or head, and be worn properly so that nose and mouth are covered: gators and bandanas are not allowed
● Face shields must cover the cheeks and extend below the chin
● Students will be required to bring their own mask and face shield; we recommend that students leave face shields at school
● The only times that students will use no facial barrier will be when outdoors and socially distant or when they are eating lunch. (During lunch, students must have their mask with them, dangling from the ear or around the neck, in case they feel a cough or sneeze coming on and need to quickly cover their nose and mouth.) •

**Hand Hygiene**

Hand sanitizer is in all areas and classrooms of the school; students will sanitize upon arrival in the morning and will be encouraged to do so frequently throughout the day, as well as to wash hands for at least 20 seconds.

**Shared Classroom Objects**

Shared classroom objects will be kept to a minimum; those that must be shared will be sanitized after each student’s use.

**Additional School Cleaning Protocols**

**General**

The following cleaning procedures will be followed until further notice for the 2020-21 academic year for all St. Francis School facilities:

● Each classroom will have access to recommended cleaning products and hand sanitizer for daily use (including wipes safe for laptops and other technology)
● Faculty should ensure that students use hand sanitizer as they enter each classroom.
● All desks, workstations, chairs, or other objects/surfaces touched frequently by students, faculty, and staff will be wiped down with disinfectant (wipes or spray bottles) after each use by faculty/staff and/or students; it is each faculty member’s responsibility to make sure this happens.
• Tech-safe wipes will be provided for cleaning of Chromebooks or other tech equipment; all computers and laptops will be wiped down after each use -- again, it is each faculty member’s responsibility to make sure this happens.

• All bathrooms will be deep-cleaned mid-day by St. Francis School staff and after school by Vanguard Cleaning Service. Vanguard will spend additional time sanitizing all hard surfaces.

• All carpeted areas will be steam-cleaned continuously on a rotating basis.

• Multiple small vacuums and brooms/pans have been added for clean up after lunch on the Goshen Campus.

• Regarding sanitizing face shields: students will use hand sanitizer before putting on a face shield and they will use a wipe to disinfect the face shield before putting it on. Masks will be removed only after the face shield is in place.

• Faculty and staff are responsible for notifying the Facilities Managers on both campuses when classroom cleaning supplies are running low in a particular area so that they can be replenished.

• Preschool faculty will follow the cleaning guidelines that are posted in the preschool area that were submitted and approved by the state.

Lunch Cleaning Protocols

High School

- Faculty assigned to monitor lunch on the Downtown Campus will ensure that students wipe down their tables when done.

Lower & Middle School

- Tables will be sanitized before lunch is served in each travel group or advisory area.
- Students will wash or sanitize their hands before being served.
- Food will be delivered by masked, gloved adults to the students.
- Once all students have received their food, are seated, and socially distanced, they may remove their masks and eat. (Students should be sure, always, to remove their masks by the ear strap and be sure to attach the mask to the lanyards before eating.)
- Once a travel group has finished eating, students will re-mask, help with cleanup, and either move on to recess or to their next class.
- Duty teachers will ensure proper cleanup and disposal of all remaining food on tables, floors, chairs, etc., being particularly mindful of the classroom’s need to be a clean and sanitary environment for learning once the lunch period has ended.
**Recommended Home Cleaning Practices**

Students should bring two masks with them each day, one on their faces and one in a ziploc bag marked “clean”. They should also bring a second ziploc bag marked “dirty” and, that way, if they need to switch during the day, they can don the clean one and put the dirty one in the appropriate bag and then they or you, depending on the child’s age, will remember/know to clean the dirty one. Cloth masks should be washed each night. Other types of reusable masks should be disinfected and/or replaced per the manufacturer’s recommendations.

In addition, students should bring a wide-mouth water bottle each day as bottle fillers will be open, but water fountains closed. Water bottles should be cleaned/sanitized (hand washed with soap/water or run through the dishwasher) at home each evening, as well.

**COVID-19 Vaccines**

As our Handbook already states, if there is a risk of a vaccine-preventable disease impacting the School community, the School may, in its sole discretion, exclude non-immunized students, including those with valid religious or medical exemptions, from school and all school activities. Excluded students will not be permitted to return until (1) the danger of the outbreak has passed; (2) the student becomes ill with the disease and completely recovers, as confirmed by a medical professional in writing; or (3) the student is immunized. In determining whether there is risk of a vaccine-preventable disease, the School may consult with appropriate medical professionals and/or the Kentucky Department of Public Health.