

THE CARDINAL SHEHAN SCHOOL
PARENT AND STUDENT HANDBOOK 2025-2026



**5407 Loch Raven Blvd
Baltimore, MD 21237
(410) 433-2775
Dr. Barney Wilson, Principal
Mr. Allen Vessells, Assistant Principal**

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The Cardinal Shehan School is a co-ed elementary school for grades Pre-K3 through Eight. The Cardinal Shehan School reserves the right to amend the Parent/Guardian/Student Handbook and Parent/Guardian(s)/Legal Guardian(s) will be notified of any changes made. This parent/guardian/Student Handbook is an informative booklet for parents/guardians and students setting forth the rules and policies of the school and is not intended as an expressed or implied contract. (Policy ADM 6.0)

Overview

Archdiocese of Baltimore Vision Statement

The Catholic schools in the Archdiocese of Baltimore nurture and sustain the God-given gifts of every person, especially students, to be used in service to the Mission of Jesus.

Archdiocese of Baltimore's Mission Statement

Catholic schools in the Archdiocese of Baltimore provide a Christ-centered education that is academically excellent and empowers students to reach their full potential - spiritually, intellectual, physically, socially, and morally. Fostered through robust collaboration among stakeholders, the mission is accomplished through accountable leadership at all levels, ongoing and coordinated strategic planning, centralized efficiencies, and financial sustainability.

Cardinal Shehan School's Vision Statement

The Cardinal Shehan community envisions a future where every child, regardless of their economic, geographical, religious, or social background, flourishes through engaging educational experiences that:

- push their boundaries and foster habits of excellence.
- celebrate the unique talents, abilities, and gifts of each student.
- hold unwavering high expectations for all.
- guide students to unlock their fullest academic and personal potential.

Cardinal Shehan School's Mission Statement

Cardinal Shehan school is a sanctuary of peace, dedicated to upholding Catholic traditions and doctrines within a safe, enriching, and joy-filled environment.

- We prioritize and nurture the holistic development of every child in an atmosphere that fosters both creative and critical thinking.
- We cultivate each student's innate abilities and present challenges that inspire growth and ignite the imagination.
- We empower students to reach their highest aspirations.
- We work together as a united educational and spiritual family.
- We lead by example, demonstrating collaborative work ethics, and fostering an inclusive environment that values and respects diversity in all of its forms.

Our ultimate goal is to cultivate peace within ourselves, our community, and the world at large.

History of School

Lawrence J. Shehan was a Baltimore-born young boy who spent his education in Catholic schools around the Baltimore area. In 1911, Shehan discerned into the priesthood and joined St. Charles College in Catonsville, which was a college seminary. He proceeded on to St. Mary's Seminary in Baltimore in 1917.

In 1920, Shehan was sent to the Pontifical North American College in Rome where he received a Doctorate of Sacred Theology after a few years. Upon the completion of his terminal degree, he returned to the United States and served in various roles in the Archdiocese of Baltimore from 1932 until his next appointment. In 1953, the newly established Diocese of Bridgeport, Connecticut needed a Bishop. Shehan was appointed as the first Bishop of the Diocese of Bridgeport, where he spent nine years focusing on the organization and proper function of the diocesan offices. He also

constructed numerous churches, parishes, and schools in the Diocese of Bridgeport that are still around today.

In 1961, Bishop Shehan was promoted and appointed Coadjutor Archbishop to Archbishop Keough in the Archdiocese of Baltimore. In December of that year, after the passing of Archbishop Keough, the Archdiocese welcomed Archbishop Shehan. While he was the Archbishop, he fought for fair housing, spoke against the Vietnam war, and participated in the March on Washington with Dr. Martin Luther King Jr. in 1963.

Omnia in caritate. "All things (be done) in charity." (1 Cor. 16:14) - Motto of Cardinal Shehan

In 1965, during the Second Vatican Council, Pope Paul VI created Shehan a Cardinal. Cardinal Shehan was honored to be the second of Baltimore's Archbishops to assume this responsibility.

Throughout his life and his work, Cardinal Shehan emphasized the importance of seeing the beauty in all human people. He encouraged people to treat others with the same human dignity that each human being was gifted with at the start of life. Cardinal Shehan resigned as the Archbishop of Baltimore in 1974, ten years before his passing in 1984. We carry his lessons and work in what we do at the Cardinal Shehan School.

Cardinal Shehan School has a long and proud history of service to our students, community, and to our dedication to create a peaceful world. We are the proud legacy of the merger of two remarkable Catholic elementary schools - St. Matthew and St. Thomas More Schools, with the guidance of the religious communities of the School Sisters of Notre Dame, the Sisters of St. Joseph and the Oblate Sisters of Providence. In 1988, St. Matthew and St. Thomas More merged to form Cardinal Shehan School, an inter-parish school.

The special mission of the school is to work intensively to develop peace. Teachers work with students to equip them with peacemaking skills, while parents/guardians are called upon to work with the school in bringing peace to their households and communities. The Cardinal Shehan School is creating a peaceful world, one student at a time.

Accreditation

(Policy ADM 1.1) The Cardinal Shehan School is accredited by Cognia through June 2027. In accordance with standards set by the Archdiocese of Baltimore, The Cardinal Shehan School met the requirements established by the Cognia Accreditation Commission and Board of Trustees and was thereby accredited by the SACS Council on Accreditation and School Improvement.

National Catholic Educational Association (NCEA)

(Policy ADM 21.0) Cardinal Shehan School is a member of the National Catholic Educational Association (NCEA).

Administrative Team

“Let us work together with understanding and compassion in our hearts, and may God empower our inner strength through the power of the holy spirit.”

Cardinal Shehan School's administrative structure is based on a collaborative leadership model, in which the group of named administrators, faculty, and staff work together to ensure that all members of the school community adhere to school policies and procedures. It is an approach to leadership that promotes both administrative and teacher leadership and models transformational and sustainable growth.

Faculty and Staff

Dr. Barney Wilson	Principal
Mr. Allen Vessells	Assistant Principal
Ms. Ayana Lee	Administrative Assistant
Mrs. Jane Blusiewicz	Business Manager
Nurse Chloe Whitney	School Nurse
	Counselor
Ms. Ceilidh Wagner	PreK 3 Teacher
Ms. Melinda Brooks	PreK4 Teacher
Ms. Antionette Carter	PreK3/4 Teacher
Mrs. Valerie Kim	Kindergarten Teacher
Ms. Jenna Coulbourne	First Grade Teacher
Mrs. Angela Brown	Second Grade Teacher
Ms. Charlores Calloway	Third Grade Teacher
Ms. Farrell Moorehead	Fourth Grade Teacher
Mr. Levi Baum	Fifth Grade Teacher
Ms. Roshae Jones	Middle School Math
Ms. Alonna Johnson	Middle School ELA Teacher
Ms. Christine Carter	Middle School Science Teacher
Mr. Joseph Bruno	Middle School Social Studies
Sister Mary-Pauline	Religion Pre-K3 - Grade 8
Mrs. Candice Mickelson	Library

	Fine Art
Mr. Luther Hahn	Spanish

School Board Members

Please see the website (www.cardinalshehanschool.org) for a current listing of school board members.

Pastoral Support

Father Carrion, St Matthews Church

School Calendar 2025-2026

You may view the 2025-2026 Cardinal Shehan School Calendar at a Glance on page 11 of this handbook.

Cardinal Shehan School has identified (3) inclement weather days into the calendar. If the school does not close due to weather or unforeseen events (Day 1, Day 2, and Day 3), then the administrators have decided that school will NOT occur on these days: November 25th, April 1st, and April 2nd.

Please note: For each inclement weather day that is used, the one of the above planned days will be removed - meaning the students and staff will be in school. Please check your school's newsletter for details.

There are 2 asynchronous ½ days for students. Students will be responsible for the completion of work posted to students so that teachers will be given the time to input final grades for the trimester. The days are November 14th and February 27th.

Archdiocesan Schools Calendar 2025-2026

School Name: Cardinal Shehan Catholic School **Address:** 5407 Loch Raven BLVD. Baltimore, Maryland 21239

Allows 3 Flex Days / 1 Retreat Day

August 2025							September 2025							October 2025						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2		1 X	2	3	4	5	6				1	2	3 P	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18 F	19	20	21 C	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25 S 4	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31						5							21							22

November 2025							December 2025							January 2026						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1		1	2	3	4	5 4	6					1 X	2 X	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14 T1 TW 4	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17 R	18	19	20	21	22	21	22 X	23 X	24 X	25 X	26 X	27	18	19 X	20	21	22	23	24
23	24 TC	25 TC 4	26 X	27 X	28 X	29	28	29 X	30 X	31 X				25	26	27	28	29	30	31
30						16							15							19

February 2026							March 2026							April 2026						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6 4	7	1	2	3	4	5 PC 4	6 PC 4	7				1 X	2 X	3 X	4
8	9	10	11	12	13	14	8	9	10	11	12	13 P	14	5	6 X	7 X	8 X	9 X	10 X	11
15	16 X	17	18	19	20	21	15	16	17 IW	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27 T2 4 TW	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25
						18	29	30	31					26	27	28	29	30 IW		
						18							21							15

May 2026							June 2026						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1 4	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9 4	10 L 4	11 F	12	13
10	11	12	13 IW	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22 4	23	21	22	23	24	25	26	27
24	25 X	26 X	27	28	29 G	30 20	28	29	30				8

Calendar Symbols:	
X – School closed – Holiday	R – Faculty Retreat
C – Convocation	L – Last day for students
S – Classes begin	F – First/Last day for faculty
P – Professional Day	T – Standardized Testing
4 – 4 hour day	T1 – End of Trimester 1
G – Graduation	T2 – End of Trimester 2
TW – Teacher workday / ½ day asynchronous	PT – Parent/teacher conference

Total number of instructional days: 180 (178 minimum; includes 3 snow days) Number of Half Days (not to exceed 12): 12

School Day Begins: **7:45** a.m. School Day Ends: **2:55** p.m. Total Minutes per Day **7** (Minimum 6.5 hours per day)

Professional Development (40 hrs) – 20 hrs content/20 hrs faith formation-per PD Plan

4-hour Instructional Days (max 12)

Summer Operational Hours – school must be open a minimum of 20 hours/week for registration

(Starting June 12 – August 14)

Summer Hours: X Mon. X Tues. X Wed. X Thurs. Fri. 9 a.m. - 2 p.m.

08/25	11/14	11/25	12/5	02/06	02/27
03/05	03/06	05/01	05/22	06/09	06/10

Flex Days (3)

Retreat Day (1)

Conference Day(s)

04/01 04/02	11/25
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11/17

11/24-25,
3/5-6

Campus Map

Arrival Grades PreK3-1st: Parents/guardians should park in the parking lot located on Woodbourne Ave. Escort your students to the PreK3-1 entrance door, school personnel will be at the door to receive student(s).

Arrival Grades 2-8: Students should be dropped off at the point where all cars in the car line up come to a complete stop along the sidewalk parallel to the school building and walk independently into the school building. School personnel will be available throughout arrival to make sure students report to their appropriate areas.

- Parents/guardians who plan to leave their automobiles to walk students to the front door must park in a designated parking zone. This is discouraged unless an emergency exists.
- If a parent/guardian/guardian needs to enter the building, they must sign in and check in at the school office. If circumstances arise that require assistance from school personnel, the receptionist or administrative assistant will notify school administrators. We appreciate your cooperation and understanding.

Dismissal: Parents/guardians should enter the parking lot located on Loch Raven Blvd. and pull into lane 1(closest to the school building) or lane 2 and remain in their vehicles. Students will be escorted to their vehicles.

Grades PreK3-1st: Parents/guardians should park in the parking lot located on Woodbourne Ave. Receive your student(s) from school personnel at the first door on the front of the school nearest to the church.

Catholic Identity

(Policy INST 1.0; INST 1.3; INST 1.6; INST 1.7). The official teachings of the Roman Catholic Church are taught in Cardinal Shehan School. The faith formation program is under the jurisdiction of the Archbishop. The curriculum integrates the six tasks of catechesis and is developed in accord with the Archdiocesan faith formation curriculum guidelines published by the Institute for Evangelization. Students attend religion classes, participate in liturgical celebrations, and participate in the religion activities of the school. Parents receive information about the faith formation in the school and the schools expectations of their child(ren) with regard to religion both as academic discipline and as a lived faith.

Catholic School Week

Celebrated the week of the 26th of January

Academics

Curriculum

(Policy INST 2.0; INST 2.2; INST 2.3; INST 2.4) Cardinal Shehan School follows the Archdiocesan Curriculum standards, instructional minutes and the regulations of the Maryland State Department of Education for non-public schools. Courses are updated on a rotating basis.

<https://sites.google.com/archbaltschools.org/curriculum-parent-portal?usp=sharing>

Academic Integrity Policy

The Academic Integrity Policy includes consequences for cheating and plagiarism (including work that used Generative AI/ChatGPT to plagiarize)

It is acceptable for students to use AI tools for the following things:

1. Formulation of ideas, creating outlines for essays, to get starting points for assignments
2. Proofread grammar and correct text for student written text
3. As a research tool to get more information on a topic
4. Generate images for assignments

It is unacceptable for students to use AI for the following things:

1. Generate content that the student or parents claim as the student's original creation
2. No more than 20% of the student's work can be created by AI tools

Textbooks

Religion

- PK: God Made Me/God Made the World, Loyola Press
- K-8: We Believe Catholic Identity, Sadlier

Math

- K-7: Reveal Math, McGraw-Hill Education
- Grade 8: Math Course 1, McDougal Littell; Algebra 1, McDougal Littell

English Language Arts

- K-2: SRA Open Court Reading, McGraw-Hill Education

- 3-5: Wonders, McGraw-Hill Education; Vocabulary Workshop, Sadlier; Exercises in English, Loyola Press
- 6-8: Voyages in English Grammar and Writing, Loyola Press; Literature-Timeless Voices, Times Themes, Prentice Hall; Vocabulary Workshop, Sadlier

Science

- K-8: Science Dimensions, Houghton Mifflin Houghton Harcourt (HMH)

Social Studies

- 3-5: Into Social Studies, HMH
- 6-8: World Civilization, HMH; World Geography, HMH, U.S. History Beginnings to 1877, HMH

Grading Policy

(Policy INST 2.0; INST 3.9; INST 4.0) All archdiocesan K-8 schools shall follow this grading policy to ensure consistent, transparent, and fair grading of students academic performance. The purpose is to ensure consistent, transparent grading practices that accurately reflect students academic performance and mastery of the curriculum.

Overview of Grading and Reporting

Grades serve as a tool to measure and communicate a student's academic performance and mastery of the curriculum. They provide valuable feedback to students, parents, and educators about the student's understanding of the material, areas of strength, and areas needing improvement. Grades help instructional decisions, support student learning, and ensure accountability in the educational process. By reflecting academic achievement, grades aim to motivate students to strive for excellence and foster a culture of continuous learning and growth.

Kindergarten – Grade 2

In Kindergarten through Grade 2, grading is standards-based and reflects students' developmental readiness and progression toward mastery. The focus is on growth, skill acquisition, and demonstration of understanding through developmentally appropriate learning experiences. Progress is reported using performance levels. (Consistently Developing, Making Progress, Support Needed, and Not Assessed at this time).

Assessment Practices

Assessment methods may include: teacher observation, classwork and student discussions, work samples and portfolios, checklists and rubrics aligned to standards, formal quizzes and tests.

Formal quizzes and tests may be administered in developmentally appropriate ways to assess student understanding. While traditional numerical weighting is not applied in Grades K-2,

assessment results are used to inform instructional decisions and report progress toward grade-level students.

Homework

Homework is used to reinforce skills already taught and may be graded when appropriate.

Special Subjects

Participation, engagement, and skill demonstration are used to assess subjects like Art, Music, and Physical Education.

Behavior

Behavior is reported separately and is not factored into academic performance indicators.

Grades 3-8

Components of Grading

Grades should primarily reflect the student's academic mastery of the subject content. Schools will determine the category weighting within these ranges and will communicate school-specific grading practices.

Content Knowledge (60%)

This category will represent the student's mastery of core subject content.

- **Classwork:** Assignments completed during class that show understanding of the material. These assignments should be graded for accuracy, comprehension, and depth of thought.
- **Practice Activities:** These include tasks that help reinforce learning, such as drills, exercises, and review activities. These activities should be integrated with class content and help students solidify their understanding.
- **Tests and Quizzes:** Frequent quizzes and formal tests will assess student retention and comprehension of key concepts. Quizzes assess smaller chunks of content, while tests cover larger units or major concepts. Tests will weigh heavily in this category, given their comprehensive nature.

Assessment of Learning (20%)

This category includes more formal assessments such as larger tests and projects that evaluate how well students have mastered the material.

- **Projects:** Assignments that require students to apply learned concepts in more complex, real-world situations. These projects should be assessed on both the process (e.g., research, organization) and the final product (e.g., depth of analysis, creativity).
- **Major Tests:** These will account for a significant portion of this category, reflecting a student's overall understanding of unit content.

Skills Application and Critical Thinking (10%)

This category assesses how students apply their learning in complex or real-world contexts. It encourages critical thinking and problem-solving, going beyond simple recall of facts.

- **Problem-Solving Assignments:** These include tasks where students need to analyze, synthesize, and apply learned concepts to new or unfamiliar situations. Examples include science experiments, math problems requiring creative solutions, or essay questions that ask students to analyze a situation.
- **Critical Thinking Projects:** These might include essays, presentations, or research projects that require students to demonstrate higher-order thinking skills, such as analysis, evaluation, and synthesis of information.

Homework and Practice (10%)

Homework and in-class activities should provide students with opportunities to reinforce and apply skills and concepts that have already been taught. Homework completed outside of school should be purposeful, developmentally appropriate, and should not introduce new content.

Practice activities, completed during the school day, such as exit tickets, fluency drills, or review exercises, support ongoing learning and skill development. Both contribute to a deeper understanding of the material.

Homework: Homework assignments will be graded for completion and may be graded for accuracy if the learning concepts are previously taught concepts. These assignments should provide students with opportunities to practice and review the content discussed in class.

Practice Assignments: Practice assignments structured tasks completed during class that reinforce previously taught concepts. These may include exit tickets, spelling tests, math fact drills, or other review activities that support skill development and content retention.

Behavior

Behavior should not be included in academic grades. It is essential that grades accurately reflect a student's academic performance, rather than their behavior.

Subjects and Activities Requiring Participation

There are courses and activities in which demonstration of mastery through participation is the only way to assess skills and application. These include, but are not limited to:

- **Music:** Participation in performances, rehearsals, and practice sessions is essential to demonstrate mastery of musical skills.
- **Art:** Active participation in art projects, critiques, and exhibitions is necessary to showcase artistic abilities.
- **Class Discussion:** Engaging in class discussions helps demonstrate understanding and the ability to articulate thoughts clearly.

- Physical Education: Participating in physical activities, sports, and fitness assessments is crucial for demonstrating physical skills and fitness levels.

Participation in these activities may be graded according to expectations for the course or activity. This ensures that students are actively engaged and effectively demonstrate their level of mastery.

Weighting of Grading Categories

Category	Weighting (%)
Content Knowledge (Classwork, Practice Activities, Tests, Quizzes)	50-70%
Assessments of Learning (Major Tests, Projects)	20-30%
Skills Application and Critical Thinking (Projects, Problem-Solving)	10-20%
Homework/Practice Activities (Practice Activities, Review)	≤ 10%

Trimester Report Card Grade Keys

Trimester Grade Key	
Grades 3-8	
A+	97-100
A	93-96
B+	89-92
B	85-88
C+	80-84
C	75-79
D	70-74
E	69 and below

Trimester Grade Key Grades K-2	
Consistently Developing	93-100
Making Progress	75-92
Support Needed	74 and below
NA	Not Assessed at this time

Trimester Grade Key Special 3-8	
Consistently Developing	93-100
Making Progress	75-92
Needs Improvement	74 and below
NA	Not Assessed at this time

Report Cards and Progress/Interim Reports

Archdiocese of Baltimore report cards will be sent home 3 times a year at the conclusion of each trimester. In addition, the school will send interim reports home for grades 3-8 at the middle of each trimester. Marks are based on the actual achievement of the student according to his/her grade level of instruction. These grades are based on the student's daily performance, homework assignments, weekly tests, unit tests, projects, and papers. Ongoing grades throughout each trimester are available for parents/guardians to review on Powerschool. It is the responsibility of parents/guardians to obtain their passwords for PowerSchool and monitor grades for their children in grades 3-8. If there is a significant drop in grades or performance, a conference may be required.

Honor Roll Policy

All Archdiocesan schools shall honor academic achievement with an Honor Roll based on specific criteria. The purpose is to recognize and encourage high academic achievement and positive contributions to the learning environment in accordance with the values of the Catholic archdiocese.

Principal's Honor Roll

Honor Roll for Students in Grades 3-8

Students in grades 3-8 who demonstrate high academic achievement and who positively impact the learning environment are placed on the Honor Roll based on the following criteria:

Academic Achievement: All A's in core subjects and Satisfactory or better in all special classes, standards, effort, and conduct including unstructured time.

Second Honors

All A's and B's in core subjects, and Satisfactory or better in all special classes, standards, effort, and conduct including unstructured time.

Third Honors

Principals have the option of creating a third honor roll for students with all B's or more B's than A's.

Promotion Requirements

Students are promoted to the next grade upon successful completion of all subjects each year.

Retention

Policy INST 5.0) Students who do not successfully complete the required educational program may be retained at the current grade level. This decision is made by the principal in consultation with the parents after following the timeline described below.

Teachers should communicate with parents on a regular basis regarding the child's progress. By mid-February, the teacher, principal, parents, (and student) review the student's work performance to date and discuss his/her educational needs for the remainder of the year and the possibility of failure and/or retention. This meeting is followed by a written communication to the parents reviewing the content of the meeting, including the educational plan. Students may also be retained for severe attendance and tardy issues during the school year, as determined by the school in consultation with the Department of Catholic Schools.

Graduation Requirements

Students in eighth grade who successfully complete the course of study as outlined by the Archdiocese of Baltimore, will be awarded a diploma at the end of the school year. An eighth-grade student must be in good academic, financial and behavior standing to participate in the end of the year graduation activities.

Power School Access

(Policy INST 4.0) It is also the parents' responsibility to obtain their passwords for PowerSchool and to monitor grades for their children in grades 3-8. Parents will be contacted by the teacher by

mid-trimester with an interim report. In some cases, where there is a significant drop in grades or performance, a conference may be required.

Communication

The school will communicate with parents through Groupme, calls and email.

Other Student Services

Students who need speech therapy will be provided services through BCPSS after proper screening. Push-in and pull-out services will be provided for identified students who need them in reading, under the Title 1 grant program.

Learning Support and the Student Advocacy Team (SAT) Process

If a child is not progressing academically, the school may ask the parents/guardians to initiate, or the parents/guardians may initiate on their own the process to request a professional consultation and/or evaluation through the local public school system.

In the public school system, the evaluative process is generally called the IEP Process (Individual Educational Plan) and begins when a parent/guardian calls 'Child Find'. Following the initial phone call to the Local Educational Agency (LEA) Child Find, parents/guardians are given an initial meeting date within 30 days.

(Policy INST 4.1) At this initial meeting, parents/guardians and school faculty are invited to share their concerns, present information, and discuss whether an evaluation will take place. Student Advocacy Team members and particularly the student's teacher, are a vital part of the process.

If an evaluation is deemed warranted and takes place, recommendations and an academic plan are developed by the Student Advocacy Team and given to the parents/guardians at the summative meeting following the academic evaluation.

If such a plan is developed and the test results determine that there is a need for accommodations and/or modifications within a student's learning environment, the school administrator will consult with the parents/guardians to determine what accommodations, resources, plans, and school placements may be implemented. When appropriate, a Student Accommodation Plan is developed at your child's Catholic School.

Field Trips

(Policy ADM 26.0) Field trips are considered an integral part of the school's educational program and a valuable learning experience for students. Field trips are scheduled at various times during the school year. In advance of the trip, a permission form, required by the Archdiocesan Department of Catholic Schools, is sent home. A student will be permitted to attend the trip only if the permission form is signed by the parent/guardian/guardian and returned to the teacher by the specified date along with any fee.

If, for some extraordinary reason, a student is unable to participate, the student is expected to attend school on that day and fees must still be paid since the rates that the school is quoted reflect total

participation. Work will be supplied by the teacher(s), and the student will be assigned a classroom in which to work under the supervision of a staff member. If a student is unable to attend because of illness, we cannot promise a refund. Parents/guardians must notify the teacher if a child will not participate in the field trip experience. Students who are kept home from the trip will be marked absent.

Parent/guardian(s) are encouraged to participate as chaperones on field trips as the need arises. However, because of safety and liability factors, pre-school siblings and other school-age siblings are not allowed. We do not permit parents/guardians not selected as chaperones to join the group at the trip destination as this creates confusion. All chaperones are required to complete Virtus training.

Admissions

Application Process

(Policy ADM 3.0; ADM 3.1; ADM 3.2; ADM 4.0)

Students must be in good standing (financial, academic, and behavioral) to be accepted into a Catholic school. Parents or guardians must provide pertinent information, including required forms for admission as well as additional information that may assist the school staff with your child(ren).

Applications for new student admission will open beginning in the Fall of the current school year. Families must complete the application form online and submit it with the appropriate documentation and fee online via SchoolAdmin. Testing is required for new students applying to Grades 1-8. Students applying for Kindergarten are screened using the Brigance Assessment. Families are required to interview with the Principal and Assistant Principal as part of the Admissions process.

Documentation needed for application:

- Birth Certificate
- Most Recent Report Card
- 2 Recommendation Letters (one must be from the most recent teacher)

Waiting List

This written statement should be shared with prospective families during the admission process. Cardinal Shehan School must omit social security numbers and bank account information prior to sharing information.

“I authorize the Cardinal Shehan School to share my information with other Catholic Schools in the Archdiocese of Baltimore if my child is denied admission or waitlisted due to space/capacity limits and authorize other Archdiocesan schools to contact me.”

Placement

(Policy INST 3.0) Students are initially placed using the results of the following:

1. School-administered placement test
2. Teacher recommendation (from sending school)
3. Report cards
4. Standardized test results

In order to make sure that the school is a good fit for the student, **all new students are given a one-year probationary period.** Parents/guardians will be notified throughout the year if the student's actions and academics are not meeting expectations.

High School Admissions and Visitation Policy

Eighth grade students are allowed up to 3 days for shadow visits to local area Catholic High Schools. While these days are the only excused days off, students will be marked absent since they will not be in the building.

Non-Discrimination Statement

(Policy: ADM 1.0; ADM 2.0) The State of Maryland requires the following statement in the Student Handbook:

"It is the policy of the State of Maryland that all public and publicly funded schools and school programs operate in compliance with:

(1) Title VI of the Federal Civil Rights Act of 1964; and

(2) Title 26, Subtitle 7 of the Education Article of the Maryland Code, which states that public and publicly funded schools and programs may not:

(i) Discriminate against a current student, a prospective student, or the parent/guardian or guardian of a current or prospective student on the basis of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability;

(ii) Refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, a prospective student, or the parent/guardian or guardian of a current or prospective student because of an individual's race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability; or

(iii) Discipline, invoke a penalty against, or take any other retaliatory action against a student or parent/guardian or guardian of a student who files a complaint alleging that the program or school discriminated against the student, regardless of the outcome of the complaint."

The State of Maryland does not require a nonpublic school that is religiously affiliated to enroll, retain, or extend privileges to a student or prospective student who does not meet the usual and regular qualifications, requirements, and standards of the program or school or to adopt any rule, regulation, or policy that conflicts with the program or school's religious or moral teachings provided that the denial, rule, regulation, or policy is not based on discrimination on the grounds of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability.

Requests for reasonable accommodations for a student with a disability may be directed to the School Principal, Dr. Barney Wilson, or the Assistant Principal, Mr. Allen Vessells.

Religion is required for each year a student attends Cardinal Shehan School. All students enrolled in Cardinal Shehan School must attend religion classes and services. We will always teach and act consistent with the tenets of the Catholic Church.

Assessment Program

Standardized Testing

(Policy INST 3.1) All Archdiocesan schools administer the achievement test designated by the Department of Catholic Schools in prescribed grades.

Pre-Kindergarten 3, Pre-Kindergarten 4, and Kindergarten Students

(Policy ADM 3.1) Pre-kindergarten 3, Pre-kindergarten 4, and Kindergarten students are administered the BRIGANCE developmental screening in the fall and/or spring.

Elementary Students

(Policy INST 3.2) Elementary school students in grades 2-8 are administered the NWEA MAP Assessment three times a year to measure growth. Grades 3,5 and 7 also take the Science Assessment each Spring. Parents are given feedback about their child's performance at the end of each trimester.

Assessment of Child/Youth Religious Education (ACRE)

(Policy INST 3.3) All students in grades 5 and 8 are given the ACRE (Assessment of Child/Youth Religious Education) in the spring of each school year. This assessment gives information for growth to each school as it assesses how well the religious education program is forming Christian disciples. This is a school assessment, and no individual student scores are given.

Attendance and Student Records

Absences

(Policy ADM 1.0) Regular attendance is considered essential for learning at Cardinal Shehan School. Students need to develop the work habits and responsibilities required of all of us as we go through life. When a student is absent from school, a parent/guardian/legal guardian must telephone the school between 7:30 AM and 3:30 PM to report the reason for absence. All absences and tardiness become part of a student's permanent record.

There are regularly scheduled vacations and holidays in the school calendar, which is based on mandated instructional days by the State of Maryland and the Archdiocese of Baltimore. Please check these ahead of time when scheduling trips or doctor's appointments. Permission may not be given by any teacher or administrator for students to be absent for extra vacations or holidays. These decisions are the responsibility of the parents/guardians.

Prolonged unauthorized absences can and will affect students' grades and academic standing. The school cannot be responsible for the consequences of these absences. Personal instruction delivered by the teacher cannot be replicated. Missed work and assignments may only be obtained upon return provided that missed work assignments may not be available for all absences, as they are dependent upon the nature of the work. **Teachers are not responsible for creating alternative assignments or experiences for absent students.**

Tardiness (coming to school late or leaving school early) is another action that affects a student's readiness to learn. Coming in and/or leaving early, not only disrupts the educational learning for your child but also those of other students in the class. **Parents/guardians will be notified in writing for 5 or more tardies** and a conference may be requested by the administrative team to address the issue and consequences.

Students who are absent from school may not participate in any after-school or evening school-sponsored events such as sports, dances, and possibly field trips.

After 7 student absences in a trimester, a parent/guardian, teacher, and administrator conference needs to take place to discuss the potential educational impact on the student's academic standing.

After an absence and he/she returns to school, the student must bring a written note to his/her homeroom teacher signed by a parent/guardian/legal guardian stating the reason for absence. The school reserves the right to require a doctor's note for absences due to illness or injury or need for assessment/evaluation. A child may not return to school until he/she is well enough to participate in all school activities including recess.

If a student will be out of school for an extended period, whether continuous or intermittent, parents/guardians should consult with the administration regarding appropriate support of the student in fulfilling the school curriculum or alternative arrangements such as home and hospital services through the local public school district.

Per the AOB policy, a student marked absent for more than 20 instructional days in one school year is considered excessively absent and may result in the student being retained. The administration reserves the right to request a conference with parents/guardians of students with excessive absences and tardies at any point during the school year in order to make

parents/guardians and students aware of the possible consequences of not attending school on a consistent basis.

Truancy

(Policy SS 1.0; SS 1.1) Students in Catholic Schools must comply with Maryland State law concerning compulsory attendance. The law requires regular attendance during the entire school year. Students are held accountable for time(s) they are absent from school. A principal may excuse a student for a necessary absence.

Regular school attendance is expected in order for students to achieve their academic potential. Each student's attendance is carefully recorded and permanently retained. Therefore, absence for reasons such as a vacation is strongly discouraged. Excessive absence has a serious impact on the student's academic performance.

The purpose of compulsory attendance is to ensure the continuous development and progress of the child's education. Unlawful absences are considered truant. The school informs parents that if truancy persists, the public authorities will be notified.

Truancy is defined as a student absenting him/herself from school without parent/legal guardian permission or leaving school grounds without permission during the school day. Truancy may result in disciplinary action up to and including suspension or expulsion and may be reported to the Maryland State Department of Education.

Lateness & Assignments

Students may enter their homerooms at 7:40AM. The school day begins at 7:40AM. Any student arriving after 7:55AM is considered late and must report to the office for a late slip. Tardiness is entered on a student's permanent record. It is the responsibility of the student to check with the homeroom teacher to receive the necessary communication or work that may have been missed due to lateness.

Early Departure & Late Arrivals

The school discourages early departures and requests that families arrange medical and dental appointments, etc. after school hours, on early dismissal days, or during vacation periods. Check the calendar for days when school is not in session. **Students will NOT be dismissed early from school after 2:00 PM, unless an emergency exists.** Students will be dismissed at approximately 2:45 PM (Grades PreK3-PreK4) and 2:55PM (Kindergarten to eighth grade)

Students may be picked up or checked out only by those individuals listed on the registration form at the time of registration. If additions or deletions need to be made to the list, the custodial parent/guardian(s) must make those changes in person in the school office. For your child's safety and security, no exceptions will be made to this policy.

Regular Dismissal

Students in grades PreK3 and PreK4 begin dismissal approximately at 2:45 PM and students in Kindergarten to eighth grade will begin dismissal at 2:55 PM.

Early Dismissal Days

On **Early Dismissal - Half Days** Cardinal Shehan dismissal is at **11:30 AM**. Please be prompt in picking up your student(s).

Location & Access to Student's Records

(Policy ADM 5.1) Student's records are maintained in the school office or a designated administrative area. Access to records is governed by the Records Policy.

Records Policy (Family Educational Rights and Privacy Act)

(Policy ADM 5.0) *Cardinal Shehan School complies with the Family Educational Rights and Privacy Act (FERPA), which is a Federal law that protects the privacy of student education records. In general, FERPA gives parents/guardians certain rights with respect to education records. (The rights granted to parents/guardians under FERPA automatically pass to the student when the student turns 18 or enrolls in college.) These rights and related procedures of Cardinal Shehan are as follows:*

- *Parents/guardians have the right to inspect and review the student's education records maintained by the School. Parents/guardians should submit a written request to the Principal and/or Assistant Principal that identifies the record(s) they wish to inspect. The School will make arrangements for access and notify the parent/guardian of the time and place where the records may be inspected.*
- *Parents/guardians have the right to request that the School correct records they believe are inaccurate, misleading, or otherwise in violation of the student's privacy rights.*
- *Parents/guardians who wish to request an amendment of the student's records should write to the Principal and/or Assistant Principal and clearly identify the part of the record they believe is inaccurate or misleading and the information they believe should be included in a corrected record. If the School decides not to amend the record as requested, the School will notify the parent/guardian of the decision and the parent/guardian's right to request a hearing.*
- *Parents/guardians generally have the right to consent in writing to disclosures of information from a student's education record. However, there are certain exceptions to the consent requirement, including disclosures under the following conditions:*

School officials who have a legitimate educational interest in the information:

A school official is a person employed by the School or the Archdiocese as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person or company with whom the School has contracted to provide a service (e.g., attorney); or a parent/guardian or student serving on an official committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibilities or duties to the School.

- *To other schools to which a student is transferring.*
- *In connection with financial aid under certain circumstances.*
- *To specified officials for audit or evaluation purposes.*
- *To organizations conducting certain studies for or on behalf of the school.*
- *To accrediting organizations.*
- *In order to comply with a judicial order or lawfully issued subpoena.*
- *To appropriate officials in cases of health and safety emergencies.*

The School also may disclose appropriately designated "directory information" without written consent unless a parent/guardian objects in writing. The primary purpose of directory information is to allow the School to include this type of information in certain publications. Examples of such publications include a playbill, showing the student's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets.

The School has designated the following as directory information:

- *Student's name*
- *Participation in officially recognized activities and sports*
- *Address*
- *Telephone listing*
- *Weight and height of members of athletic teams*
- *Electronic mail address*
- *Photograph*
- *Honors and awards received*
- *Date and place of birth*
- *Dates of attendance*
- *Grade Level*

Parents/guardians who do not want the School to disclose the above directory information without their prior written consent must notify the Principal or Assistant Principal in writing by Monday, September 29, 2025.

- *A log must be maintained of each request for access to and each disclosure of educational record information other than disclosure to parents/guardians or students 18 or older or school officials. The log should contain the name of the person(s), the*

date, and the legitimate interests the person had in requesting or obtaining the information.

- *Parents/guardians have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Cardinal Shehan School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520.*

Discipline

Statement on Philosophy of Discipline

Cardinal Shehan School strives to develop responsible, courteous, self-disciplined boys and girls whose pride in themselves, their parents/guardians, their school, and their community is reflected in their behavior. The development of such young people requires a consistent practice of thoughtful, responsible behavior during these formative years. Students are made aware that they are an integral part of the faith community and that their actions affect themselves as well as the entire community. The ultimate purpose is to develop true Christian character and a sense of responsibility: to establish an atmosphere conducive to academic excellence; and to protect the welfare of the individual, as well as the school community.

Students may be disciplined for conduct that occurs on school premises or at school-sponsored events, or for other conduct that adversely affects the interests or reputation of the school regardless of where the conduct occurs.

Positive Behavior Intervention and Support (PBIS)

The Archdiocese of Baltimore has implemented an evidence-based and research-based Anti-bullying Program, Positive Behavior Intervention and Support (PBIS). PBIS is a comprehensive framework in which schools focus on our Christ-centered teachings and values to create nurturing, safe, positive, and supportive learning environments. Consistent school-wide expectations are visible throughout the school and students' positive behavior is acknowledged and celebrated. The PBIS framework adopts behavioral interventions into an integrated continuum that is designed to enhance academic and behavioral outcomes for every student.



Cardinal Shehan School
PBIS School Wide Behavior Expectations
The Peace You See



	Prepared	Engaged	Accountable	Cooperative	Excellence
Learning Space	<ul style="list-style-type: none">• Arrive on time• Bring all materials to class	<ul style="list-style-type: none">• Actively listen to the teacher and other students• Keep trying and always doing your best	<ul style="list-style-type: none">• Know the classroom procedures and expectations• Self-asses behavior, attitude, and work	<ul style="list-style-type: none">• Follow all directions• Clean up after yourself	<ul style="list-style-type: none">• Respect others' right to learn• Value your own work
Hallways	<ul style="list-style-type: none">• Know the expectations• Use quiet voices	<ul style="list-style-type: none">• Always walk• Hands down and eyes forward	<ul style="list-style-type: none">• Go directly to your destination• Stay in your class line	<ul style="list-style-type: none">• Keep body and objects to yourself• Stay to the right	<ul style="list-style-type: none">• Do the right thing even when no one is watching
Lunchroom	<ul style="list-style-type: none">• Clean hands before you enter• Bring everything you need from the classroom	<ul style="list-style-type: none">• Eat your food in a timely manner	<ul style="list-style-type: none">• Take care of your own trash• Use manners• Stay in your assigned seat	<ul style="list-style-type: none">• Help all students to feel included at your table• Only eat and touch your own food	<ul style="list-style-type: none">• Show respect to the cafeteria staff• Help to clean up the area
Playground/ Recess	<ul style="list-style-type: none">• Have everything you need	<ul style="list-style-type: none">• Line up promptly• Stay in designated areas	<ul style="list-style-type: none">• Know and follow playground/recess procedures• Play games according to agreed upon rules• Take care of all equipment/games/supplies	<ul style="list-style-type: none">• Include others in activities• Wait your turn• Problem solve using kind words and actions	<ul style="list-style-type: none">• Listen and follow all directions the first time
Bathrooms	<ul style="list-style-type: none">• Always sign out of a classroom• Have a bathroom pass with you	<ul style="list-style-type: none">• Always wash hands	<ul style="list-style-type: none">• Treat school property like it is your own home	<ul style="list-style-type: none">• Respect others' privacy• Flush toilets	<ul style="list-style-type: none">• Leave the bathroom cleaner than you found it
Dismissal	<ul style="list-style-type: none">• Pack up quietly and quickly	<ul style="list-style-type: none">• Listen for name to be called	<ul style="list-style-type: none">• Stay on the sidewalk	<ul style="list-style-type: none">• Stand in line with your class	<ul style="list-style-type: none">• Move quickly and safely when your name is called

To maintain a positive learning environment and standards that are consistent with our Christian philosophy, it is essential that students exhibit a sense of responsibility and respect for themselves as well as others (Listed below are some behaviors that are unacceptable:

- Disrespect in manner and/or language to each other, including peers, teachers, faculty, and staff
- Rowdiness
- Using the property of others without permission
- Dishonesty
- Disruptive Behavior
- Failure to have necessary supplies for classwork
- Dangerous Play
- Rudeness
- Vulgarity
- Inappropriate language
- Dress code violations.
- Gum
- Harassment of any kind by word or action including but not limited to digital harassment
- Possession or consumption of any drug or look-alike drug while at school or while attending a school function

- Possession or consumption of alcohol while at school or while attending a school function
- Possession of knives/weapons or look-alike knives/weapons
- Possession of pornographic material(s) including distribution of both physical and digital
- Smoking/using matches/vaping/gummies
- Willful destruction of school property
- Leaving school property without permission
- Theft or extortion
- Fighting or threats of violence
- Public displays of affection
- Harassment

After-school activities, while riding on buses to sports games or other school or parish-sponsored activities are included in the definition of on-campus conduct.

When it comes to social media, whether posted during school hours, on school property, or while occurring outside of the school property, if it creates a substantial disruption, the school can take action to support the school environment.

Cardinal Shehan School has CLEAR rules of discipline around such infractions. Parents/guardians and students will receive oral or written communication regarding disciplinary infractions.

Behavior

Students from Pre-K-4 will adhere to the guidelines of the school. Failure to follow classroom and school rules and procedure may result in communication with the parent /guardian as well as other established class consequences. If necessary, referral will be made to the Principal /Assistant Principal. Administrative action at this level may include verbal or written communication to the parent/guardian, advising of the incident and the appropriate action taken such as detention or suspension.

Students in grades 5-8 The following things are seen as Level One infractions by the school and may result in in-school, lunch or after school detention. After-school detention will be held on Wednesdays from 3:00 – 4:00 pm with an administrator. The parent/guardian will receive a written communication from the school the days before the detention is to be served. Parents are asked to sign the communication and return it to school on Wednesday. Students are expected to be picked up on time. Infractions are cumulative for each Trimester throughout the school year.

Level One Infractions:

Should be handled within the framework of class or school rules by the teacher. All infraction slips must be signed by a parent/guardian and returned to the main office the following day.

- Uniform Violations
- Lateness at change of class
- Chewing gum anywhere on school property
- Eating, except at designated times/locations
- Buying/selling/trading of any kind on school property
- Littering
- Failure to return signed documents to school
- Running in the halls, learning space, or cafeteria
- Unprepared with necessary class materials
- Off task use of technology

- Violation of general classroom rules/procedures
- Rowdiness
- Using the property of others without permission

Level Two Infractions: Minor Office Referral

Parents or guardians may be contacted. The student is to be referred to an administrator or counselor. Appropriate disciplinary responses include counseling, after-school administrative detention or in-school detention (ISD).

- Repeated Level One Infractions (4th occurrence)
- Possession/use of cell phone/smartwatch at unauthorized times
- Disruptive or inappropriate behavior
- Profanity directed/undirected
- Vandalism
- Cheating/plagiarism, copying or allowing homework to be copied
- Forgery
- Skipping Class (over 5 minutes late without a pass)
- Taunting and teasing (Nonverbal, verbal, written, cyber or physical)
- Play fighting/Dangerous Play
- Public Displays of Affection
- Disrespect in manner and/or language
- Dishonesty

Level Three Infractions: Major Office Referral

Are more serious in nature, require parental contact, may involve school counseling, and will result in detention and/or suspension from school.

- Repeated Level Two Infractions (3rd Occurrence)
- Intimidation, threats, bullying
- Instigating a physical confrontation
- Harassment of any kind by word or manner
- Possession or consumption of any drug or look-alike drug while at school or while attending a school function
- Possession or consumption of alcohol while at school or while attending a school function
- Possession of knives/weapons or look-alike knives/weapons
- Possession/viewing of pornographic material(s)
- Smoking/using matches/vaping/gummies
- Willful destruction of school property
- Theft or extortion
- Fighting or threats of violence
- Vandalizing, damaging, or stealing school or private property
- Insolence, disrespect, insubordination or intentionally misrepresenting fact or truth to a staff member
- Any behavior which endangers the health, safety and welfare of another or him/herself
- Misuse of technology
- Possession of fireworks, poppers, stink bombs, or smoke bombs
- Truancy (partial or full day)
- Leaving school property without permission
- Engaging sexual activities
- Any other types of behavior not specifically stated here, but which the administration considers to be acts of serious harmful or disruptive behavior.

For extreme violations such as possessing weapons or look-alikes, using or dispensing illegal drugs or alcohol on school premises or at school related functions, the following procedures will be followed:

- Parents / Guardians will be notified in any case.
- The Superintendent of Catholic Schools will be notified in the case of drugs, weapons or firearms.
- Expulsion from school may result.

After school activities, while riding on buses to sports games or other such activities are included in the definition of on-campus conduct.

Generally, the teacher will deal with infractions. Should circumstances warrant, the parent and/or the Administration involved will be consulted. In cases of serious or repeated violations, students may be subject to disciplinary suspension or expulsion. The school's fair procedure to be used in cases of possible suspension or expulsion is as outlined in Policy SS 2.0; SS 2.1; SS 2.2. The principal will exercise his/her discretion whether the suspension should be served in-school or at home.

When it comes to social media, whether posted during school hours, and on school property, or while occurring outside of the school property, if it creates a substantial disruption, the school can take action to support the school environment.

Disciplinary Suspension/Expulsion Procedures

Suspension

While on suspension, the student is still responsible for missed work. After the specified amount of time for suspension, which shall not exceed three consecutive school days, the student and the parent(s)/guardian(s) will meet with the Administration for reinstatement. The Administration reserves the right to determine the conditions for reinstatement.

Expulsion

An expelled student forfeits all privileges of the Cardinal Shehan School student. The administrator reserves the right not to re-admit an expelled student at a later date. If a student is to be expelled, the student is entitled to a prompt review procedure established by the Department of Catholic Schools. A written request for review must be submitted to the Superintendent of Catholic Schools within 10 working days of the notice of intent to expel. In some cases, parents are given the option to withdraw the student in lieu of expulsion.

The school reserves the right to deny attendance to anyone whose behavior is contrary to the teachings and ideals of the school or whose behavior or attitude is disruptive to the functioning of the student body.

Generally, the teacher will deal with infractions. Should circumstances warrant, the parent/guardian and/or the Administration involved will be consulted. In cases of serious or repeated violations, students may be subject to disciplinary suspension or expulsion. The school's fair procedure to be used in cases of possible suspension or expulsion is as outlined in Policy SS 2.0; SS 2.1; SS 2.2. **The administrator will exercise his/her discretion whether the suspension should be served in school or at home.**

While on suspension, the student is still responsible for missed work. After the specified amount of time for suspension, which shall not exceed three consecutive school days, (unless approved in consultation with the superintendent) the student and the parent/guardian(s)/guardian(s) will

meet with the Administration for reinstatement. The Administration reserves the right to determine the conditions for reinstatement.

An expelled student forfeits all privileges of the Cardinal Shehan School student. The Administrator reserves the right not to re-admit an expelled student at a later date. If a student is to be expelled, the student is entitled to a prompt review procedure established by the Department of Catholic Schools. A written request for review must be submitted to the Superintendent of Catholic Schools within 10 working days of the notice of intent to expel. In some cases, parents/guardians are given the option to withdraw the student in lieu of expulsion.

The school reserves the right to deny attendance to anyone whose behavior is contrary to the teachings and ideals of the school or whose behavior or attitude is disruptive to the functioning of the student body.

Search and Seizure

(Policy ADM 18.1) Cardinal Shehan School reserves the right to search school property (e.g., lockers, desks), a student's belongings, and areas under the student's control in order to enforce school policies, rules and regulations or otherwise to preserve a safe and orderly learning environment.

Conflict Situations

Conflicts are a normal and healthy part of living and growing. The Administration will implement acceptable conflict resolution techniques to work towards a solution.

Bullying Policy

(Policy ADM 2.0; SS 6.0) Bullying, harassment, or intimidation (as defined below) of any student is prohibited in all Archdiocese of Baltimore Schools. Retaliation or reprisal against anyone who reports such behaviors or participates in an investigation of a report is also prohibited. Such behaviors are contrary to school life in a Christ-centered community, which respects the dignity and uniqueness of all of God's children. To foster a school environment where all students are educated in a safe and caring atmosphere, all Archdiocesan schools will follow established procedures for bullying prevention, intervention, and response.

Harassment of students on the basis of race, color, sex, national origin, religion, disability or handicap, gender identity or expression, and sexual orientation are also addressed under the Archdiocesan Student Harassment Policy in the Code of Conduct. Suspected abuse or neglect of students is addressed under the Policy for the Protection of Children and Youth.

“Bullying, harassment, or intimidation” means intentional conduct, including written, verbal, or physical conduct or an intentional electronic communication, that:

- a. Creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance or with a student's physical or psychological well-being and:

i. Is motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or

ii. Is sexual in nature; or

iii. Is threatening or seriously intimidating; and

b. Occurs on school property, at a school activity or event, or on a school bus, or substantially disrupts the orderly operation of the school.

Definitions:

Electronic Technology means communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, pager, gaming device, tablet, etc.

Retaliation means an act of reprisal or revenge, i.e., getting back at a person for an act he/she committed (such as reporting misconduct).

The principal or designee will notify the parent/guardian of the alleged victim of a report of bullying, harassment, or intimidation within three (3) business days after the incident is reported. (The reporting forms can be found in the Bullying Policy SS 6.0)

The principal or designee will also notify the parent/guardian/guardian of the alleged perpetrator of a report of bullying, harassment or intimidation within five (5) business days after the incident is reported

Reporting forms are located in the main office and on the school's website. Refer to the bullying policy here Bullying Policy SS 6.0 [Bullying Forms 2018.docx](#)

Harassment Policy

(Policy ADM 2.0) It is the policy of the Archdiocese to prohibit harassment on the basis of race, color, sex, national origin, religion, age, disability or handicap, gender identity or expression, sexual orientation, or protected activity (i.e., opposition to prohibited discrimination or participation in the complaint process) in its education programs and activities. Each Catholic school shall adhere to this policy with respect to students. (Employees are similarly protected from harassment by a separate Archdiocesan policy.) A school is not required to adopt any rule, regulation, or policy that conflicts with its religious or moral teachings.

A. Scope

This policy applies to all students in Archdiocesan elementary, middle and secondary schools. The Archdiocese neither condones nor tolerates harassment of students at school, at school-related activities or functions, or in any school-related setting. Harassment of students, whether engaged in by other students, teachers, administrators, or others, is prohibited. Violation of this Policy is grounds for disciplinary action up to and including termination of

employment or suspension or expulsion from school, depending on the nature and severity of the offense and the individual's disciplinary record.

B. Prohibited Conduct

a. For purposes of this Policy, "harassment" means verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her race, color, sex, national origin, religion, age, disability or handicap, gender identity or expression, sexual orientation, or protected activity, that:

- i. Has the purpose or effect of creating an intimidating, hostile or offensive environment:
- ii. Has the purpose or effect of unreasonably interfering with an individual's academic performance; or
- iii. Otherwise adversely affects an individual's educational opportunities.

b. Harassing conduct includes but is not limited to, epithets, slurs, negative stereotyping, or threatening, intimidating or hostile acts that relate to race, color, sex, national origin, religion, age, handicap or disability, gender identity or expression, or sexual orientation. "Sexual" harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of such conduct is used as the basis for educational decisions or has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile or offensive environment.

C. Procedure

a. Any person who believes that a student is being subjected to harassment should immediately report the harassment to any one or more of the following individuals: the student's teacher, the principal or vice-principal of the school, the Superintendent of Catholic Schools. A bullying/harassment form should be filled out. (The reporting forms can be found in the Bullying Policy SS 6.0)

b. Individuals are encouraged to report harassment early, before it becomes severe or pervasive, so that preventive action can be taken. All complaints will be investigated promptly, thoroughly and impartially, and will remain confidential to the extent possible.

c. Any retaliation, reprisals, or intimidation, whether by the alleged harasser or from another source, directed toward the complaining party or anyone else as a result of the filing or investigation of a harassment complaint is considered a serious violation of this Policy and should be reported immediately.

d. Once the investigation is complete, the school will take immediate and appropriate corrective action when it determines that this Policy has been violated. The complaining party and the complained-of party will be advised of the investigation's findings and conclusions. A report of the findings will be forwarded to the Department of Catholic Schools.

Financial Obligations

Registration Policy and Fees

Tuition Payment Schedule

Cardinal Shehan offers three payment options for families.

1. Payment in full is due July of the current school year
2. Semi-Annual with 50% of the tuition due in July and 50% due in January of the current school year
3. 10 Monthly payments due July through April of each school year

Extracurricular Activity Fees

Activity fees will be implemented for certain extracurricular activities, including but not limited to Athletic, Arts, Clubs, and STEM programs and school field trips. The fee schedule will be provided during activity registration periods.

Tuition Assistance, Tuition Grants, BOOST

Parents/guardians may apply for tuition assistance through the Archdiocese of Baltimore utilizing the FACTS Tuition Assessment Program. Information regarding tuition may be obtained from the school office. Full monthly tuition payments must be made until notification is sent regarding tuition assistance.

Families residing in Baltimore City and demonstrating financial need are eligible to apply for participation in a private scholarship program administered by the Children's Scholarship Fund. Information concerning this program is available by calling 410-243-2510. It is the responsibility of applying families to provide all necessary information within the specified deadline.

BOOST Acknowledgement

(c) An entity listed under subsection (a) of this section shall print in its student handbook the following statement:

" it is the Policy of the State of Maryland that all public and publicly funded schools and school programs operate in compliance with:

(1) Title VI of the federal Civil Rights Act of 1964; and

(2) Title 26, Subtitle 7 of the Education Article of the Maryland Code, which states that public and publicly funded schools and programs may not:

(i) Discriminate against a current student, a prospective student, or the parent/guardian or guardian of a current or prospective student on the basis of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability;

(ii) Refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, a prospective student, or the parent/guardian or guardian of

a current or prospective student because of an individual's race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability; or

(iii) Discipline, invoke a penalty against, or take any other retaliatory action against a student or parent/guardian or guardian of a student who files a complaint alleging that the program or school discriminated against the student, regardless of the outcome of the complaint."

Delinquent Tuition

Report cards and school records may be withheld because of financial obligations. Students may also not be allowed to return to school and/or participate in school-sponsored activities until the account is current or payment arrangement is scheduled with the business office.

Withdrawals

Procedures

Should a family enroll in an AOB school, and later decide to withdraw, responsibility for tuition payment may remain with the family to compensate the school for expenses already incurred as well as the potential lost opportunity to fill that seat with another student. The amount of tuition obligation is dependent on the date of withdrawal. Please note that enrollment deposits, whether applied against tuition or charged as a separate fee and made at the time of contract signing are non-refundable and non-transferable regardless of the date of withdrawal.

Refund Policy: If a student is withdrawn or dismissed from school, regardless of the reason, the signee is still financially responsible for paying the annual tuition billed for the current school year with a portion waived based on the Archdiocese of Baltimore policy below. Please note that tuition obligation may vary according to financial assistance, to confirm your billed amount log on to your FACTS tuition account.

100% of tuition billed will be waived when withdrawn on or before August 1st

75% of tuition billed will be waived when withdrawn on or before the first day of school

50% of tuition billed will be waived when withdrawn on or before October 15th

25% of tuition billed will be waived when withdrawn on or before the last day of Trimester 1

Health

Maryland School Immunization Requirements

(Policy HE 2.0) All students in Catholic schools must be immunized in accordance with Maryland State Law. A child may not enter school unless he/she has submitted an official immunization record or other appropriate documentation of immunization status. The immunization record must have the

month, day and year of each vaccination and be signed by a physician or health department official. In the case of religious objection or medical contra-indication, form DHMH 89, must be submitted and kept on file and be approved by the school. Exempted students are to be excluded from school if there is an outbreak of the disease for which they are not immunized.

Dispensing of Medication

(Policy HE 5.0) The administration of medication in school is discouraged. However, if a student's physician recommends that the student receive prescription or over-the-counter medication during the school day, a written order from the student's doctor is required. Medication can only be dispensed with a written order from the student's physician, specifying start and stop date. The original medication container or box for inhalers must be brought to the school. These containers or boxes should include the following: name of medication, directions for use, time for dispensing, name of doctor ordering the medication, date of prescription, expiration date as stated by the pharmacist, strength of medication/dosage, and student's name and grade.

A student is not permitted to possess, administer, or distribute medication, whether prescription or non-prescription. Under special circumstances, individual students may be authorized by their physician to carry and self-administer emergency medications (e.g. inhalers, epi-pens). In this case, the school nurse must be consulted. All medication must be delivered to school by a parent/guardian.

Communicable Diseases

Parents must call the school if their child is diagnosed with a communicable disease. The school must notify their county Health Department. All reports are confidential. Reportable diseases include the following:

Measles – regular or German (Rubella)	Tuberculosis
Meningitis	Whooping Cough (Pertussis)
Hepatitis	Rocky Mountain Spotted Fever
Food Poisoning	Human Immune Deficiency
Mumps	Virus Infection (AIDS and all
Adverse reactions to Pertussis Vaccine	other symptomatic infections)
Lyme disease	Animal bites / Rabies
Chicken Pox (varicella)	Influenza
Covid 19	

Conjunctivitis (Pink Eye)

Any student with drainage from the eyes associated with conjunctivitis (pink eye) must be kept at home until under treatment from a doctor. A doctor's note will be required for readmission to school.

Varicella (Chicken Pox)

Students who have chicken pox are excluded from school until all lesions are scabbed over.

Health Records

(Policy HE 1.0) The school maintains a health file for each student for the duration of enrollment. Parents are required to complete a Health Form listing any allergies, serious medical conditions, medications, and emergency contact information. The school must be notified of any changes that occur during the school year.

Head Injury

If any injury to the head or any other serious injury occurs to a student, then nurse will call the parent and send home a report. The report is to be signed by the parent/guardian and returned to school. If the parent/guardian or alternative contact person cannot be reached in an emergency, the school will contact police/ambulance for assistance.

Insurance

The Office of Risk Management, on behalf of the Archdiocese of Baltimore, offers a voluntary student accident plan for school families to purchase. This coverage is an inexpensive way for families to cover co-pays, high deductibles, and may even provide accident coverage in the event that no other health coverage is available. If a family declines this coverage please be aware that any injuries sustained while at school or during school activities may not be covered by any Archdiocesan insurance policy. For more details regarding purchasing student accident insurance please visit www.archbalt.org/risk.

Allergies

Parents must notify the school of their child's allergies including food allergies. School medication orders must be renewed each year by the physician and the order must be signed on or after July 1. If the student carries an EPIPEN with them, the physician must state this requirement on the order.

Bloodborne Pathogens

(Policy ADM 16.0) A complete Bloodborne Pathogens Standard Exposure Control Plan has been established by the school and can be found in each Faculty Handbook and on file in the Office.

Vision & Hearing Screening

(Policy HE 4.0) The school follows the directives of Baltimore City Health Department and responds to parent's requests for individual testing.

This testing is usually done for:

1.) All new students who have not provided documentation for screening in the past year;

2.) All students the year they enter the school in Grades PreK, kindergarten, 1, or 8. Grade 3 or Grade 4 if funding is available;

4.) Any student with a suspected hearing or vision problem as reported by school staff or parents/guardians.

Birthdays

Parents are welcomed to celebrate their child's birthday during the monthly birthday celebration for the entire class in coordination with the child's classroom teacher.

Birthday party invitations may be distributed in school only if there is an invitation provided for every child in the class. We strongly encourage sending invitations electronically to **parents/guardians** and students.

General Use Epi-Pens

Cardinal Shehan School has adopted a policy allowing the availability of stock epinephrine in the health suite for use in the event of an anaphylactic emergency. This epinephrine is for emergency use during normal school days and is not dependent on allergy history. It is not available outside of normal school hours or on field trips. Students with a known history of severe allergies are still expected to maintain emergency action plans, medical orders, and their own supply of emergency medication.

Brochodilators

As of September 2025, Cardinal Shehan has adopted a policy allowing the availability of a stock bronchodilator through the health suite for use in the event of an emergency when a student is, or is perceived to be, experiencing asthma-related symptoms or respiratory distress and the student does not have a bronchodilator of their own readily available. The stock bronchodilator is for emergency use during normal school days. It is not available outside of normal school hours or on field trips. Students with a known history of asthma are still expected to maintain emergency action plans, medical orders, and their own supply of emergency medication.

Naloxone (Narcan)

(Policy HE 9.0) Cardinal Shehan School has adopted a policy allowing the availability of Naloxone through the health suite for use in the event of a suspected overdose emergency. This Naloxone is for emergency use during normal school days. It is not available outside of normal school hours or on field trips. As required by the "Start Talking Maryland Act" a communication about the program is provided at the beginning of the school year. For those interested in learning more about the program and administration of Naloxone, please refer to the following resources:

https://youtu.be/p9hYzykHs_o and [Pages - Home \(maryland.gov\)](#).

Partnership and Communication with parents/guardians

Responsibilities

In enrolling your child in a Catholic School, you agree to certain important responsibilities. These include:

1. to be a partner with the school in the education of your child
2. to understand and support the Catholic mission and identity of the school
3. to read all communications from the school and to request clarification when necessary
4. to know who your child's teachers are and to observe parent/guardian-teacher conference dates and any special requests for meetings
5. to discuss concerns and problems with the person (s) most directly involved
6. to be as actively involved as you can be in the life of the school and to volunteer assistance when possible
7. to promote your school and to speak well of it to others to include, but not limited to, social media platforms.
8. to meet your financial obligations in a timely manner and to support the fundraising efforts of the school when possible
9. to appreciate Catholic education and the benefits of attending a school in a Christ centered environment.
10. to behave appropriately at all school related functions, both inside and outside of the school hours, and whether on school property or third-party site, and including sporting events.
11. to follow the guidelines of this handbook including non-academic standards and expectations, including related to parking, drop-off, pick-up, and communication with teachers and staff.
12. to demonstrate appropriate behavior and respect to all teachers, staff, and administrators, this includes verbal, written or electronic exchanges.

Support, Partnership, and Compliance by Families

In cases of disregard of the direction of staff members, threats or threatening behavior, serious or repeated noncompliance with school policies or procedures, or other demonstrated lack of support or cooperation, whether by parent/guardian, child or other family member, the administration reserves the right to withdraw the child/children from the school. Depending on the severity of the breach of partnership with the school, parent/guardian or other family members may be prohibited from entering the campus.

Communication

In the best interest of students, the school welcomes and encourages communication between parents/guardians and teachers. Whenever a situation occurs that causes concern, the concern should be addressed first at the level at which the situation arose. Please contact your child's teacher directly by email or phone to schedule a mutually convenient time to meet.

(Policy ADM 4.1) Parents/guardians whose phone numbers are unlisted must give the school either the unlisted number or a number where the parent/guardian(s) can be reached. It is essential that the school have this information in case of an emergency. This information will be kept in the strictest confidence. Any change of phone number or home address is to be given to the school office and homeroom teacher immediately.

Non-Custodial Parent/Guardian

(Policy ADM 4.1; ADM 5.3; ADM 5.4) Emergency contact information for each child is to be kept current in School Admin. It is the parent/guardian's responsibility to keep that information current. Children will only be released to the person(s) designated on the emergency card unless otherwise instructed by the custodial parent/guardian/guardian.

Non-custodial parents/guardians are welcome to review their child's records unless there is a court order or legal agreement prohibiting such access. The school may notify the custodial parent/guardian of a request to review records.

Cardinal Shehan School does not allow a non-custodial parent/guardian physical access to his/her child during school hours or on school premises unless the custodial parent/guardian has consented or the school has a court order permitting access.

Change in Name, Family Status, and Custody

(Policy ADM 4.1) If there is a change in the family status or the change of a child's name, or a change in custody arrangement, it is important that the school be informed promptly of the change. In case of a change of custody, a copy of the portion of the court order that describes the custody arrangements must be on file with the school. The parent/guardian also needs to notify the principal.

Change in Address, Telephone Number, and Email Address

(Policy ADM 4.1) When there is a change in address, phone number or email address, parents/guardians need to update school admin immediately.

Parent/guardian Teacher Conferences

Parent/Guardian/Teacher Conferences are mandatory at least once in the fall. Cardinal Shehan's conferences are scheduled for November 24-25 and March 5-6.

Home & School Association

(Policy ADM 11.0 The purpose of a Home and School Association is to partner with the school in providing support for both the academic and social aspects of the school.

[Home and School Associations Parent Teacher Organizations](#)

https://drive.google.com/file/d/1ULei_pUjrFF-g9VCPcFjGRBr-E7XyU8K/view?usp=sharing

Safety

Emergency Plan

(Policy ADM 12.0; ADM 12.1; ADM 12.2; ADM 12.3; ADM 15.0; ADM 16.0; ADM 18.2; ADM 41)

The Emergency Procedure Plan for Cardinal Shehan School provides for the care and well-being of its students, faculty and staff. The plan is meant to address extraordinary circumstances wherein the lives and property of individuals are in imminent danger. The procedures outlined in the plan constitute those temporary measures that will be taken to maximize the protection available for threatened individuals as well as preparatory measures that should be accomplished during non-emergency time. The plan does not create elaborate new structures but relies on the organization, skills, and procedures that are followed on a day-to-day basis.

Fire and Safety Drills

(Policy ADM 12.2) Fire and Safety Drills (listed below) are conducted regularly at Cardinal Schehan School as required by the state of Maryland. Drills practice include:

- Evacuations
- Reverse Evacuation
- Lock-Down
- Shelter-in-Place
- Drop Cover and Hold

Emergency & Weather-related Closings and Delayed Openings

The school will follow the county in which the school is located, for decisions regarding early dismissals, delayed openings, and any other emergency and weather-related closing. The Cardinal Shehan School follows Baltimore County.

Asbestos Hazard Emergency Response Act (AHERA)

(Policy ADM 17.0) AHERA – In October 1986, the U.S. Congress enacted the Asbestos Hazard Emergency Response Act (AHERA). Under this law, comprehensive regulations were developed to address asbestos problems in public and private elementary and secondary schools. These regulations require most schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings, and implement response actions in a timely manner. Our program for fulfilling these responsibilities is outlined in our asbestos management plan. This plan contains information on our inspections, re-inspections, response actions, and post-response action activities, including periodic surveillance activities that are

planned or are in progress. The plan is kept in the principal's office and may be viewed upon request during normal business hours.

Child Abuse and Neglect Reporting Policy Procedures

(Policy ADM 26.0) Cardinal Shehan School follows the policies and procedures as outlined by the Office of Child and Youth Protection.

(Policy ADM 1.0) Maryland law requires that all educators and other school employees, including volunteers, report suspected child abuse or neglect to the proper authorities in order that children may be protected from harm and the family may be helped. Our school policy supports Maryland laws in this regard and requires that all school staff report suspected abuse and neglect to the Department of Social Services, Protective Services Division, and/or the local police department, as well as to the Principal.

Student's Cell Phones

Students in possession of cell phones are not permitted to use (call, receive or text) them for any purpose during school hours or in after-school activities. Cell phones must remain off.

In grades 4th-8th, all cell phones will be collected at the beginning of the day (during Homeroom) where they will be kept in a lockbox and returned at the end of the school day. Any student caught using their cell phone or other electronic device during school hours will have it taken away by the teacher. If a student's device is confiscated during the school day, the following consequences will apply:

1. After the first offense, the cell phone or electronic device will be sent to the office and will not be returned until a parent/guardian comes to the school office to retrieve the cell phone or device.
2. After the second offense, the device will be confiscated and a lunch/recess detention is imposed followed by a conference with the parent/guardian.
3. For a third time, there will be a one-day suspension and students will not be allowed to bring their cell phones in the building for the remainder of the school year.

If students consistently disregard school guidelines they may receive further disciplinary action including but not limited to suspension or expulsion

Cardinal Shehan School is not liable for lost or damaged cell phones.

Students are not permitted to use phones, cameras, ear pods, video games, iPods, iPads, SmartWatches, tablets, personal computers/Chromebooks, or any other electronic device in the school building at recess, or afterschool school-related activities. Should a student choose to disregard this regulation, the school will not be held liable for any loss or damage. The school has the right to seize any of the above items and retain ownership until the article is reclaimed by the parent/guardian.

Visitors

In order to ensure a safe environment for your child, all school doors will remain locked during the school day. All visitors must report to the main office and receive an identification badge through RAPTOR before visiting other parts of the school building.

Volunteers

(Policy ADM 26.0) Prior to volunteering, all volunteers must be fully trained in VIRTUS as required by the Archdiocese of Baltimore. All policies and procedures must be followed for Child and Youth Protection. The Archdiocese of Baltimore has determined that all volunteers who have substantial contact with children must comply with the following procedures (VIRTUS Training) to volunteer in any capacity at Cardinal Shehan School:

- Inform the school of your desire for Volunteer Service
- Complete the online training regarding child abuse and the protection of children by logging in to: <https://www.virtusonline.org/virtus/>
- Present the completed VIRTUS Training certificate to the main office.

Children (14-18) who seek to volunteer and who have substantial contact with children should also complete the VIRTUS Training: <https://www.virtusonline.org/virtus/>

It is strongly suggested that those seeking to volunteer be trained as soon as possible.

Playground & School Supervision and Provisions

Cardinal Shehan School provides an enclosed, secure playground with a play structure designed for students in grades PrK3-3. Students are supervised by school personnel when using the play structure during school activities.

Supervision Responsibilities (Before and After the Official School Day)

School Schedule:

- 7:40 AM PreK 3 - Grade 8 students will enter the school through identified entrances and report to their homerooms. Breakfast is served to students from 7:40 AM to 7:55 AM
- 7:55 AM All students should be present. Announcements will begin at this time. **Students must be in their classroom by 7:55 a.m. or are considered tardy and must obtain a late slip from the main office.**
- Dismissal
 - PreK3 and PreK4 2:50PM
 - Kindergarten through eighth grade 2:55PM
- 4:00PM School office closes. No business either in person or by telephone may be conducted after 4:00 p.m. Voicemail messages may be left on 410-433-2775 to be

addressed the following day. Voice mail messages may be left for faculty and staff at any time by calling the main office.

Parents are required to follow the times stipulated when dropping off or picking up students. The school is not responsible for the supervision of students before or after the times stated above. The school is not liable for any injuries or accidents which may occur before or after the times stated above. If the student is participating in a scheduled, supervised activity before or after the hours noted above, specific arrangements must be made for drop-off and/or pick-up at the designated times. If children are participating in before or after-school care, parents must comply with the rules established by the program for drop-off and pick-up.

Parents/guardians are required to follow the times stipulated when dropping off or picking up students. The school is not responsible for the supervision of students before the drop-off time and after the pick-up time, as listed above. The school is not liable for any injuries or accidents that may occur before the drop-off time or after the pick-up time, as stated above.

If the student is participating in a scheduled, supervised activity before or after the hours noted above, specific arrangements must be made for drop-off and/or pick-up at the designated times. If children are participating in before or after-school care, parents/guardians must comply with the rules established by the program for drop-off and pick-up.

Tobacco and Drugs

(Policy ADM 15.0; ADM 41.0) Cardinal Shehan School is a tobacco-free and drug-free workplace.

Transportation Procedures

(Policy ADM 13.0) Students are only to be released to custodial parents/guardians or those adults listed on emergency contact forms. Students should never be allowed to leave school in a UBER, Lift, or any private transportation company.

Use of School Grounds

The use of school grounds is permitted on a limited basis and must be coordinated through the Principal.

Spirituality

Daily Prayer

Students pray daily over the public address system during the morning announcements.

School Liturgy Schedule

Each Wednesday our students will attend the 8:05 AM Mass at St. Matthews Church adjacent to the school. Students may also attend Mass for Holy Days or School Ceremonies and Celebrations.

Prayer Services

Liturgies and prayer services are conducted regularly throughout the year. Students assist in preparation and actively participate in these services.

Service Projects

Students serve in their school and community by way of different service projects throughout the school year and periodically over the summer.

Catholic Schools Week

Students participate in a host of service events that show the importance of Catholic education. It begins on the last Sunday of January (January 25th) and continues for the entire week.

Student Services

Before & After School Care

Cardinal Shehan School The Extended Day Care Program operates each full school day from 7:00 am – 7:40 a.m. and 3:00 – 5:45 p.m. Cardinal Shehan’s Before and Aftercare program is regulated and licensed by the Maryland Office of Child Care. The Child Care Coordinator can be reached at extendedday@cardinalshehanschool.org

Cafeteria: Milk & Lunch Program

The Child Nutrition Program offers healthy lunches Monday through Friday in the school cafeteria. Students may choose to bring lunch from home or buy in the cafeteria. When a child forgets to bring lunch, he or she will automatically be placed on the cafeteria lunch list for that day. Students who choose not to participate in the Child Nutrition Program bear the responsibility of bringing lunch with them. Lunch and recess are supervised.

Cardinal Shehan has been approved for Community Eligibility Provision (CEP) starting SY 2023-2024. CEP is available to eligible schools that are participating in the National School Lunch and School Breakfast Programs.

All enrolled students of the Cardinal Shehan School are eligible to receive a healthy reimbursable breakfast and lunch at school each day at no charge to the household. A reimbursable lunch means the student takes 3 of the 5 items offered – 1 must be a fruit/vegetable. They are offered protein, fruit, vegetables, grain, and milk. Families do not need to submit a meal benefit application. Extras or a la carte items will still require funds to purchase them as per our Meal Charge Policy.

Guidance & Counselor

A School Consultant (counselor) may be on staff part-time and available to service students individually, in small groups or classes as a whole, on school-related issues. Students may initiate services themselves or may be referred by teachers or parents/guardians/guardians. Consent of the legal guardian will be required for students needing more than occasional visits to the school consultant. Any parent/guardian who does not wish to have his or her child/ren be seen by the school consultant must notify the Principal or assistant principal in writing no later than September 11th of the current school year. Students with counseling needs beyond the scope of short-term school-related issues will be referred to outside services.

Leadership Programs

- **Student Government Association**

Student - Led Clubs

Technology

Acceptable Use Policy for the Internet and Technology Tools

(Policy ADM 29.0) Technology skills are necessary to prepare our students for their future. Access to the Internet and technology tools (including software tools, web-based applications and services, computer equipment, I-Pads, and other personal electronic devices) allow students to conduct research, produce digital content, and communicate with classmates and teachers. The Internet and technology tools put enormous power at the fingertips of users. As such, they also place a great deal of responsibility on users.

It is imperative that technology resources be used to build community, encourage critical reflection, and foster readiness for future learning. Developments in technology at the School are to **be** used ethically, legally, and responsibly. As in other areas, our students are expected to make good choices with regard to their behavior.

Individual users are responsible for their activity on the Internet and technology tools, including the material stored and information shared. In order to protect private and personal information, unauthorized disclosure, use, or dissemination of personal information is prohibited. The School reserves the right to edit Internet accounts for child-only configurations, and to run filtering software for students' protection.

The purpose of this policy is to ensure that student users (and their parents/guardians) recognize the limitations the School imposes on the use of the Internet and technology tools and that they understand the standards of behavior the School expects of users.

All users of the School network and technology tools, whether on a School-owned or personal device, are responsible for adhering to the following guidelines for acceptable use.

Acceptable uses of the Internet and technology tools are for authorized academic and school-related activities that support learning and teaching and:

- Respect the privacy and property rights of others and the well-being of the School
- Are consistent with Roman Catholic values and morals
- Treat technology tools and computer equipment with respect.

Unacceptable uses of the Internet and technology tools include but are not limited to:

- Violating the rights or privacy of others, including by photographing or filming an individual without consent
- Posting or distributing videos or photographs without the consent of the persons depicted and the School
- Using technology to send profanity, obscenity, or other offensive or harmful language
- Unauthorized copying, downloading, or installation of content, software or applications (including plagiarism or “pirating” music)
- Sending false information or sending messages to the School community that fail to identify the sender (including anonymous messages or messages using a pseudonym)
- Using any program designed to disrupt network performance or breach network security, such as software designed to capture passwords or break encryption protocols
- Revealing personal information beyond what is required for login while using Internet or web-based resources
- Responding to inappropriate messages from others (which should be reported to the School)
- Downloading or copying information onto disks or hard drives without prior teacher approval
- Accessing, downloading, storing, or printing files or messages that are inappropriate or may be offensive to others (including pornography and other inappropriate images)
- Sharing of passwords or attempting to discover another’s password (passwords should be changed frequently)
- Using or accessing another’s account (network accounts are to be used only by those for whom the account has been established)
- Intentionally writing, producing, generating, copying or introducing dangerous codes or programs designed to cause harm, including, but not limited to viruses, bugs, ‘worms’, etc.

- Intentionally damaging, altering, or tampering with any hardware, software, printers, keyboards, speakers, etc.
- Accessing or searching files, directories, or folders for which the user does not have authorization
- Intentionally erasing, renaming, or disabling of anyone else's files or programs
- Accessing social media, email, or other off-task websites or apps during School without explicit permission of a teacher or adult supervisor
- Violating School conduct rules or the law.

Harassment/cyber-bullying of others online, whether against a student, non-student, or employee, is serious, is prohibited and is contrary to the School's policy and values. Harassment/cyber-bullying whether it is initiated on campus or off campus, online or in person, should be reported immediately to a faculty member, and may lead to disciplinary action and possible criminal prosecution under Maryland's law prohibiting the Misuse of Interactive Computer Service ("Grace's Law").

Parents are responsible for:

- *Reviewing and discussing this policy with their child as well as supporting the School in its enforcement*
- *Partnering with the School in monitoring their child's technology use*
- *Modeling appropriate Internet behaviors for their child*
- *Reporting any concerns regarding this policy or their child's use of the Internet or technology tools to School personnel.*

Failure to adhere to the policy guidelines may result in a revocation of a student's Internet access and other technology privileges and disciplinary action up to and including suspension or expulsion.

AOB AI Policy

(Policy ADM 29.0; INST 7.0) Principals must ensure staff and students in the Archdiocese of Baltimore use generative artificial intelligence (AI) in an ethical and responsible manner, following all policy guidelines listed below.

Purpose

- To provide clear expectations for staff and students on how to use generative artificial intelligence (AI) ethically and responsibly in the Archdiocese of Baltimore.
- To ensure generative artificial intelligence (AI) supports teaching and learning without replacing critical thinking, creativity, and/or effort.

- To ensure the use of generative artificial intelligence (AI) is aligned with the teachings of the Catholic Church and our Catholic values.
- To protect the privacy and safety of all staff and students by ensuring compliance with data privacy laws (e.g., FERPA) and safeguarding personal information.
- To help prevent potential exposure to misinformation, inappropriate content, and unauthorized generative AI use, ensuring that it is used responsibly and ethically.

Introduction and Definitions

- Artificial intelligence (AI) refers to computer systems designed to perform tasks that usually require human intelligence, such as reasoning, problem solving, learning, and decision-making.
- As stewards of creation, we are called to use AI to enhance teaching and learning while preserving human judgment and dignity, ethical responsibility, personal interaction, and the common good. AI should serve as a complement to traditional education, rather than a replacement.
- *Generative AI* is a type of artificial intelligence that creates new content, such as text, images, videos, or music, based on patterns it has learned from existing data. Examples include chatbots that write responses, or tools that generate pictures or videos.

Student Use

- PreK–Grade 4 are not permitted to use *generative* artificial intelligence (AI) at this time.
- Grades 5–8 are permitted to use *generative* artificial intelligence (AI) for academic purposes.
- Grades 9–12 are permitted to use *generative* artificial intelligence (AI) for academic purposes.

Privacy and Safety

- Any user of generative artificial intelligence (AI) must protect student, parent, teacher, and school data by never sharing private information, including but not limited to student names, grades, SAP (Student Accommodation Plan) details, or any other personally identifiable information (PII).

Misinformation and Potential Bias

- Staff and students must not assume that all AI-generated content is accurate or appropriate to share and must be fact-checked for misinformation and potential bias.
- All staff must carefully review AI-generated content before using it in lessons, parent communications, or content generation.

Resources

[Academic Artificial Intelligence \(AI\) Privacy and Safety Requirements for All Staff in the Archdiocese of Baltimore \(Updated 2025\)](#)

Cardinal Shehan School AI Policy

Students Use:

It is acceptable for students to use AI tools for the following things:

1. Formulation of ideas, creating outlines for essays, to get starting points for assignments
2. Proofread grammar and correct text for student written text
3. As a research tool to get more information on a topic
4. Generate images for assignments

It is unacceptable for students to use AI for the following things:

1. Generate content that the student or parents claim as the student's original creation
2. No more than 20% of the student's work can be created by AI tools

Parents/Guardians are Responsible for:

- Reviewing and discussing this policy with their child as well as supporting the School in its enforcement
- Partnering with the School in monitoring their child's technology use
- Modeling appropriate Internet behaviors for their child
- Reporting any concerns regarding this policy or their child's use of the Internet or technology tools to School personnel.

Failure to adhere to the policy guidelines may result in a revocation of a student's Internet access and other technology privileges and disciplinary action up to and including suspension or expulsion.

Web-based Services

(Policy ADM 29.0) The School uses Google Apps for Education as well as other web-based education tools, sites, and services ("web-based services") to provide students with important web-based educational experiences and enhanced opportunities to communicate and share collaboratively with one another.

As part of students' use of web-based services, certain educational records may be created, collected, or stored. Directory information, such as a child's name, email address, grade/age, and enrollment status, may also be shared with web-based services. The School may access, monitor, and review children's use of web-based services and Internet use and children shall not have any expectation of privacy with respect to any communications or activities through such services. Use of web-based services is for educational purposes only and subject to the conduct and acceptable use guidelines set forth in this Handbook. A list of the School's web-based services and corresponding privacy policies are available upon request. By enrolling a child in the School, the parent/guardian consents to the child's participation in the School's academic activities and programs, including the

child's use of and access to web-based services as described in this paragraph. In order to withhold or withdraw consent for the use of web-based services, parents/guardians must contact the School principal in writing.

Uniforms

Student Uniforms

(Policy ADM 8.0) All students PK3 through Grade 8 wear a uniform at Cardinal Shehan School.

Uniform Company

All articles of the uniform (dress and gym) must be purchased from:

Flynn & O'Hara

Flynn & O'Hara Uniform Company
North Plaza Shopping Center
8868 Waltham Woods Road
Parkville, Md. 21234
410-828-4709
www.flynnohara.com

Uniform Description

CSS Uniform for Pre-Kindergarten 3 and 4 Boys and Girls

August–October	Red shorts, gray and red shirts, white crew socks, and Velcro shoes
November–April	CSS Sweat Suit (red pants/gray sweatshirt), white crew socks and Velcro shoes
May–June	Red shorts, gray and red shirts, white crew socks, and Velcro shoes

Girls Grades K-5

Red plaid jumper (may not be more than 2 inches above the knee)
White blouse, Peter Pan collar, short or long sleeve
CSS monogrammed red cardigan sweater
Solid White Crew Socks or Knee Socks (not sport anklets)
White tights permitted
Black and White Saddle Shoes
Red CSS sweatpants are the only item that may be worn under the jumper (must be removed in the morning)

Girls Grades 6-8

Red plaid box pleat skirt (may not be more than 2 inches above the knee)
White oxford cloth, button-down blouse, short or long sleeve
CSS monogrammed red, long-sleeved V-neck pullover sweater
Solid White Socks or Knee Socks (not sport anklets)
White tights permitted
Black and White Saddle Shoes
Red CSS sweatpants are the only item that may be worn under the skirt (must be removed by the end of homeroom)

Boys Grades K-5

Gray trousers (worn at the waist with a solid black leather belt. No cargo pants or Dickies)

are permitted)

White oxford dress shirt, short or long sleeve

CSS monogrammed long-sleeved red V-neck sweater

Red plaid ties (required with oxford shirt)

Solid Gray or Black socks

Polishable black leather shoes or bucks – not athletic shoes or boots (shoes may not be above ankle level)

Grades 6-8

Black trousers (worn at the waist with a black leather belt. No cargo pants or Dickies are permitted)

White oxford dress shirt, short or long sleeve

CSS monogrammed long-sleeved red V-neck sweater

Solid Black Socks

Red/black/white diagonal striped tie (required with oxford shirt)

Polishable black leather shoes or bucks – not athletic shoes or boots (shoes may not be above ankle level)

Summer Uniform

Optional summer uniform for all boys and girls in grades K through 5

August, September, and October, and April, May, and June

Gray shorts and CSS monogrammed red polo shirt (No Cargo Shorts or Capris)

Solid White Crew Socks and Tennis Shoes

Solid black leather belt

Optional summer uniform for all boys and girls in grades 6 through 8

August, September, and October, and April, May, and June

Black shorts and CSS monogrammed red polo shirt (No Cargo Shorts or Capris)

Solid White Crew Socks and Tennis Shoes

Solid black leather belt

Physical Education Uniform

Students in Grade K-8

- ❖ August- Oct: Red shorts, gray and red shirts, white crew socks and athletic shoes
- ❖ November-April: CSS Sweat Suit (red pants/gray shirt), white crew socks and athletic shoes
- ❖ May–June: Red shorts, gray and red shirts, white crew socks and athletic shoes

Socks, Shoes, Jewelry & Hair Accessories

- ❖ Fingernails may not extend more than $\frac{1}{4}$ inch beyond the fingertip.
- ❖ Nail tips or colored nail polish, including French or American manicures, are not permitted.
- ❖ Make-up may not be worn; this includes lip gloss.
- ❖ Tattoos and male facial hair are not permitted.
- ❖ A student may wear a watch and one pair of small post earrings on ear lobes only. No SmartWatches allowed. Earrings should be no larger than a dime. For safety reasons, students are not allowed to wear hoops or dangle earrings. Boys are not allowed to wear earrings. No other body-piercing jewelry is permitted.

- ❖ A small cross or small religious medal may be worn around the neck. No other jewelry is permitted.
- ❖ Exposed lanyards and keys are not part of the uniform.

Labeling Clothes & Belongings

Cardinal Shehan encourages families to label student water bottles and other items that could be misplaced or mistaken for another student. For instance, parents may want to write the child's name on the inside tag of their uniform sweater in case it is lost.

Out-of-Uniform Days

On occasion, there may be out-of-uniforms days scheduled. Clothing may not contain terms, logos, pictures, cartoons, slogans, writing, or images that are offensive, political, harassing, or discriminatory in nature.

Used Uniform Sale

Cardinal Shehan does have gently used uniforms for sale regularly.

Hair Policy

Hairstyles are to be neatly groomed. For boys, hair is not to exceed the top of the collar, the top of the ear, or be below the eyebrows. Boys sideburns are not to exceed the bottom of the ear. The following styles are examples of prohibited hairstyles: head shaving, lines and designs, faux-haws, mohawks, mullets, spikes, fades, ombre, highlighting or coloring of any kind.

Cardinal Shehan School recognizes that particular hairstyles may be part of social, ethnic, spiritual and cultural identities and practices or adopted for protective purposes. In those cases, it is the policy of Cardinal Shehan School to permit individual families to receive an exception from this policy so that they may choose the appropriate cared-for hairstyle for their child. Should a parent/guardian have a question about a hairstyle or wish to request an exemption, they should contact the administration before getting his hair cut or styled.

Lost and Found

Things found on the campus of Cardinal Shehan School should be turned into the main office. If someone would like to retrieve a lost item that is in the Lost and Found they should go to the main office.



