

St. Benedict Classical School



Family and Faculty Handbook

2023-2024

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St. Benedict Classical School may, of necessity, from time to time, amend and alter this handbook.
If so, the academic community will be informed in a timely manner.

St. Benedict Classical School does not discriminate on the basis of race, color, or national or ethnic origin in its policies of admissions, scholarships, or employment of personnel.

Handbook Compliance

Your children's attendance at SBCS represents your family's formal consent to abide by all school policies as outlined in this handbook.

St. Benedict School Prayers

Opening School Prayers

A PRAYER BY SAINT BENEDICT FOR SEEKERS OF FAITH

Gracious and Holy Father,
give us the wisdom to discover You, the intelligence to understand You,
the diligence to seek after You, the patience to wait for You,
eyes to behold You, a heart to meditate upon You,
and a life to proclaim You,
through the power of the Spirit of Jesus, our Lord. Amen.

A PRAYER ATTRIBUTED TO ST. IGNATIUS OF LOYOLA

Dearest Lord, teach me to be generous; teach me to serve You as You deserve;
to give and not to count the cost,
to fight and not to heed the wounds, to toil and not to seek for rest,
to labor and not to ask for reward
save that of knowing I am doing Your Will.
Through Christ Our Lord, Amen.

Closing School Prayer

We give You thanks, merciful God,
for the instruction and direction which we have received.
Grant us Your grace that we may remember this lesson
and carry it into action, for Your glory and our eternal salvation.
In the name of the Father, the Son, and the Holy Spirit, Amen.

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I. First Things

Be not conformed to this world, but be transformed by the renewal of your mind that you may discern what is the will of God, what is good, pleasing and perfect.

—Romans 12:2

A. Faith Statement

We believe all that the Catholic Church holds and believes to be true. We strive to uphold and to instill in our students the Church's teachings on faith and morals. We profess fidelity to the Holy Father in Rome and to the Archbishop of Indianapolis.

B. School Mission

In partnership with parents, and guided by the Catholic Faith, we seek to educate students to the highest standards of the classical tradition, so that they may grow in knowledge, wisdom, and the love of Our Lord; to incorporate our students into the wisdom of two thousand years of Catholic thought, history, culture, and arts, so that they might understand themselves and their world in the light of the truth; and to enable students to use their gifts in the service of others, and for the glory of Christ and His Church.

C. Cooperative Hybrid

At this time, we are not an accredited school. While we will administer grades for 7th-12th grade students, parents should keep all tests and other important papers, as well as a record of their student's attendance, in a binder or other organization system.

Indiana State Homeschool Expectations

Due to ever changing regulations, please use the HSLDA (Home School Legal Defense Association) link below for up-to-date information on the Indiana homeschooling laws.

<https://hsllda.org/legal/indiana>

D. Philosophy

Classical

The most important goal of education is the cultivation of the intellect and character, so that the student may think well and live well. In short, we seek wisdom and virtue. Classical Catholic education forms the student's intellectual and moral character through a careful and deep study of the liberal arts and sciences and the Catholic Faith.

Another important purpose of education is to pass on our cultural heritage. The goal of St. Benedict's is to immerse students in the study of Western Civilization, from its beginnings in Ancient Greece and Rome, through its transformation by the Church in Christendom, up to its present manifestation in our own country and time. Classical education focuses on the study of Latin, the classical civilizations of Greece and Rome, the great books, and the seven liberal arts.

We believe that a course of study focused on meditating on what is good, true, and beautiful is the best way to foster a love of God, who is Himself the ultimate Good, True, and Beautiful.

Catholic

Many students graduate from high school with a high level of academic achievement, but a grade-school understanding of the Faith. If we want students to keep their faith in a hostile world, we need to equip them with a sophisticated knowledge and understanding of God and His Church that matches their intellectual development.

Students at St. Benedict's will be introduced to the outstanding Catholic intellectual tradition exemplified by men like St. Augustine of Hippo, St. Anselm, St. Thomas Aquinas, and Pope Benedict XVI. Students will learn that faith and reason work together to help us understand God, ourselves, and the world. While understanding the reasonableness of our faith is vital, practicing our faith is no less so. Students at St. Benedict's will learn not only to defend the Faith, but also how to live the corporal works of mercy, so that they can be a blessing to their families and communities.

Collaborative

St. Benedict's is a community of families who come together to educate our children in the Catholic classical tradition. All parents are expected to contribute to the school through teaching or fulfilling other roles necessary for the smooth operation of the school.

E. Our Name, Crest, and Motto

St. Benedict

Our school is named after St. Benedict of Nursia, the monk and founder of a monastic community that helped to preserve the works of Western civilization after the collapse of the Roman Empire. From these preserved seeds, Christendom blossomed. Like St. Benedict, we aspire to preserve and pass on our Western intellectual and spiritual heritage to our children so that they may engage and shape our society.

Our Crest

Our crest contains the back of the St. Benedict medal, which features a cross. The arms of the cross contain the letters of a Latin prayer, which translates: May the holy cross be my light! May the dragon never be my guide! Above the cross is the word pax (peace), a Benedictine motto. Around the medal are letters of a Latin exorcism prayer against Satan which translates: Begone Satan! Never tempt me with your vanities! What you offer me is evil. Drink the poison yourself!

The second salient feature on our crest is the raven. According to a [biography of St. Benedict](#), the saint used to feed a raven in the wilderness. Once, when a jealous priest tried to kill Benedict with a poisoned piece of bread, the raven, at Benedict's bidding, took the bread away to a place where it couldn't harm anyone.

Our Motto

SAPIENTIA, FIDES, VIRTUS

Our Latin motto, which is also on our crest, states the three major characteristics we hope to instill in our students: wisdom, faith, and virtue.

F. Governance

The business, property, and affairs of the SBCS are managed by the board of directors, which is the governing body of the school. The duties and responsibilities of the board are to maintain the spiritual and academic integrity of the school; to preserve the philosophy and mission of the school, to develop and approve the annual budget; to develop policy in the essential areas of staffing, admissions, curriculum, and discipline; and to devise long-range strategies and programs that will meet the educational and financial needs of the school. Board meetings are held monthly. The board can be reached at: board@stbenedictclassical.org

II. Academics

Human happiness lies in the perfection of our highest faculties.

—St. Thomas Aquinas

A. Introduction

The goal of a classical education is to develop the mind of the student through Latin and mathematics, and to develop wisdom and virtue through a careful reading of the classics. In all of our programs, we strive for continuity and mastery learning. Classical education also focuses on teaching age-appropriate material through age-appropriate methods. We follow the classical trivium, which emphasizes memorization and accumulation of facts in the grammar school; evaluation, analysis, and integration of information in the logic stage or middle grades; and the articulate expression of ideas through the spoken and written word in the rhetoric stage of the upper school.

B. Classwork, Homework, and Homeschool

The school week begins on Tuesday and is in session through Friday. The required material for the week will be covered during in-session school hours. Monday is the primary day for homework and study. Students should use Monday to complete any assignments given during the previous week (in all subject areas) and to prepare for the upcoming week's tests and quizzes.

When attending a hybrid school, teachers, students, and parents need to work together to ensure all curriculum is taught and all assignments are completed. Teachers will cover the majority of the curriculum and material on school days. Parents and students need to work together at home to complete any homework or homeschool assignments that are sent home. The amount of homeschool and homework varies by grade level. Below is a guideline of what students and parents can expect at each grade level.

Grade Level	Monday Work	Daily Homework
K–2	up to 1 hour	Up to 10 minutes plus family reading time
3–5	up to 3 hours	Up to 20 minutes plus reading time
6–8	up to 5 hours	Up to 30–45 minutes plus reading time
High school	up to 9 hours	Up to 2 hours plus reading time

*There may be necessary adjustments on the amount of time needed for homework based upon the work assigned on a given day and near the end of terms.

Homework Policy

Homework assignments are targeted practice of content taught in class in order to reinforce the material. Homework should be review, not new instruction.

Students in 3rd grade and above are required to write all homework assignments in their agenda each day. Parents and students need to work together to make sure the agenda is checked each night, and all assignments sent home are completed on time. Students are required to submit all homework assignments on time, in proper format, and completed to the best of their ability. Students in 7th grade and above who do not complete homework assignments can expect:

- A one-day grace period with a percentage reduction in their grade.
- A zero if the assignment is not completed within the grace period. Teachers will contact the parent and the student will still need to complete the assignment.
- An alternative plan to be developed by parents and teachers working together if incomplete homework becomes a chronic issue, to ensure the student is completing homework and doing the necessary work in each class.

Students in 6th grade and below will receive an alternative consequence.

Student Planners

Organization and responsibility are important parts of self-government. Students in 3rd grade and above are expected to keep an assignment book for work they will do at home. Teachers will write homework assignments, the lessons to be completed at home, and notes about upcoming tests and quizzes on the board and will remind students to write the homework for each subject at the end of each period. In the lower grades, teachers will ensure that assignments are correctly written by the students. Parents should initial the assignment books each night for students in 3rd–4th grade. Agenda planners provide a way for the students to stay organized and for parents to see what is required to do at home. SBCS planners will be available for order near the end of each school year for the upcoming year. If interested, please contact the administration for more information.

Friday Folders

Friday folders will be sent home each Friday (or Thursday if a student stays home on Fridays). On one side, students will have hard copies of assignments that they are required to complete for Tuesday. The other side of the folder will contain graded work the student has completed and that the parent needs to keep at home for their own records. For students in 4th grade and below, an agenda of assignments to be done on homeschool days will be placed in the folder. For older students, assignments given for homeschool days should be recorded in the student's agenda planner by the student.

Cursive Requirement

Students in 4th grade and higher are required to use cursive in all of their assignments. Students who do not yet know cursive should use either *New American Cursive* (3rd and 4th grade) or *Teach Yourself Cursive* (5th grade and up) during the fall semester and begin writing their assignments in cursive during the spring semester.

C. Grading

Teachers use a variety of assessments before assigning a grade. These assessments can include daily assignments, homework grades, quizzes, tests, writing samples, and participation/preparedness points.

Philosophy

At SBCS we uphold the traditional letter grading scale for 7th–12th graders. We want to challenge students and see them grow in their abilities. We expect all students to work hard and show significant effort and drive. Despite modern educational interpretations, earning a B or a C is an accomplishment to be praised as long as those grades are earned through hard work and effort. Grades are based on more than just acquisition of the content and completion of assignments; they are a reflection not only of the knowledge students have obtained, but also of work ethic and effort, organization, preparedness for class, and class participation.

Letter grades are used on the report card and permanent record. Letter grade equivalents are shown below.

Grading Scale		
Range	Letter	Philosophy
98–100	A+	Student is exceeding academic expectations. Students earning A's are typically working very hard, organized, prepared for class, contributing positively to the academic culture of the class, and have a strong understanding of content and material.
94–97	A	
90–93	A-	
87–89	B+	Student is performing above the average expectation. If students are pushing themselves and giving their best effort, a B at SBCS is a very strong grade.
84–86	B	
80–83	B-	
77–79	C+	Student is meeting the average expectation for the class. Students who find a particular subject matter challenging may work to their capability only to receive a C. This is not a bad grade considering that the knowledge they have acquired meets the average expectation for the class.
74–76	C	
70–73	C-	
67–69	D+	Student is typically not putting forth the required effort to earn a better grade. Oftentimes homework is missing or incomplete. Performance on tests and quizzes reflect more of a lack of study than they do a misunderstanding of information (blanks, nonsense answers, etc.) The only difference between a D and F is the degree to which a student has disengaged from the course. Typically speaking, a student earns an F by actively disengaging from the class, teacher, and material despite efforts to help.
69–60	D	
60–63	D-	
59 or less	F	

D. Communication of Student Progress

SBCS is in partnership with parents to educate their children. As such, the school will communicate student progress in the following manner:

- Teachers will send home graded student work weekly via a Friday folder. The empty folder should be returned to school on Tuesdays.
- Parent–teacher conferences should be arranged by teachers and parents once per semester.
- Report cards for 7th–12th grade will be sent out two weeks after the end of each semester.
- Other communications regarding student progress will be made as needed.
- Volunteers and tutors are encouraged to communicate with families as needed.
- Students, parents, and administrators should be notified as soon as possible when a student is performing in the D–F range.

Mid-Term Grade Reports

All 7th–12th grade students receive a midterm grade report. Teachers are expected to write a comment for any student scoring below the 'B' range in a specific subject. Teachers may also include comments regarding classroom behavior, work ethic, preparedness, etc.

Grades and Report Cards

All students at SBCS are considered homeschoolers by the state of Indiana. While the volunteer teachers will grade classroom work for all grade levels and SBCS will issue grade transcripts to students in 7th–12th grade, it is the parents' responsibility to maintain all records, including an attendance sheet for their student(s). It is recommended that all grade transcripts and the parent-kept attendance sheet be incorporated in the student's home

test binder. If you need assistance with this, please contact your teacher or the administration for further guidance on this topic.

Test Binders

Each student in 1st–12th grade should have a large 3-ring binder or other organization system at home to file and organize tests and other important papers that have been completed and graded by the classroom teacher, as well as an attendance record. Because students attend a hybrid school, parents are required to keep documentation of their student’s progress throughout the year. Due to ever changing regulations, please use the HSLDA (Home School Legal Defense Association) link below for up-to-date information on the Indiana homeschooling laws.

<https://hsllda.org/legal/indiana>

E. Promotion Criteria

At SBCS, parents and teachers need to work together to prepare students for the next grade level. Student promotion is determined not just by content mastery, but also areas such as readiness for higher level content; effort; willingness to cooperate and participate; and demonstration of grade level appropriate skills such as time management, organization, and study habits.

SBCS does not practice social promotion. If a student is struggling in any area that may prevent his/her success in the next-higher grade level, the student, parents, teacher(s), and administration will work together to develop a plan to ensure the student is placed appropriately for his/her content mastery and maturity.

F. Guidelines for High School

SBCS will offer parents a transcript and diploma, but the state will view it as a homeschool diploma. The offered high school course work at SBCS meets (and exceeds) the [Indiana state Core 40 requirement](#). The only credits not covered by SBCS are the credits for health and wellness and physical education. Parents will be responsible for ensuring their student(s) attains credits in these areas. SBCS is able to recommend a self-guided program for health and wellness that students may use as a summer course if families need guidance.

Generally, no deviation from the curriculum will be allowed in 9th and 10th grade; alternative courses for upperclassmen can be discussed with the administration.

G. Extra-Curricular Activities

Participation in extracurricular activities is at the parent, teacher, and administration discretion.

H. Special Education

While students with special needs are welcome and embraced by the SBCS community, parents seeking assistance should communicate with the administration to ensure that SBCS is able to adequately meet the specific needs and follow the accommodations of the current IEP of their child. Before being placed in a class, an evaluation of the student will be done to determine their readiness. If SBCS has the needed resources available, classroom teachers and parents will work together to provide accommodations as needed. Memoria Press offers a curriculum designed for students with special needs, and, if needed, specific subjects and material may be provided to students as time and manpower allow.

I. Academic Textbooks and Supplies

SBCS will provide families with a list of textbooks and supplies by grade for parents to purchase for their students. Books should be purchased early so that students are ready to begin work on Day 1. To ensure

preparedness for class and to preserve school resources, students should have all necessary books each day, so teachers do not need to run copies. If school books are lost for more than two weeks, textbooks and workbooks will need to be replaced to ensure the preservation of school resources and teaching time.

J. Field Trips

Due to our limited classroom time, SBCS schedules few field trips. If offered, field trips are usually done on Mondays and are optional. Because field trips are done outside of school hours, students attending would require adult supervision.

K. Teaching Controversial Issues

When controversial issues arise, teachers are usually able to instruct the students to direct their questions to their parent(s). If an issue is directly related to the curriculum and classroom material, teachers will guide students using the tenets and teachings of our faith and the Church.

L. Video Viewing Policy

Videos are not a normal teaching tool at SBCS and are used sparingly. All videos used will be instructional in nature, viewed prior to classroom showing to ensure appropriateness, and approved by the school administration. If a video is deemed questionable or shown for purposes other than instruction, parents will be informed prior to showing, and, if needed, signed permission slips will be collected.

M. Subjects of the Curriculum

Primary School: Grades K–2

The purpose of the primary school is to ground students in the fundamentals of reading and to form their tastes in the appreciation of good literature and beautiful art and music. The focus is on phonics; basic numeracy and arithmetic; award-winning classic picture books; and enrichment through poetry, classical music, and famous pieces of artwork.

Kindergarten	1st grade	2nd grade
Recitation	Recitation	Recitation
Phonics	Phonics	Phonics
Numbers	Arithmetic	Arithmetic
Faith Formation	Faith Formation	Faith Formation
Literature	Literature	Literature
Copybook	Copybook	Copybook
Enrichment	Spelling	Spelling
		Cursive
		Latin
		First Communion Preparation

Grammar School

Grammar school marks the beginning of formal classical education. Although students have been introduced to Latin in second grade, they begin a more rigorous study in grammar school. The subjects of classical studies, geography and history, science, and composition are all new beginning in the third grade.

Subject Area	3rd grade	4th grade	5th grade
Latin	Latina Christiana	First Form	Second Form
Math	3 rd grade Rod and Staff	4 th grade Rod and Staff	5 th grade Rod and Staff
Faith Formation	Christian Studies (Old Testament) Faith and Life Series 3	Christian Studies (Old Testament) Faith and Life Series 4	Christian Studies (New Testament)
Literature	<i>A Bear Called Paddington</i> <i>The Best Christmas Pageant Ever</i> <i>Homer Price</i> <i>Mr. Popper's Penguins</i> <i>Farmer Boy</i> <i>Charlotte's Web</i>	<i>Heidi,</i> <i>Lassie Come Home,</i> <i>The Lion, and Witch, and the Wardrobe</i>	<i>Adam of the Road</i> <i>Door in the Wall</i> <i>King Arthur</i> <i>Robin Hood</i>
Classical Studies	Greek Mythology	Famous Men of Rome	Famous Men of the Middle Ages
Geography	U.S. States and Capitals	World Geography I	World Geography II
Science	Astronomy	Insects	Birds Exploring the History of Medicine
Composition	All Things Fun and Fascinating	Fables	Narrative

Middle School

Middle school is a continuation of what was begun in grammar school. Students continue to build their knowledge and skills in Latin, math, classical studies, geography and history, science, and composition. In addition, students learn to be more independent with their time management, organizational skills, and private study time. Knowledge and skills learned during these years will be critical to their success in high school and beyond.

Subject Area	6th grade	7th grade	8th grade
Latin	Third Form	Fourth Form/Henle I	Henle II
Math	6 th Grade Rod and Staff	Pre-Algebra	Algebra
Faith Formation	Christian Studies (Bible Overview)	Book of the Ancient World	Acts of the Apostles The Wars of the Jews
Literature	<i>Bronze Bow</i> <i>Anne of Green Gables</i> <i>Trojan War</i> <i>The Hobbit</i>	<i>Wind in the Willows</i> <i>Treasure Island</i> <i>Adventures of Tom Sawyer</i> <i>Poetry and Short Stories: American Literature</i>	<i>Beowulf</i> <i>Sir Gawain and the Green Knight</i> <i>Henry V</i> <i>The Hound of the Baskervilles</i> <i>Poetry, Prose, and Drama I</i>
Classical Studies	Famous Men of Greece Greek Alphabet <i>Horatius at the Bridge</i>	<i>Iliad and Odyssey</i>	<i>Aeneid</i>
Geography /History	U.S. History	World Geography III Ancient Greeks	Ancient Romans
Science	Trees Exploring the World of Biology	Exploring Planet Earth Exploring the World of Chemistry	Physical Science
Composition	Chreia and Maxim	Refutation and Confirmation	Common Topic

High School

High school is a continuation of learning, growth, and self-development. Students add to their knowledge in each subject area, but they are also honing their skills as true thinkers and individuals of faith and reason.

*The high school classes work on an A/B-year schedule, and some subjects will be combined with other grade levels. Please speak with an administrator for more information.

Subject Area	9th grade (A)	10th grade (B)	11th grade (A)	12th grade (B)
Latin	Caesar	Henle III	Virgil	Latin Composition
Math	Geometry	Algebra II	Precalculus	Calculus
Faith Formation	History of the Early Church	City of God	Classical Metaphysics	Apologetics
Literature	<i>The Scarlet Letter</i> <i>To Kill a Mockingbird</i> <i>Romeo and Juliet</i> <i>Julius Caesar</i> <i>Poetry and Prose II</i>	<i>Pride and Prejudice</i> <i>A Tale of Two Cities</i> <i>Macbeth</i> <i>The British Tradition III</i>	<i>The Divine Comedy</i>	<i>Hamlet</i> <i>Anna Karenina</i> <i>King Lear</i> <i>Poetry</i>
Classical Studies	Greek Tragedies	Cicero	Classical Metaphysics	Art, Architecture and Sculpture of Western Civilization
History	Light to the Nations I	Light to the Nations II	U.S. History	Gov./Econ.
Science	Physics	Biology	Chemistry	Anatomy
Logic	Traditional Logic I and II	-----	Material Logic and Rhetoric	-----

III. Community Standards

Education is primarily about the formation of the soul, about the cultivation of the inner man and the contemplative path to piety, wisdom, and virtue.

—John of Salisbury

A. The Formation of Christian Character

We expect all members of our community to strive to demonstrate Catholic values and to truly be Christ-like in their speech and actions.

A well-disciplined classroom is key to learning, and all students will be expected to follow not only the rules of virtue and good character set by the Church but also the rules set by SBCS. Parents and teachers need to work together to uphold these rules and correct students when rules are broken.

Student behavior, attitude, and physical disposition should contribute positively to the classroom environment and each individual's growth in character. To that end SBCS has put forth a code of conduct that students are expected to uphold and an outline of how misbehavior will be handled.

B. Student Code of Conduct

1. We cheerfully and promptly obey the authority under which we are placed.
2. We do not argue or negotiate.
3. We love and honor one another.
4. We give encouragement and are helpful to each other.
5. We do not point out the shortcomings of others in order to build ourselves up.
6. We tell the truth.
7. We do not disrespect the classroom and teacher by passing notes or otherwise interrupting.
8. We do not spread rumors or gossip.
9. We do not make excuses for our wrong actions but do admit them.
10. We avoid cliques, clubs, or games that exclude others.
11. When others are sorry, we forgive them.
12. When others are sad, we comfort them.
13. When we have work to do, we do it without complaining.
14. We treat one another with respect and patience.
15. We do not use blasphemy, profanity, obscenity, vulgarity, etc., in word, writing, gesture, or action.
16. We come to school on time and dressed in our uniform.
17. We keep our areas tidy and clean up after ourselves and others.
18. We walk and stay quiet in the hallways and classrooms.

C. Academic Integrity Policy

SBCS expects the highest standards of academic integrity from all students.

Academic dishonesty consists of, but is not limited to, cheating, plagiarism, or assisting another to engage in such activities.

Students who demonstrate a lack of academic integrity are subject to disciplinary action or expulsion.

Cheating

Cheating and Dishonesty: Cheating, lying, and stealing are violations of the morals and values of the school and undermine the basic trust upon which the academic community is built. A student who has cheated on any

assignment will receive a zero for the assignment and parents will be notified. A second offense will result in a parent–teacher conference.

Plagiarism

Plagiarism: Plagiarism is a form of cheating and presents the work of another as one’s own. Failure to cite the source(s) of quoted, paraphrased, or summarized material, whether published or not, is defined as plagiarism (Cf. *Harbrace College Handbook*). Students who use plagiarism on an assignment will be required to redo the assignment, but will receive zero credit.

D. Student Discipline

Should a student break one of the rules of the *Student Code of Conduct* or the *Academic Integrity Policy*, or display other inappropriate or disruptive behaviors, the teachers and administration will redirect, warn, or provide consequences to remind the student what behaviors are expected and what behaviors are not allowed.

Teacher Responses

The teacher’s decisions regarding correction and punishment in his classroom are final. Students should accept them with obedience and respect.

The normal sequence of correction for minor offenses is the following:

- First offense warrants a verbal admonition to the student.
- Second offense warrants a consequence for general misbehavior. The child may be taken to the parent or designated adult on the premises to discuss the offense, and the parent will be responsible for further correcting the child. At this level, the matter should be remedied quickly and effectively, with an apology to the teacher immediately forthcoming from the student.
- Third offense may warrant an office referral or a parent conference and may indicate a more serious problem. A pattern of chronic misbehavior is incompatible with attendance at SBCS.

SBCS prohibits corporal punishment. If a student’s conduct cannot be controlled without force, then the school is not capable of providing for his/her education and he/she may be expelled.

Office Referrals

Students who have been corrected by their teacher may be given a referral to the office. The student will meet with, and may receive a consequence from, an administrator.

Behaviors of a more serious nature may warrant immediate contact or conference with the parents and removal from class, followed by either immediate corrective action, suspension, and/or expulsion, depending on the nature and circumstances of the offense. Examples of such offenses would include: disrespect for authority; insubordination; refusal to follow a teacher’s instructions; gossip or calumny; immoral or vulgar language; cheating, theft, or dishonesty; seriously disruptive behavior; destruction of property; fighting; possession of any controlled substances or weapons; and conduct which would offend against the Catholic nature of the school.

Any infraction of the school’s *Academic Integrity Policy* would warrant an immediate office referral.

Consequences

General Misbehavior:

- Students may be required to write sentences.
- Students may have decreased recess time.
- Students may lose privileges.
- Students may have extra chores.

Uniform Infringement: Students who are not in proper uniform may need to have parents bring a change of clothes, lose the opportunity for dress down days, or face other consequences to be decided by the administration.

Cheating: A student who has cheated on any assignment will receive a zero for the assignment and parents will be notified. A second offense will result in a parent–teacher conference.

Plagiarism: Students who use plagiarism on an assignment will be required to redo the assignment, but will receive zero credit.

The following infractions are regarded as extremely serious because they violate Indiana state laws:

- Endangering the welfare of another person.
- Possessing a firearm, an object used as a weapon, or an object intended to be used as a weapon.
- Possessing, distributing, or using any controlled or illegal substance.
- Stealing.
- Vandalizing.

If any of these infractions occur, administrators, parents, and appropriate law enforcement authorities will be notified. The student may be placed in out-of-school suspension, if warranted, until an investigation is completed. Consequences will depend upon the findings of the investigation but could include expulsion.

Special Disciplinary Rules for Students with Disabilities

As with special needs academic accommodations, fair does not always mean equal. If a student’s misbehavior is a direct result of their disability, modifications and accommodations will be made to the school-wide behavior expectations and consequences on a case-by-case basis. If needed, an alternate behavior plan may be developed and implemented.

E. Chapel Decorum

Mass

Students will attend Mass every Wednesday at 8:25AM, and on the first Friday of every month at 8:20AM. Students should be on time to Mass. If students arrive after Mass has begun, they should quietly join their class. Each class will sit together with their teacher. Upper school classes may sit with an assigned lower-school class. Students need to participate in Mass as much as their age and knowledge of the Mass allows.

General Church Guidelines

Upon entering the nave, students need to remember they are entering a holy, sacred place, and their behavior should be reverent, respectful, and peaceful.

Communion

Communion should be received by those students who are Catholic, have completed their fast, are in a state of grace, and have received their First Holy Communion. Students are encouraged to receive on their tongue at the Communion rail. Non-Catholics and anyone unable to receive may still come forward with their arms crossed across their chest for a blessing from Father.

Benediction

On the first Friday of each month, when school is in session, students should arrive at 8:15AM, so they will be seated in church in time for Benediction. Students arriving after Benediction begins should wait in the narthex until Benediction is over. They may join their class prior to the beginning of Mass.

Altar Servers

At SBCS, Mass will be celebrated with only male altar servers. Having only males serve at the altar more perfectly honors both sexes and the Holy Sacrifice that is offered. The School desires to promote vocational awareness and understanding of each student's unique role as a male or female member of the Body of Christ.

F. Student Uniform and Dress Code

At SBCS, students wear uniforms and maintain an orderly appearance to reduce distractions and to elevate the tone of the school. Students should remain in uniform for the entire school day; they are not to change out of their uniforms during lunch/recess time.

The administration, faculty, and staff have the authority to make decisions based on the appropriateness of dress as it conforms to the dress code. Violations will be handled as needed with consequences for infringements ranging from asking parents to bring a change of clothing to the loss of dress down days. Other consequences may be determined by the administration, faculty, or staff. The administration may grant exceptions from the dress code for a given group, class, or the entire school because of special days, events, and field trips.

Dress and Grooming:

- Clothing should be neat, clean, and comfortable—NO OVERSIZING/UNDERSIZING.
- All uniform pieces should be unstained and without holes, rips, etc.
- All jumper and skirt hems must fall below the knee.
- Students should wear their own outerwear to school and on the playground as befits the weather. If students are cold in the classroom, they should wear a designated long-sleeve uniform item.
- A solid navy-blue sweater or fleece may be worn when in uniform. Both pullover and cardigan styles are acceptable. Sweater vests are also acceptable. Sweaters must be solid navy in color, waist-length, and free from embellishment (patterns, logos, colorful buttons, pockets, etc.). No hoods.
- No hats, visors, bandanas, kerchiefs, sunglasses, or similar accessories will be permitted in class.
- All accessories, including jewelry and girls' hair bands/ties and barrettes, should be conservative and complement the uniform. Accessories should not be excessive or distracting.
- Visible piercings must be limited to the ears. Earrings should be small and neutral in color (gold, silver, pearl). Boys are not permitted to wear earrings on campus.
- Hair must be clean, neat, and styled traditionally. Only natural shades are permitted.
- High school girls may wear makeup, but it must look natural. NO body paint, glitter, stickers, or tattoos. Nail color should not be excessive or distracting.
- Shoes will be BLACK or BROWN dress shoes. Loafer style shoes are acceptable. Hush Puppy shoes sold by Schoolbelles are of good quality.
- Dress boots will be allowed November-March. If boots are required outside of this time frame, or your student wears snow boots, please ensure your student brings a change of shoes.
- Students may bring an extra set of shoes or boots to change into for outside play.

Parents: Please make sure any piece of clothing that a student might remove during the day is labeled.

Order all plaid uniform items from Schoolbelles:

www.schoolbelles.com

1-800-637-3037

Our school code is S2732

Our plaid color is #0845 grey/blue

Jumper #1407 style "T"

Skirt #1517 style "PT" or "J"

Pre-k Students

Students in the Pre-k class do not wear uniforms. They should dress in neat, clean, and modest clothing.

Girls

- **K – 2nd grade**
 - Jumper in school plaid. Hem must be below the knee.
 - Shirt: plain white or navy polo (short or long sleeves). No logos, pockets, embellishments, or other decoration. Any undershirts must be white..
 - Socks/tights/leggings: solid (no decoration or pattern) navy, black, gray, or white opaque tights or ankle/knee socks. Navy, black, gray, or white leggings or bicycle shorts must be worn under jumpers unless opaque tights are worn. All items must be plain (no decorations or patterns).
 - Shoes: black or brown dress shoes
 - Sweater/fleece: solid navy blue long-sleeve sweater (pullover or button-up cardigan and crew or v-neck style are acceptable) or fleece (if needed). Sweaters and fleeces must be waist-length, and free from embellishment (patterns, logos, colorful buttons, pockets, etc.). No hoods.
- **3rd – High school**
 - Skirt in school plaid. Hem must be below the knee.
 - Shirt: plain white or navy polo (short or long sleeves). No logos, pockets, embellishments, or other decoration. Any undershirts must be white..
 - Socks/tights/leggings: solid navy, black, gray, or white opaque tights or ankle/knee socks. Navy, black, gray, or white leggings or bicycle shorts must be worn under skirts unless opaque tights are worn. All items must be plain (no decorations or patterns). High School students may wear nylons.
 - Shoes: black or brown dress shoes
 - Sweater/fleece: solid navy blue (Upper School students, 7th and up, may wear gray) long-sleeve sweater (pullover or button-up cardigan and crew or v-neck style are acceptable) or fleece (if needed). Sweaters and fleeces must be waist-length, and free from embellishment (patterns, logos, colorful buttons, pockets, etc.). No hoods.

Boys

- **K – 6th grade**
 - Trousers dark gray flat-front khaki-style pants. No jeans, cargo pants, or extra zippers.
 - Shirts: white or navy polo (short or long sleeves). No logos, pockets, embellishments, or other decoration. Undershirts must be white.
 - Belt: Black or brown solid leather (or leather-appearing) belt. The belt is optional in Kindergarten. Students in grades K-2 may wear black or brown belts with flip-top buckles or magnetic buckles, even if they aren't leather or leather-appearing.
 - Socks: Navy blue or black socks (at least mid-calf length).
 - Shoes: Black or brown dress shoes Loafer style shoes are acceptable.
 - Sweater/fleece: solid navy blue long-sleeve sweater (pullover or button-up cardigan and crew or v-neck style are acceptable) or fleece (if needed). Sweaters and fleeces must be waist-length, and free from embellishment (patterns, logos, colorful buttons, pockets, etc.). No hoods.
- **7th – 12th grade**
 - Trousers: dark gray flat-front khaki-style pants. No jeans, cargo pants, or extra zippers.
 - Shirt: white button down collared dress shirt (short or long sleeves). No logos, embellishments, or other decoration.
 - White undershirt t-shirt style
 - Tie in school plaid (pre-tied/clip-on or regular)
 - Belt: black or brown belt solid leather (or leather-appearing) belt
 - Socks: navy blue or black socks (at least mid-calf length).
 - Shoes BLACK or BROWN dress shoes. Loafer style shoes are acceptable.
 - Sweater/fleece: solid navy blue long-sleeve sweater (pullover or button-up cardigan and crew or v-neck style are acceptable) or fleece (if needed). Sweaters and fleeces must be waist-length, and free from embellishment (patterns, logos, colorful buttons, pockets, etc.). No hoods.
 - Blazer: navy blue blazer (optional)

IV. General Policies and Procedures

The ordinary acts we practice every day ... are of more importance to the soul than their simplicity might suggest.

—St. Thomas More

A. Drop-Off and Pick-Up

Arrival

Students are expected to arrive in their classrooms by 8:20AM each morning to ensure that they are prepared to begin the school day. At the parents' discretion, students may be walked to their classroom or dropped off at the front door with the expectation that they will go directly to their classroom upon entering the building. Upon arrival, students are expected to go directly to their classrooms and remain there until class begins at 8:30AM.

*Please note the different arrival times for Mass mornings in the weekly schedule section below. These allow for students to get situated in the classroom and be able to head over to the chapel with their class and be seated before Mass begins.

Dismissal

Dismissal for Pre-k through 8th grade will be at 2:30PM Tuesday through Friday. High school dismissal will be at 3:30PM Tuesday through Friday. Students may be picked up between 2:30PM and 2:40PM each afternoon (3:30PM and 3:40PM for high school students). Pre-k–6th grade parents must come into the school building and wait outside their student's classroom until students have completed their chores and are dismissed by their teacher. Students in 7th–12th grade may walk out to their parent's car with teacher permission.

Before-School and After-School Care

SBCS does not offer before-school or after-school care. Students should arrive at school between 8:10AM and 8:20AM to ensure they are prepared to begin the school day on time. Students must be picked up no later than 15 minutes after dismissal.

B. Attendance and Weekly Schedule

Attendance

Regular attendance is critical to academic success.

SBCS encourages parents to avoid scheduling appointments and vacations at times that conflict with school whenever possible.

Due to the nature of our school, parents are in charge of keeping attendance records for their students in all grades. SBCS suggests keeping it in the test binder with tests and other important school year papers.

Planned and Unplanned Absences

If there is a necessary planned absence, please contact the administrators and your student's teacher a week in advance. When the make-up work is assigned and when it is due will be at the teacher's discretion.

In the case of an unplanned absence, email all administrators by 8:15AM and let them know the reason for the absence. Administrators will let the necessary teacher(s) know that your child will be out for the day and the teacher(s) will contact parents about any assignments.

Weekly Schedule

Mondays: All students are homeschooled on Mondays. Assignments will be sent home via the Friday folder and/or the agenda planner.

Tuesdays: Tuesdays are a school day. Most teachers begin a new week of study on Tuesday.

Wednesdays: Wednesdays are a school day. Students will attend 8:30AM Mass on Wednesdays with the school community and should **arrive no later than 8:15AM**.

Thursdays: Thursdays are a school day.

Fridays: Fridays are a school day. Students will attend 8:30AM Mass on Fridays with the school community and should **arrive no later than 8:15AM**. **On the first Friday of each month, the students will attend Benediction and daily Mass starting at 8:25AM and should arrive no later than 8:15AM**. Assignments and graded papers will be sent home via the Friday folder.

St. Benedict is a Catholic school, and all students will be taught the Catholic faith. The Faith will be integrated into every aspect of the school; all students are expected to participate fully in classes and in all school activities, including the Holy Sacrifice of the Mass.

C. Inclement Weather Policy

School Delays

School closures and/or delays will be decided and shared by 7:00AM on the day of inclement weather. Information regarding closures and/or delays will be shared through the:

- **Remind App**
 - **Please make sure administrators have your preferred cell phone number.**
- **St. Benedict Website** (www.stbenedictclassical.org)

If delayed, school will start at 9:30AM (1-hour delay) or 10:30AM (2-hour delay). Once students are in attendance, teachers will focus on math and Latin and then adjust the daily schedule to include other subjects that are deemed important that day. If a delay occurs on a Wednesday, the schedule will be adjusted so that the SBCS family can attend the Holy Sacrifice of the Mass if Father is available for a delayed Mass time.

School Closures

If school is closed due to inclement weather, the day becomes a homeschool day. SBCS administrators will try to send home necessary books with students if inclement weather is imminent, and parents should look for emails from teachers to be sent out with assignment information once school has been canceled for a particular day.

D. Classroom Food and Drink Policy

Snacks

Pre-k– 4th grade students will have a snack provided each morning.

5th–12th grade students do not regularly have food during class hours.

Water Bottles

Students are asked to bring a water bottle labeled with their name each day. Water bottles help minimize trips to the water fountain and keep students in the classroom where material is being taught. To optimize the students' health and well-being, minimize classroom distraction, and prevent messes, **water bottles should be filled with water only.**

Water bottles may be out during instruction but should not be a distraction.

Gum

Students are not to chew gum during school hours.

E. Lunch

All students eat lunch at 11:30AM. (Students in Pre-k through 4th grade have snack breaks built into their schedule.)

Students must provide their own lunch and will eat in their classrooms or outside (weather permitting).

A microwave is available for use by teachers and by 11th/12th graders (for their lunches only). Students in lower grades are not allowed to use the microwave. Please bring/pack lunches that do not need to be reheated.

Students are expected to clean up their lunch area before going out to recess so that they are ready to begin learning as soon as they return to their classroom after recess.

F. Recess

Dress

Parents should make sure that students have the appropriate outerwear each day for the current weather conditions.

Recess should occur outside to the maximum extent possible. Teachers should assume there will be outside recess unless notified by an administrator. The administrators will make the decision to stay indoors in the case of freezing/inclement weather. Recess status will be communicated to the teachers prior to/at the beginning of the lunch period.

Students **MUST WEAR SOCKS AND SHOES DURING THE SCHOOL DAY.** Recess is no exception.

Location

There will be three outdoor areas for recess:

- Pre-k–2nd grade: playground equipment and field attached to playground
- 3rd–6th grade: the field next to the building across the drive from the playground (weather permitting) and the pavement area immediately adjacent to the kitchen area if field is unavailable
- 7th–12th grade: back/far side of the parking lot, near the basketball hoop, and the grass field behind the basketball hoop (weather permitting)

A bin of outdoor toys/activities will be available for the recess areas.

Indoor

In the case of inclement weather, students will divide recess time between the gym and their lunchroom.

*Approved classroom activities are those which do not involve running, jumping, hiding, or other dangerous actions. Indoor games will be available for indoor recess.

General

All students are expected to participate in recess unless parental permission is granted and the students are supervised by their parent during recess time.

Students will **NOT EAT ANY FOOD** while engaging in recess (running/playing). Students that are still eating will remain inside.

G. Electronic Devices

Cell phones, smart phones, tablets, and any other electronic devices are not to be used between 8:00AM and 3:30PM. Phones must be stored in a bookbag and turned off. Any phone that is heard or is out will be confiscated and returned at the end of the school day.

Students who need to bring a phone for later use may also leave it with their parents or in the headmaster's office during the school day.

H. Parents and Volunteers

Responsibilities of Parents

SBCS believes that parents are the primary educators of character and that the school's role is a supportive one. The school depends on parents to cultivate good behavior and self-discipline at home, so that SBCS can better support students in becoming conscientious and respectful young adults.

It is the policy of SBCS that each family have a parent or designated adult present at all times during school hours. Any family, current or newly enrolled, that does not have a parent or designated adult present at all times must find an "adoptive family" within the school community to accept responsibility for their student(s). The adult from this "adoptive family" will become the designated adult when the parent is not present. At no point can a child be left unattended on the premises.

Any "adoptive family" temporarily serving as the designated adult for another family will assume responsibility for the student(s) in the morning until first period begins and will again assume responsibility for supervising the student(s) after end-of-day clean-up until the parent has arrived for pickup.

Parent-School Communication

Volunteer teachers/tutors should be in frequent contact with parents regarding school performance. Please let your child's teachers know what form of communication you prefer (e.g., telephone, email, text).

Volunteer teachers/tutors will provide parents with an email address or phone number where they can be reached outside school hours.

Please do not text/call during class, except in cases of emergency. Please use the administrators' contact numbers if you need to reach your child during the day. This will prevent the interruption of class time.

Primary communication with volunteer teachers/tutors should be via email. We encourage the use of text as a backup, or to alert teachers immediately before or after school hours. For example, if your child has a doctor's appointment and will be late, you might remind your teacher in the morning before school via text.

The Remind App is an effective tool for distribution of pertinent, timely class information. We encourage teachers to set up class groups to quickly share assignments, etc. with you.

If you have a concern regarding curriculum content, or school policy or philosophy, please contact an administrator.

Requirements for Volunteering/Chaperoning

Up-to-date Safe Parish Training through the Archdiocese of Indianapolis must be on file with the SBCS office.

An up-to-date waiver, permission slip, and/or contract must be on file with the SBCS office.

Parent Grievances or Concerns

Questions or issues, which, from time to time, may arise in the life of a school, should be addressed first to the faculty member concerned. If a follow-up is needed, the concern should be addressed to one of the assistant headmasters, next to the headmaster, and finally to the president of the board of directors.

I. Security Checks

The outer door of the school is usually locked at 8:30AM and should remain locked until 2:15PM. If you need access to the school building during school hours, please contact the headmaster or the upper-school assistant headmasters. The main door of the church is monitored by the church secretary and is therefore secure.

J. Emergency Operations Plan

Fire drills, tornado drills, earthquake drills, and quiet drills will be reviewed and practiced with students regularly during school hours.

K. Use of School Resources

School resources are limited. As such, resources need to be used wisely and with intention. Students should ask a classroom teacher or an administrator before using school resources. To preserve school resources, students should have all necessary books each day so teachers do not need to run copies.

SBCS also expects all students to respect the physical integrity of the resources of the school building, grounds, and property.

L. Mass Communication Policy

Any all-school emails, alerts, or reminders will be sent out through the headmaster.

M. Enrollment and Admissions

Student enrollment is done through the St. Benedict's web page. Once enrollment is completed, any change of student information or intention of attendance should be communicated directly to a school administrator.

It is the policy of St. Benedict Classical School to admit students of any race, color, and national or ethnic origin who have a sincere interest in learning and living the fullness of the Catholic faith. St. Benedict Classical School does not discriminate on the basis of race, color, and national or ethnic origin in the administration of its educational policies, admissions policies, or other school administered programs.

Admissions decisions are based on many factors including: submission of all required forms, payment of any required application fee, the results of any necessary assessment tests, space limitations, and the availability of an educational program appropriate for the prospective student. A family/student interview may be required to help determine suitability.

Admission priority is determined according to the following order:

1. Students presently enrolled, and in good academic and financial standing, in St. Benedict Classical School.

2. Siblings of students presently enrolled, and in good academic and financial standing, in St. Benedict Classical School.
3. Families who were enrolled in St. Benedict Classical School in previous years and left in good academic and financial standing.
4. Families who deferred enrollment in previous years due to academic or student development reasons.
5. Actively practicing Catholic families registered at any area Catholic parish.
6. Non-practicing Catholic families interested in returning to their Catholic faith.
7. Non-Catholic families who possess a sincere interest in embracing the educational philosophy of St. Benedict Classical School.

The headmaster will make the final decision for accepting students to St. Benedict Classical School.

New Student Probation Period

Any new student is subject to a probation period for up to six weeks by the headmaster. Any time during that six-week period, the headmaster may reassess and determine the student's permanent placement.

N. Maintenance of Student Records

The majority of the responsibility for the maintenance of student records falls on the parents. Parents are required to keep a record of student attendance and graded work in test binders at home. Records kept at school may include, but are not limited to, grade transcripts for students in 7th–12th grade, records from previous schools for transfer students, and student evaluations. Any change in student and/or parent contact information, medical/allergy concerns, or basic information needed for any student in attendance should be given to an administrator to maintain accurate records of each student.

O. Tuition

It is an aspect of the mission of SBCS to make the school affordable, in as much as it is possible, to families who desire its education. To this end, the school relies upon the generosity of our benefactors and the abundant mercy of God to supply the funds and volunteers necessary to educate our students. The school depends upon the timely payment of tuition in order to pay its bills in a timely manner.

While St. Benedict has minimum adult participation requirements, greater involvement is highly encouraged. Families that commit to actively participating at least 18 hours per week, and assume teaching duties at the discretion of the headmaster, will qualify for a discounted tuition structure as shown below.

Down Payment

There is a down payment of \$100 per household due by June 1. This amount will be deducted from tuition. We accept checks or any major credit card (Visa, Master Card, American Express, Discover). The down payment can be made online at www.stbenedictclassical.org/support. Tuition payments may be made via the emailed invoice.

2023/24 Tuition Rates

Standard Tuition (per student)

High School (Grades 9–12) \$3,000

Lower School (Grades Pre-k–8) \$1,500

Discounted Tuition

First Student (Pre-k–12) \$1,000

Additional Student (Pre-k–12) \$150

*The book cost is separate and varies by grade.

Tuition Payment Plans

A down payment of \$100 per family is due by June 1. This amount will be deducted from tuition.

We accept checks or any major credit card (Visa, Master Card, American Express, Discover). The down payment and tuition payments can be made online at www.stbenedictclassical.org/support.

Families may choose to pay the tuition according to one of the following three plans:

1. One payment of the full tuition amount due July 8.
2. Two equal payments due July 8 and January 8.
3. Ten equal payments each due by the 8th of the months July–April.

Please make checks payable to St. Benedict Classical School and send them to the school address:

SBCS

Attn: Treasurer

4609 W. State Road 46

Bloomington, IN 47404

P. Service

SBCS's mission is to partner with parents to foster intellect and faith. This partnership is only made possible by the dedication of the families involved. Beginning with the 2021/2022 school year, all newly enrolled families must participate in the life of the school by being present for at least part of the school week as a teacher, teacher's aide, monitor, or general volunteer. The more students a family enrolls, the more invested both parties must be in this partnership. As such, the following minimum participation levels will be required for enrollment:

1 child = 6–7 hours

2 children = 12–14 hours

3 children = 18–21 hours

4+ children = 24–28 hours

Students and parents are encouraged to support the school through other acts of service as well, such as helping with fundraising, planning special events for the school and community, organizing service projects, assisting in the upkeep of the school building and grounds, and reading Scripture or serving as altar boys at Mass.

Q. Recitation Day

At the end of the academic year, the students will have mastered several skills of which they should be very proud! Many classes will have memorized epic poems and excerpts from classical works of literature and music. There will be a recitation day scheduled for families to come and be delighted by the excellent accomplishments of the students.

V. Volunteer Teacher/Tutor Policies

To live without a faith, without a patrimony to defend, without a steady struggle for the Truth, is not living but existing.

—Blessed Pier Giorgio Frassati

A. Requirements for Volunteering

All SBCS teachers need to have the following forms on file in the SBCS school office:

- Completion of Archdiocesan Safe Parish training
- Criminal background check
- Contract
- Waiver

Fidelity to Magisterial Teaching of the Catholic Church

All SBCS members are expected to conform their hearts, minds, and consciences, as well as their public and private behavior, to the truths taught by the Catholic Church.

B. School Day Procedures

- Teachers should arrive by 8:10AM.
- If you are running late, please contact all administrators by 8:15AM.
- Students gather in their classrooms by 8:25AM.
- Classes begin at 8:30AM and end at either 2:30PM (Pre-k–8th) or 3:30PM (high school).
- The school day should begin and end with prayer. (See *School Prayers* section of the handbook for suggestions.)
- Teachers should have students stand up and greet any religious priest, brother, or sister or other adult guest, as well as any school administrator when they enter the room and address the class. At the beginning of the school day, students will greet their teacher.

C. Absences

Please make every effort to be at school on your teaching days. Substitute teachers are difficult to find and cannot provide the educational consistency and quality of the regular teacher.

Scheduled Absence:

- Inform the administration in writing at least one week prior to scheduled absence.
- Turn in lesson plans at least 2 days prior to scheduled absence.

Unscheduled Absence:

- Notify the headmaster and assistant headmasters as soon as possible in the event of an absence and email them the lesson plans.

Substitute Teacher Folder

Each teacher should have a Substitute Teacher Folder. This folder should be kept in the classroom and should include:

- Lesson plans for the week*
- Daily schedule
- Class roster
- Teacher contact information
- Emergency plan instructions
- Plans for a throw-away day

* Lesson plans should not only include what is to be taught, but also a thorough explanation of any steps for each lesson and general guidelines for how the class is run.

D. Classroom Preparation

Curriculum

The school curriculum has been selected and is regularly reviewed by the SBCS Curriculum Committee. The curriculum is carefully designed to achieve coherency and support the cumulative nature of education. Volunteer teachers may adapt the material if needed and enrich it through personal insights—especially connections with the Catholic faith. However, a volunteer teacher may not disregard or otherwise replace the specified curriculum without consulting the headmaster and curriculum committee.

Be well acquainted with the content you will teach and the way each subject and its tests are laid out to best prepare general plans for the school year.

While it is important to have a year-long plan, teachers should not feel that every day must be planned out for the entire year before the start of school. Plan the first few weeks in detail and be flexible; adjust your daily/weekly plans according to the needs of your class, but always have a long term plan for each subject.

Daily

All daily preparation for teaching (e.g., making copies, designing assignments, etc.) should be complete before students enter the classroom. Ideally, copies should be made on Friday for the following week.

Daily lesson plans should not only include what is to be taught, but also a thorough, logical sequence for the planned activities.

E. Classroom Guidelines

In the traditional classroom, a knowledgeable, enthusiastic teacher carefully leads students into an understanding of each subject. Classrooms are quiet, orderly, and disciplined. Lessons are incremental, content is age-appropriate, and students learn the important skill of quality written work completed in a timely manner. Homework is moderate and is for the purpose of practicing or preparing for a lesson.

Cursive Requirement

Students in 4th grade and higher are required to use cursive in all of their assignments. Students who do not yet know cursive should use either *New American Cursive* (3rd and 4th grade) or *Teach Yourself Cursive* (5th grade and up) during the fall semester and begin writing their assignments in cursive during the spring semester.

Classroom Organization and Decoration

In the traditional classroom, decorations and extraneous supplies are kept to a minimum to minimize distractions and to aid a student's focus to remain fixed on the subject at hand. Any wall hangings and extraneous supplies should aid in the instruction of the curriculum and should be approved by an administrator.

Housekeeping

Classrooms should be kept neat and clean every day and special care should be taken when students leave. Floors should be free of trash and food, student desks straightened, teacher desk neat and organized, etc. Students should be assigned duties to ensure a clean classroom at the end of the day.

Special care should be taken on Fridays to leave classrooms ready for weekend parish activities.

F. Classroom Discipline

Maintaining a well-disciplined class requires attention to detail. Teaching students how to be respectful and kind is just as important as teaching math facts and grammar. Make it a point in your daily lessons to identify and praise those students who display honorable and class-contributing behaviors. Take the time to talk with students who need disciplinary help. Do not hesitate to ask an administrator for help when dealing with discipline issues.

Student behavior, attitude, and physical disposition should positively contribute to the classroom environment and the SBCS culture of excellence in character. Do not allow disrespectful attitudes or body language (slouching in chair, head on desk, etc.). Students are not allowed to use the classroom as a stage to dominate discussions or to make light of the educational environment.

Students should raise hands before sharing and should work quietly on assignments. Raising hands to participate in class discussion or ask a question is absolutely essential. Do not allow students to speak without permission, either by answering a question during discussion or interjecting inappropriate, silly comments.

Writing on desks or tables, doodling, and lack of attention in class should be addressed immediately.

Extraneous movement in the classroom is distracting. Establishing a classroom routine, such as regular bathroom breaks and designated times to sharpen pencils, eliminates the need for unnecessary traveling around the room.

Students should be inclusive, encouraging, and friendly to all classmates.

Effective ways to deal with disciplinary problems:

- Handle problems with authoritative and professional decorum.
- Address the behavior issues immediately and consistently; most students just want to test the limits.
- Take the student into the hallway for a private conversation.
- Remove the student from class. Place the student at his own desk away from other students and distractions (must notify the headmaster if this action is taken).
- Notify the parents of the behavior and inform them of the steps you have taken to rectify the problem.
- Send the student to his parents if they are on campus. Do not let one student's behavior ruin the lesson for the entire class.

*Please reference the *Student Discipline* section for further information.

G. Homework Policy

Homework assignments are targeted practice of content taught in class, and the amount of homework varies by grade.

SBCS believes students should complete as much work as possible in class. Work completed in class, under the supervision and direction of a teacher, is the best practice.

Students are expected to work hard each class period. Teachers should not feel compelled to give nightly homework assignments if class time has been used productively.

Homework assignments are given to reinforce material taught in class. Homework should be review, not new instruction. Homework for 2nd–6th grade will be mostly focused on math and Latin.

Students are held accountable for completing homework. If an assignment cannot be officially graded, spot checked, or given credit for completion, the assignment should not be given.

*Please also reference the *Homework Policy* under the Academics section for more information on the homework policy and on policy for late homework.

Test preparation should be assigned incrementally in an effort to train the students in good study habits and to facilitate appropriate pacing. Do not assume that your students know how to study. Give them practical suggestions.

H. Grading

Philosophy of Grades

Grades provide the student and parent(s) a quick "snapshot" of your evaluation regarding academic proficiency, classroom contributions, and overall impression. Grades are very important to students and parents because they encapsulate all the strengths and weaknesses exhibited over the course of a grading period. Specific attention and intention is crucial to providing an accurate grade or assessment. Prior to assigning a final grade, multiple types of assessments should be given to best equip you in evaluating your student. Examples of these assessments are tests, quizzes, homework, daily participation and in-class preparedness, etc. Allowing a student an array of opportunities to display his skill set provides you with adequate information to ultimately assign a final grade with comments.

At SBCS we try to uphold the traditional letter grading scale for 7th–12th graders. We want to challenge students and see them grow in their abilities. We expect all students to work hard and show significant effort and drive. Despite modern educational interpretations, earning a B or a C is an accomplishment to be praised as long as those grades are earned through hard work and effort. Grades are based on more than just acquisition of the content and completion of assignments; they are a reflection of the knowledge students have obtained but also of work ethic and effort, organization, preparedness for class, and class participation.

I. Communication

A student's successful experience at SBCS depends in large part on open and respectful communication between families, teachers, and the school.

Communication should be frequent with students, parents, and the SBCS administration about student academic concerns.

Communicating with parents can be as simple as having parents sign or initial a gradebook, writing a short note in the student's planner, or sending a quick email.

Communication with Parents

Teachers should:

- Provide parents with contact information where they can be reached outside school hours.
- Acknowledge or respond to parent communication within 24 hours of contact.
- Communicate homework via the student's agenda planner or, on the weekend, their Friday folder. Any extra projects, big assignments, or possibly even tests, should also be communicated via email.
- Not answer phone calls from parents during the school day under normal circumstances.
- Be sensitive to the time when contacting parents. Please do not call after 9:00PM or on weekends if at all possible, unless a family has asked otherwise.
- Copy the headmaster and the appropriate assistant headmaster when emailing parents regarding discipline or academic performance to keep the administration informed of classroom circumstances.
- **At no time address an individual student's problem with non-involved parties.**

If parent communication is disrupting your class time, please have the parent contact administration.

Primary communication with parents should be via phone or email, **not text**.

If a parent has a concern about curriculum content, school policy, or philosophy, ask them to speak with an administrator.

Communication with Students

Teachers should not communicate with students on social networking websites such as Facebook, Twitter, Instagram, Snapchat, etc.

If a teacher needs to contact a student outside of school, please use the student's home phone or, if emailing, copy the parents. Do not call or text students on their cell phones. Any exceptions to this should be approved by the student's parents and the administration. If texting a student, always include a parent and, if necessary, an administrator.

Communication with the School

SBCS uses email as a primary means of communication with faculty. Please read your email daily for SBCS updates, reminders, and requests.

Notify the school office if your contact information (email, phone number, mailing address) changes at any time during the year.

J. Support for Teachers

Mentorship

At SBCS all teachers and administrators work together to ensure the success of the students and the school as a whole. Not every teacher or volunteer comes into the classroom with the same experience or background as others. Use of the experience and knowledge of other teachers is a way to improve the efficacy of the school and the classroom experience of the students. The headmaster may coordinate a mentor relationship with two teachers, or a teacher may seek out a mentor with assistance from the headmaster.

Observation

You will be observed by an administrator several times during the year. These observations may be scheduled or impromptu.

The purpose of these observations will be to offer guidance, encouragement, and feedback on your classroom management.

Conferences

After a formal observation has occurred, you will meet with your observer for discussion.

Communication

Please ask for help or feedback when needed. The administrators and experienced teachers are here to help you. SBCS wants you to have a successful year of teaching each year, so that you may be an effective teacher for many years to come.

K. Evaluations

All SBCS teachers are observed periodically during the school year by an SBCS administrator. The intention is to monitor pedagogical practices, to assess curriculum needs, and to provide assistance to the classroom teacher. A conference follows each formal observation.

Teachers should also expect routine “walk-throughs.” These shorter observations may include, but will not require, a conference.

Observation Focus:

- Week 1: informal
- Weeks 2–6: transitions, pacing, classroom management
- Weeks 4–8: use of study guide, board, rapid fire questions
- Weeks 4–end: grade book check for completeness, tests, grading
- Early January: community, relationship with students
- February: formal—one class period scheduled in advance, followed up with a conference and discussion about plans for the following year

L. Dress Code

Faculty members are expected to be dressed professionally at all times as befits their role as leaders and as role models for the students.

Pre-k

Pre-k teachers may wear clothes suitable for work with young children.

Men

- Conservative shirt and tie or polo-style shirt
- Dress pants
- Leather or suede dress shoes
- Sport coat or sweater for outerwear

Women

- Modest, professional dress shoes (closed toe)
- Dresses, dress skirts, or dress slacks
- Dress/skirt lengths should be at the knees or lower
- Solid colors or aesthetically pleasing prints, tweeds, or plaids
- Shoulders should be covered; jackets or sweaters are recommended
- No casual attire (e.g., Capri or cropped pants, jeans, sandals)

M. Additional Duties

Volunteers may also need to assume duties as assigned by the headmaster for the improvement and sustainability of the school community. Possible extra duties may include: homeroom supervisor, copying/filing, paperwork, errands for supplies, cleaning the facility, lunch duties, etc.

N. Common Areas

A shared teacher workroom will be available for teachers to use during the school day.

O. Hallway/Sidewalk Expectations

Teachers should monitor behavior in the hallways at all times.

Teachers should provide opportunities, especially during the first few weeks of school, for students to practice proper hallway and sidewalk behavior.

A student seen running in the hallway should be sent back and required to walk to the destination instead.

P. Electronic Devices

Teachers should refrain from using cell phones and checking text messages when their class is in session and during times when they are directly supervising students. Teachers should not respond to parent texts during class time.

Q. Formal Address

To support the formality of the school culture, and to foster respect for authority, students are required to address teachers with the titles Mr./Mrs./Miss plus last name. In order to reinforce this practice, teachers are required to address one another in this same formal manner when students are present.

VI. Student Health and Safety

To preserve health is a moral and religious duty: for health is the basis of all social virtues; and we can be useful no longer than while we are well.

—Samuel Johnson

A. Medicine Administration

If a student requires prescription medication during the school day, parent(s) should contact an administrator. Parent(s) will be required to fill out a medication administration form and ensure that the prescription kept at school remains filled and administration procedures are kept up-to-date. An adult designated by the family will be authorized to administer the student's medication.

Non-prescription medication may be administered by administration or a designated adult only and in compliance with the written permission of the parents.

B. Medical Records and Enrollment

Pertinent medical information should be shared with SBCS and will be kept in a secure location.

Immunization records are not required for enrollment.

C. Medical Operations/Injuries

Students may be injured during the school day and require minor medical treatment such as band-aids or ice packs. If a student has a minor injury, classroom teachers or teachers on duty will be able to administer minor medical treatment as needed. In the event of a serious injury, every attempt will be made to contact the student's parent(s) if they are off campus. If necessary, emergency services will also be contacted. All families need to have a waiver on file granting administrators' permission to make medical decisions when their student(s) is in the care of the school.

D. Parent/Guardian Obligations

Parents must provide SBCS with all pertinent medical information and have all waivers signed and up-to-date.

E. Allergies

Parents must alert SBCS administration and all pertinent teachers about any allergies their student(s) has. Students should also be aware of and able to help monitor their own allergies. Parents must provide SBCS with the appropriate emergency supplies and action plan.

F. Sick Students

To protect the health of everyone at school, students who are running a fever (100° F or over), are contagious (e.g., pink eye, strep, etc.), or are vomiting should be kept at home. Students may return to school when they are fever and/or symptom free for 24 hours.

G. Reporting Child Abuse and Neglect

All SBCS teachers and volunteers are required to complete the Church's training protocol, Safe Parish, to be better aware of the signs of child abuse and neglect. By Indiana state law, everyone is a mandated reporter for suspicion of abuse, neglect, and other areas of concern such as self-harm. Teachers and volunteers should report

such suspicions to an administrator and confirm that the report has been made. An administrator will then contact whichever agency is necessary given the circumstances.

H. Non-Discrimination Policy and Anti-Harassment Policy

All students, administrators, and volunteers are responsible for avoiding, discouraging, and reporting any form of unlawful harassment. Harassment, in any form, regarding a person's gender, national origin, religious beliefs, academic abilities, physical abilities, appearance, etc., will not be tolerated and must be reported to administration in a timely and confidential manner.

I. Internet Safety

SBCS students have no regular access to the internet on the school's devices. Any access that is granted should be monitored by an SBCS volunteer or member of the administration. Use of cell phones, smart phones, tablets, and any other electronic devices is not permitted between 8:00 AM and 3:30 PM and they should be turned off. Any device that is out or is being used to access the internet or for any other purpose will be confiscated and returned at the end of the school day.

J. Bullying

Bullying of any kind is prohibited at SBCS, and students who commit acts of bullying will be disciplined. The severity of the consequences may range from private conferences with the bully up to and including suspension, expulsion, or legal repercussions.

Bullying can be identified as behaviors that are deliberate, hurtful, and repeated. Acts of bullying make it difficult for victims to defend themselves and can be done directly or indirectly. Bullying can take many forms including: physical, verbal or written, emotional, or sexual harassment. Examples of such behaviors include: hitting, taking other students' possessions, gossiping, exclusion from a group or activity, humiliating, name-calling, and cyberbullying. Bullying can be done by one student or a group of students.

All students and teachers at SBCS need to work together to provide a safe, secure learning environment for all students. Students that observe acts of bullying have a responsibility to report such behaviors. Teachers have a responsibility to take reports of bullying seriously and respond appropriately.

Steps that can be taken when bullying is observed or reported may include a private teacher/administration conference with the student who has been bullying, a parent-teacher conference, bullying education for the bully, and/or assigned consequences at school or home. Serious situations of bullying or bullying that continues despite other consequences may result in more severe consequences such as suspension, expulsion, or a report to law enforcement.

K. Social Media

Students are expected to use social media and electronic communications responsibly and should exercise Christian principles when using these mediums. Teachers are not to communicate with students via any medium that is not permitted by SBCS and made available to parents.

SBCS prohibits cyber bullying and harassment. Students using social media or electronic devices to bully or harass other students are subject to the *Bullying Policy* and disciplinary procedures. Students should notify a teacher or administration if they see harmful, threatening, or inappropriate content online (including messages, posts, and images).