

Madonna High School
Weirton, West Virginia

Student Handbook



School Patroness
Our Lady, Seat of Wisdom

School Colors
Blue and White

Motto
To Jesus Through Mary
Faith, Family, Service... Through Mary

Welcome to Madonna High School! You are part of a community of people dedicated to preparing our students to be college and career ready Catholic adults.

The success of our school and each student who is part of this community depends on the commitment to excellence and constant improvement in all aspects of our program. Each of you is a vital part of our mission.

Therefore, we not only welcome you to Madonna, but invite you into a community of faith, of Christian concern for serving others, and of lifelong learners ever striving to grow spiritually, intellectually, physically, and socially. Thank you for the opportunity to help prepare you for your time after Madonna, whether it be at a college or a career.

The focus of the future should be on Christ, community service, and academic and personal excellence. We are pleased to have the opportunity to work with your children. The importance of teaching and learning cannot be overstated. It is our privilege and our challenge as educators to strive continually to provide quality education in our classrooms.

Mr. Jason Heckathorn,
Principal

Fr. Bill Matheny,
Designated Pastor

Parents share the responsibility for their child's understanding of the philosophy of the school and the rules that flow from that philosophy. We ask that Parents or Guardians please discuss the Handbook with their children. In this way, the entire family is able to participate in the life of the school. Also, refer to the Madonna re-entry plan for information and if remote learning is needed.

Right to Amend

Madonna High School reserves the right at any time, in consultation with the CSAC, to amend this handbook and any policies and procedures to further the mission of the school.

If you would like to recommend any changes, please submit your recommendations in writing (or email attachment) to the Administration.*

* Special thanks to Allentown Central Catholic High School, PA; St. Paul Catholic High School, CT; and other schools; who gave permission to use part of their student handbook for, or assisted in, the formation of some of the policies and procedures contained herein.

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MADONNA ALMA MATER

**Thy beauty hides thy spirit bold
But both belong to you.**

**We'll sing this song till we grow old
So shine thy beauty through**

**Hail Madonna shine so bright
So we may see thy radiant light.**

**Hail Madonna show the way
And may your spirit always stay.**

**Till time runs out you will grow
And pass your wisdom on.**

**So let your spirit flow and flow
Through every girl and Don.**

**Keep thy portals always open
To all thy children dear;**

**And show the light of happiness
To all undimmed and clear.**

**Hail Madonna shine so bright
So we may see thy radiant light.**

**Hail Madonna show the way
And make your spirit always stay.**

CATHOLIC SCHOOLS SHARED VISION AND UNDERSTANDING

As a parent/guardian of a student in a Catholic school, I understand, affirm, and support the following:

- The primary purpose of Catholic school education is to form students in the values of Jesus Christ and the teachings of the Catholic Church.
- The distinctive purpose of the Catholic schools is to create a Christian educational community where human culture and knowledge enlightened and enlivened by faith is shared among teachers and students in a spirit of freedom and love.
- Catholic schools are distinctive religious education institutions operated as extensions of the Catholic Church; they are not private schools but are administered and supported by the sponsoring parishes and Diocese.
- Attending a Catholic school is a privilege, not a right.
- The school and its administration have the responsibility to ensure that Catholic values and moral integrity permeate every facet of the school's life.
- In all questions involving faith, morals, faith teaching, and Church law, the final determination rests with the Diocesan Bishop.
- This handbook does not create or imply the existence of a contract or contractual obligation on the part of Madonna High School or the Diocese of Wheeling-Charleston.
- The interpretation and application of this handbook are the sole responsibility of the school's administration. The Administration reserves the right to address any situation by any means it deems necessary to ensure student safety.
- In order to achieve this environment where Catholic-Christian values are honored, academic excellence is pursued, and service, leadership, and character are molded, students and their parents must support the policies and regulations set forth in this handbook.
- **As a parent/guardian of a student enrolled in Madonna High School, I share this vision and understand the Catholic identity of this school. I pledge to support this identity and to be governed by the handbook of Madonna High School.**

Madonna's goal is to assist parents in the education of their children and help their children have the classic qualities associated with good citizenship, including personal responsibility, the practice of virtue, service to our community, love for learning, reverence for God, etc. While freedom is a right, it does not grant license to do whatever one wants. Accordingly, we understand that we cannot force our students to develop these qualities against their will. However, it is our expectation that a Madonna student will not act contrary to these qualities. Any and all functioning societies have expectations of their members and will explain these expectations. Briefly: Personal responsibility is having ownership of one's actions, both good and bad. Practicing virtue is having a firm disposition toward good. Service to our community is having individual care for our community because this attitude will spread to everyone's care for the community. Love for learning is having the desire to continually develop the ability to think critically for the rest of their lives. Reverence for our God is having right relationship with our God, Father, Son, and Holy Spirit, and to the Church Jesus founded.

MISSION STATEMENT

As a Catholic School, Madonna seeks to prepare its students for successful futures spiritually, intellectually, physically, and socially in the environment of a caring community in the service of the Gospel of Jesus Christ.

Introduction

This handbook is provided to familiarize both the student and parents with Madonna High School's philosophies, policies, regulations, academic programs, and activities. All policies stated are in accordance with the North Central Association Commission on Accreditation, West Virginia School Law, and the West Virginia Department of Education. Madonna High School is a member of the National Catholic Education Association (NCEA) and is accredited by the AdvancED/North Central Commission (NCA).

Madonna is a Catholic high school for students in grades seven through twelve. While financially supported by the Catholic faith community, the school welcomes students of all faiths. All Madonna students take a theology course each year, and respectful attendance at religious services is required.

The mindset guiding this Code of Conduct will be to love as Christ commanded. In this way, we treat each other with the respect and reverence we also expect. Anything that disrupts the educational process, or anyone who distracts us from our Mission of a Christ-centered Catholic education, will be addressed in a prompt, fair, and consistent manner.

Students are admitted on the basis of grades, test scores, and a recommendation from the last school attended. Students may be placed on probationary enrollment based on difficulties in the areas of grades, behavior, or attendance. Madonna High School does not discriminate on the basis of race, color, or national origin in the administration of educational policies, admission policies, or extracurricular school administrative programs.

By the act of registering at Madonna High School, a student and his or her parents or guardians understand and agree to follow the educational objectives and practices as stated in this handbook and to observe the discipline code of the school.

While Madonna High School neither claims control over, nor accepts responsibility for, the behavior of its students outside of school time, activities, and premises, students' out-of-school behavior reflects their personal integrity. Cases of behavior that could influence other students adversely may result in disciplinary action deemed appropriate by school authorities. An all-inclusive listing of various expectations is impossible to outline on these pages. However, activity such as harassing or bullying another student either in person or via the internet, cell phone, or other electronic devices is unacceptable and deserves special mention. **The school reserves the right to take appropriate action for any offense which, in the opinion of the faculty, staff, or administrators, violates the behavior expected of a Madonna High School student.**

CATHOLIC IDENTITY

Religious Development

Obedient to Jesus Christ and the Magisterium of the Catholic Church, and called forth in ministry to our youth, the primary purpose of Madonna High School is to proclaim Jesus Christ as Lord and Savior. Students in the Madonna community must keep in mind that developing and nurturing a Christian atmosphere and faith is our top priority. This is done both communally and individually.

Catholic liturgies are celebrated for the entire student body and faculty weekly throughout the school year. In addition, the Sacrament of Reconciliation, class liturgies, school-wide and/or class prayer services, and class retreats form another part of the students' faith life. Under the guidance and supervision of the theology department faculty, students assume an integral role in the celebration of school liturgies. Because of the unfortunate reality of the divisions which exist within Christian churches, only baptized members of the Catholic Church, and members of the Orthodox churches, can receive Holy Communion when properly disposed.

The primary focus of a Catholic school is to transmit Christian Doctrine. All students at Madonna will take the required theology courses for graduation. The theology requirements may not be waived for non-Catholic students.

Four years of service are required to graduate and receive a diploma. A minimum of twenty (20) hours of service each year are required of all seniors and juniors, fifteen (15) hours of service each year are required of all sophomores and freshmen, and ten (10) hours of service each year are required for eighth and seventh graders.

Once service hours forms are completed, service hours will be logged in FACTS/RenWeb. Students should plan to complete the annual requirements by the last Friday of March. A written evaluation of the student's service is required from the supervisor of the service, listing the experience and hours served performing each individual service.

Madonna High School Service Hours Information

Catholic-Christian community service hours are integral to the mission of Madonna High School. The following information is to help you succeed and excel in the requirements for your grade level while you are at Madonna.

Where to Serve

Parish/Church – You can apply the following to your service requirement: work for parish picnics and festivals, CCD assistant, church office work, Vacation Bible School volunteer, etc.
Community – Service to the community at large, especially to the poor, sick, elderly, and uneducated people will qualify: Soup kitchens, tutoring, Salvation Army, Weirton Christian Center, Community Bread Basket, Sheltered Workshop, nursing homes, Friendship Room, Table of Hope, hospitals, etc.

Approval of Service Work

- All hours will be performed for a non-profit charitable organization that can include: your parish, Catholic and non-Catholic charitable organizations, and other youth sports organizations or community organizations outside the school. All service should support the mission of the Catholic Church. See your Theology Teacher for clarification.
- Babysitting, lawn mowing, or performing household tasks for elderly relatives, friends, or neighbors, and pet-sitting are good ways to help your community, but these DO NOT count as service hours. You should do these things for your relatives, friends, and neighbors because of your relationship with them.
- Students cannot receive any form of payment or other remuneration for service hours.
- All Christian community service must be for an organization outside of your home and not for personal relatives. This service should, in some way, make the Gospel message of Jesus Christ visible to you, as the servant, and those whom you are serving.
- **All community service forms**, which fulfill the minimum requirement for a student's class year, **need to be submitted** to their Theology Teacher **no later than Friday, March 28, 2025**.
- If a student completes his or her **service during the summer**, his or her forms **should be turned in** to their Theology Teacher **by Monday, September 9, 2024**.
- In addition, service hour forms must be handed in **two (2) weeks (14 days) after the completion of the service**. If the service is done on multiple days the paper can contain the multiple dates, however, it must still be handed in two weeks after the final date listed on the paper.
- Service hours may be completed for the upcoming academic year after the last day of the school year.

Planning Your Community Service

Service hours completed during the summer months are applied to the next school year (e.g., Joe volunteered at a Vacation Bible School from June 20-24. Those hours will be applied to the upcoming school year).

Minimum Number of Community Service Hours:

7th grade – 10 hours

8th grade – 10 hours

Freshmen – 15 hours

Sophomores – 15 hours

Juniors – 20 hours

Seniors – 20 hours

Community service hours are integral to a student's time at Madonna High School. Students who neglect to complete their service hours and return the necessary paperwork to their Theology Teacher by the Friday, March 28, 2025, deadline will meet with the Administration to develop and sign a contract stating when the remaining hours will be finished and the consequences if not met.

All questions pertaining to the acceptability of community service or activity please see your Theology Teacher.

Recording Your Service

If a student completes his or her service hours during the summer, he or she should turn in the forms to their Theology Teacher by Monday, September 9, 2024. It is the student's responsibility to complete the hours of service and record the hours on the Service Hours form. Upon completing the service form, please submit to your Theology Teacher no later than Friday, March 28, 2025. If your service is performed in more than one place, you must have a form for all service hours to be added to your Community Service record. Additional forms are in the Main Office and with the Theology Teachers or can be downloaded here [Service Hours Form](#). For your hours to be added to your record, please be certain your forms are filled out completely and accurately. The record of student service hours will be maintained on RenWeb.

Service Hours Policy for Transfer Students

Any student who transfers to Madonna High School after the first day of school will have a modified expectation for service hours. If a student has completed service hours at their previous school for the current school year those hours can be transferred; a letter of verification must be sent from the previous school to the Office at Madonna (Attn: Mrs. Granato).

Frequently Asked Questions

- I need service hours, where can I get them?
 - Community Bread Basket 304-748-7595
 - Table of Hope 304-914-0162
 - St. Joseph the Worker Church Office 304-723-2054
 - St. Joseph the Worker School 304-723-1970
 - Sacred Heart of Mary Church 304-723-7175
 - St. Paul Church Office 304-748-6710
 - St. Paul School 304-748-5225
 - Weirton Christian Center 304-748-2353
 - Hancock Co. Sheltered Workshop 304-748-2370
 - Brooke/Hancock Family Resource Network 304-748-7850
 - Weirton Senior Center 304-748-3490
 - Wyngate 304-723-7004
 - Serra Manor/Weirton Geriatric 304-723-3160
 - Salvation Army (Weirton) 304-748-4310
 - Blood Donation (if you meet the age & weight requirements) through Vitalant, Red Cross, various local blood drives.

This is just a sample of opportunities for service—read the local paper, pay attention to the news, etc.—there are opportunities throughout our community. Pay attention to emails from the school and to daily announcements at school. From time to time, additional opportunities for service will be announced.

- What happens if I don't get enough hours?
 - Students who neglect to complete their service hours and return the necessary paperwork to their Theology Teacher by the Friday, March 28, 2025, deadline will meet with the Administration to develop and sign a contract stating when the remaining hours will be finished and the consequences if not met.

- I completed my service hours, what happens if I do service hours after the March 28, 2025, due date?
 - Service hours after the March 28, 2025, due date will count toward the current school year (2024-2025). Service hours may be completed for the next academic year (2025-2026) after the last day of school in May 2025.

ACADEMICS

GRADING AND COURSES

Curriculum Guide

The majority of the information included in the Handbook concerning the curriculum of Madonna High School will be stated only in the Curriculum Guide, included as Appendix 3. The following Grading and Courses items are not included in the Curriculum Guide.

A year-by-year credit requirement outline is listed in the Curriculum Guide for grades 9-12 that can be found on the Madonna website. Students are required to earn credit for basic academic subjects as a requirement for graduation from Madonna High School.

Madonna High School offers subjects that cover the traditional course offerings of college preparatory, general curriculum, fine arts, and selected business and vocational areas. These courses are geared to accommodate individual differences and ability levels and to give a truly balanced education in terms of theology, sciences, mathematics, languages, and the humanities.

Grading

In order to obtain credits necessary for graduation, students must successfully complete twenty-eight (28) credits.

A passing grade must be received in both semesters of a yearlong course. Students who see they are in danger of failing the first semester should contact their teacher no later than one (1) month before the end of the semester. Letter grades will be used for all subjects taken as requirements to meet graduation needs. Academic Probation will be used to encourage self-discipline and ensure academic achievement.

Courses may be dropped or added within the first ten (10) days of school, but changes cannot be guaranteed and are subject to available alternatives in the Madonna schedule.

Top Ten

The Top Ten of the graduating class will be determined using the weighted grading system. The school reserves the right to close out the grading period early for purposes of determining the Top Ten for publication purposes, but the final grades will determine such ranking for commencement and final transcripts. Students must be graduating with Honors to be considered for Top Ten, Valedictorian, or Salutatorian. **Beginning with the class of 2024, any ties in the Top Ten, including Valedictorian/Salutatorian, will be determined by grades (GPA, letter grade, etc.) from their last marking period (twelfth grade) to their first marking period (ninth grade) until the tie is broken.**

Progress Reports

The purposes of progress reports are:

- To provide parents and students with a warning regarding inadequate academic performance, behavior concerns, and/or attendance performance.

- To permit the students and parents to be aware of this performance and the fact that failure in this subject is possible.
- To encourage students to take suggested means toward improvement.
- To keep parents and students informed of the progress of a student in a particular subject area.

Progress reports will be sent home at the halfway point of the quarter. Each teacher is asked to evaluate each student in his or her class. Any student who meets the following criteria is to be given a report:

- If the student is failing a subject.
- If the student has a grade of “D” and is not working to ability level.
- If a substantial difference exists between demonstrated performance and actual achievement.
- If the student has dropped more than two letter grades since the last marking period.
- If the student engages in inappropriate classroom behaviors, compromising the learning environment.

All progress reports will be emailed to the parents or guardians at the address listed in the school’s database. Teachers may ask for progress reports to be signed and returned.

Progress reports may also be issued after the official halfway point for students who were doing well at the time progress reports were originally sent, but whose academic status or behavior later meets one or more of the above criteria.

Semester Exam & Exam Exemption

All Madonna students are required to take end of semester exams in each course with the following exception for Seniors. All of the following criteria must be met for a senior to qualify for an exam exemption:

- Senior students who have an “A” average in the class during the semester may be exempt from the semester exam.
 - College level courses are not exempt from this part of this policy.
 - College and AP students must take their respective exams. See cost under fee schedule.
 - Senior students must not have more than four unexcused absences per quarter. Three tardies equal one absence.

National Honor Society (NHS)

The Monsignor Murphy Chapter of the National Honor Society is an organization that recognizes and encourages academic achievement and strives to develop the characteristics of character, service, and leadership. Through chapter activities, members maintain and extend the qualities that earned them the selection. Thus, membership is an honor and a commitment.

Selection to NHS is a privilege, not a right. Students do not apply for membership in the National Honor Society. Instead, they provide information to be used by the Faculty Council to support their candidacy for membership. Membership is granted only to those students selected by the Faculty Council based upon a student’s outstanding performance in scholarship, service,

leadership, and character. This is not an election nor is membership automatically conveyed simply because a student has achieved a specified level of academic performance. NHS is more than just an honor roll. Madonna High School emphasizes leadership, service, and character to a greater degree than do many other schools.

Membership in the National Honor Society is reserved for juniors and seniors with a cumulative unweighted GPA of **3.75** or higher who have demonstrated exemplary character, service, and leadership. Membership is determined by a specific selection procedure under the direction of the National Honor Society guidelines which is outlined in the Madonna Monsignor Murphy chapter bylaws. Students who hope to be selected for membership should not only focus on maintaining the required GPA but should also maintain a record of their various service and leadership activities, both in the school and in the community. Service hours toward criteria are to be twenty (20) hours over the requirements of the applicant's grade level (see page 14).

Appeals on National Honor Society admission may be submitted in writing to the sponsor of the organization who will turn the appeal over to the Administration for review.

MISCELLANEOUS INFORMATION

Guidance Services

The guidance program provides various services to enhance and support the philosophy of the Christian community of Madonna High School. Information and skills-training are made available to assist students, as well as their parents, the faculty, and staff in developing self-understanding for religious, academic, emotional, and social growth. This establishes a foundation for the student to make realistic educational, career, and personal decisions.

This is accomplished through:

- Educational and career planning;
- Brief individual and group sessions with students, their families, and/or faculty;
- Prevention and intervention strategies and referrals;
- Conferences with administrators, teachers, parents, community resource personnel, and college personnel; and/or
- Planned assessments and result interpretation to aid in determining academic strengths and weaknesses along with student interests and needs.

Students, as well as parents, faculty, and staff, are encouraged to utilize the guidance department. If a student wishes to visit the guidance office during class time, the student must obtain written permission from his or her teacher for that time. Parents are asked to call and schedule an appointment.

Student Records

Madonna High School adheres to the Buckley Amendment (Family Education Rights and Privacy Act) regarding access to student records. The provisions of this amendment respect the rights of noncustodial parents. In the absence of a court order to the contrary, Madonna will

provide the noncustodial parent with access to academic records and to other school related information (report cards, discipline records, newsletter) regarding the child. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order.

Driver's Insurance Discounts

Some automobile insurance companies grant students reduced rates for good grades and participation in a Driver's Education Course. Forms provided by the insurance company for verification of good grades should be submitted to the Administration.

Online Management System

Madonna partners with an online management system called FACTS/RenWeb.com. It provides Madonna students and parents with the following:

- Online grade book
- Online conduct report
- Calendar of homework, assignments, and tests
- Service hours tracking, etc.

Each family will be provided an account for this service at the beginning of the school year. Teachers will input grades for student work weekly. Students and parents are encouraged to log in regularly to monitor student progress.

Standardized Testing

Eighth graders and freshmen take the PSAT 8/9 in October, sophomores and juniors take the PSAT/NMSQT. Only in the junior year can students' scores qualify for National Merit Scholarships.

In the spring, all juniors take the ACT State and District Test during the school day. Seniors may also take the ACT State and District test at that time. There is a fee for the ACT. Juniors **ONLY** take the SAT School Day in the spring. This test is paid for by the WV Department of Education. For additional information on these tests, visit: actstudent.org and collegeboard.org.

The ARK test is taken by all students yearly. The ARK test is a valuable tool for reviewing and improving our religious education curriculum.

Academic Probation

Academic Probation is not a punishment, but an acknowledgement of the seriousness of academics for high school education. A student may be placed on Academic Probation, which may also include disciplinary probation when appropriate, if the student's academic performance might endanger progress toward promotion to the next grade or graduation. A student whose semester GPA falls below 2.0 or is failing two (2) or more courses at the end of a quarter, will be placed on Academic Probation and a contract will be developed by a Dean of Student or the Principal and will be signed by the parents, student, and the Principal. The student will remain on Academic Probation with close monitoring until the cumulative and semester GPA rise above 2.0, or the student is able to do make up work to pass the failing courses. Failure to meet the expectations of the contract could lead to additional consequences up to and including dismissal.

For clarity, Academic Probation addresses academic concerns. It does not address behavioral issues, unless there are behaviors causing the academic concerns.

EXTRACURRICULAR ACTIVITIES

We encourage all students to participate in the wide variety of extracurricular activities. These activities, which include numerous clubs, athletic activities, and special events, promote responsibility, teamwork, leadership, and intellectual development in ways that might not be part of regular classroom activities. For this Handbook, extracurricular will include both activities that are properly outside of classroom curricula (extra-curricular, like sports, dances, etc.) and activities that complement classroom curricula (co-curricular, like science club, field trips, etc.).

Academic Eligibility

Because of the obvious emphasis on academics, students involved in extracurricular activities are required to maintain good grades in order to participate. Madonna High School's academic policy mirrors the policies of the West Virginia Secondary Schools Athletic Commission (WVSSAC) bylaws.

Students must have at least a 2.0 semester GPA to participate in extracurricular activities. If a student's GPA is below 2.0 for a particular semester, that student will be ineligible for the following semester. All courses are counted in the GPA. A student who is ineligible may regain eligibility if he or she attains a 2.0 GPA for the mid-semester (quarter) grading period.

Eligibility and Daily Attendance (Refer further to Absence Policy)

Students must be considered present (see "Absences" on page 42) in order to participate in or attend extracurricular activities that day. Exceptions can be made by the Administration for special circumstances such as documented doctor's appointments or family circumstances that are communicated to the Administration at least one day prior to event or game day. Early dismissals on event or game day also require administrative approval.

Appointments

Any scheduled appointments should be scheduled for after school hours. Coaches and moderators, supporting the importance of instructional time during the school day, will not penalize members of teams or groups who schedule appointments after school to avoid missing class time. Please make every effort to schedule appointments so that they do not interfere with extracurricular activities by scheduling such appointments on days the team or group is not meeting, practicing, or competing.

If you have any questions about these requirements or their interpretations, please contact the Athletic Director or Principal.

Athletic Programs

Madonna usually competes in the following varsity sports. When the number of participants in a sport is sufficient, we try to field junior varsity teams.

FALL

Football
Girls Volleyball
Girls Soccer
Golf (Co-ed)
Cheering
Cross Country

WINTER

Boys Basketball
Girls Basketball
Wrestling
Cheering

SPRING

Baseball
Softball
Track
Tennis

Students may participate in more than one sport in a given season according to the following guidelines:

- The student-athlete must have the consent of both coaches and
- If three or more contests conflict between the two sports, the student may not compete in both sports.

Clubs and Organizations

Madonna High School offers a number of clubs and organizations to enhance students' educational experience. Some activities will be inactive in a given year, while other new activities or organizations might be formed.

Every student must join between one (1) and three (3) clubs (exceptions must be approved by the Administration). At this time, these organizations include:

Art Club
Chess Club
Drama Club
Geek Club
Interact Club
IT (Information Technology) Club
National Honor Society
Pep Club
Pro-Life Alliance of Youth (PLAY)/ Prayer Club
Science Club
Student Council
Students Against Destructive Decisions (SADD)

Guidelines for Establishing a Club at Madonna

For the purposes of this policy, clubs shall be those groups that are approved by the Administration and are conducted entirely or partly outside the regular school day; are evidenced by student participation in the processes of initiation, planning, organizing, and execution; and are equally available to all students who freely elect to participate.

Students interested in forming clubs should first review the requirements set out below. Next, obtain a "Club Proposal Sheet" from the Administration and answer the points listed here in

writing. Once the necessary information has been placed on the “Club Proposal Sheet”, the Administration will review the proposal and convene with the interested student(s).

Requirements for a new club are:

- The club must be open to any Madonna student who wishes to participate.
- The club must be beneficial and necessary to the enrichment of the school community.
- The club must be sustainable over time. In order to establish a club, you must identify fifteen (15) current students who will be members (in writing).
- Once a student has joined a club, he or she must retain membership for one school year.
- The club must have an advisor who is a full-time teacher.
- Its purpose, mission, and guiding principles must align with the mission of Madonna High School.
- The mission statement must include information about the club’s purpose and guiding principles.
- The club must have bylaws that explain how the club’s leadership will be constructed.
 - Selection of president
 - Selection of club officers
 - Timeline for the selection of new officers
- Bylaws explain the leadership/membership responsibilities.
- Identify a location(s) for club meetings. The meeting time and place of clubs must not conflict with important school activities, such as student council, athletics, etc.
- If the club is going to collect dues, it must account for the collection and expenses of funds.

CODE OF CONDUCT

DISCIPLINARY FOUNDATIONS

In our school, as in our community, we work together. The Code of Conduct for our students is based on our philosophy of providing a quality education in the framework of our Catholic tradition. Each component of our school community, in conjunction with our families, is committed to the welfare of the children, their growth in our faith, and their academic achievement.

What if we start to look at discipline as discipling? It changes the focus. It becomes less on punishment and anger and more on correction and guidance. What a blessing for our children when we discipline in love, according to God's perfect wisdom! (see Hebrews 12:5-9)

Every action has a consequence. Consequences are not necessarily bad. For example, if you overeat or park in a no-parking zone, there is a consequence for that action. Study hard, save money, or show kindness and there is a consequence for that action. By a student choosing an action that violates this Code of Conduct Policy, they have consciously chosen to accept the consequence of that action (*The First Days of School*, p.153).

“Blessed is the one you discipline, LORD, the one you teach from your law” (Psalm 94:12).

To discipline is to teach. Properly understood, discipline is not crowd control but character education, with self-discipline as its ultimate aim. No aspect of character education is more basic to creating a school of character.

The essential principles guiding this Code of Conduct are loving our God, our neighbors, and ourselves. In this way, we treat each other with the respect and reverence we also expect. Anything that disrupts the educational process, or anyone who distracts us from our Mission of a Christ-centered Catholic education, will be addressed in a prompt, fair, and consistent manner.

Discipline in the school is to be considered as an aspect of moral guidance and not a form of punishment. It is a means of training the student to assume his or her responsibilities and be in more control of his or her conduct, helping him or her to grow progressively in self-competency and maturity. Discipline promotes genuine character building.

The school aims to help foster the growth of the students to be self-motivated toward attaining the good, not just the minimum, nor simply avoiding the bad. However, avoiding the bad is a necessary foundation to stand on so that one may walk on the narrow path to heaven (see Matthew 7:13-14).

DISCIPLINE POLICY

Madonna High School believes that our students are unique and that each one has special talents to develop within themselves and to use for others. The school strives to assist in the

development of these talents in our students so they will be capable of exercising responsible freedom and will learn to fulfill their obligations to God, neighbor, and to oneself.

Madonna seeks to develop the potential of our students through the spiritual, academic, cultural, social, and physical opportunities available to them. To achieve this end, the school must be able to rely upon our students to foster its spirit and advance its purpose and goals.

Students are expected to treat faculty and staff members with respect and dignity at all times. Any action or speech that indicates disrespect toward another person will not be tolerated. This includes, but is not limited to, aggressive disrespect such as teasing, hazing, insulting, or fighting. Disrespect may also take a more subtle form but is just as offensive. This includes, but is not limited to, cyber-bullying, gossip, exclusion of a classmate, or targeted unfriendliness. The result of either form is pain and alienation of a student from the body of Madonna High School.

The following regulations are set down as guides to the student as they develop their potential, learn to order his or her life, and acquire a sense of cooperation with, and respect for, those with whom he or she must live and work. The disciplinary procedures noted herein are not exclusively a system of punishments for guilt incurred; rather, they are learning experiences that will hopefully create healthy attitudes.

Disciplinary sanctions are used not only to maintain proper order, but also to educate developing adolescents who are striving for the goal of self-discipline. The student's careful study of these regulations and his or her earnest efforts to fulfill them will help to create the spirit which Madonna desires. The real educational value of discipline lies in self-discipline imposed from within upon oneself by the individual. Most especially because the student has questioned, discerned, and concluded that these guidelines are valuable for a more just ordering of society, and not as mere arbitrary rules to limit creativity or promote uncritical uniformity.

Students must realize that they are identified as Madonna students whether they are in uniform or not. **Any action that reflects negatively on the Madonna community may result in disciplinary action.**

Threats and violent acts committed by students (whether on-campus or off-campus, or whether during the school year, or between enrollments) that detrimentally impact our school community, reputation, and the sense of safety in the school may result in disciplinary action. Student conduct in criminal activity will result in consultation with local authorities.

State law requires that we forward all discipline records to a school to which a student may transfer (WV State Law §18-5-15f). Please note that colleges are increasingly requesting discipline reports from high schools as part of the admission process.

SCHOOL DISCIPLINE AND SANCTIONS

The Code of Conduct exists for those few students who show disregard for the requirements of school citizenship and good order. A student who demonstrates a lack of concern for others will hinder the growth of the community and, consequently, will have to be corrected in the name of

the community. While it is impossible to enumerate all possible violations of school regulations, students who by their attitudes, actions, or conduct, tend to disrupt the normal activity of the school or classroom are subject to sanctions issued by members of the faculty and Administration. Detention is provided as a way to help students improve their character and grow in self-discipline.

Discipline ought to be dealt with immediately by whomever saw the infraction. Therefore, the teacher will have the first priority of handling discipline in their classroom. If the infraction is serious or repeated, Detention will be assigned. This can sometimes be multiple detentions. Additionally, if the infraction is more serious or if the student fails to serve their Detention, they may have a Saturday Morning Detention. There will continue to be Lunch Detentions (primarily for dress code violations and tardies), In-School Suspensions, Out-of-School Suspensions, and Expulsions. Certain choices made by a student and the consequences of those choices will be explained below.

There will be a variety of ways the Administration will use to help correct misbehavior:

- Demerits/Merits
- Lunch Detention
- Classroom Discipline: at the teacher's discretion (see below)
- After-School Detention
- Saturday Morning Detention
- In-School Suspension
- Out-of-school Suspension
- Social/Activity/Disciplinary Probation
- Dismissal

Please be advised that the Administration must use discretion in regard to the determination of the number of detentions and other consequences that may occur as a result of inappropriate student behavior.

Lunch Detention

These detentions will be for those who are out of Dress Code (see pages 49-55), tardiness, or other infraction(s) determined by the Administration to be served during the student's lunch period. Every teacher during the first period of the day will informally check the dress code of their students. A notification of anyone out of Dress Code will be sent to the Deans of Students who will inform the students of their Lunch Detention for that day. FACTS/RenWeb will be used for lateness to school by the Administration. If the student is out of Dress Code or tardy to class after the first block, he or she will serve a Lunch Detention the following day. For any other infractions determined by the Administration to earn a Lunch Detention, the Deans of Students will inform the student of the Lunch Detention accordingly.

After five (5) Lunch Detentions, the student will automatically be assigned an After-School Detention by the Deans of Students. Additional Dress Code consequences are listed on page 53.

Classroom Discipline

The teacher of the classroom has the difficult task of educating his or her students in a rigorous manner, while at the same time handling those who misbehave and/or fall behind. While the teacher's first goal is education, teachers need to be able to manage their classrooms so that the most amount of learning is possible. Having consistent, clear, and posted actions that are unacceptable in each teacher's classroom is necessary. Accordingly, providing consequences to the actions necessarily follows.

Teachers are responsible for discipline in their appropriate areas. Students must comply with regulations or disciplinary measures that the teachers impose. Faculty and staff members must always be addressed in a polite and respectful manner.

If a student violates the teacher's guidelines, detentions will be given by that teacher to be served after school with that teacher. To avoid confusion, these detentions will be referred to as Classroom Detention (CRD). A simple way of looking at it is if the student is wasting the teacher's time to educate by being disruptive, then the teacher will disrupt the student's after-school routine. The teacher will go over their classroom discipline at the beginning of each course. A Classroom Discipline Form (CDF) for individual classes will keep track of internal regulations and disciplinary measures in classrooms daily. This form will also be sent weekly to the discipline office to be put on file for the student.

It is strongly encouraged that the teachers utilize the discipline plan shared in *The First Days of School* (Wong, p.146-163). This plan is summarized as follows:

- All students start with a clean slate.
- When a student has violated one the teacher's posted guidelines, she or he will be given a warning for the first violation and a strike for each violation after the warning.
- Each student will have a warning and three (3) strikes weekly with this system.
- Once a student has been issued strikes, that student will be assigned a Classroom Detention that will be issued after school on whatever day of the week the teacher has his or her detentions (15-30 minutes for 1st and 2nd strikes, respectively).
- If a student amasses a third strike in one week, then she or he will be assigned an After-School Detention by the Administration.
- If the student does not serve their Classroom Detention, another strike will be added.
- This process restarts when:
 1. The student only receives a warning within the one-week period.
 2. The student serves her or his Classroom Detention (15 or 30 minutes).
 3. The student earns a third strike, and an After-School Detention is assigned by the Administration.
- Note: Demerits are not issued with this discipline plan.

Teachers are required to give students twenty-four (24) hours' notice of any Classroom Detention(s). After school jobs or activities are not excuses for missing a Classroom Detention.

A listing of potential classroom discipline issues that will be utilized for CDF:

- Unprepared for class
- Not following instructions

- Moving around the classroom without permission
- Not in assigned seat by start of class
- Disrespect to another person
- Causing a disruption in class
- Talking without permission
- Not doing the assigned work
- Serious misbehavior including disrespect to teacher or peers will result in the student's removal from the classroom and referral to an administrator. Additional occurrences of misbehavior may result in a suspension of three days from the class in which the problem occurred or additional consequences. Further incidents will be handled by the Administration.

Demerits will be utilized for other behaviors not listed above. The student can also be assigned an After-School Detention for inappropriate behavior non-conducive to classroom instruction.

After-School Detention (ASD)

In many instances, students involved in misconduct will be assigned to serve specified amounts of time in After-School Detention. After-School Detention will usually be held after school from 2:45 pm to 3:45 pm. An additional consequence for earning an After-School Detention may include the student having to turn in cell phone to the office at the beginning of the school day. A student who is assigned ASD repeatedly for the same offense or a similar offense may be subject to more serious disciplinary action.

Madonna reserves the right to impose extensive discipline for any of the following offenses, depending on the nature and circumstance of the offense(s) or combination thereof.

- Expectations:
 - Students are to report to ASD in complete uniform and on time.
 - Students will work on the reflection stated below. When finished, students may work independently and quietly on academic coursework, read an appropriate book or article, etc.
 - The student will not sleep.
 - Failure to comply with these regulations will result in additional disciplinary action, including limiting the use of their Chromebook.
 - Students will not be excused early from ASD.
- Potential Infractions that may earn an ASD:
 - Failure to serve Lunch Detention
 - Third strike from Classroom Discipline
 - Fifth Lunch Detention
 - Every ten (10) demerits
 - Every fifth tardy to class or school
 - After third absence, if deemed necessary by the Administration
 - Any of the Major Offenses listed below
- Procedure:
 - Students who have earned an ASD will be given a Detention Slip by the Deans of Students one (1) day before they are to serve their detention.

- If the student is absent on the day of their detention, the student will serve the detention on the day they return to school.
- Lateness to detention within five (5) minutes will result in one (1) additional After-School Detention.
- Lateness to detention beyond five (5) minutes will result in three (3) additional After-School Detentions.
- Failure to serve ASD will result in one (1) Saturday Morning Detention for each missed detention.
- After-School Detentions will appear on the student's report card and on FACTS/RenWeb.
- Students accumulating five (5) After-School Detentions will serve one (1) Saturday Morning Detention as the fifth detention.

After-School Detention will be designed to make it a meaningful time for student reflection. When students go to ASD, they will be given a sheet with the following tasks assigned:

1. Write a paragraph on why you are in detention.
2. Write a paragraph about at least three (3) ways you could have handled this situation differently and not be in detention.
3. Tell about your best subject in school. Tell about your worst subject. How can you improve?
4. List five (5) positive qualities about yourself.
5. List three (3) qualities you need to improve on.
6. Write three (3) paragraphs about your life. Discuss when you were younger, your life now, and what you plan to be doing with your life ten (10) years from now.
7. Write a paragraph about how you have helped someone else become a better person.
8. Will you be returning to detention? Write a paragraph explaining your answer.

Major Offenses

The following serious offenses may merit stricter punishment and/or render a student liable to receive multiple detentions, being sent home, Suspension, or Dismissal from Madonna High School. A student committing a major offense may also forfeit various privileges, including, but not limited to, attendance at dances, class events, extracurricular events, and other school events.

The Administration determines the seriousness of an offense and whether or not to refer the offense to the Principal for ultimate determination of punishment should the possible punishment include Expulsion.

- Excessive Vulgarity and/or profanity.
- Truancy and/or leaving campus without the permission of the Administration.
- Theft of or tampering with another student's locker or belongings.
- Vandalism/Destruction of property owned by the school, a teacher, or another student. This includes putting one's chewing gum on school property instead of in a trash can.
- Fighting or other form of violence (simple assault/aggravated assault/battery)
- Repeated violations of school rules after warnings.
- Repeated instances of academic dishonesty (cheating, compromising the integrity of the learning environment, violation of testing procedures, etc.).

- Instances of dishonesty (lying, forgery, cheating, etc.), including failure to be truthful and forthcoming during an investigation.
- Use or possession of tobacco (including vaping) products while on campus at any time, at any school functions, or while traveling to or from Madonna High School.
- Disrespect to, defiance of, or direct confrontation with school authorities.
- Possession, dissemination, or use of alcohol, drugs, or drug paraphernalia on campus or at any school-related function.
- Being under the influence of drugs or alcohol on campus or at any school-related function.
- Reckless Driving
- Use or possession of weapons on campus.
- Assault or threats to the life or safety of another student, staff member, or visitor to Madonna.
- Possession, display, and/or transmission of inappropriate photos (including pornography) and/or text messages using any electronic devices.
- Activating a false fire alarm
- Activities outside of school which involve unlawful and/or immoral behavior.
- Harassment (intimidation, humiliation, any physical or verbal abuse) or any type of damaging statements or behavior made to others.
- Fireworks
- Arson
- Bomb Threat
- Reckless Endangerment
- Terroristic Threat
- Accessing inappropriate or unauthorized material through school network
- Unauthorized access to the school network or distribution of network credentials to other students
- General misconduct on-campus or off-campus, which jeopardizes the good or safety of Madonna High School and our students.
- Activities that are morally offensive according to the teachings of the Catholic Church and, thus, are harmful or offensive to members of the school community.

The school Administration reserves the right to administer appropriate detentions and/or other consequences for infractions not listed here. Inappropriate materials may be confiscated by the Administration. The consequences for drug and alcohol violations, fighting, contraband, damage/vandalism, disrespect, disobedience, public displays of affection, stealing, or any situation not expressly covered in the Code of Conduct will be determined after considering the input from the referring teacher and discussion with the student(s).

Saturday Morning Detention (SMD)

- These detentions will be served on a Saturday from 8:00 am until 11:00 am.
 - Students assigned to SMD must attend the next scheduled SMD. SMD's will be scheduled only on Saturdays that a teacher is available as a moderator.
 - SMD will be held when there is a minimum of four (4) students to be scheduled. A maximum of ten (10) students will be assigned to an individual SMD teacher-moderator.

- In any week, the last time an SMD can be assigned will be by the end of school on Wednesday of that week.
- If the minimum of four (4) students for an SMD is not reached or if a teacher is not available to moderate an SMD, those students will be rescheduled for the next available SMD. If Saturday Morning Detention has to be postponed due to lack of students or teacher unavailability, students will be notified Thursday before the SMD and rescheduled for the next available Saturday.
- Expectations:
 - The student will follow Madonna Spirit Day dress code (see page 52).
 - Students will perform light maintenance duties under adult faculty/staff supervision; non-confidential clerical/office work; setting up, taking down, or moving tables or chairs; scraping gum (gloves provided); classroom housekeeping; weeding the grounds of the school; etc.
 - Students who do not do the required school service during SMD will be placed on four (4) weeks Social/Activity/Disciplinary Probation (see page 33 for clarification).
- Potential Infractions that may earn a Saturday Morning Detention:
 - Excessive Absence/Lateness
 - Failure to serve Detention
 - Any of the Major Offenses listed above
- Students failing to report to SMD will be rescheduled for the next available Saturday Morning Detention.
- Students failing to attend SMD two (2) consecutive times will be required to meet with the Principal, Deans of Students, and a parent/guardian to discuss the consequences that will be applied.
- Students serving three (3) Saturday Morning Detentions will be placed on Social/Activity/Disciplinary Probation for four (4) to eight (8) weeks and will receive a behavioral contract.
- Students serving five (5) Saturday Morning Detentions will be reviewed by the Principal, Deans of Students, and Designated Pastor to determine if they will be dismissed from Madonna.

Suspension: General

Suspension (whether in-school or out-of-school) is the removal of a student from normal interaction with the school community, barring him or her from attending class and from participation in any school activities whether on-campus or off-campus. Suspension is a serious sanction imposed upon a student. It may be the result of a single action or the culmination of a pattern of inappropriate behaviors. The purpose of a Suspension is to involve parents or guardians in the immediate resolution of the problem and to serve as a warning to the student that further violations of school regulations may result in dismissal. General guidelines for Suspension include the following:

- A decision to suspend must be made by the Principal or his or her designee.
- The length and nature (in-school or out-of-school) of the Suspension is at the discretion of the Principal (or designee).

- Parents must be notified of any Suspension verbally, followed by written notice. No student should be sent home during the day for any reason unless parents are notified, or the student is released to the custody of the parents.
- A conference with the parent, student, and appropriate school personnel must be arranged. The length of and reasons for the Suspension should be disclosed in the conference.
- Parents and student should understand that repeat misconduct could result in Expulsion.
- Written notification of the Suspension must be provided to the Superintendent of Catholic Schools and the Designated Pastor outlining the length and type of the Suspension, the reason for the Suspension, and the timeline of events leading up to the Suspension as well as resulting outcomes of the disciplinary action. (Diocesan Policy 5512)

Suspension means that a student will not return to class until he or she meets with the Deans of Students to resolve the problem. Parents/Guardians do have the right to meet with the Principal after meeting with the Deans of Students.

The period of Suspension may constitute between one (1) and five (5) days. During the period of Suspension, the student does not attend classes, nor participates in any school/extracurricular activities (including sporting events or practice), and he or she may receive, for the duration of his or her Suspension, a grade of “zero” for daily work but not for major tests, periodic quizzes, and projects in each class he or she missed. During each day of the Suspension, the student will work on assignments with the intention of keeping him or her abreast of class work that he or she is missing. The student will serve his or her Suspension in a manner determined by the Administration. The student will be considered Absent Unexcused for the duration of the Suspension. A second Suspension is regarded as sufficient grounds for Expulsion.

A student who is suspended will automatically be placed on Disciplinary Probation. In addition, if a student is assigned to serve a Suspension on a Friday, the Suspension holds for Friday evening and may include weekend school-sponsored activities at the discretion of the Principal. The parent and student will be notified if this is the case.

Suspension: In-School (ISS)

The student will report directly to the Deans of Students where they will be assigned to a specific area of the school where work, tests, etc. may be provided. The student will not be permitted to attend classes during the length of the Suspension. The student is responsible for all class work covered while on Suspension. Students will be expected to pack a lunch because they will not be permitted to use the cafeteria. The student will not have access to their cell phone, either. They will also be dismissed from that location. In addition, a student may be placed on In-School Suspension at any time if it is determined it is in the best interest of the good order of the school to do so.

Suspension: Out-of-School (OSS)

If a student commits an offense which is gravely harmful to others in the school community, damages the reputation of the school, or involves police action, he or she is liable to an Out-of-School Suspension. His or her case will be reviewed by the discipline office. A student placed on Out-of-School Suspension may not attend classes, attend or participate in any school activities,

or practice while on Suspension. The student may be required to perform community service at a time and location indicated by the Principal for the duration of the Suspension. The student is responsible for all class work covered while on Suspension. The student will present all assignments to their teachers the first class after Suspension.

His or her parents must schedule a meeting with the Administration before the student will be permitted to return to school.

Social/Activity/Disciplinary Probation (SADP)

Probation may result from a single action or a pattern of inappropriate behaviors. A student is placed on probation for a set period of time during which the student remains at Madonna on a trial basis. During this time, the student's progress is closely observed by the student's teachers and Administration. Conditions of probation are determined by the Administration. If a student violates the terms of probation, removal from Madonna will be considered. At the end of the probation period, a decision will be made by the school to remove or continue the probation status or dismiss the student from Madonna.

- A letter will be sent to parents/guardians stating the circumstances of the probation and requesting a compulsory in-person interview.
- Probation may carry over to the next school year, depending on the time of the year that the student is placed on probation.
- Students who are on any form of discipline contract may not be eligible to run or hold leadership positions to include class officers and student council positions.
- Further disregard for school regulations may result in Dismissal from school.

Students may be placed on Social/Activity/Disciplinary Probation (SADP) if the Administration determines that it is in the best interest of the student and the good order of the school. Students placed on Social/Activity/Disciplinary Probation may attend his or her regular classes but will not be permitted to attend or participate in any school activities, including extracurricular and athletic activities, for the duration of the SADP. NOTE: Social/Activity/Disciplinary Probation is mandated for certain discipline situations (e.g., alcohol/drug violations, discipline probation, etc.). Students on SADP may have the length of probation increased if they continue to have discipline violations while on probation. This Probation includes "Home" and "Away" activities. At the conclusion of the probationary period, the student may return to academic, athletic, and extracurricular activities as appropriate. At the discretion of the Administration, students who complete SADP are liable to have it reinstated at any time if their behavior becomes problematic. Serious misconduct by a student who is on probation, including, by way of example only, those offenses listed herein as "Major Offenses," constitutes grounds for Expulsion.

Students Sent Home

In circumstances when warnings, counseling, and referral to the Deans of Students have proven ineffective, a student may be sent home. Such a student may not return to school until his or her parents or guardians have had a conference with the discipline office and with any teacher or school official who may have been involved in a given situation.

Dismissal

Dismissal is the most serious form of school disciplinary action. Dismissal includes either the Expulsion or the Required Withdrawal of the student from the Madonna family. In the case of a grave offense against a person or property, public scandal, or demonstrates an extreme negative influence on other members of the school community, a student may be permanently separated from the Madonna family.

Expulsion is final dismissal without Suspension and is the termination of the student's enrollment in the school.

A student is subject to Expulsion as a result of:

- A second suspension.
- Failure to comply with the terms of probation.
- Defiance of or direct confrontation with school authorities.
- Possession, dissemination, or use of drugs, pornography, or alcohol on campus or at any school-related function.
- Theft or other serious moral offenses.
- Possession of weapons.

General guidelines for Expulsion include the following:

- The decision to recommend Expulsion is made by the Principal after consultation with the Superintendent of Catholic Schools and with the Designated Pastor.
- Expulsion must have the approval of the Designated Pastor.
- Parents must be notified of any Expulsion verbally, followed by written notice. No student should be sent home during the day for any reason unless parents are notified, or the student is released to the custody of the parents.
- A conference with the parents, student, and appropriate school personnel must be arranged. The reasons for the Expulsion should be noted clearly during the conference.
- Parents ordinarily should be given an opportunity to withdraw the student from the school unless circumstances merit otherwise. (Diocesan Policy 5512)

Required Withdrawal is the dismissal of a student from the school by the Principal. Reasons for Required Withdrawal may include inappropriate placement in the school based on insufficient academic performance, behavior problems, or social adjustment issues. Parents will ordinarily be given the opportunity to withdraw the student from the school. If the parent does not withdraw the student, the Principal may follow the steps to expel the student. (Diocesan Policy 5512)

Procedure for Appeal and Review of Disciplinary Process

Parents may appeal to the Superintendent of Catholic Schools to review an Expulsion. In the event of such an appeal, the Superintendent of Catholic Schools will solicit from the parents, the Principal, and, when appropriate, the Designated Pastor the following:

1. A written summary of the issues
2. Any supporting documentation, such as correspondence, local handbooks, etc.

After reviewing the documentation and, if the Superintendent of Catholic Schools deems necessary, conferring with the parties to the disputed action, the Superintendent of Catholic Schools will determine whether the school's action is in accord with applicable diocesan and

local policies and within the authority and discretion of the local administration. (Diocesan Policy 5512)

Diocesan due process procedures will be followed. Within 72 hours of notification to students and parents, a hearing will be offered to the student and parents/guardians. Participation in the hearing will be limited to the student and parent/guardian, the Principal, Deans of Students, resource officer, and one faculty member. At the hearing, the student shall be informed of the formal charges.

The only issue to be decided is whether sufficient cause existed for the Expulsion or Suspension. The hearing is not to decide guilt or innocence, only if a proper decision was made based on the information available and the circumstances. An appeal from the decision of the panel may be taken by the student to the Diocesan Schools Office only if evidence can be provided to dispute the culpability of the student regarding the action leading to Dismissal. The appeal to the Diocesan Schools Office shall be the final administrative appeal within the diocesan structure.

SERIOUS OFFENSE POLICIES

Harassment/Bullying/Cyberbullying

Madonna High School attempts to provide a safe environment for all individuals. Everyone deserves to be treated with dignity and respect. Madonna has zero tolerance for bullying/harassment of any type. If a student is harassed or bullied or is a witness to the harassment or bullying of a fellow student, he or she should report it to a Dean of Students in person or by calling Madonna High School and asking for a Dean of Students.

Verbal or written threats made against the physical or emotional well-being of any individual are taken very seriously. Students making such threats (seriously, in jest, or online) will face disciplinary action that may include Detention, Suspension, and/or Expulsion.

Threats and Violent Acts

This policy is created to ensure that schools can provide students with an educational environment that enhances their learning and allows them to experience a safe school environment free from threats and danger.

The commission of or participation in any criminal activity in the school building, on school property, or at any school-sponsored event is prohibited. Such criminal offenses on school property require reporting to the appropriate authorities and subject to discipline, up to and including Expulsion.

Student conduct (whether on-campus or off-campus, or whether during the school year or between enrollments) that detrimentally impacts a school community, program, or reputation and the sense of safety in a school may also result in disciplinary action. (Diocesan Policy 5515)

Deadly Weapons

Any instrument which is designed to be used to produce serious bodily injury or death, or is readily adaptable to such use, shall not be brought on Madonna property or any other property

under the jurisdiction of the Bishop of the Diocese of Wheeling-Charleston. In accordance with Diocesan Policy (5514), violations of this policy may result in an automatic Expulsion.

Narcotics, Alcohol, and Drugs

Madonna acknowledges that alcohol and drug use is common in society and among adolescents but does not condone this use. Young people who use these substances are being adversely affected spiritually, intellectually, emotionally, physically, and socially, and are not acquiring the skills needed to cope with life as adults. Therefore, it is beneficial to both the school and the community at large that Madonna encourages its students, through education, prevention, and intervention, to remain alcohol and drug free and to learn to solve their problems constructively.

Madonna does not tolerate the possession, consumption, or distribution of alcoholic beverages or drugs by students on campus or at any school-related activity, nor does it allow a student judged to be under the influence of alcohol or drugs to attend school or school-related functions. Drug paraphernalia is prohibited on campus and at all school-related functions.

Any student who possesses, sells, distributes, uses, or is under the influence of any unauthorized controlled substance or alcohol in school, on school property, or during attendance at school-related events, will be liable to corrective action by any authorized school official.

“Unauthorized controlled substances” are defined by the Uniform Controlled Substances Act, West Virginia Code, Chapter 60A-1-101 through 60A-6-605.

In the event of a violation, the student’s parents or guardians will be notified, as well as the Superintendent of Catholic Schools and the Designated Pastor. If necessary, emergency medical personnel and local law enforcement will also be notified. In cases which involve students who are using or selling controlled substances, the police shall be notified. Madonna will address these issues according to Diocesan Policy 5513.

Tobacco or Vaping Products

The use or possession of tobacco products, nicotine, or vaping products is not allowed while on campus, at any school functions, or while traveling to or from Madonna High School.

Discipline Policy – Possession & Use

- First Offense: Confiscate, call parents, and three (3) days of Suspension
- Second Offense: Confiscate, call parents, education, and five (5) days of Suspension
- Third Offense: Expulsion from school

DEMERIT SYSTEM

Madonna High School uses a demerit system as the basis of its disciplinary action and policy for all but the most serious behavior issues not handled by Classroom Discipline. By using this system, the Administration, teachers, guidance counselors, and parents can work together in an attempt to discover the causes of a student's misbehavior and, hopefully, correct them.

Assignment of Demerits

After receiving a Demerit Slip from the staff member involved, the Administration assigns the demerits. Students are required to sign any Demerit Slip they receive from a faculty or staff member. Signing the slip is not an admission of guilt but rather is acknowledgement that the demerits were given. Refusal to sign a Demerit Slip is cause for further disciplinary action.

Accumulation of Demerits

When a student has accumulated a certain number of demerits in a grading period, he or she is a candidate for Detention, Suspension, possible Dismissal, or other disciplinary consequences deemed appropriate by the Administration. Recommended penalties for the accumulation of demerits are as follows:

- Ten (10) demerits: One (1) After-School Detention and the student's device (cell phone) will be turned in to the office at the beginning of a school day decided by the Administration.
- Twenty (20) demerits: Two (2) After-School Detentions served within one week's time and possible loss of participation in extracurricular activities (including sports). Additionally, the student's device (cell phone) will be turned in to the office at the beginning of two (2) school days decided by the Administration.
- Thirty (30) demerits: Three (3) After-School Detentions served within one week's time, possible loss of participation in extracurricular activities (including sports), and the student and parents must meet with the Administration. Additionally, the student's device (cell phone) will be turned in to the office at the beginning of three (3) school days decided by the Administration.
- Forty (40) demerits: One (1) Saturday-Morning Detention and the student's device (cell phone) will be turned in to the office at the beginning of five (5) school days decided by the Administration.
- Fifty (50) demerits: Two (2) Saturday-Morning Detentions served as close to consecutive Saturdays as possible, the student's device (cell phone) will be turned in to the office daily for a length determined by the Administration, and the student will be placed on Social/Activity/Disciplinary Probation (see page 33) for one (1) month.
- Sixty (60) demerits: Two (2) days of Suspension (ISS or OSS determined by the Administration) from school within one week's time, the student's device (cell phone) will be turned in to the office daily for a length determined by the Administration, and the student will be placed on Social/Activity/Disciplinary Probation (see page 33) for one (1) month.
- Seventy (70) demerits: Three (3) days of Suspension (ISS or OSS determined by the Administration) from school within one week's time, the student's device (cell phone) will be turned in to the office daily for a length determined by the Administration, loss of participation in extracurricular activities (including sports), and the student will be placed on Social/Activity/Disciplinary Probation (see page 33).
- Failure to turn in student's device (cell phone) on the days directed to by the Deans of Students will result in additional consequences to be determined by the Administration.

Any student who accumulates twenty (20) demerits in a given week, whether or not he or she has served an ASD, will be immediately suspended.

Number of demerits for offenses listed below:

Two Demerits:

- _____ Unprepared for class
- _____ Tardy to class or school
- _____ In halls without permission
- _____ Minor dress code violation (student will have a chance to change clothes and correct violation)

Three Demerits:

- _____ Possession of cell phone
- _____ Public displays of affection or inappropriate contact
- _____ Eating or drinking outside of the cafeteria
- _____ Minor misuse of technology
- _____ Inappropriate language

Four Demerits:

- _____ Refusal to get rid of food/drink
- _____ Talking during prayer/announcements
- _____ Inappropriate behavior at Mass
- _____ Prolonged absence from class (restroom, wandering the hallways, etc.)

Five Demerits:

- _____ Throwing or propelling objects
- _____ Parking violations
- _____ Disrespect to another person
- _____ Causing a disruption in the classroom, hallways, cafeteria, church, or other school locations
- _____ Refusal to sign demerit slip

Ten Demerits (Detention):

- _____ Insubordination
- _____ Major misuse of technology
- _____ Forgery/Plagiarism
- _____ Truancy to school or class
- _____ Leaving school grounds without permission
- _____ Gambling
- _____ Destruction of property
- _____ Possession or use of tobacco products or vapes
- _____ Major dress code violation
- _____ Compromising the integrity of the learning environment (usually a grade of zero for the assignment)

Clarification on Demerit Offenses (listed alphabetically):

- **Causing a disruption in various locations:** includes yelling, screaming, popping bags, playing instruments, and other disruptive behaviors in those locations
- **Compromising the integrity of the learning environment:** includes cheating, plagiarism, copying, and engaging in any behavior (such as having notes, cell phone, or other aids visible during a test, even accidentally) that may call into question whether the integrity of the academic environment or activity was compromised. In the case of copied homework, both the copier and the person who knowingly provided the answers will be disciplined.
- **Disrespect to another person:** being observably, intentionally disrespectful, uncharitable, and/or demeaning to another person
- **Forgery/Plagiarism:** claiming someone else's work/signature as your own production
- **Gambling:** (Bookmaking, Card Playing, Dice, etc.) These activities are NOT PERMITTED at any time or anywhere on school property.
- **Inappropriate behavior at Mass:** including disruptions, sleeping, etc.
- **Inappropriate language:** saying something characterized as unprofessional, including cussing, blasphemy, crude humor, etc. This does not include what one says to one's friends conversationally while at lunch in the cafeteria.

- **Major Dress Code Violation:** being out of dress code that cannot be corrected on school grounds, ex. Parents are needed to drop off proper attire (see pages 49-55).
- **Major Misuse of Technology:** see Acceptable Use Policy for Technology and/or Chromebook policies beginning on pages 57 and 59, respectively. This includes using a hot spot and other serious violations.
- **Minor Dress Code Violation:** not having shirt tucked in, unshaved face, non-dress code undershirt, skirt at improper length that is correctable, etc. (see pages 49-55).
- **Minor Misuse of Technology:** using Chromebook for non-educational purposes during class time, e.g., watching YouTube.
- **Possession of cell phone:** includes airpods/ear buds/smart watches/etc. during Mass, or other communal activity, etc. (See “Electronic Devices” on pages 55-56 for more information).
- **Refusal to sign demerit slip:** Signing a demerit slip admits zero guilt. It simply acknowledges that the teacher has given the student demerits for the reason given.
- **Tardy:** late to school or class.
- **Truancy:** Skipping school or class, including leaving class before the bell rings without prior permission given.
- **Unprepared for Class:** Not having a charged Chromebook, not bringing your textbook to class, etc.

Student Appeals

Demerits may be contested via Student Appeals. Students who wish to appeal for a reduction in the number of demerits issued for an infraction must complete the Appeal Request Form. The Administration will determine whether the student’s submitted Appeal Request Form meets the criteria to be heard by Student Appeals. The Student Appeals Committee will consist of two faculty members and three appointed students. Students should contact a Dean of Students for further assistance in this process. Lastly, consequences earned through a teacher’s Classroom Discipline policy are not subject to Student Appeals.

Merit System

Madonna will also implement a Merit system. Merits are earned at the recommendation of a faculty or staff member, who submits the recommendation for merit to the Deans of Students for approval with written description of the meritorious action. Merit is usually noticed by a faculty member, not something the student intentionally performs at the request of a teacher or for the sole intent of getting merits from a teacher.

Merits can be used to:

1. Offset demerits: 1 Merit subtracts 1 Demerit.
2. Attain awards. If a student receives zero (0) demerits and earns merit, then the merits will grant rewards.

Merits and demerits will be recorded on FACTS/RenWeb by the Administration.

VARIOUS DISCIPLINARY POLICIES

ACADEMIC DISHONESTY

Cheating demonstrates a lack of integrity and character that is inconsistent with the goals and values of Madonna High School. Education is based on learning specific skills, forming lifelong work habits, and developing mature coping skills according to each student's unique abilities. Stress propels students to make unethical choices.

When students choose to cheat, it may be a symptom of more serious problems such as inappropriate class placement, over-commitment to extracurricular activities, and/or academic desperation. The compromise of their values through cheating may lead to loss of self-esteem, as the students are often painfully aware of their shortcomings and fight a tiring battle to preserve their image at the cost of their ethics. True self-esteem is based on competence. Cheating robs students of their opportunity to become competent. Assignments should be considered individual unless the teacher states otherwise.

Cheating is morally wrong and is considered a serious offense at Madonna. Cheating is the improper acquisition or distribution of information pertinent to a homework assignment, quiz, test, exam, or any graded assignment. Testing procedures must be observed as preventive measures. During a quiz, test, or exam, a student may not have in his or her possession, or in the vicinity of his or her desk, any books, notebooks, materials, or electronics unless specifically prescribed by the teacher or proctor. A student may not make any audible sounds, look in any direction that could be construed as a violation of testing procedures, or communicate in any way with another student without specific permission. All of the above compromise the integrity of the learning environment.

It is the student's responsibility to secure his or her papers so other students will not have the opportunity or the temptation to copy. Students must not take credit for group work when the student has not contributed an equal or appropriate share toward the final result. Students must not access questions/answers for a test or quiz for the purpose of determining the questions/answers (either from another student or online) in advance of its administration. Using summaries/commentaries (Cliffs Notes, Spark Notes, etc.) in lieu of reading the assigned materials is also considered cheating. Using artificial intelligence (ChatGPT, etc.) as a tool and study aid is acceptable; however, using AI to complete assignments is unacceptable because it is cheating/plagiarism—claiming another's work as one's own work.

A grade of "zero" for the work in question will be given if the student has committed academic dishonesty. If a student has violated testing procedures, he or she may receive a grade of "zero" for the work in question. Ordinarily, a first offense will also be punishable by receiving ten (10) demerits and an automatic After-School Detention. Additional offenses may merit more serious penalties, which may include Suspension or Dismissal. The Administration will determine the appropriate punishment. A record of cheating offenses and violations of evaluation procedures will be maintained in the student's file, and his or her parents or guardians will be notified of the offense.

Students in leadership positions who are caught cheating or plagiarizing may be immediately removed from their position and may not be allowed to run for office again. Every student is expected to be a person of honor whose academic accomplishments are a result of his or her own efforts, and who admits guilt when confronted with a violation of which he or she is guilty and who accepts maturely his or her correction or discipline.

Alternatives to Cheating and Plagiarism

No student needs to cheat or plagiarize. Madonna High School provides numerous support services for students to help them achieve success honorably. Students who advocate for themselves and seek appropriate help when they need it will not need to cheat or plagiarize.

The following behaviors promote true student achievement:

1. Be prepared. Try to keep to a realistic schedule balancing academic obligations and one's social and personal life.
2. Make certain that you understand your assignments and the grading assessment that will be used. If you have questions about an assignment or an assessment, talk to your teacher. Do not rely solely upon a classmate for clarification.
3. If you study for a test with a classmate, make sure that you do not sit near each other, if possible, during the test since your responses (and errors) may be similar.
4. Do not read or scan someone else's paper before writing your own. Some of the ideas in the other person's paper may be ideas that you would have used, but you will now need to credit (cite in your paper) the person whose paper you read for those ideas.
5. Use all avenues of support available to you. For help needed beyond the classroom, see your teacher, other teachers in the department, a peer tutor (usually an NHS member), or a parent or other adult who is well-versed in the subject.
6. Assignments should be considered individual unless the teacher states otherwise.
7. Be organized. Having class notes in an orderly, easily accessible format will save time and anxiety when studying for a test or writing a paper.
8. Keep current with assignments. If you need to read an entire novel the evening before a test or before a paper is due on that novel, your performance on either will suffer.
9. If, for whatever reason, you choose to use another's ideas or solutions, cite that person as a source on your paper or project.
10. Know what constitutes cheating, including all the variations of plagiarism.

ATTENDANCE POLICIES

Regular attendance at school is a sure means of success. It guarantees continuity of learning and prevents falling behind in class, increased indifference, and consequent failure. Students, however, should not sacrifice their health for a perfect attendance record, nor should they be responsible for endangering the health of others by spreading germs of one kind or another. Parents must determine when a student is too ill to attend school. Students should not remain home because of the possibility of being late; lateness is not condoned but it is preferred to absence.

Practicing good attendance now will lead to continued good attendance in one's career. Madonna will seek to instill virtuous discipline in her students. Accordingly, if one is tardy to first period, the consequence will be two (2) demerits and possible Lunch Detention. Regular attendance at

school and diligent application to study are essential to a student's success at Madonna. Parents are requested to cooperate with the school in both areas.

Absences

A student is considered absent if a parent has notified the school of the absence, the student arrives after 10:15 am, or the student leaves before 12:00 pm. To be considered present, the student arrives before 10:15 am and stays for the remainder of the school day, or the student arrives on time but can leave after 12:00 pm. For other concerns (e.g., long appointment in the middle of a school day), a student needs to be in school at least 4.35 hours (260 minutes) to be considered present.

- **Excused Absences include:**
 - Student illness or injury, substantiated, in writing, from the parent/guardian;
 - Medical or dental appointment with written excuse from physician or dentist;
 - Calamity, such as fire or flood;
 - Death in the family;
 - School approved extracurricular activity; and/or
 - Personal or academic circumstances approved by the Administration.
 - Extended absences of more than three (3) days need to have prior approval of the Principal.
 - **Family Trips** (3 or more consecutive days) during regularly scheduled school time are discouraged. Students accompanying their parents/guardians on a trip shall notify the Administration in writing two (2) weeks prior to the planned trip; hold a conference with the various teachers in order to obtain necessary assignments; confirm that the conferences were held to the Administration; and complete all of the required work and assignments. A student not complying with the aforementioned policies may receive failing grades for the work missed. Absences while on family trips are included in the Excessive Absences policy during any given semester and for any given class as explained below.
- **Unexcused Absences include:**
 - Any absence not included under "Excused Absences."
 - Absences for which the school does not accept the excuse given.
 - Absences for which the school has not received a written excuse signed by a parent/guardian within three days of the student's return to school. A parent's phone call is not sufficient to excuse an absence. Absence notes must be turned into the main office (Absence Forms are available on Madonna website).
 - Absences, after the third consecutive absence, for which a doctor's written verification of treatment is not received within three days of the student's return to school.
- **Procedure for an Absence:**
 - Parent/Guardian must call the school between the hours 7:00-9:00 am on the day of the absence (304-723-0545).
 - An absence note is required when the student returns to school. Extra forms are available on the Madonna website.
 - A doctor's verification is required for an absence of more than three (3) days.

- Attempts will be made to telephone the parents of all students who are absent, including those whose absence was reported by a morning phone call. Parents of any student whose absence has not been properly reported will be contacted for verification of the absence.
- **We will contact parents or legal guardians by email on the third day of absence (WV State Law §18-8-4).**
- Madonna students who have attained their eighteenth birthday are required to comply with all aspects of the Madonna attendance policy if they wish to remain in the school and to graduate from this school. This includes the requirement to present a written note from their parents or guardians for school absences.
- **Unexcused Absence Consequences:**
 - Students having a record of repeat, unexcused absences may be placed on probation or dismissed from school.
 - School attendance is a condition to obtain and retain a motor vehicle license. Unexcused absences will be reported to the West Virginia Department of Motor Vehicles and will be used in determining whether a student's operator's license or permit for the operation of a motor vehicle will be denied or revoked.
 - The school does not sanction a Senior skip day. Students participating in such a day will face disciplinary measures determined by the Administration.
 - Additionally, if a student is Absent Unexcused for ten (10) days or more, the parents could be found guilty of a misdemeanor, receive a fine, and/or be forced to accompany the child throughout the school day according to West Virginia law (§18-8-2).
- **College Visits:**
 - Seniors are permitted three (3) college/university visits during their senior year.
 - Juniors are permitted one (1) college/university visit during the second semester of their junior year.
 - Verification of the visit in writing on letterhead stationery from a college/university official must be provided to the office.
 - College visits should be planned for non-school time whenever possible.
- **Extracurricular Activities:**
 - If a student is absent from school for any reason, he or she is not permitted to participate in sports or extracurricular events that may be scheduled that afternoon or evening. Students must be considered present (see "Absences" above) to participate in extracurricular activities that day or to attend school functions. The Administration will determine any exceptions and/or consequences for extracurricular attendance.
 - School functions **DO NOT** count against your attendance. Meaning if you receive an early dismissal for sports team travel it will not count as an absence as that is a school function.
- **Excessive Absences:**
 - For Madonna, absences exceeding six (6) days in any semester will be considered excessive. When a student accumulates six (6) absences in a specific class, in any semester, he or she **MAY** drop one letter grade for the semester for that course.
This 6-day policy includes all common absences due to illness, doctor's visits,

family outings/trips, emergencies, and other absences deemed appropriate by the Administration.

- A student who has missed six (6) or more classes may receive an automatic “I” (Incomplete) for those classes until a review is completed by the Attendance Committee.
- If a student’s absences result in an Incomplete grade, that grade must be made up before mid-term progress reports of the next grading period. Otherwise, the Incomplete will be changed to a failing grade, unless there was a contract arranged between the student and teacher and approved by the Administration.
- **Academic and Career Concerns:**
 - Since a student cannot learn if they do not show up to school, after their third absence (Excused and Unexcused), students may be assigned Detention to ensure they are caught up on all assignments.
 - Students absent seven (7) or more days in any one (1) class during a semester or fourteen (14) days/periods in one class or more a year may have credit withheld and be required to attend summer school before receiving the credit. This policy will be followed for both Excused and Unexcused Absences. Exceptions to the Attendance Policy due to special medical circumstances may be made only by the Administration and will require medical documentation and prior notification.
 - All students must be present for every class. All absences, regardless of the circumstances, become a part of the student’s permanent record. This document, including the attendance record, is used when providing references to colleges and prospective employers.
- **Attendance Committee:**
 - For extenuating circumstances, the Attendance Committee will review the circumstances. Parents are required to call the school each day a student will not be in attendance because of illness, if possible. Further, parents are to send a note stating the reason for the absence with the student within three (3) days of return to school after the absence.
 - Madonna’s Attendance Committee will meet on a regular basis to review student attendance and make recommendations to the Administration concerning good and poor attendance.

Make Up Work Policy

Students will have the opportunity to make up any work missed due to an absence. The following provisions shall be made:

- It is the student’s responsibility upon returning, or prior to leaving if the absence is known in advance, to contact the teacher for any make-up work and complete such work in the time allotted as noted below.
- It is the teacher’s responsibility to provide make-up work and to inform students of the procedures to be followed in obtaining and completing work.
- A student shall be given the number of days missed to complete all make-up work. For example, if a student missed three (3) days of school, he or she will receive three (3) days to complete any make-up work. A maximum of five (5) days will be given to complete make-up work, unless an extension is granted by the individual teacher.

- If a student arrives late for school, he or she is responsible for contacting the teacher on the same day to turn in any scheduled work due on that day.
- Any incomplete work not made up within three (3) weeks after an extended absence results in a failing grade.

Any student absent on the day of a test will be required to take the test upon return with no additional days allotted. Exceptions to this policy will be determined by the Administration in consultation with appropriate faculty.

Failure by the student to contact the teacher or make-up work within the time allotted in this policy may result in a zero (0) for the work not completed or points deducted from the student's grade.

Late Work Policy

Turning in assignments late is a sign of disrespect to the teacher and yourself. Each teacher will share their late work policy at the beginning of the year. This may include a zero (0) for turning any assignment in that is past its due date or could be accepted for partial credit if the teacher chooses to accept late work.

Late for School

Students are required to be prompt to school and to all classes. Any student who arrives after the 7:45 start time is considered late for school. A student who is late for school must report to the office to get a late slip. They are then to go to their class immediately. If the student does not arrive to school by 10:15 am, they will be marked Absent for the day and cannot participate in any extracurricular activities.

To have the lateness excused:

- A parent/guardian must call the school (304-723-0545) prior to the student's arrival at school
- OR upon arrival at school the student must present a Late for School Slip (available on Madonna website) signed by a parent/guardian.
- Students who arrive late and have not followed either of these options are considered Tardy Unexcused and will receive the appropriate demerits.
- Calls received or notes presented after the student's arrival are not acceptable to excuse lateness. In both situations, the Administration must deem the reason acceptable for the lateness to be excused.

Generally, student lateness is considered unexcused if the lateness is caused by circumstances under the control of the student. For example, not leaving home in time to account for normal traffic congestion or railroad crossing delays, failure to set an alarm clock, staying up late to work on school assignments, inability to find a parking spot, long lines at a drive-thru window, and the like, are not acceptable reasons to be late to school.

Late for Class

A student is considered tardy for class if they are not in their classroom when the bell rings to begin class. A student who is late for class during the day must report to that class as soon as

possible. If a student is late for a class beyond thirty (30) minutes, the student will be considered truant and marked Absent Unexcused for that specific class, assuming no excuse is provided by another teacher or faculty member. Generally, a fellow student informing the teacher of the lateness of another is not a valid excuse to be over thirty (30) minutes late.

The teacher may immediately issue the demerits to any student tardy to class. The Administration will review daily attendance and issue the appropriate consequence for tardy students.

To ensure punctuality and emphasize the importance of class time, Madonna will be implementing freeze time:

- During the first ten (10) minutes and last five (5) minutes of any class period, no student may leave their classroom.
- High School students are permitted to go to their **lockers only** in between classes.
- Middle School students are permitted to go to their lockers after their even-numbered periods.
- After gaining permission from their teacher and outside of freeze time, a student will fill out the appropriate information on the Classroom Leaving Log.

Consequences:

- Lateness under ten (10) minutes late:
 - Two (2) Demerits for each lateness and a Lunch Detention
 - After fifth lateness: After-School Detention
 - Sixth lateness: After-School Detention
 - Seventh lateness: Three (3) After-School Detentions
 - Eighth lateness: Saturday Morning Detention
 - Ninth lateness and following: Two (2) SMD's; Meeting with Administration
- Between 10-30 minutes late:
 - First Offense: After-School Detention
 - Second Offense: Three (3) After-School Detentions
 - Third Offense: Saturday Morning Detention
 - Fourth and Following: Two (2) SMD's; Meeting with Administration
- Beyond 30 minutes is no longer considered late and will have the appropriate consequences assigned to the student.

Mass Attendance

Celebrating Mass during school is an integral part of Catholic education. We want you to be present for Mass each time it is celebrated by our school. Mass is one of the times the Madonna family gets together as a school community to live out our school's Mission. Respectful attendance is, therefore, expected. Missing Mass will be considered truancy with the associated consequences.

Summer School

- Course failures jeopardize a student's opportunity to attend Madonna for the next semester and/or year. Students failing courses must attend and pass Madonna-approved summer school programs. Records of courses enrolled, and grades earned must be sent to

Madonna. Summer school grades are calculated in with the GPA for the semester—previously earned grades for courses retaken are not dropped. Families are responsible for any fees associated with summer school courses.

- The final grade will be the average of the summer school grade and the grade received for the course (West Virginia State Law).
- As stated above (see “Academic and Career Concerns” above), Excessive Absences could necessitate summer school to earn a passing grade.
- Madonna complies with WVSSAC guidelines regarding extracurricular eligibility and summer school.
- Theology is a required class and successful completion is required at each grade level. Students failing theology will be required to complete a comprehensive theology packet during the summer months. A fee will be charged, and the completed theology packet must be submitted by the last registration day in August or to receive diploma.

Leaving Campus/Exit Visas

Students are not to leave campus at any time during the school day without the express permission of the Madonna High School Administration. Permission will not be given without a prior written or phone request from a parent or guardian. A student who becomes ill during the school day will not be released without permission from his or her parent or guardian. Please understand that missing any class period at Madonna High School will result in being marked absent for the class periods missed and whatever those consequences might be (see “Attendance Policies” above). Appointments should be scheduled outside of school hours.

Any senior privilege regarding lunch will be determined by the Administration in coordination with the class officers. As of the date of this publication, there is no senior privilege regarding lunch.

MADONNA PROPERTY POLICIES

The Campus

Courtesy and concern for the school require that the campus be kept clean and free of litter. A student who defaces, marks, or damages school property will be subject to disciplinary action and could be compelled to make good the damage to the extent of complete replacement when necessary.

Students are only permitted in the classrooms, gymnasium, physical education building, and office and only in the presence of a supervisor. If a teacher or substitute is not present for a scheduled class, students should remain in the class area while one of them reports the situation to the office. Students should not sit on desktops, tables, windowsills, or bookshelves. During school hours there should be no loitering in the hallways or in the lobby, gym, or outer perimeter of the school.

No food or drink, except water in a clear container with a lid that cannot spill, is to be consumed in any area other than the cafeteria. If holes are poked into water bottles, the student is to throw that water bottle away.

School Property

All faculty, staff, students, volunteers, and parents are expected to assist in maintaining the function and appearance of the Madonna High School facilities. Vandalism of any type is serious misbehavior subject to consequences that can include Suspension or Expulsion in addition to financial responsibility for repair or loss. Vandalism includes but is not limited to writing on interior or exterior walls, lockers, desks or other furniture, school grounds, books, etc. Prior permission is required for any type of display on the Madonna premises, including anywhere on the building or grounds.

The Cafeteria

It is the responsibility of the students to keep the cafeteria clean and orderly at all times. The cafeteria is made clean for the student body to use each day, not for an individual but all students. Therefore, each student will take responsibility for the food items brought into the cafeteria or purchased, and he or she will remove or dispose of their food or trash at the end of their lunch period. Students who purchase lunch in the cafeteria should enter the line in an orderly fashion and be prepared to have their lunch order and money readily available.

Weight Room

Use of the weight room and the equipment is permitted only when the room is supervised by the appropriate teacher/coach. Students are never permitted in the weight room unless proper supervision is present. Students are not permitted in this area during class periods even if a teacher/coach is present, except where the Administration has given permission.

Student Driver Policy

All students who drive to school are expected to fulfill the following conditions:

- Students must obtain a parking pass (\$10.00) and register their vehicle in the office with Mrs. Jasko. The police may be called for any vehicle without a parking pass and/or the vehicle may be towed at the owner's expense.
- Follow safe driving practices and exercise courtesy at all times.
- Drive no faster than ten (10) miles per hour on campus.
- Park in school-authorized parking areas only. Any student who is found parking his or her car in an unauthorized area of the school grounds will be asked to move their vehicle and be given a warning. Students continuing to park in unauthorized areas may lose parking privileges for the remainder of the semester.
- The parking area for students is behind the school from the end of the school building to the wrestling room, with only seniors having front row privileges.
- Driving Penalties
 - First Offense: A warning will be issued.
 - Second Offense: After-School Detention
 - Third Offense: A phone call home to parents and a Saturday Morning Detention.
 - Fourth Offense: A phone call home to parents and you will also be required to attend a second Saturday Morning Detention. You will also lose your parking privileges for one (1) week.

DRESS CODE POLICY

INTRODUCTION

The wearing of a uniform allows everyone to be seen for who they are, not by what they have. The purpose of a uniform is a means of consistency in student dress, while keeping costs low. It also reduces the problem of competitive dressing. Furthermore, since most jobs have some variety of dress code, this policy prepares students for their futures. Students, unless otherwise notified by the Administration, will wear the school uniform. Madonna High School students are expected to keep themselves well-groomed and neatly dressed at all times. A clean and healthy appearance is important. Any form of dress or hair style which is considered by the Administration to be contrary to good hygiene or which is distracting or disruptive in appearance and detrimental to the purpose or conduct of the school will not be permitted. All clothing must be clean, neatly pressed, and in good repair. No ripped, torn, or defaced item may be worn.

For Madonna Uniform Dress Code, our goal is to assist our students in forming a mature understanding of professional dress attire. Professional dress is not selfish; it is not about one's "comfort," it is about appearing responsible to others and for others.

This dress code is intended to help with self-discipline. Students should be able to discern if they are in dress code, how to fix it if not, and what the consequence is if they choose not to fix it.

GENERAL DRESS CODE

This section concerns the general appearance of Madonna students and supersedes the following types of dress days except where explicitly noted. This section will be applicable to every Madonna student at all school events. These activities include, but are not limited to, summer camps, retreats, service projects, etc.

- **HAIR:** In the interest of good grooming, a student is to have neat, clean, properly combed hair of moderate length and style. Extreme hairstyles, unnatural hair colors, or exotic faddish haircuts, as determined by the Administration, will not be permitted. Wigs are permitted on an individual basis by the Administration. Gentlemen's hair will need to be neat and compact—with the face visible—and above the shoulder with no visible clips, headbands, or scrunchies.
- **PIERCINGS:** No body piercings permitted, except for females (the rule outlined specifically in the Ladies Section below).
- **ACCESSORIES:** Medical alert and religious bracelets and appropriate watches are the only items allowed to be worn on the wrist. If a student wishes to wear a different bracelet—supporting breast cancer awareness, for example—approval will only be given by the Administration, if the message is deemed appropriate, after the student asks permission.

UNIFORM DRESS DAYS

Dress Code Everyone

All polo shirts, fleece half-zip pullovers, crew neck sweatshirts, and sweaters must be Madonna issued. Madonna approved dress pants, belt, dress shoes, and socks must be worn. **Shirts must be tucked in at all times.**

- Madonna polo is required to be worn at all times under fleece/sweatshirt/sweaters. Polo shirt collar should be visible.
- **Tennis shoes, slippers, hiking shoes, work boots, cowboy boots, moccasins, and sandals are not permitted.**
 - **UGGS are not permitted. No fleece-lined shoes are permitted.**
- **NO OUTSIDE ISSUED SWEATSHIRTS, HOODIES, FLEECE, OR T-SHIRTS ARE TO BE WORN.** Even those with Madonna logos or lettering. This includes sports-team issued apparel.
- SHOELACES: Shoelaces must be solid colors that match with the shoe.

Dress Code Gentlemen

- PANTS: Dress pants must be Dockers-style “Classic Fit” in navy blue **without stitch designs or rivets**. Sports slacks are not permitted.
- UNDERGARMENTS: A solid white, black, blue, or gray t-shirt is to be worn underneath your polo shirt with no lettering or pictures.
- BELTS: A dark brown or black belt must be worn with pants at all times and pants must fit snug around the waist.
- SOCKS AND SHOES: Socks must be solid color, worn at all times, with the only optional colors being white, gray, navy blue, or black. Dress shoes must be worn at all times, with brown or black oxfords or loafers recommended, as well as navy blue and charcoal-gray dress shoes permitted.
- APPEARANCE:
 - Hair will need to be neat and compact, with the face visible, and above the shoulder with no visible clips, headbands, or scrunchies.
 - The face is to be clean-shaven.
 - Jewelry, such as large neck chains, earrings, etc., are not acceptable at school or at any school functions.

Dress Code Ladies

- PANTS AND BELTS: Slacks must be Dockers “Go Khaki” in navy blue **without stitch designs or rivets**. A dark brown or black belt must be worn with pants at all times.
- UNDERGARMENTS: A solid white, black, blue, or gray t-shirt or white undergarments are to be worn underneath your polo shirt with no lettering or pictures.
- SKIRTS: School approved skirts must be plaid, navy blue, or grey, and purchased from Schoolbelles; the skirt must be no more than **3 inches above the knee nor 2 inches below the knee in the standing position.**
- SHOES AND KNEE SOCKS: Dark brown or black oxfords or loafers recommended, as well as navy blue or charcoal-gray dress shoes permitted. "Madonna knee socks," white, navy blue, or gray knee socks are permissible or solid white, navy blue, or gray tights.

- APPEARANCE:
 - Stud earrings (of limited size) may be worn on the top portion of the ear, as well as the lobe. Small hanging earrings may be worn from the lobe. Nose piercings may only be a clear stud during the school day (available for purchase in the office, if necessary).

Dress Code Options for Ladies and Gentlemen

The following options to the basic uniform are permitted:

- ANYTIME:
 - School sweaters must be purchased from Schoolbelles and may be worn at any time as needed.
- SOMETIME:
 - **LABS:** On lab day, teachers may require a more strict dress code than stated here. If a student is not able to meet the teacher's lab day dress code, it will be considered a Major Dress Code violation with the consequences stated below.
 - **GYM:** The physical education teacher will inform the students of the proper dress code for gym class. If a student is not able to meet the gym class dress code, it will be considered a Major Dress Code violation with the consequences stated below.
 - **SPORTS:** A single game day outfit (option) will be decided for the season and on which days they are permitted to be worn. If the student-athlete does not have this outfit (option), then he or she must be in uniform. Hoodies will not be permitted.
 - **SHORTS:** Shorts may be worn in the months of August, September, October, April, and May. Dress shorts must sit at the waist, reach the knee, and be navy blue similar to the pants policy above.
 - **SENIOR PRIVILEGE:** Senior Privileges will be determined by senior class officers and the Administration. Privileges could begin in the second quarter for those who have achieved an excellent attendance rate. Other privileges could be added with the further responsibility of having completed all service hour requirements for graduation. Failure to adhere to the Senior Privilege exception to the Uniform Dress Code may cause the senior to lose that privilege for the remainder of the semester and/or school year.
- NEVER:
 - Outside apparel is not permitted during school hours. This includes, but is not limited to, jackets; coats; gloves; leg warmers; leggings, yoga pants, etc.; jean apparel; flannel shirts; or blankets.
 - Hats and/or sunglasses are not to be worn at any time.
 - Tattoos and/or body piercings that can be rendered visible by the regular school uniform and/or basic street or dress clothes are prohibited. Tattoos may not be covered with bandages or wristbands. Long sleeve t-shirts are an acceptable undergarment to cover visible arm tattoos.

SPECIAL DRESS DAYS

These Days will be determined by the school Administration. On these days, students are permitted to be out of the above Uniform Dress Code, but the following dress code rules will be used for the appropriate days. The General Dress Code is to be followed except where explicitly stated below. The named-dress codes will modify the “For ALL Special Dress Days” rules.

- For ALL Special Dress Days:
 - Pants with any holes located above the knee and/or hanging below the waist are not permitted. If the Administration determines the size of the holes to be unacceptable, then the student may receive the appropriate consequences for violating the Dress Code.
 - **Earrings refer to above mentioned policy under Ladies Dress Code.**
 - Skirts and dresses must be no more than **3 inches above the knee** as determined in the standing position.
 - Shorts, during the months listed above, must reach at least finger length as determined in the standing position.
 - Halter tops, tank tops, midriff tops, or sundresses are not permitted. Shirts showing midriffs, cleavage, or see-through clothing are not permitted.
 - For safety reasons, flip-flops and other open back footwear may not be worn. Crocs must have the strap around the heel.
 - NEVER PERMITTED: Pajama pants and tight-fitting clothes, such as yoga pants, leggings, body suits, leotards, etc.
- Spirit Day Dress Code:
 - Required: Madonna team/club/school shirt or sweatshirt must be worn at all times throughout the entire day.
 - Prohibited: Hats (may be approved during Saturday Morning Detention at the discretion of the Administration only)
- Theme Dress Days (Homecoming week, Catholic Schools week, etc.) Code:
 - Students are required to dress according to theme.
 - Students choosing not to dress to the theme must follow the Uniform Dress Days dress code stated above. Students may lose special dress day privileges for a set period of time or for the remainder of the school year to be determined by the Administration.
 - Hats may only be worn if it is part of the theme dress day, and teachers may or may not require no hats as they see fit for their classroom.
 - Other exceptions to the above stated dress code policies may be permitted according to the theme (e.g., jelly wrist bands on an 80s Theme Dress Day). If there are questions, the student should ask beforehand (do not show up and hope for the best) or bring the appropriate acceptable correction if the student’s desires fail to meet the theme. The Administration will determine whether the student meets the theme, which will be clearly stated prior to the day assigned.
- Free Dress Day Dress Code:
 - NEVER ALLOWED: Clothing that references drugs, alcohol, tobacco, race, sex, offensive or anti-Christian messages (including but not limited to Playboy, Playboy bunny logo, Hooters, etc.)
 - Shorts may only be worn during the allowed months.

- If there is an out-of-school function (e.g., NHS Induction), professional attire is expected.
- On Picture Day, students are to wear their uniform, specifically either the white or gray polo shirt. Photos will be taken without sweaters or sweatshirts.

DRESS CODE INFRACTIONS

Minor Dress Code Violation:

- **For Every Offense:** Two (2) demerits will be assigned if the infraction is corrected and will be assigned Lunch Detention (see page 26).
- **Every Fifth Offense:** The parents of the student will be sent the Dress Code, with an Acknowledgement of Receipt Form, stating that they have received the Dress Code and are aware that their child has failed to meet the standards of the Dress Code. The student will have the form signed and returned by the next school day or receive additional consequences. The student will also be assigned a Detention.
- **Additional Consequences:** To be determined by the Administration. The Administration reserves the right to issue disciplinary sanctions to students for flagrant or repeated violation of the dress code.

Major Dress Code Violation:

- **For Every Offense:**
 - Student will stay in the office until the infraction can be corrected and the student can join the school community (parents/guardians drop off correct attire).
 - Ten (10) demerits will be assigned and an automatic Detention.
- **On the Third Offense:**
 - Parents/Guardians and will be given a copy of the Dress Code Policy when they bring the corrected attire to school.
 - Student will be assigned ISS.
- **On the Fifth Offense:**
 - Parents/Guardians and student will meet to develop a contract with the Administration to avoid further Major Dress Code issues. The Administration will review this seriously because continued, major refusal to follow dress code will be seen as acting against the mission of Madonna High School. The Administration will determine if this will be a consideration for dismissal.

SCHOOL FUNCTIONS

Excellent conduct is expected of Madonna students at all times. School spirit binds current and former students to Madonna. It shows pride in the school and the players on the field, track, or court. Cheering on a Madonna player or the team provides a psychological support that may aid in victory. The use of vulgar, profane, or abusive language or disrespectful or discourteous behavior will not be tolerated either on or off campus. This includes language and behavior at athletic contests, pep rallies, dances, and other school activities. Students who violate this policy will be subject to disciplinary actions.

Applicable dress code regulations are enforced at all school functions.

During the school year, Madonna sponsors dances for the enjoyment and social growth of the students. Appropriate behavior and dress are always expected of each student. Specific regulations for particular dances—especially time of arrival and departure—will be announced by the Administration. Students must arrive by the announced time and remain until the dance is over.

Student Functions and Dances

Throughout the year, Madonna and/or its various organizations will hold events for students, such as dances. Most of the following policies refer to dances but apply to other functions as well.

- Students who have guests are responsible for the behavior of their guests.
- Dresses, whether for Madonna students or guests, must be approved according to the guidelines posted on the school website for the current school year. Ladies who arrive at the event improperly attired will not be admitted.
- Approved dresses must be the same dress worn to the dance, any alterations to the dress during the dance may be subject to disciplinary actions.
- Inappropriate dancing of any style, especially suggesting or imitating sexual conduct, may result in the offending participants being removed from the event and could result in the interruption of the event and possibly the early termination of the event.
- Students must arrive within the first hour. Exceptions may be made with prior approval of the Administration.
- Once admitted, students who leave a dance will not be readmitted and must leave the venue.
- With the exception of the Homecoming Dance and Prom, classes and organizations are required to arrange for adequate adult supervision which must include Madonna faculty and/or Weirton Police.
- Students and guests attending any Madonna sponsored dance must be under the age of 21.
- Students must remain in public areas appropriate to the venue as directed.
- The possession or use of tobacco, alcohol, or drugs of any kind will result in offenders being removed from the event, parents being notified, and will result in other consequences consistent with Madonna's Code of Conduct.
- All attire must be appropriate for a Catholic school function. Students may not wear attire promoting policies or lifestyles involving alcohol, tobacco, or drug products, or promote ideas or actions contrary to a Catholic environment.
- Please review Dancing Guidelines before any dance. See below.

Dancing Guidelines

For all school dances, students will be expected to be mindful of the principles that guide the Madonna handbook. Students are expected to be clean and neat in their personal appearance, observing standards of modesty, moderation, and good taste.

All dance styles must comply with standards of Christian morality, including modesty and safety. School personnel will be the final judge of the appropriateness of the dance style. School personnel will address any student behavior or dancing deemed inappropriate which includes, but not limited to, the following: front to back dancing, suggestive or dangerous dancing.

Any student participating in inappropriate dance styles will first be given a verbal warning. A second violation will result in being asked to sit for five minutes. A third violation will require dismissal from the dance. The chaperones will notify parents/guardians of the violation and subsequent dismissal. No refund will be issued. If the student does not have proper transportation home until the end of the dance, they will be required to stay, but will not be allowed to dance. Any student or guest who is dismissed from a dance may not be permitted to attend any other dance held during that school year.

Students who are in violation of these or any school policies may also be subject to school disciplinary procedures.

Sportsmanship and Moral Conduct

Catholic schools are to expect that all who are involved in their extracurricular programs—athletes, coaches, play director, club moderators, teachers, parents, and spectators—will display, at all times, the Christian moral principles taught by the Catholic Church. Schools will not tolerate behavior and attitudes that are not in keeping with basic Christian teachings.

Code of Conduct for Sporting Events

- Spectators, in particular, should be told that disruptive or unruly behavior will result in their removal from the facility in which a sport is being played.
- Inappropriate behaviors that could require removal include but are not limited to:
 - Berating or belittling players, coaches, or officials
 - Unsportsmanlike and illegal actions by coaches
 - Menacing actions and obscene gestures or use of vulgar language
 - Sirens, whistles, horns, or artificial noisemakers that prevent fair play
 - Use of alcoholic beverages or being under the influence of drugs or alcohol
 - Any acts of violence or threats, assault, or battery
 - Streamers, paper, or anything thrown at any time during the game that could result in a technical foul, penalty, or forfeiture of game.

MADONNA TECHNOLOGY POLICIES

Electronic Devices

Electronic devices other than Chromebooks are not to be used during class time. Such devices include, but are not limited to, cellular phones, MP3 players, iPods/iPads, headphones/ear buds/air pods/etc, smart watches, FitBits, digital cameras, etc. The use of these devices is prohibited during class time. However, they are permitted at your lockers between classes and at lunch. Ear buds, headphones, etc. are not to be worn while walking in the hallway. During an

- **High School Students will be required to place their electronic device (cell phone/ear buds/etc.) in the hanging phone bags that are in each classroom at the beginning of class.**
- **Seventh and Eighth Grades will place their phones in the lock boxes during first period, and they will get them out of the lock boxes at the end of eighth period.**

exam, a teacher may ask that smart watches be placed in the phone bags while everyone is taking their exam. If an electronic device listed above is visible during class hours:

Consequences for Improper Use of Electronic Device

- First Offense: The student will walk the device to the office where it will be locked in a lock box for the remainder of the school day. Student(s) will be allowed to pick up the phone at the end of the day.
- Second Offense: The student will walk the device to the office where it will be locked in a lock box for the remainder of the school day. The student's parents must come to the school during school hours to retrieve the device for you.
- Third Offense: The student will walk the device to the office where it will be locked in a lock box for the remainder of the school day. The student's parents must come to the school during school hours to retrieve the device for you. You will also receive a Saturday Morning Detention.
- Fourth Offense or More: The student will walk the device to the office where it will be locked in a lock box for the remainder of the school day. The student's parents must come to the school during school hours to retrieve the device for you. Student(s) will also receive two (2) Saturday Morning Detentions.
- NOTE: If the violation occurred during the last period of the day, the consequence may be issued for the following school day.
- For any type of cyberbullying or cyber harassment, the student's device will be turned in to the office at the beginning of each school day for two (2) weeks and serve an ISS. Failure to do so will result in another week added to the student's device being kept in the office and serve an OSS.

Sexting Policy

Sexting, or using a cell phone, computer, or any personal communication device to send, or email messages or possessing messages containing images, photos, or text, which are reasonably interpreted as sexually suggestive, is prohibited and is a serious offense that is counter to the mission of the school. Students involved in possession or transmission of inappropriate photos and/or texts on their cell phones or other electronic devices will face disciplinary actions that may include Suspension and/or Expulsion.

Social Networking, Blogs, Online Publishing

Madonna High School defines online conduct as the use of electronic communications in an official or personal capacity that is consistent with our values and standards of conduct. It is important for students to know that once they have logged onto a social media platform, they still represent Madonna. Social Networking sites, blogs, and any other online publishing continues to grow as a main form of communicating and connecting with people across the world. Everyone in the school community is expected to use all technology tools in a responsible and moral way. Remember that you represent Madonna High School at all times whether online or in-person.

Therefore, students of Madonna High School who share pictures, videos, texts, or other information on social media that misrepresents our values and standards of conduct are subject to disciplinary action taken by the Administration or legal authorities as applicable. Depending on

the nature of the offense, the Administration will contact local law enforcement and will comply with what is required. Diocesan Policy states:

- Teachers/Staff are not permitted to be “friends” on any personal, social networking sites with any student of the school.
- The official use of the school logo and/or name are not permitted to be used on any personal online sources, blogs, websites, etc. without the written permission of the Principal. Neither are permitted to be used or associated with any unofficial social media pages/accounts.
- Publishing disparaging and/or defamatory comments about the school or anyone in the school community is not permitted and may result in disciplinary action.

Virtual Reality Sites

Virtual Reality sites can be a positive experience. However, there are potential risks to the developmental and moral life of a student. Parents are cautioned to be aware of the online sites visited by their children, knowing that often predators are not living in a neighborhood, but within the home via a computer. Students whose avatars depict other students, teachers, or parish staff in a defamatory light face disciplinary action that may include detention, suspension, and/or expulsion.

ACCEPTABLE USE POLICY FORM FOR TECHNOLOGY

DIOCESE OF WHEELING-CHARLESTON

(Last Version: Form 6810F1)

Catholic schools in the Diocese of Wheeling-Charleston make every effort to provide a safe environment for teaching and learning with technology. The use of technology by students, faculty and staff is a privilege not a right. The students, faculty, staff, and entire school community are granted the privilege of using the hardware and software, peripherals, technology devices and electronic communication tools including the Internet. With this privilege comes the responsibility to use the equipment correctly, respect the name and intellectual property of others, and follow the policies outlined below. It should be understood that the use of these technologies will be monitored by the school administration and should not be confused with private home use. The guidelines provided in this document outline the responsibilities that are associated with the use of technology. There is no expectation of privacy for use of Diocesan technology and the Diocese reserves the right to monitor all electronic communications and devices to ensure that activity is consistent with these policies.

TECHNOLOGY USE GUIDELINES

- **Educational Purpose/Appropriate Use:** The use of all technology including Internet access at schools for all faculty, staff, and students is provided solely for educational purposes to enhance teaching and learning. Students are not permitted to access social networking sites, gaming sites or other inappropriate sites, except for educational purposes under teacher supervision.
- **Copyright/Intellectual Property and Identity:** All sources obtained for teacher and student work should be properly cited. Users are to respect the rights and intellectual

property of others in accordance with federal copyright laws. Reproducing copyrighted material without express permission of the owner is a violation of Federal Law.

- **Communications:** Electronic and/or Digital communications with students should be conducted for educationally appropriate purposes and employed only on school sanctioned means of communication. School sanctioned communications methods include, but are not limited to: school web pages, school email, school phone numbers, and educationally focused networking sites.
- **Electronic and Mobile Devices:** Use of any technology device in our schools must have an educational focus. Users must adhere to local school policy regarding the use of electronic devices including, but not limited to, mobile devices, calculators, gaming devices, cellular phones, and digital and video cameras. The school's technology policy regarding authorization, use, responsibility, integrity, intellectual property, and monitoring will be applied to these devices.
- **Online Publishing:** Users are not permitted to use a photograph, image, video or likeness of any student, or employee without the express permission of that individual and of the principal. Users must not use school equipment to create any site, including wikis and blogs, without express permission of the principal. Maintaining or posting material to a Web site that threatens a likelihood of substantial disruption in school, including harming or interfering with the rights of other students or teachers to participate fully in school or extracurricular activities, is a violation of the Acceptable Use Policy and subject to disciplinary action.
- **Reporting:** Users must report immediately any damage or change to the school's hardware/software that is noticed by the user.
- **Administrative Rights:** The school has the right to monitor students, faculty/staff, and volunteers' use of school technology and all content accessed through technology.

STUDENT RESPONSIBILITIES

Students will be responsible for their use of technology and follow the following guidelines.

- I will follow the rules of network etiquette, which include, but are not limited to, the use of appropriate language and polite responses.
- I recognize that software is protected by copyright laws; therefore, I will not make copies of copyrighted software and I will not give, lend, or sell copies of such software to others.
- I recognize that the work of all users is valuable; therefore, I will protect the privacy of others. I will not share my password with anyone else and I will not use another person's account.
- I will not access, retrieve or send unethical, illegal, immoral, sexually explicit inappropriate or unacceptable information of any type.
- I will protect my personal information and I will not divulge my home address, phone number, passwords, and personal information to another user for any purpose.
- I understand that information received and sent online is public information, unless otherwise specified.
- I will follow my school's procedures for the storage of information.
- I will not plagiarize information received in any form.
- I will respect my school's network and all security measures that are in place. I will not attempt to bypass the security built into the system, and I recognize that doing so will result in immediate loss of Internet and/or online services privileges.

- I will act in a responsible, moral manner when using technology.

CONSEQUENCES FOR IMPROPER USE

Madonna High School will not be held responsible for any inappropriate use of technology. Violations of this agreement may result in disciplinary action including, but not limited to: revocation of a student's access to school technology, suspension, and/or expulsion.

CHROMEBOOK POLICY

The use of technology is a privilege afforded to students to enhance learning. Technology can be used to teach technological skills, integrate various content areas, encourage critical thinking and problem solving, and develop ethical practices.

With this privilege comes responsibility. The staff will make every effort to provide a safe environment for students who access the Internet, but the student must also use the equipment correctly and appropriately.

The following is the Diocesan Acceptable Chromebook Use Policy that all students and parents must sign when purchasing their school-approved Chromebook or getting their personal Chromebook set up to work on the school's network. Students may not access Madonna's network until the agreement is signed. A signed Acknowledgment of Receipt of the Chromebook Policy will be kept in the student's file for each enrolled school year. Students who violate the letter or the spirit of the policy will be subject to appropriate disciplinary action, including but not limited to suspension, reduction, or revocation of computer privileges, withdrawal from computer courses (including yearbook) and notification of the withdrawal on the student's official transcript, or dismissal from Madonna.

Recognizing the legal and ethical obligations to its students, Madonna High School takes its technological responsibilities seriously. It, therefore, retains the following rights and understands the following responsibilities:

1. To log network use and to monitor file server space utilization by users and assume no responsibility or liability for files deleted due to violation of file server space allotments.
2. To remove a user account on the network.
3. To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of internet activity for later review. Moreover, Madonna High School administrative staff and faculty retain the right to collect and/or inspect Chromebooks at any time, including via electronic remote access, and to alter, add, or delete installed software or hardware. Virus protection is unnecessary on the Chromebook due to the unique nature of its design.
4. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to Madonna-owned equipment and, specifically, to exclude those who do not abide by Madonna's Acceptable Use Policy or other policies governing the use of school facilities, equipment, and materials. Madonna reserves the right to restrict online destinations through software or other means.
5. Provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

INTERNET USE – TERMS AND CONDITIONS

Acceptable Use

The use of your accounts must be in support of education and research and be consistent with the educational objectives of Madonna High School. Use of another organization's network or computing resources must comply with the rules appropriate for that network. Students must not access social networking sites, streaming video or audio sites, or gaming sites, unless under teacher supervision for an educational purpose.

Privileges

The use of the internet is a privilege, not a right. Access to the internet must be expressly permitted in any area of the school. Inappropriate use will result in a cancellation of those privileges. The system administrators and the Administration will deem what is inappropriate use, and their decision is final.

Unacceptable Use

Includes, but is not limited to, the following:

1. Giving out or seeking personal information about another person, including home address, phone number, or email address. (It shall be assumed that permission has not been given to violate another's privacy in this manner, even if the information is publicly available.)
2. Accessing home or non-school affiliated email accounts from school, signing up for home or non-school affiliated email accounts, or using instant messages through the Madonna network.
3. Using the network for commercial or for-profit purposes or personal business.
4. Using the network for product advertisement or political lobbying.
5. Intentionally seeking information on, obtaining copies of, or modifying files, photos, other data, or passwords belonging to other users, falsely represent or misrepresent other users on the network.
6. Disrupting the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
7. Installing or using a proxy server, or any other means, with the intent to bypass web content filters.
8. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system.
9. Transmitting hate mail, chain letters, mass mailings, harassment, discriminatory remarks, and/or other antisocial behaviors.
10. The unauthorized installation of any software, including shareware and freeware, for use on school computers.
11. Using the network to access or process pornographic material, inappropriate text files (as determined by the system administrator and/or the Administration), or files dangerous to the integrity of the local area network.
12. Downloading entertainment software or other files not related to the mission and objectives of Madonna High School for transfer to a user's home computer, personal

computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and noncommercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of Madonna High School.

13. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific, written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
14. Use of the network for any unlawful purpose is prohibited.
15. Use of profanity, obscenity, racist terms, or other language that may be intended to offend another user is prohibited, including bullying, cyberbullying, etc.
16. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
17. Establishing network or internet connections to live communications, including voice and/or video (relay chat) like Google Chat, Google Meet, Zoom, etc., is prohibited unless specifically authorized by the system administrator.
18. Any attempts, successful or not, to circumvent content filtering, activity logging, or any other function of the Madonna network.
19. Using a hotspot or other external internet connection during school.

Copyright/Intellectual Property and Identity

All sources obtained for student work must be properly cited. Transferring copyrighted material to and from school without the express permission of the owner is a violation of Federal Law.

Network Etiquette

You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Do not reveal the personal address or phone number of students, teachers, administrators, or yourself.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- You are the owner of what you publish via the network and are not the owner of someone else's information accessed via the network.
- Be polite. Do not get abusive in any postings on the internet.
- When finished with a computer, log off.

Communications

Electronic and/or digital communications between students and teachers should be conducted solely for appropriate educational purposes and employ only school-sanctioned means. This includes teacher web pages, teacher school email, school phone number, and educationally-focused networking sites. Students should not have access to teachers' personal email or phone number. If a student contacts a teacher using personal numbers, email, or networking sites, the teacher will notify the Principal immediately.

Security

Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the internet, you must notify the system administrator or your teacher. Do not demonstrate the problem to other users. Attempts to log on to the internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the internet and the computer labs.

Respect for Others Property

Do not access, view, alter, erase, or damage another individual's account or storage device. Entering or attempting to enter another's account is strictly forbidden and disciplinary consequences will be determined by the Administration.

Remote Access

Students accessing their accounts remotely must remain responsible for complying with the terms of this policy.

Social Media

All behavioral standards in this handbook apply to students who are on any public or private access internet site, including all social media. Consequences for students representing themselves or the school in a manner that is deemed inappropriate or in violation of any of the standards will be disciplined.

The name, Madonna High School, or any form of it, may not be used or associated with any unofficial social media pages.

Madonna High School makes no warranties of any kind, whether expressed or implied, for the service it is providing. Madonna High School will not be responsible for any damages a student might suffer. These include loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or a student's errors or omissions. Use of any information obtained via the internet is at the student's own risk. Madonna High School specifically denies all responsibility for the accuracy or quality of information obtained through its services.

CHROMEBOOK POLICY

Students at Madonna will utilize Google Chromebook computers on the school provided wireless network. Chromebooks and school computers are strictly for educational use consistent with the educational goals of Catholic education and the school.

Each student receives a Chromebook and one (1) Chromebook charger. Until a receipt for transfer of ownership is issued by the school, all Google Chromebooks and chargers are treated as the property of Madonna during the entirety of a student's career. Only school-approved Chromebooks will be allowed in the classroom. No other technology will be permitted in the classroom.

The Chromebook is for academic use. Only the school provided email address is to be used with the device. Students return the device at the end of the second semester each year for cleaning, licensing, updates, and maintenance.

Student Responsibilities

(Not following these policies can result in disciplinary action)

- Must have the Chromebook ready for class by having it fully charged each morning.
- May not unilaterally claim possession of a Google Chromebook nor may they discard the device. The school may ask for the return, or review, of a Chromebook at any time for any reason.
- Are not permitted to attach personal Chromebooks (or personal laptops/tablets) to the school network.
- May not rent or sell a Madonna Google Chromebook to any third parties or other students.
- Must keep the Chromebook in their possession or secured in a locked classroom or locker at all times. If a Chromebook is found to be unattended, it will be returned to the office, system administrator, or a teacher, and the student who left their Chromebook unattended may receive disciplinary action.
- Must not lend their Chromebook to other students and must not borrow a Chromebook from another student.
- If the device is lost, damaged, or stolen, the responsibility falls to the student to whom the device is assigned.
- Must carry and transport the Chromebook appropriately on campus.
- Must be entirely responsible for backing up their own data (lost or damaged data is not the responsibility of the school).
- Should avoid use of the device in the Cafeteria while food or drink is being consumed.
- Are not permitted to write on the Chromebook or school-provided cases, have stickers applied to them, or modify or deface them in any way.
- Must not remove, relocate, or write on the asset tag sticker on the Chromebook.
- Are not allowed to create or use any administrative passwords on their Chromebooks.
- Are not to open the Chromebook to attempt their own repairs, including attempting to change the battery.
- Are not permitted to use a personal network, virtual private network, etc. to connect the Chromebook to the internet (e.g., personal cell phone hotspots) while at school during school hours.

Chromebook Repairs

1. Chromebooks should be handled with respect and care. Inappropriate treatment of school Chromebooks is not acceptable and may result in reduction of technology privileges and/or disciplinary action.
2. Students are responsible for returning broken, damaged, or unusable Chromebooks to the school technology office immediately for inspection and assessment. Non-functioning devices are not an excuse for lack of participation in class or failure to complete assigned work.
3. Chromebooks that are unusable and need to be repaired will have a temporary replacement unit issued to the student, if available. Loaners are for use during the school

day and will be returned at the end of the day. Loaners are not available to go home with the student.

4. Madonna High School has a Repair Fee for Chromebooks. For the student's first incident there is no fee. Starting with the second incident requiring physical repair, the following fee schedule applies:
 - Second repair and all repairs after: \$50 per incident
 - Repaired Chromebook will be returned upon receipt of the repair fee for the service provided.
 - Repair Fee will be charged for any damage discovered during summer maintenance.
 - Complete damage of a loaner Chromebook requires recompense of the loaner, as is in accord with Christian charity.
 - **NOTE FOR SCHOOL YEAR 2024-2025:** Madonna will **not** do any physical repairs to Chromebooks purchased outside of the school. Students/Parents are responsible for any physical repairs to these Chromebooks. Temporary replacements for damage to these Chromebooks will be for a length of time determined between the parents and Administration. New Chromebooks must be purchased through the school. Students are responsible for all work, assignments, and participation in class while their Chromebook is out for repairs.
5. The Repair Fee does not cover lost Chromebooks and therefore the student must purchase a new device through the school.
6. In cases of stolen Chromebooks, a police report must be filed and a copy of the police report must be provided to the school. A determination will be made by the Administration as to whether the student will receive a replacement Chromebook or be responsible for the purchase of a new one. New Chromebooks must be purchased through the school.
7. If a student loses their charger, they must purchase a replacement charger for \$20 from the school.
 1. This ensures the charger has proper voltage, wattage, etc. for the Chromebook, helps prevent damage to the Chromebook and further repair fees, and helps prevent possible battery explosion.
 2. **NOTE FOR SCHOOL YEAR 2024-2025:** Madonna will only have chargers available for the Chromebooks sold by the school.
8. Madonna High School is not responsible for the loss or theft of any student property.

GENERAL POLICIES AND PROCEDURES

Administration

The Administration refers to the Principal and the Deans of Students. Other faculty members may be consulted to assist in academic or disciplinary issues. The Designated Pastor may be consulted, as well.

General Admissions

No child whose parents desire to enroll him or her in a Catholic school in the Diocese of Wheeling-Charleston shall be denied admission on the basis of race, gender, national origin, or age (in accordance with the law). Notwithstanding the foregoing, students with disabilities will be considered for admission at the discretion of the Principal, considering the extent of the disability and special needs of the student and the resources and accessibility of the school to meet such needs.

Catholic schools are exempt from compliance with the public accommodation provisions of the ADA (Americans with Disabilities Act).

Every local effort shall be made to provide each qualifying Catholic child the opportunity to attend a Catholic school regardless of the financial situation of the family. Families should seek the advice of their Pastor or the Designated Pastor of the school if a financial problem exists. Each local Catholic School Consultative Board is encouraged to have a local tuition assistance program to help families that cannot afford all or part of the tuition.

Guardianship

All students attending Madonna High School must be under the direct supervision of a parent and/or a legal guardian. Students must reside with this parent/legal guardian. A student's age does not excuse parent and/or legal guardian from this responsibility. The school reserves the right to verify legal guardianship. In the event of an emancipated student, the Administration will meet with the parents and student. Legal paperwork referencing emancipation must be on file at Madonna High School.

Hours of Instruction

School begins each day at 7:45 am. The warning bell for students will ring at 7:40 am. The school day ends at 2:35 pm. On days when a special schedule is required (such as two-hour early dismissals or two-hour delays), this schedule will be adjusted (See Schedules in Appendix 1, pg. 73).

School Office Hours

The school office is open between the hours of 7:00 am and 3:00 pm when school is in session. Summer hours vary.

Deliveries

Madonna will **not** accept deliveries of balloons, flowers, food, etc. for students. The delivery person will be instructed to return these items to the business. Students also may not receive deliveries anywhere on school premises.

Health and Medication

Madonna High School does not have the daily services of a resident nurse. The Diocese of Wheeling-Charleston supports and complies with West Virginia Immunization Laws and Rules for required immunizations for all students attending Catholic schools. Immunization records will be required for new freshmen and all transfer students. Any requests for immunization exemption must be referred to the Department of Catholic Schools. Medical exams are required by the WVSSAC for all students wishing to compete in athletics.

Prescription Medication

Prescription medications may be administered after written notification (Medical Administration Authorization Form) from a licensed health care provider and parent/guardian are received in the office. The medication and written parental permission must be left in the main office. The prescribed medication must be in the original, labeled container, which includes: student's name, name of medication, reason(s) for the medication, dosage, time, frequency, method of administration, and date the prescription and/or medication expires. Additional information about this policy is available upon request. (Diocesan Policy 5910)

Child Abuse Laws

Madonna High Schools abides by the Adoption and Family Services Act. This law mandates that all cases of suspected abuse and/or neglect be reported to Child Protective Services.

Pregnancies and Student Marriages

In the event of a marriage of a student or the pregnancy of an unmarried girl, the following guidelines are to be followed:

- Neither pregnancy nor marriage are grounds for dismissal. Madonna High School will continue to provide an educational program.
- If a pregnancy occurs, the Christian response is one of acceptance and understanding, not judgment or condemnation.
- If the student is 18, he or she is legally an adult.
- If the student is married by a Church or authorized state official, he or she is a legally married, responsible adult in the eyes of the state and the Church community.
- Experience has shown there is no conclusive evidence that married life and school are incompatible.
- Christian educators are in a position to help a young married student adjust to married life and are in a position to help young students deal with pregnancy/paternity and make adjustments as needed.

Abortion Policy

The Catholic Church and Madonna High School remain steadfast in defining abortion as the direct taking of human life and is therefore immoral. Any student in a Catholic school in the Diocese of Wheeling-Charleston who, with full knowledge and consent, undergoes an abortion or actively assists in the procurement of an abortion shall be expelled from school immediately.

This policy is subject to the appeal process in School Policies and Administrative Regulations for Catholic Schools. During this appeal, the expelled student(s) may show cause why the expulsion

should be revoked. It is through this appeal process the expelled student(s) may produce evidence of mitigating circumstances that might allow reversal of the expulsion and reinstatement to Madonna High School.

Emergency Procedures for Fire and Tornado

The specific procedures to follow for fire and tornado emergencies or drills will be given to students at school, but procedures will include the following expectations:

Fire: The highest priority is placed on safely exiting the building. The next priority is to account for everyone who was in the building.

- Exit the building immediately. If separated from your class, find your teacher in the gathering area (usually the church parking lot or WVNCC parking lot).
- From class, leave silently in a single file.
- The first two students to exit at any door should hold the doors for those that follow.
- Gather with your class for a roster check.
- Please remain silent to allow your teacher to call names or give instructions.

False Fire Alarm: (b) Except as provided by the provisions of subsection (c) of this section, any person who violates the provisions of §15A-10-20 [False alarm of fire] of this code shall be guilty of a misdemeanor and, upon conviction thereof, shall be fined for a first offense not more than \$100 or confined in jail for not more than 30 days, or both fined and confined; and for a second and each subsequent offense, fined not less than \$100 nor more than \$500, or confined in jail for not less than 90 days nor more than one year, or both. (West Virginia State Law 15A-10-22)

Tornado: As with fire emergencies, rapid response is essential. Should a tornado emergency be declared, students should follow these steps:

- When possible, go to the first-floor hallway.
- Avoid the gym, cafeteria, and front and back lobbies.
- Protect your head and neck as much as possible.
- Remain silent to receive further instructions.

School Closings or Delays

School closings or delays due to inclement weather, and in some cases due to other causes, will be announced through the following formats:

- WTOV9 television station
- Posted to social media (Facebook, Instagram, and X (formerly known as Twitter))
- FACTS notification through call or text message

Madonna High School will usually follow Hancock County Schools schedule for cancellations and delays.

Lockers

Each student at Madonna High School will be assigned a locker for use. Students may not leave lockers open or unlocked. Failure to remember one's locker combination may result in disciplinary action. All lockers remain the property of Madonna High School and are subject to search at any time by the Administration. In addition, students' personal effects (handbags, gym bags, backpacks, cell phones, etc.) may be searched when there is a reasonable cause to do so

(cf.: U.S. Supreme Court Decision - New Jersey vs. T.L.O., 1985). If any illegal or dangerous objects, materials, substances, etc. are discovered, they will be seized and appropriate disciplinary action will be taken and the police may be notified.

Students are expected to keep their lockers neat and orderly at all times. Students will be held accountable for damage to lockers due to misuse, abuse, or neglect. **Students are not permitted to carry backpacks to classes.** If they do not fit in the locker, they may ask a teacher to leave it in their classroom.

Prevention Resource Officer

Madonna High School utilizes the assistance of a prevention resource officer. The resource officer is shared between St. Joseph Grade School, WVNCC, and Madonna High School. The resource officer assists in the Emergency Policy for our school, including active shooter training.

Fundraising

ALL school related fundraising, including any clubs or athletics, must have the approval of the Administration and the Development Director **BEFORE** any plans are finalized to begin the fundraiser. ANY collection, sales, solicitation, or similar activity on Madonna school grounds or at Madonna events off campus must have administrative approval.

ALL fundraising that includes, involves, or refers to Madonna or uses the name or logos of Madonna must have administrative approval. All funds must be deposited with the bookkeeper in the appropriate account, and all expenses must be paid through the bookkeeper from the appropriate Madonna account.

Safe Environment

Madonna High School understands the concerns for our students, faculty, and staff to be in a safe and secure learning environment. We have gone through many measures to ensure our students are safe throughout the school day so that learning is our top priority. Diocesan policy mandates that any employee or volunteer having contact with minors must complete an initial training session and a criminal background check. Furthermore, every employee is required to complete and pass the Virtus course and then take yearly updated training (www.virtus.org). Madonna faculty and staff are mandatory reporters of suspected child abuse and neglect. Reasonable cause to suspect that a child is neglected or abused or observation of a child being subjected to conditions that are likely to result in abuse or neglect will be reported to Child Protection Services and the Department of Safe Environment at the Diocese of Wheeling-Charleston.

Field Trips

Permission slips are required for all field trips. Only the school-designed slip which specifies trip details and educational purpose will be accepted. Chaperones and volunteers must be 100% compliant with "Protecting God's Children"/Virtus. Virtus is an online class that is required by anyone who will be in contact with Madonna students.

Bus Transportation

In many cases, bus transportation is provided through the public school district, and students must conform to the rules and regulations of the transportation authority. Violations may result in riding privileges being suspended or revoked.

Transportation for athletic teams is provided by Hancock County Schools. Team members are required to ride to and from contests with the team on the bus.

If transportation by private car is necessary, drivers must have adequate insurance and complete a screening process to help ensure the safety of our students.

Student Parking/Drop Off and Pick Up

Students who drive themselves and the passengers who ride with them will continue to park in the rear of Madonna High School in the gravel parking lot. You will enter and exit the school from the rear double doors. Please be advised you will need to follow all traffic and speed restrictions as posted.

Students who are being dropped off daily will need to be dropped off at the Madonna Cafeteria double doors in the front of the school and will also be picked up at the end of the school day in the same location or in the St. Joseph the Worker church parking lot..

At the end of the school day (specifically, between 2:30 to 2:45 pm), students who drive themselves will leave school property by Park Avenue (the road between WVNCC and Madonna). After 2:45 pm, students will continue to leave by California Avenue (the road between St. Joe's church and Madonna).

Visitors

Madonna High School is a closed campus. All visitors must report to the Office for a pass. Parents of students are always welcome. Students from other schools may not visit their friends during the school day, which includes lunchtime. Visitors who wish to visit the school with the possibility of enrolling as new student should arrange a visit through the Advancement Director. All visitors must report to the main office, sign in, and wear an ID badge while in the building. Visitors must sign out before leaving the building.

Working Papers

Students wishing to obtain working papers should be 16 years of age and follow this procedure:

1. Obtain a promise of employment slip from the employer.
2. Submit the above with proof of age, i.e., birth certificate, and bring it to the office.

Public Relations

Madonna High School recognizes that the school exists as an integral part of the community and cannot be separated from it. The school further believes that the success of the school's programs will depend largely upon the effectiveness of the Administration, students, and staff working toward common goals. A continuous program of two-way communication is essential. We therefore affirm as the policy and goals of Madonna High School our commitment to:

- Develop, implement, and maintain an organized and continuing program of improved communication both internally, with the staff, and externally with students, parents, members of the community, state, and nation.
- Keep the staff and members of our community accurately informed, through appropriate means of communication, on the planning, policies, programs, and challenges of the school.
- Solicit the advice and counsel of staff, students, parents, and citizens on basic issues through appropriate channels of feedback and advisory councils.
- Charge the administrative, instructional, and operational staff of the school with the duty to carry out public relations as an integral part of regular activities and responsibilities.
- Cooperate in every reasonable way with the news media, as the primary purveyors of public information, recognizing their right to all the facts and their responsibility to publish these facts in full. (NOTE: Information of a strictly personal nature shall not be released without the consent of the individual or the parent in the case of a student who is a minor.)

Catholic School Advisory Council (CSAC)

The Madonna High School CSAC is a consultative council, participating in the decision-making process. It does not have the final authority of a governing board, but the advice and assistance of the CSAC is essential to developing and implementing short-term and long-term policies, procedures, and goals necessary for Madonna High School to accomplish its mission.

ADDENDUM PROTOCOLS DUE TO COVID-19

In consultation with West Virginia and the Hancock County Department of Health as well as the Diocese of Wheeling-Charleston all rules related to Covid-19 protocol will be updated as needed by Madonna High School and parents will be contacted accordingly.

***** Due to the fluid nature of this, requirements and protocols are subject to change.**

APPENDIX 1:

Schedules



School Patroness
Our Lady, Seat of Wisdom

School Colors
Blue and White

Motto
To Jesus Through Mary
Faith, Family, Service... Through Mary

Madonna Bell Schedules 2024-2025

DAILY SCHOOL SCHEDULE	
Warning Bell	7:40 am
Block 1	7:45-9:05am (80)
	Period 1 7:45-8:25am (40) Period 2 8:25-9:05am (40)
Flex Period	9:05-10:05am (60)
Block 2	10:05-11:25am (80)
	Period 3 10:05-10:45am (40) Period 4 10:45-11:25am (40)
Block 3	11:25-1:15pm (110)
	Lunch 1 11:25-11:55am (30) Block 3 11:55-1:15pm (80) Period 5 11:25-12:05pm (40) 7/8 Lunch 12:05-12:35pm (30) Period 6 12:35-1:15pm (40)
	Block 3 11:25-12:45pm (80) Lunch 2 12:45-1:15pm (30)
Block 4	1:15-2:35pm (80)
	Period 7 1:15-1:55pm (40) Period 8 1:55-2:35pm (40)
	(80-minute classes) (40-minute classes)

SCHOOL MASS SCHEDULE	
Warning Bell	7:40 am
Block 1	7:45-9:05am (80)
	Period 1 7:45-8:25am (40) Period 2 8:25-9:05am (40)
Block 2	9:05-10:25am (80)
	Period 3 9:05-9:45am (40) Period 4 9:45-10:25am (40)
HR/MASS	10:25-11:25am (60)
Block 3	11:25-1:15pm (110)
	Lunch 1 11:25-11:55am (30) Block 3 11:55-1:15pm (80) Period 5 11:25-12:05pm (40) 7/8 Lunch 12:05-12:35pm (30) Period 6 12:35-1:15pm (40)
	Block 3 11:25-12:45pm (80) Lunch 2 12:45-1:15pm (30)
Block 4	1:15-2:35pm (80)
	Period 7 1:15-1:55pm (40) Period 8 1:55-2:35pm (40)
	(80-minute classes) (40-minute classes)

TWO HOUR DELAY SCHEDULE	
Warning Bell	9:40 am
Block 1	9:45-10:50am (65)
	Period 1 9:45-10:17am (32) Period 2 10:17-10:50am (33)
Block 2	10:50-11:55am (65)
	Period 3 10:50-11:22am (32) Period 4 11:22-11:55am (33)
Block 3	11:55-1:30pm (95)
	Lunch 1 11:55-12:25pm (30) Block 3 12:25-1:30pm (65) Period 5 11:55-12:27pm (32) 7/8 Lunch 12:27-12:57pm (30) Period 6 12:57-1:30pm (33)
	Block 3 11:55-1:00pm (65) Lunch 2 1:00-1:30pm (30)
Block 4	1:30-2:35pm (65)
	Period 7 1:30-2:02pm (32) Period 8 2:02-2:35pm (33)
	(65-Minute Classes) (32-ish Minute Classes)

EARLY DISMISSAL (W/LUNCH) SCHEDULE	
Warning Bell	7:40 am
Block 1	7:45-8:50am (65)
	Period 1 7:45-8:17am (32) Period 2 8:17-8:50am (33)
Block 2	8:50-9:55am (65)
	Period 3 8:50-9:22am (32) Period 4 9:22-9:55am (33)
Block 3	9:55-11:30am (95)
	Lunch 1 9:55-10:25am (30) Block 3 10:25-11:30am (65) Period 5 9:55-10:27am (32) 7/8 Lunch 10:27-10:57am (30) Period 6 10:57-11:30am (33)
	Block 3 9:55-11:00am (65) Lunch 2 11:00-11:30am (30)
Block 4	11:30-12:35pm (65)
	Period 7 11:30-12:02pm (32) Period 8 12:02-12:35pm (33)
	(65-Minute Classes) (32-ish Minute Classes)

PEP RALLY (W/O FLEX) SCHEDULE	
Warning Bell	7:40 am
Block 1	7:45-9:05am (80)
	Period 1 7:45-8:25am (40) Period 2 8:25-9:05am (40)
Block 2	9:05-10:25am (80)
	Period 3 9:05-9:45am (40) Period 4 9:45-10:25am (40)
Block 3	10:25-12:15pm (110)
	Lunch 1 10:25-10:55am (30) Block 3 10:55-12:15pm (80) Period 5 10:25-11:05am (40) 7/8 Lunch 11:05-11:35am (30) Period 6 11:35-12:15pm (40)
	Block 3 10:25-11:45am (80) Lunch 2 11:45-12:15pm (30)
Block 4	12:15-1:35pm (80)
	Period 7 12:15-12:55pm (40) Period 8 12:55-1:35pm (40)
Pep Rally	1:35-2:35pm (80)
	(80-minute classes) (40-minute classes)

NOON MASS SCHEDULE	
Warning Bell	7:40 am
Block 1	7:45-8:58am (73)
	Period 1 7:45-8:21am (36) Period 2 8:21-8:58am (37)
Block 2	8:58-10:11am (73)
	Period 3 8:58-9:34am (36) Period 4 9:34-10:11am (37)
Block 3	10:11-11:50am (73)
	Lunch 1 10:11-10:37am (26) Block 3 10:37-11:50am (73) Period 5 10:11-10:47am (36) 7/8 Lunch 10:47-11:13am (26) Period 6 11:13-11:50am (37)
	Block 3 10:11-11:24am (73) Lunch 2 11:24-11:50am (26)
HR/MASS	11:50-1:22pm (92) (Clubs after Mass)
Block 4	1:22-2:35pm (73)
	Period 7 1:15-1:55pm (36) Period 8 1:55-2:35pm (37)
	(73-minute classes) (36-ish Minute Classes)

EARLY DISMISSAL / NO LUNCH SCHEDULE	
Warning Bell	7:40 am
Block 1	7:45-8:50am (65)
	Period 1 7:45-8:17am (32) Period 2 8:17-8:50am (33)
Block 2	8:50-9:55am (65)
	Period 3 8:50-9:22am (32) Period 4 9:22-9:55am (33)
Block 3	9:55-11:00am (65)
	Period 5 9:55-10:27am (32) Period 6 10:27-11:00am (33)
Block 4	11:00-12:05pm (65)
	Period 7 11:00-11:32am (32) Period 8 11:32-12:05pm (33)
	(65-Minute Classes) (32-ish Minute Classes)

PEP RALLY (W/FLEX) SCHEDULE	
Warning Bell	7:40 am
Block 1	7:45-8:51am (66)
	Period 1 7:45-8:18am (33) Period 2 8:18-8:51am (33)
Flex Period	8:51-9:51am (60)
Block 2	9:51-10:57am (66)
	Period 3 9:51-10:24am (33) Period 4 10:24-10:57am (33)
Block 3	10:57-12:33pm (96)
	Lunch 1 10:57-11:27am (30) Block 3 11:27-12:33pm (66) Period 5 10:57-11:30am (33) 7/8 Lunch 11:30-12:00pm (30) Period 6 12:00-12:33pm (33)
	Block 3 10:57-12:03pm (66) Lunch 2 12:03-12:33pm (30)
Block 4	12:33-1:39pm (66)
	Period 7 12:33-1:06pm (33) Period 8 1:06-1:39pm (33)
Pep Rally	1:39-2:35pm (56)
	(66-minute classes) (33-minute classes)

APPENDIX 2:

Parent Supplement

(Last Updated 9/11/2023)



School Patroness

Our Lady, Seat of Wisdom

School Colors

Blue and White

Motto

To Jesus Through Mary
Faith, Family, Service... Through Mary

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Catholic Teaching on the Education of Children

SUMMARY: The Code of Canon Law, the legal text of the Church, states that Christians have the right to be taught the Faith properly, and parents, moreover, have the obligation and possess the rights of educating their offspring.

Can. 217 Since they are called by baptism to lead a life in keeping with the teaching of the gospel, the Christian faithful have the right to a Christian education by which they are to be instructed properly to strive for the maturity of the human person and at the same time to know and live the mystery of salvation.

Can. 793 §1. Parents and those who take their place are bound by the obligation and possess the right of educating their offspring. Catholic parents also have the duty and right of choosing those means and institutions through which they can provide more suitably for the Catholic education of their children, according to local circumstances.

§2. Parents also have the right to that assistance, to be furnished by civil society, which they need to secure the Catholic education of their children.

Can. 794 §1. The duty and right of educating belongs in a special way to the Church, to which has been divinely entrusted the mission of assisting persons so that they are able to reach the fullness of the Christian life.

§2. Pastors of souls have the duty of arranging everything so that all the faithful have a Catholic education.

Can. 795 Since true education must strive for complete formation of the human person that looks to his or her final end as well as to the common good of societies, children and youth are to be nurtured in such a way that they are able to develop their physical, moral, and intellectual talents harmoniously, acquire a more perfect sense of responsibility and right use of freedom, and are formed to participate actively in social life.

[Code of Canon Law - Book III - The teaching function of the Church \(Cann. 793-821\) \(vatican.va\)](#)

SUMMARY: Pope Saint John XXIII stated that children have the natural right to receive a good general education, and that people be promoted based on merit.

13. He has the natural right to share in the benefits of culture, and hence to receive a good general education, and a technical or professional training consistent with the degree of educational development in his own country.

Furthermore, a system must be devised for affording gifted members of society the opportunity of engaging in more advanced studies, with a view to their occupying, as far as possible, positions of responsibility in society in keeping with their natural talent and acquired skill. (9)

PACEM IN TERRIS ENCYCLICAL OF POPE JOHN XXIII ON ESTABLISHING UNIVERSAL PEACE IN TRUTH, JUSTICE, CHARITY, AND LIBERTY APRIL 11, 1963

[Pacem in Terris \(April, 11 1963\) | John XXIII \(vatican.va\)](#)

SUMMARY: *Pacem in Terris*, the document from St. John XXIII cited above, refers to the following two documents from the United Nations. The first states everyone has the right to education, and that parents have the right to choose how their children are educated (Universal Declaration of Human Rights). The second states, once again, that parents have the rights for their children's education and that children have the right to education (Convention on the Rights of the Child).

Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Universal Declaration of Human Rights

Written at the U.N. in 1948:

[The Avalon Project : Universal Declaration of Human Rights \(yale.edu\)](#)

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living; the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

United Nations

Convention on the Rights of the Child

[The Avalon Project : Convention on the Rights of the Child \(yale.edu\)](http://www.yale.edu/avalon/convention-on-the-rights-of-the-child/)

SUMMARY: Pope Pius XI, in a letter on the organization Catholic Action in Italy, stated that because Jesus taught the apostles and disciples, who then taught others, the Church has the authority and obligation to teach her members. It is not the state's job, in fact, the state is unable to do this task. Furthermore, the state has no ownership of its citizens above that of God, Holy Mother Church, or the natural rights of the family.

48. It was Jesus Christ Himself who laid the first foundations of Catholic Action, by choosing and educating the apostles and disciples as fellow workers in His Divine Apostolate. And His example was at once followed by the first Holy Apostles as the sacred text itself proves.

49. Therefore it is an unjustifiable pretention and is, indeed, irreconcilable with the name and the profession of being a Catholic, to come to teach the Church and her Head what is sufficient and what must be sufficient for the education and Christian formation of souls and for promoting, especially among the young, the application of the principles of the Faith in social life. To this unjustifiable presumption is added very clear evidence of the absolute incompetence of the pretenders and their complete ignorance of the matters under discussion. Recent events must have opened the public eyes, since they have shown beyond dispute that instead of saving true religion and saving Christian and civil education, their work has ended rather in disruption and destruction.

51. We have said that recent events have proved beyond the shadow of doubt that a few years have been sufficient to cause the loss and the destruction of the true religious sentiment and of education. We do not say of Christian, but simply of moral and of civil education. We have seen in action a species of religion which rebels against the directions of higher religious authorities and enjoins or encourages the nonobservance of these directions; an attitude towards religion which becomes persecution and which tries to destroy all that the supreme Head of the religion is known to prize and cherish most; a feeling which permits itself and provokes others to speak insulting words and do injurious things against the person of the Father of all the faithful, even to the extent of shouting, "Down with the Pope!" and "Death to Him!" which is an apprenticeship to parricide. Such a sham of religion cannot in any way be reconciled with Catholic doctrine and practice, but is something which must be considered contrary to both. The contradiction is most grave in itself and most destructive when it not only consists of external actions perpetrated and carried into effect, but when it also proclaims its principles and its maxims as the fundamentals of a social system.

52. A conception of the State which makes the rising generations belong to it entirely, without any exception, from the tenderest years up to adult life, cannot be reconciled by a Catholic either with Catholic doctrine or with the natural rights of the family. It is not possible for a Catholic to accept the claim that the Church and the Pope must limit themselves to the external practices of religion (such as Mass and the Sacraments), and that all the rest of education belongs to the State.

72. And since from so many prayers We must hope for everything, and since everything is possible to that God who has promised everything in answer to prayer, We have confident hope that He will illumine men's minds with truth and will turn their wills to good, so that the Church of God, which wishes to take nothing from the State of that which belongs to the competence of the State, will cease to be asked for that which is of the Church's competence - the education and the Christian formation of youth, as this is Hers, not through human favor, but by divine mandate. She must always claim it with an insistence and an intransigence which cannot cease or waver, because it does not come from human desire or design or from human ideas changeable in different times and places and circumstances, but from the divine and inviolable decree. And we are inspired also by faith and confidence to believe that good will undoubtedly come from the recognition of such a truth and of such a right.

NON ABBIAMO BISOGNO ENCYCLICAL OF POPE PIUS XI ON CATHOLIC ACTION IN ITALY TO OUR VENERABLE BRETHREN THE PATRIARCHS, PRIMATES, ARCHBISHOPS, BISHOPS, AND OTHER ORDINARIES IN PEACE AND COMMUNION WITH THE APOSTOLIC SEE.

[Non Abbiamo Bisogno \(June 29, 1931\) | PIUS XI \(vatican.va\)](#)

Role of Parents

SUMMARY: The Code of Canon Law states, again, that parents have a most grave obligation and possess the right to educate their children. Parents are obliged to raise their children in the Faith.

Can. 226 §1. According to their own vocation, those who live in the marital state are bound by a special duty to work through marriage and the family to build up the people of God.

§2. Since they have given life to their children, parents have a most grave obligation and possess the right to educate them. Therefore, it is for Christian parents particularly to take care of the Christian education of their children according to the doctrine handed on by the Church.

Can. 774 §1. Under the direction of legitimate ecclesiastical authority, solicitude for catechesis belongs to all members of the Church according to each one's role.

§2. Parents above others are obliged to form their children by word and example in faith and in the practice of Christian life; sponsors and those who take the place of parents are bound by an equal obligation.

SUMMARY: The *Catechism of the Catholic Church*, the official teaching of the universal Church, states, quoting from some of the above documents, that marriage is ordered to the procreation and education of children. The Catechism explicitly states that, "Parents are the principal and first educators of their children" (CCC 1653). Parents will be the first to share the Good News of Jesus Christ with their children. The Christian family is beautifully discussed in paragraph 2205 below. Furthermore, the Catechism states, "The right and the duty of parents to educate their children are primordial and inalienable" (CCC 2221). Additionally, the *Catechism* states that the right to choose a school that corresponds to the parents' convictions is a fundamental right.

1652 "By its very nature the institution of marriage and married love is ordered to the procreation and education of the offspring and it is in them that it finds its crowning glory."¹⁶⁰

Children are the supreme gift of marriage and contribute greatly to the good of the parents themselves. God himself said: "It is not good that man should be alone," and "from the beginning (he) made them male and female"; wishing to associate them in a special way in his own creative work, God blessed man and woman with the words: "Be fruitful and multiply." Hence, true married love and the whole structure of family life which results from it, without diminishment of the other ends of marriage, are directed to disposing the spouses to cooperate valiantly with the love of the Creator and Savior, who through them will increase and enrich his family from day to day.¹⁶¹

1653 The fruitfulness of conjugal love extends to the fruits of the moral, spiritual, and supernatural life that parents hand on to their children by education. Parents are the principal and first educators of their children.¹⁶² In this sense the fundamental task of marriage and family is to be at the service of life.¹⁶³

1656 In our own time, in a world often alien and even hostile to faith, believing families are of primary importance as centers of living, radiant faith. For this reason the Second Vatican Council, using an ancient expression, calls the family the *Ecclesia domestica*.¹⁶⁶ It is in the bosom of the family that parents are "by word and example . . . the first heralds of the faith with regard to their children. They should encourage them in the vocation which is proper to each child, fostering with special care any religious vocation."¹⁶⁷

1657 It is here that the father of the family, the mother, children, and all members of the family exercise the priesthood of the baptized in a privileged way "by the reception of the sacraments, prayer and thanksgiving, the witness of a holy life, and self-denial and active charity."¹⁶⁸ Thus the home is the first school of Christian life and "a school for human enrichment."¹⁶⁹ Here one learns endurance and the joy of work, fraternal love, generous - even repeated - forgiveness, and above all divine worship in prayer and the offering of one's life.

2204 "The Christian family constitutes a specific revelation and realization of ecclesial communion, and for this reason it can and should be called a domestic church."² It is a community of faith, hope, and charity; it assumes singular importance in the Church, as is evident in the New Testament.¹⁰

2205 The Christian family is a communion of persons, a sign and image of the communion of the Father and the Son in the Holy Spirit. In the procreation and education of children it reflects the Father's work of creation. It is called to partake of the prayer and sacrifice of Christ. Daily prayer and the reading of the Word of God strengthen it in charity. the Christian family has an evangelizing and missionary task.

2206 The relationships within the family bring an affinity of feelings, affections and interests, arising above all from the members' respect for one another. the family is a privileged community called to achieve a "sharing of thought and common deliberation by the spouses as well as their eager cooperation as parents in the children's upbringing."¹¹

2221 The fecundity of conjugal love cannot be reduced solely to the procreation of children, but must extend to their moral education and their spiritual formation. "The role of parents in education is of such importance that it is almost impossible to provide an adequate substitute."²⁹ The right and the duty of parents to educate their children are primordial and inalienable.³⁰

2222 Parents must regard their children as children of God and respect them as human persons. Showing themselves obedient to the will of the Father in heaven, they educate their children to fulfill God's law.

2223 Parents have the first responsibility for the education of their children. They bear witness to this responsibility first by creating a home where tenderness, forgiveness, respect, fidelity, and disinterested service are the rule. The home is well suited for education in the virtues. This requires an apprenticeship in self-denial, sound judgment, and self-mastery—the preconditions of all true freedom. Parents should teach their children to

subordinate the "material and instinctual dimensions to interior and spiritual ones."³¹ Parents have a grave responsibility to give good example to their children. By knowing how to acknowledge their own failings to their children, parents will be better able to guide and correct them:

He who loves his son will not spare the rod.... He who disciplines his son will profit by him.³²

Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord.³³

2224 The home is the natural environment for initiating a human being into solidarity and communal responsibilities. Parents should teach children to avoid the compromising and degrading influences which threaten human societies.

2225 Through the grace of the sacrament of marriage, parents receive the responsibility and privilege of evangelizing their children. Parents should initiate their children at an early age into the mysteries of the faith of which they are the "first heralds" for their children. They should associate them from their tenderest years with the life of the Church.³⁴ A wholesome family life can foster interior dispositions that are a genuine preparation for a living faith and remain a support for it throughout one's life.

2226 Education in the faith by the parents should begin in the child's earliest years. This already happens when family members help one another to grow in faith by the witness of a Christian life in keeping with the Gospel. Family catechesis precedes, accompanies, and enriches other forms of instruction in the faith. Parents have the mission of teaching their children to pray and to discover their vocation as children of God.³⁵ The parish is the Eucharistic community and the heart of the liturgical life of Christian families; it is a privileged place for the catechesis of children and parents.

2227 Children in turn contribute to the growth in holiness of their parents.³⁶ Each and everyone should be generous and tireless in forgiving one another for offenses, quarrels, injustices, and neglect. Mutual affection suggests this. The charity of Christ demands it.³⁷

2228 Parents' respect and affection are expressed by the care and attention they devote to bringing up their young children and providing for their physical and spiritual needs. As the children grow up, the same respect and devotion lead parents to educate them in the right use of their reason and freedom.

2229 As those first responsible for the education of their children, parents have the right to choose a school for them which corresponds to their own convictions. This right is fundamental. As far as possible parents have the duty of choosing schools that will best help them in their task as Christian educators.³⁸ Public authorities have the duty of guaranteeing this parental right and of ensuring the concrete conditions for its exercise.

2230 When they become adults, children have the right and duty to choose their profession and state of life. They should assume their new responsibilities within a trusting relationship with their parents, willingly asking and receiving their advice and counsel. Parents should be careful not to exert pressure on their children either in the choice of a profession or in that of a spouse. This necessary restraint does not prevent them—quite the contrary from giving their children judicious advice, particularly when they are planning to start a family.

[Catechism of the Catholic Church - IntraText \(vatican.va\)](#)

SUMMARY: In the Declaration on Religious Freedom, the Second Vatican Council fathers' state similarly the right of the parents to choose the kind of religious education their children receive. Government should help in this endeavor, so it is not a financial burden. The government violates the parents' rights if they force their children to attend lessons or instructions that are not in line with their religious beliefs.

5. The family, since it is a society in its own original right, has the right freely to live its own domestic religious life under the guidance of parents. Parents, moreover, have the right to determine, in accordance with their own religious beliefs, the kind of religious education that their children are to receive. Government, in consequence, must acknowledge the right of parents to make a genuinely free choice of schools and of other means of education, and the use of this freedom of choice is not to be made a reason for imposing unjust burdens on parents, whether directly or indirectly. Besides, the right of parents are violated, if their children are forced to attend lessons or instructions which are not in agreement with their religious beliefs, or if a single system of education, from which all religious formation is excluded, is imposed upon all.

DECLARATION ON RELIGIOUS FREEDOM

DIGNITATIS HUMANAE

ON THE RIGHT OF THE PERSON AND OF COMMUNITIES TO SOCIAL AND CIVIL FREEDOM IN MATTERS RELIGIOUS PROMULGATED BY HIS HOLINESS POPE PAUL VI ON DECEMBER 7, 1965

[Dignitatis humanae \(vatican.va\)](#)

Role of Schools in Assisting Parents

SUMMARY: The Code of Canon Law states that schools are the principal assistance to parents in fulfilling their obligation to educate their children. Parents and teachers are to work together in the education of their children. There must be freedom in choosing schools, and the state should not make it financially impossible for parents to exercise this freedom. If it is so, parents are obliged to provide suitable Catholic education for their children.

Can. 793 §1. Parents and those who take their place are bound by the obligation and possess the right of educating their offspring. Catholic parents also have the duty and right of choosing those means and institutions through which they can provide more suitably for the Catholic education of their children, according to local circumstances.

§2. Parents also have the right to that assistance, to be furnished by civil society, which they need to secure the Catholic education of their children.

Can. 796 §1. Among the means to foster education, the Christian faithful are to hold schools in esteem; schools are the principal assistance to parents in fulfilling the function of education.

§2. Parents must cooperate closely with the teachers of the schools to which they entrust their children to be educated; moreover, teachers in fulfilling their duty are to collaborate very closely with parents, who are to be heard willingly and for whom associations or meetings are to be established and highly esteemed.

Can. 797 Parents must possess a true freedom in choosing schools; therefore, the Christian faithful must be concerned that civil society recognizes this freedom for parents and even supports it with subsidies; distributive justice is to be observed.

Can. 798 Parents are to entrust their children to those schools which provide a Catholic education. If they are unable to do this, they are obliged to take care that suitable Catholic education is provided for their children outside the schools.

Can. 799 The Christian faithful are to strive so that in civil society the laws which regulate the formation of youth also provide for their religious and moral education in the schools themselves, according to the conscience of the parents.

[Code of Canon Law - Book III - The teaching function of the Church \(Cann. 793-821\) \(vatican.va\)](#)

How Madonna Implements this Church Teaching

One of the important statements from other documents concerning the education of children from the Church not quoted above is that authentic religious education, which should be appreciated by the state, ensures good citizenship. For what state would not want its citizens to be well-educated, self-disciplined, virtuous, concerned for the well-being of their neighbor, and desirous to ensure these qualities are possessed by their children, too. Catholic schools ought to be rooted in this mindset. Accordingly, Madonna High School has this goal for her students. Madonna shall engage with parents in this type of whole-person education: mind, body, and spirit. Madonna shares in the Church's belief that when truth is taught, it cannot help but lead one closer to Christ, who is Truth (John 14:6).

Additional Discipline Policy Context for Parents

In the book, *The First Days of School*, Harry and Rosemary Wong state the following:

Rules must have consequences. Some students know they can break certain rules because the aftermath is consistent and predictable: Nothing will happen to the violator. The responsible adult may find this hard to accept, but many people—children and adults—believe they have done nothing wrong until they are caught.

Consequences are what result when a person abides by or breaks a rule. Spend time discussing a fact of life: Every action results in a consequence. Consequences are not punishments. It is simply what happens when a person does something. For instance, if you overeat, smoke cigarettes, or park in a no-parking zone, there is a consequence for each action. Study hard, save money, or show kindness, and there is a consequence for each action as well. Help students understand that if they break a rule, they are not being punished. Rather, they have consciously made a choice to break a rule and accept whatever happens.

The Two Kinds of Consequences

- Positive consequences or REWARDS result when people abide by the rules.
- Negative consequences or PENALTIES result when people break the rules.

A consequence is the result of a person's chosen action.

Consequences are not punishments. At the most, they may be considered penalties. Students are used to penalties, however, because there are penalties in the games they play. The issue is CHOICE. People who cannot accept choice as part of responsible living cast themselves as victims. Victims blame others for their actions. Thus it is advisable to spend more time discussing consequences than discussing rules. Come to an understanding that their actions or choices result in consequences. And consequences can be positive or negative.

(Wong, Harry K. and Rosemary T. Wong, *The First Days of School: How to Be an Effective Teacher*. Mountainview, CA, Harry K. Wong Publications, 1998. Pp. 153)

The role of parental support in their children's achievement and ethical development: Parental support of academic achievement and ethical development is fundamental to students' long-term success. The following behaviors will assist parents in promoting true student achievement:

1. Teachers are available for extra help after school, and resource centers are open all day for individual assistance. In addition, peer tutors are available when extra help is needed. Encourage their use.
2. Assess your child's abilities realistically. Help her/him to choose courses in which she/he will be successful and challenged without undue stress.
3. Don't push children beyond their limits with your expectations or aspirations. Often, students make bad decisions because the pressure to excel is greater than their ability to meet the expectations.
4. If you suspect your child is experiencing difficulties in a class, please contact the teacher. The sooner the problem is identified, the sooner steps can be taken to alleviate it.
5. If your child is caught cheating and you are called, please remember that this is a learning experience; help your child to accept the consequences for his or her inappropriate actions.

Madonna's Expectations of Parents

Parents of Other Faith Traditions (Diocesan Policy 5112.1)

The Catholic school should provide a truly pastoral setting in which all of the participants, students, and adults, Catholics and those of other faith traditions, are renewed and refreshed, challenged, and given hope, and brought closer to God. All parents, including those of other faith traditions, who seek enrollment for their children must be willing to understand and accept the philosophy, purpose, and goals of Catholic school education, and understand all the requirements for students in a Catholic school.

The Catholic school participates in the pastoral, educational, evangelizing, and catechizing mission of the Church; this means that all students attending religion classes will be expected to understand the teachings of Christ as unfolded in Scripture and Catholic Tradition. To this end, only Catholic religion

classes will be taught in Catholic schools. All parents, especially those of other faith traditions, should be assisted to understand the nature and goals of the religious education and formation program.

Parents enrolling their children in Catholic schools should:

- Understand that the Catholic faith and Gospel values will be integrated into all curricular areas and the overall life of the Catholic school.
- Understand that all students are required to attend and participate in faith formational opportunities, such as retreats.
- Understand that all students are required to participate in service programs which flow from the religious education program and the mission of Catholic school education.
- Understand that the basic teachings of Jesus Christ are presented as understood and interpreted by the Catholic tradition and that these teachings will be presented as significant and valuable to the students and invite them to recognize and appreciate their significance and value.
- Understand that no student will ever be forced or coerced to believe in the message that is taught.

Interactions between Parents and Staff

The faculty and staff of Madonna High School are assistants in this most important process of educating children. It is very important that open communication exists between the school and the parents for an effective synergy. Meetings with a teacher are available at any time during the year at the request of the parent/guardian. Through their son/daughter, parents may send a note to a faculty member requesting an appointment or indicating where and when the parent can be reached by phone. If parents prefer to call the school (304-723-5045), they should leave a phone number where they can be reached in the teacher's voice mailbox, since teachers cannot be called from class to answer phone calls. Teachers can also be reached via their school email address, which is made available to all parents. The teacher will set up the appointment by returning the call.

As part of a good working relationship, parents/guardians are expected to be involved as much as possible in the educational process, to refrain from conduct which thwarts the orderly administration and operation of the school, to support and participate in school activities, and to provide instruction to and set positive examples for their children both at home and in the community. While Madonna High School encourages the constructive exchange of ideas, feedback, and suggestions intended to foster the continued growth and improvement of the school, Madonna High School is ultimately responsible for the orderly administration and operation of the school, including the policies and procedures implemented to achieve the school's goals.

PARENTAL RESPONSIBILITIES

Contact for Parental Absence

Parents who plan to be away from home are asked to notify the school giving the name of the adult who will be legally responsible for their student during their absences. The notification form must be turned into the Office before the parents leave.

Dismissal

Madonna High School reserves the right to terminate the enrollment of any student(s) in the event that it is determined by the school's Administration that:

1. a positive working relationship between the school and the parents/guardians no longer exists and/or is irreparably damaged by conversations/pictures on social media or in the public which are destructive to the school and reputation of the school or its employees or
2. that the parent/guardians have failed to provide the support, assistance, and example necessary for the religious and secular education to which each child is entitled.

Furthermore, failure on the part of any student and/or parent/guardian to abide by the rules, regulations, and policies as outlined in the school handbook may result in termination of the student's enrollment from the school.

Change of Address/Phone Numbers/Email Addresses

As soon as possible after a change of address, telephone number (home and/or work number), and/or email address has occurred, a parent/guardian must bring to the Office notification of the new information in writing. If a change in parish is involved, the parent/guardian must meet with the Pastor of his or her new parish to arrange for parish subsidy. Especially in the case of an emergency, it is imperative that new phone numbers for both home and work are on file in the Office.

EXTRACURRICULAR ACTIVITIES AND PARENTS:

Catholic schools are to expect that all who are involved in their extracurricular programs—athletes, coaches, play director, club moderators, teachers, parents, and spectators—will display, at all times, the Christian moral principles taught by the Catholic Church. Schools will not tolerate behavior and attitudes that are not in keeping with basic Christian teachings. While the following pertains primarily to sports, the content can be applied to other extracurricular activities.

Ideals for Student-Athletes and Parents:

- Student-athletes and parents exhibit good sportsmanship and show respect for everyone associated with the program, including teammates, coaches, staff, opponents, officials, and fans.
- Student-athletes and parents recognize the importance of respect for coaches through discussions with each other and highlight the critical nature of contributing positively to the team and its success.
- Parents give consistent encouragement and support to their children regardless of the degree of success, the level of skill, and the time on the field.
- Parents are expected to attend school meetings at the outset of the sports season to meet coaches and school officials and learn first-hand about the expectations for participation in interscholastic athletics.
- Parents agree to abide by the rules guiding the conduct of sports, modeling the principles for their student-athletes. Parents are encouraged to cheer for good sportsmanship and great plays.
- Parents ensure a balance in student-athlete's life by supporting participation in multiple sports and activities with academics placed first and foremost.
- Parents leave coaching to the coaches and do not criticize coaching strategies or the team performance. Parents avoid putting pressure on coaches or athletes about playing time and performance.
- Parents serve as role models, understand the educational philosophy, and support all programs and athletes while encouraging their student-athlete to do the same.

Code of Conduct at Sporting Events:

- Spectators, in particular, should be told that disruptive or unruly behavior will result in their removal from the facility in which a sport is being played.
- Inappropriate behaviors that could require removal include but are not limited to:
 - Berating or belittling players, coaches, or officials
 - Unsportsmanlike and illegal actions by coaches
 - Menacing actions and obscene gestures or use of vulgar language
 - Sirens, whistles, horns or artificial noisemakers that prevent fair play
 - Use of alcoholic beverages or being under the influence of drugs or alcohol
 - Any acts of violence or threats, assault, or battery

- Streamers, paper, or anything thrown at any time during the game that could result in a technical foul, penalty, or forfeiture of game.

Removal Procedures Will Include:

The safety of our young people is paramount, as well as all those who have come to watch them compete. Therefore, if someone endangers our students, is inappropriately disruptive, asked to be removed by the referees/umpires, or has violated the above statements about fan conduct, the following removal procedures should be followed:

- A school-appointed representative and/or employee shall calmly ask the person/people to leave the premises.
- Assuming there is no police presence available, a verbal warning about calling police to assist in their removal shall follow.
 - If the police are present, warn them that their assistance may be necessary.
- The individual(s) should be escorted from the premises. If drug or alcohol use is suspected, police should be called for the safety of the individual(s). If drug or alcohol use is not suspected, someone should keep watch to make sure the individual(s) leaves the premises without causing damage to property or vandalism.

Additional Policies

Parents, please be sure to read the following list of policies from the student handbook as they involve you:

- Absence Procedure on pages 42-43
- Late for School Procedure on page 45
- Dress Code Infractions on page 53
- School Discipline and Sanctions on pages 25-35

TUITION AND FINANCIAL AID PROCEDURES

Tuition and Fees for 2024-2025 School Year

Seventh and Eighth Grades

Catholic

Single Student: \$5,250

Each Additional Student (Family Member): \$4,150

Non-Catholic

Single Student: \$5,450

Each Additional Student (Family Member): \$4,150

Ninth through Twelfth Grades

Catholic

Single Student: \$6,500.00

Each Additional Student (Family Member): \$4,300.00

Active members of a Parish receive \$750 off Tuition for grades 9-12

Non-Catholic

Single Student: \$6,800.00

Each Additional Student (Family Member): \$4,300.00

Fees Schedule for All Grades (Seventh through Twelfth)

Activity Fee: \$100.00

Technology Fee: \$100.00

Financial Policy

Reimbursement for tuition is 50% before the end of the first nine weeks. There is no refund after the first nine weeks. Any student with a financial balance on his or her account as we approach the end of a grading period may be prohibited from completing the grading period and have all grades reported as "I" for incomplete. Students may not be allowed to take exams until financial obligations are met, resulting in incomplete grades for which semester credit cannot be given. Financial balance may include: retribution for lost, damaged or stolen school materials and tuition and fees balances. Students may also face disenrollment from Madonna High School, suspension from all school-related activities, ineligibility for athletic participation, and/or withholding high school diploma.

Students who are returning the following year with an unpaid balance may not be permitted to participate in athletic programs or any extracurricular activities until the outstanding balance is paid. No student may participate in summer or fall sport sessions without being registered for the following school year.

Financial Assistance Procedures

Financial assistance is available to all eligible students attending Madonna High School. All students, Catholic or non-Catholic, must apply for aid from the Diocese of Wheeling-Charleston before they will be considered for financial aid through funds available at Madonna. Appropriate financial aid forms are available in the office as well as on the school's web page. A committee composed of the school principal and designated pastor will review applications for Madonna's assistance funds.

Financial assistance will be awarded based on the following:

- Proper completion of all required materials, including letters of recommendation, completed application on file with the Diocese, and a 1040 tax form.

- The financial needs of the individual applicant. This need will be based on family size, 1040 tax form, and the number of children in school as well as the student's grade point average and standardized test scores.

The administration will notify the recipients of financial aid and/or scholarship awards. Students receiving financial assistance are expected to sign a tuition assistance agreement to maintain certain academic and conduct standards in order to remain eligible for assistance. Any failure to comply with these standards will result in a loss of any financial assistance. Any questions regarding this, please contact the school office 304-723-0545.

Chromebook Financial Policy 2023-2024 for Parental Supplement

1. Madonna High School will sell Chromebooks, currently \$300 each, that can be purchased before school begins.
2. There will be a technology fee, currently \$100, charged each year a student is at Madonna from seventh grade to twelfth grade.
3. The technology fee covers cleaning, licensing, updating, and maintenance of the Chromebook throughout the student's time at Madonna, as well as use of the network, student accounts, etc. Therefore, after graduation, the student can have the Madonna software removed and keep the Chromebook. Madonna will not keep any Chromebooks after six (6) years.
 1. Google issues a license for updating Chromebooks for the first six (6) years after the Chromebook is made (not purchased). These licenses ensure the Chromebook is able to take the various required tests (like, NWEA, SAT, ACT, etc.). This license cannot be renewed or extended.
 2. Therefore, entering seventh graders must purchase a Chromebook from Madonna so they will be able to take all tests throughout their time at Madonna. If a license expires for current students, a new Chromebook must be purchased.
4. For any exceptions to the above, Madonna will not cover the cost or do any physical repairs to any non-Madonna-purchased Chromebooks.

APPENDIX 3:

Curriculum Guide



School Patroness
Our Lady, Seat of Wisdom

School Colors
Blue and White

Motto
To Jesus Through Mary
Faith, Family, Service... Through Mary

Curriculum Guide Overview

Introduction

Madonna High School offers subjects that cover the traditional course offerings of college preparatory, general curriculum, fine arts, and selected business and vocational areas. These courses are geared to accommodate individual differences and ability levels and to give a truly balanced education in terms of theology, sciences, mathematics, languages, and the humanities. This guide is a useful instrument in preparing your educational and extracurricular objectives.

Guidelines for Registration

Please read this guide carefully! Study the requirements. Know the prerequisites for certain courses. Discuss your choices carefully with faculty, the guidance counselor, and parents before making your final selection.

**At least one parent/legal guardian AND the student MUST SIGN the Course Selection Sheet prior to turning it in.
Unsigned Course Selection Sheets WILL NOT BE ACCEPTED.**

Grading System

Grading Scale effective for 2024-2025:

Percentage	Grade	GPA	Honors G.P.	AP/College Level G.P.
90-100	A	4.0	4.5	5.0
80-90	B	3.0	3.5	4.0
70-80	C	2.0	2.5	3.0
60-70	D	1.0	1.5	2.0
0-60	F	0	0	0

Madonna High School uses a 5-point grading system. Each teacher is required to calculate grades based on a point system which converts grades to percentages. This is to ensure the student receives consistent and accurate results on grades.

Early Entrance/Dual Credit Courses

Students taking College Early Entrance/Dual Credit classes will receive a grade at Madonna High School as well as a grade at the partner college (WVNCC). The college-level courses transferred to Madonna will become part of the student's overall GPA for calculation in the class standings.

Calculation of Semester Grades*

A student in grades nine through twelve semester grade consists of three components. The first semester grade is 40% of the first quarter grade, 40% of the second quarter grade, and 20% of the midterm exam grade. The second semester grade would then be 40% of the third quarter grade, 40% of the fourth quarter grade, and 20% of the final exam grade. For example, if a student obtained a 93% the first quarter, a 95% the second quarter, and an 85% on the exam, one would calculate the semester grade as follows:

$$\begin{aligned} 93 \times 0.40 &= 37.2 \\ 95 \times 0.40 &= 38 \\ 85 \times 0.20 &= 17 \end{aligned}$$

$$37.2 + 38 + 17 = 92.2 \% \text{ A}$$

There is no rounding up with the current grading scale (an 89.999% is a “B”).

*** Seventh and Eighth grade students will be taking semester exams beginning with the 2024-2025 school year.**

Faculty & Administrative Suggestions

Read the following information carefully before filling in your course selection sheet. It is of particular importance that you pay attention to the prerequisites and requirements needed in order to register for a course.

- **All students at Madonna will be enrolled in eight classes during each academic year.**
- **A senior may be enrolled in more than eight classes during the academic year.**
- **Seniors are allowed to have ONE unscheduled period, though they are permitted and encouraged to have a full schedule.**

Middle School Year-by-Year Suggested Course Outline

Middle School Course Requirements

Seventh Grade Requirements

English Language Arts

History

Mathematics

Wellness Education

Theology + 10 Service Hours (Additional information listed under Course Descriptions–
Theology)

Science

Creative Arts

Media, Mass Communication, and Society

Eighth Grade Requirements

English Language Arts

West Virginia History

Algebra (MS)

Wellness Education

Theology + 10 Service Hours (Additional information listed under Course Descriptions–
Theology)

Science

Creative Arts

Media, Mass Communication, and Society

Middle School Course Descriptions

Seventh Grade Theology

Christ Our Life 7 & Theology of the Body: Freedom & Virtue

Seventh Grade Theology is a course that helps guide students to know, proclaim, witness, and share the Catholic Faith. Throughout this course, we will focus on the virtues and knowledge of our Faith. Students will use a variety of methods to use Scripture, Tradition, and the Social Teaching of the Church in their everyday lives.

Eighth Grade Theology

Christ Our Life 8 & Theology of the Body: Vocation & Communion

Eighth Grade Theology is a course that will help students learn the importance of their Faith. Students use a variety of ways to explore Scripture, Tradition, and virtues of the Church. Throughout this course, students will deepen their knowledge of the Catholic practices, understanding of what the Church is, and growth in their vocation to holiness and sharing of the good news.

Seventh Grade ELA

Seventh grade ELA students will learn to improve proficiency in reading age-appropriate material, fluency in writing in several modes, adaptability in verbal and written communication, and integrity in responsible peer interaction. Students will develop problem solving and critical thinking skills independently and with peers as they engage in the four domains of reading, writing, speaking/listening, and language. Seventh grade ELA students acquire and further develop their abilities to be critical thinkers of what they read or hear and knowledgeable when writing and speaking.

Eighth Grade ELA

Eighth grade ELA students will demonstrate proficiency in reading age-appropriate material, fluency in writing in several modes, adaptability in verbal and written communication, and integrity in responsible peer interaction. Students will continue to develop problem solving and critical thinking skills independently and with peers as they engage in the four domains of reading, writing, speaking/listening, and language. Eighth grade ELA students acquire and further develop their abilities to be critical thinkers of what they read or hear and knowledgeable when writing and speaking. Eighth Grade ELA students will improve their ability to cite evidence, build upon writing skills, be able to present findings, and demonstrate the ability to use strong wording to present clear pictures of their knowledge.

Seventh Grade Ancient World Civilizations

Book: HMH Social Studies Ancient Civilizations

Ancient Civilizations Grade 7 focuses on the early world cultures of history. Students will learn about the geography, religions, achievements, political systems, economics, and social structures of complex ancient civilizations while detailing how each rose and fell in power.

Eighth Grade West Virginia History

Book: West Virginia, Wild and Wonderful (Clairmont Press)

The Eighth Grade West Virginia History course focuses on the geography, history, and economics of the state of West Virginia. Students will learn about the formation of our state and how national and global events of history impacted the people of West Virginia.

Seventh Grade Mathematics

Seventh grade mathematics students will focus on age-appropriate skills in exploration of mathematical knowledge, stimulating learning, and understanding of the use of mathematical concepts in a variety of settings. Skills presented will include exploring use of ratios, the number system and its use with fractions and rational numbers, expressions, equations, geometry, and statistics and probability. Seventh grade students will continue to develop proficiency in a progression of basic mathematical skills presented in the lower grades.

Eighth Grade Mathematics

Algebra (MS) This course will give the student an understanding of the basic structure of algebra within the real number system. Topics include solving equations and inequalities; linear and quadratic equations and graphs; polynomials and functions; and exponents and radicals. Students are required to take the midterm and final in Algebra (MS). NOTE: The midterm and final scores along with the Winter/Spring NWEA Map Test, and placement test score will

determine placement for 9th grade math and whether a student has progressed sufficiently to receive Algebra I (HS) credit to satisfy the High School requirement.

Wellness Education Seventh and Eighth

The goal of wellness education is to improve the pre-adolescent student's understanding of the connections between physical activity and lifetime wellness. The wellness education program continues to develop specialized skills and offer new opportunities to explore recreational activities. Social and emotional development is enhanced as students use motor skills in a variety of situations. An emphasis is placed on lifetime wellness and physical activity, working toward developing into an active, healthy high school student, and then a physically fit, healthy adult.

Seventh Grade Science

Seventh grade science builds upon the students' science understanding from earlier grades and provides deeper understanding in topics such as: Systems; History of Earth; Energy; Forces and Interactions; Structure, Function, and Information Processing; and Human Interactions. The objectives blend core ideas with scientific and engineering practices and concepts to support students in developing knowledge across the disciplines. Application of science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives. Students will engage in active inquiries, investigations, and hands-on activities as they develop and demonstrate conceptual understanding skills.

Eighth Grade Science

Eighth grade science builds upon students' science understanding from seventh grade and provides deeper understandings in five major content topics: Structure and Properties of Matter; Chemical Reactions; Growth, Development, and Reproduction of Organisms; Natural Selection and Adaptations; and Human Interactions. Objectives blend basic ideas with scientific practices and concepts to support students in developing useful knowledge across the science disciplines. There is a focus on scientific practices which include planning and carrying out investigations; developing and using models; analyzing and interpreting data; using mathematical and computational thinking; obtaining, evaluating, and communicating information; and engaging in argument from evidence. Students engage in active inquiries, investigations, and hands-on activities as they develop and demonstrate conceptual understanding.

Creative Arts Seventh & Eighth

Create, connect, explore, perform, relate, respond...these are the foundations of the Creative Arts classes. Create is to generate; connect is to synthesize; explore is to study, analyze, and experience; perform is to interpret; relate is to understand disciplines; and respond is to perceive and apply criteria to art. The students will utilize each of the principles whether it be in the form of art, performance, or the study of historical foundations. Music, visual arts, dance, and theater all inform the student of the fullness of expressions and the value of the arts for their own sake and in the relationship to other disciplines in day-to-day life.

MMS - Media, Mass Communication, and Society Seventh & Eighth

This course is designed to give students the opportunity to experience a variety of language arts-centered mini courses. Each of the four quarters will coincide with a different topic: Speech and Debate, Journalism, Creative Writing, Penmanship/Spelling/Vocabulary, Introduction to Google

Workspace, a Term-End Publication, and other offerings of the like. Every year of MMS will begin with a Novel Analysis. These sections will reinforce essential skills such as public speaking, critical thinking, articulation, writing abilities, research skills, teamwork, honing spelling and vocabulary skills, aptitude with Google Workspace, and reading comprehension.

High School Requirements and Course Descriptions

Graduation Requirements: 2024-2025

Language Arts	4 Credits
Mathematics	4 credits & Math class required yearly
Science	4 Credits
Social Studies	4 Credits
Theology/Service*	4 Credits
Foreign Language**	2 Credits
Physical Education	1 Credit
Health	1 Credit
Fine Arts	1 Credit
Electives***	3 Credits

TOTAL FOR GRADUATION: 28 Credits

*The theology requirements may not be waived for non-Catholic students. The primary focus of a Catholic school is to transmit Christian Doctrine. All students at Madonna will take the required theology courses for graduation.

**Beginning with the Class of 2028, ALL STUDENTS must earn two (2) Foreign Language credits to graduate. Most colleges and universities require a minimum of two foreign language courses.

***Beginning with the Class of 2028, ALL STUDENTS must take personal finance before they graduate in either their junior or senior year. This will be taught through the Social Studies course Personal Financial Skills. This change may possibly decrease the required number of elective credits to two (2). This course will be available for the Class of 2028 and following.

All courses taken beyond the requirements in each subject area will be counted as electives.

Year-by-Year Requirements

The following is a list of courses REQUIRED for all students in grades 9-12. Including electives, a minimum of 8 credits must be taken each year. In addition, four years of service are required to graduate and receive a diploma (see “Catholic Identity” in Student Handbook).

Freshman Year Requirements	Credits
English	1
Theology/Plus Service	1
World Cultures	1
Earth Science	1
Mathematics	1
Foreign Language	1
Physical Education	1
Health	1

Sophomore Year Requirements

English	1
Theology/Plus Service	1
United States History 1400-1900	1
Biology	1
Mathematics	1
Foreign Language	1
Elective*	1
Elective*	1

Junior Year Requirements & Suggestions

English	1
Theology/Plus Service	1
20 th Century America 1900-Present	1
Mathematics	1
Science	1
Elective*	1
Elective*	1
Elective*	1

Senior Year Requirements & Suggestions

English	1
Theology/Plus Service	1
Civics	1
Mathematics	1
Science	1
Elective*	1
Elective*	1
Elective*	1

* = 1 Fine Arts required for graduation

High School Course Descriptions – Objectives

Theology

Students in the Madonna Community must understand that developing and nurturing a Christian environment and faith community is Madonna’s #1 priority. Proclaiming Jesus Christ as Lord and Savior is the primary focus of the Theology Department. Obedience to Christ and His Church while calling forth young men and women to embrace their roles in the Church are the ways Madonna seeks to maintain this focus.

The following are the objectives of the Theology Department:

- To lead students to an awareness of Jesus Christ in their lives and in the world;
- To foster a prayerful community in each classroom and in the school;
- To enlighten the students to the spiritual and social mission which flows from the Gospel;
- To help the students develop a mature conscience in light of the Gospel; and
- To deepen students' awareness of their role and value in Christ’s Body, the Church.

Christian Ministry and Service 7, 8, 9, 10, 11, 12

The Christian Ministry and Service aspect of the Theology Program will attempt to present the importance and place of Christian service in our Catholic tradition. The importance of a life of service in the Church and its people will be promoted and practiced.

Four years of high school service are required to graduate and receive a diploma. The Theology Department must approve and log all service hours. Students should aim to complete annual requirements by the end of the third quarter each year. A written evaluation of the student's service will be required from those for whom the student performed the service, listing the experience, and time log.

***The minimum number of hours of service required in each grade is as follows:**

Senior Students	20 Hours
Junior Students	20 Hours
Sophomore Students	15 Hours
Freshman Students	15 Hours
Grade 7 and 8	10 Hours

Senior Theology

1 Credit

- **Life in Jesus Christ** – Fall semester
The purpose of this course is to help students understand that it is only through Christ that they can fully live out God's plans for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ's disciples.
- **Catholic Apologetics** – Spring semester
The purpose of this course is to help students understand the Catholic Faith and be able to explain the Faith to others. We will go through the hierarchy of truths and other fundamentals of the Catholic Faith to discover how they fit into God's salvific plan.

Junior Theology

1 Credit

- **Jesus Christ's Mission Continues in the Church** – Fall semester
The purpose of this course is to help students understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church but about the sacred nature of the Church
- **Sacraments as Privileged Encounters with Jesus Christ** – Spring semester
The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life.

Sophomore Theology

1 Credit

- **The Mission of Jesus Christ (The Paschal Mystery)** – Fall semester
The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through this course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails.
- **Theology of the Body** – Spring semester
The purpose of this course is to help students understand the Theology of the Body and the dignity of the human person. Students will examine Pope Saint John Paul II's Theology of the Body in order to better understand the purpose of their bodies. In an age of "selfies" and egocentrism, *YOU. Life, Love, and the Theology of the Body* cuts through the noise to present an authentic view of the human person. It presents young people with the extraordinary story of their creation as unrepeatable individuals. But the program doesn't stop there. *YOU. Life, Love, and the Theology of the Body* introduces teens to the truth that life is not, in fact, all about them; it is about going out of themselves to be a sincere gift for others.

Freshman Theology

1 Credit

- **The Revelation of Jesus Christ in Scripture** – Fall semester
The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. In the course they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each section. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally.
- **Who is Jesus Christ** – Spring semester
The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. In this course students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who he is, the students will also learn who he calls them to be.

Mathematics

The Madonna High School Mathematics Department seeks to customize each student's mathematical journey in order to optimize their learning potential and to ensure that all students have the opportunity to thrive in an environment which best suits their individual academic ability. Madonna High School (grades 9 - 12) offers a variety of courses ranging from Algebra I through Calculus, and seeks to hone students' critical thinking and problem solving skills, as well as providing a challenging academic environment. All Madonna students are required to take a minimum of one math class per year.

Algebra I (HS) **1 Credit**

This course will give the student an understanding of the basic structure of Algebra within the real number system. Topics include solving equations and inequalities; linear and quadratic equations and graphs; polynomials and functions; and exponents and radicals.

Algebra II **1 Credit**

- Prerequisite: Completion of Algebra I and *Geometry

This course will build upon and further develop the skills encountered in Algebra I. Students will work extensively with polynomial functions; including operations with polynomials, factoring, and graphs. Students will work with rational exponents and radicals, as well as exponential models from logarithms. Students will be introduced to the complex number system.

*Recommended

Algebra II (Honors) **1 Credit**

- Prerequisite: “A” in Geometry or “A” or “B” in Geometry Honors and score in 65th percentile or above on Winter/Spring NWEA Map test, and teacher recommendation.

This course will cover the same concepts as Algebra II but at an advanced pace. It will also incorporate more involved applications of all concepts as well as higher order thinking skills. This course is rigorous and a high degree of proficiency is expected of all students.

Financial Algebra (Upperclassmen) **1 Credit**

- Prerequisite: Completion of Algebra I, Geometry, and Algebra II

Students in this course will use financial applications to deepen their understanding of mathematics. Content covered in this course includes interpreting and analyzing functions, graphs and data, and applying them in the context of their personal lives regarding banking services, automobile purchases, and maintenance decisions, as well as income tax and employee benefits.

Geometry **1 Credit**

- Prerequisite: Algebra (MS) or Algebra I (HS)

This course will aid students in their ability to think logically through the application of theorems and formulas. Topics include parallel lines, angles, polygons, circles, similarity, congruence, area and volume of figures, and proofs. Students will study right triangles, including an introduction to right triangle trigonometry.

Geometry (Honors) **1 Credit**

- Prerequisite: “A” in Algebra (MS) or Algebra 1 (HS) both semesters and score in 65th percentile or above on NWEA Map test

This course will cover and expand upon the topics covered in Geometry at an advanced pace. There is a more pronounced emphasis on deductive reasoning and logic. This course is rigorous. Students must be motivated and self-directed. A high degree of proficiency is expected of all students.

Pre-Calculus with Trigonometry **1 Credit**

- Prerequisite: “B” or above in Algebra II*

This course will cover topics including radian measure, right and oblique triangle trigonometry, and circular functions and their graphs. Students will verify identities and use them to solve equations. Other topics include matrix operations and applications, inverse functions and their graphs, exponential and logarithmic functions, and conic sections and their graphs. This course is rigorous as it serves to prepare students for the study of Calculus.

*Highly recommended

Pre-Calculus with Trigonometry (Honors) **1 Credit**

- Prerequisite: “90%” or above in Algebra II Honors or “A” in Algebra II and score in 70th percentile or above on NWEA Map test

This course will cover and expand upon the topics covered in Pre-Calculus with Trigonometry with more involved applications of the concepts learned. This course is rigorous, and a high degree of proficiency is expected of all students.

Statistics (Seniors) **1 Credit**

- Prerequisite: “B” or above in Algebra II

This course will include the study of statistics and probability. Students will be able to determine the probability of events, set up sample data, and determine appropriate conclusions. A scientific calculator or statistical calculator is required.

College Pre-Calculus - Math 110 (Seniors only-Dual Credit) **1 Credit****

This course is offered through WVNCC. In addition to the other requirements set forth for admission to WVNCC, students must earn a minimum of 21 on the math portion of the ACT or a 530 on the SAT to be eligible for enrollment. A student is required to successfully complete Math 110 (College Pre-Calculus) in order to take Math 279 (College Calculus). This course is an integrated approach to algebra and trigonometry preliminary to the study of calculus. This course earns 5 college credits.

College Calculus- Math 279 (Seniors only-Dual Credit) **1 Credit****

This course is offered through WVNCC in conjunction with Math 110 Pre-Calculus. A student is required to successfully complete Math 110 (College Pre-Calculus) in order to take Math 279 (College Calculus). In addition to the other requirements set forth for admission to WVNCC, students must earn a minimum of 21 on the math portion of the ACT or a 530 on the SAT to be eligible for enrollment. This course explores limits, continuity, derivatives, and integrals. This course earns 5 college credits.

College Algebra- Math 126 (Seniors only-Dual Credit) **1 Credit****

This course is offered through the WVU Early Access Program. This class will include video lectures from a WVU professor with Madonna-led instruction to supplement. Students must earn a minimum of 19 on the math portion of the ACT or a 510 on the SAT to be eligible for enrollment. Students may also qualify for the course by taking the ALEKS placement test offered through WVU. This course focuses on the real number system, including algebraic expressions, equations, and inequalities; systems of equations; polynomials, exponential, and logarithmic functions; and basic matrix operations. This course earns 3 college credits.

College Plane Trigonometry- Math 128 (Seniors only-Dual Credit) 1 Credit**

This course is offered in house through the **WVU Early Access Program**. Students may take this course upon completion of Math 126 College Algebra with a grade of C or better. This class focuses on trigonometric functions, identities, and equations; complex numbers; and vectors. This course earns 3 college credits.

****THE ABOVE 4 COURSES ARE DUAL CREDIT WHICH RECEIVE:
—1 Madonna Math Credit and 5 College Level Credits for College Pre-Calculus AND College Calculus AND
—1 Madonna Math Credit and 3 College Level Credits for College Algebra and College Plane Trigonometry.**

Physical Education

Physical Education, like any other field, is a discipline guided by principles based upon scientific facts and meeting the prevailing needs of society in the home, the school, and the community. Physical education, properly conducted, can make contributions towards achieving the goals which no other subject or field can make, namely, physical development in addition to mental development and attitude formation.

Aim of Physical Education

Physical education should aid in providing skilled leadership in adequate facilities. It will afford an opportunity to the individual or group to act in situations, which are physically wholesome, mentally stimulating, and socially sound.

Specific Objectives:

- to provide opportunities for controlled participation in physical activities that will result in educative experiences;
- to develop the organic system of the body so that each individual may live at the highest possible level;
- development of the neuromuscular system in general, and particularly in relation to control over certain fundamental skills; and
- development of standards of conduct.

Physical Education 1 Credit

This class is designed to develop a wholesome attitude toward play, provide opportunities for play and relaxation, a sense of fairness and justice, and develop the rules and regulations of sports.

Health

Health 1 Credit

This program prepares students to become wise health care consumers and responsible, productive citizens. The relationships among personal, community and world health and economic, cultural, sociological, biological, and environmental factors are examined in

interdisciplinary discussions, debates, and class projects. Students examine personal health choices and the connection to the world of work and assumption of adult roles. In-depth analysis of current health issues and concepts coupled with school-wide opportunities that promote and reinforce the importance of good health and positive choices need to be coordinated to have the greatest impact on adolescent behavior. Instruction continues to focus on prevention of all risk behaviors; however, instruction must also emphasize limiting the negative consequences of high-risk behavior and promote values and norms that are appropriate to our students. Students should have a personal perception of risk, the ability to recognize and resist social pressures and the skills to build positive social relationships.

Foreign Language

In this age of greater mobility and increasing international communication, the study of foreign languages has taken on more appeal as well as a new orientation; a greater emphasis is now given to the spoken language. In view of this, the language department strives to develop the student's ability:

- to understand the spoken language
- to speak the language with grammatical accuracy and with acceptable pronunciation and intonation;
- to read the newspapers, magazines and non-technical contemporary writing with comprehension
- to write correctly anything he/she can say; and
- to acquire sensitivity to the value system and behavior pattern of the people whose language he/she is studying.

Spanish I

1 Credit

- Prerequisite: Must pass Grade 8 ELA or English 9

A foundation course in Spanish using conversational approach through drill patterns accompanied by an adequate knowledge of vocabulary. Proper pronunciation and basic grammar is stressed through dialogues.

Spanish II

1 Credit

- Prerequisite: Must pass Spanish I

A continuation of basic dialogue and grammar. Basic culture and civilization of Spanish speaking countries is introduced. Students will be able to organize conversations and carry on brief extemporaneous talks.

Social Sciences

Self-actualization, the right and duty of each individual, must encompass a growing sense of social realization. The individual discovers his/her being within the framework of the society, which he has helped to create. In order to possess himself/herself in true freedom, he/she needs an understanding of the forces, which have shaped him/her. Understanding, he/she is then best equipped to conserve, renovate, and/or innovate with the wisdom and compassion for the greater benefit of the community of man. In order to accomplish this, the student should be exposed to the historical, sociological, psychological, geographical, political and economic literature, and to become knowledgeable in the same:

- to equip the student with social inquiry and historical research

- to develop critical judgment relative to the period past and present; and
- to seek variable solutions to social problems through careful evaluation of all pertinent information

World Cultures 1 Credit

World Cultures is a required freshman course. It is a study of the different cultural areas of the world with emphasis on the geographical, historical, and living habits of each region studied. Focus on comparing cultures of the past to the dynamic world of the present is the emphasis of the course.

US History 1400-1900 1 Credit

- Prerequisite: World Cultures

American History is a required sophomore course. The course consists of a chronological knowledge-based study of the people and events, which have shaped America’s past toward exploration of the present.

US History 1400-1900 (Honors) 1 Credit

- Prerequisite: “A” in World Cultures

In addition to the requirements and study of the information presented in the US History 1400-1900 class the curriculum required of Honors students consists of in-depth, complex weekly discussion questions, more challenging exams which require problem-solving as well as a reflective process, essays and a research paper relative to a topic in the period of United States History between 1400-1900 to be completed each semester.

Contemporary American History 1900-Present 1 Credit

- Prerequisite: World Cultures and US History

20th Century America is required for all juniors. This course consists of a chronological knowledge-based study of the people and events that have shaped America’s past from 1900 to the present.

Contemporary American History 1900-Present (Honors) 1 Credit

- Prerequisite: 90% or above in US History 1400-1900 (standard or Honors)

In addition to the requirements and study of the information presented in Contemporary American History class the additional emphasis for Honors students will be to challenge their knowledge by participating in problem-seeking, problem-solving, scholarly and creative processes. Focus will be on critical analysis and application, as well as reflective thinking skills. Thought stimulating weekly discussions will be completed, complex exams will test the thought process and knowledge of material presented, short essays will be required and a research paper relative to the topic of American History from 1900-present will be required each semester.

Civics 1 Credit

- Prerequisite: World Cultures, US History, and Contemporary American History

Civics is the study of the rights and obligations of citizens in society. Civics relates to behavior affecting other citizens. Civics is the study of the theoretical, political and practical aspects of citizenship, as well as its rights and duties. It includes the study of civil law and civil codes, and the study of government with attention to the role of citizens in the operation and oversight of

government. Emphasis is placed on a detailed study of the U.S. Constitution and relationship to functions of the legislative, executive, and judicial branches of the government.

—OR—

POLS 102 - American National Government and Politics* **1 HS credit/
3 College Credit(s)**

- Pre/Corequisite(s): Satisfactory reading and writing placement test scores or ENG 097 or ENG 101. Note: See Core Coursework Transfer Agreement information in the General Education section.

This course is a study of the development and performance of the American political system. It is concerned with the policy-making process, the distribution of political power, the system of checks and balances and major political institutions. Particular attention is devoted to the subjects of civil liberties, civil rights, congressional/presidential relations and the role of the Supreme Court. The electoral process, public opinion and political behavior also are considered in light of current political events.

*See WVNCC Guidelines below for eligibility requirements

AP Microeconomics (Upperclassmen) **1 Credit**

- Prerequisite: Completed Algebra II with a B or higher (or instructor approval)

This course explores the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within an economic system. Students will learn about the nature and functions of product markets and factor markets and about the role of government in promoting greater efficiency and equity in the economy. Emphasis will be placed on using graphs, charts, and data to analyze, describe, and explain economic concepts. Students will be required to take the AP Microeconomics test in May for a fee specified by College Board. Individual colleges determine if college credit is given based on earned AP score.

AP Macroeconomics (Upperclassmen) **1 Credit**

- Prerequisite: Completed Algebra II with a B or higher (or instructor approval)

This course explores the principles of economics that apply to an economic system as a whole. Students will learn about concepts such as national income and price determination and gain familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. Emphasis will be placed on using graphs, charts, and data to analyze, describe, and explain economic concepts. Students will be required to take the AP Macroeconomics test in May for a fee specified by the College Board. Individual colleges determine if college credit is given based on earned AP score.

- AP Microeconomics and AP Macroeconomics will NOT be taught during the same school year. The courses will alternate from year to year.
- **Students who take AP Microeconomics and/or AP Macroeconomics are required to pay for the AP test by the last school day in September AND take the AP Exam in May at the end of the spring semester. NO EXCEPTIONS!**

Science

Faced with technological achievements, the Science Department has important tasks:

- to develop in students the habit of observation with a recognition of important results;
- to give thorough practice in the scientific method, i.e., acquiring concepts, comprehending general laws, reasoning from them and testing one's conclusions by experiment;
- to encourage and assist individual scientific exploration;
- to coordinate with the other departments so that the student may see other aspects of man and his destiny; and
- to emphasize the fundamental Christian values and the dignity of man in relation to increasing scientific knowledge.

Biology (Sophomores) **1 Credit**

- Prerequisite: Earth Science

This course is a study of the cell, genetics, evolution, and classification. Biology is the natural science that studies life and living organisms, including their physical structure, chemical processes, molecular interactions, physiological mechanisms, development and evolution.

Biology (Honors) (Sophomores) **1 Credit**

- Prerequisites: "A" in Earth & Space Science, "90%" or higher in Algebra I, Science Teacher Recommendation

Honors Biology is a more in depth version of the topics covered in regular Biology and is open only to selected students who have excelled in Earth & Space Science (see prerequisites above).

Biology 101 - General Biology I (Upperclassmen ONLY - Dual Credit) **1 Credit**

- Prerequisites: "A" in Biology OR "90%" or higher in Honors Biology, "A" in all other previously taken science courses, teacher recommendation for any exceptions. For both WVU BIO 101 & 102, the student must have at least a 3.0 GPA—this is a WVU requirement.

This course is offered through the **WVU Early Access Program**. This class will include video lectures from a WVU professor with Madonna-led instruction to supplement.

Course Learning Outcomes: This is a general biology course which investigates concepts in cell biology, genetics, ecology, and evolution. This course also highlights the importance of scientific discovery and its impact on society.

Upon successful completion of the course, students will be able to:

- Describe molecular, cellular, genetic, evolutionary, and ecological concepts using the correct scientific terminology and draw connections between these topics.
- Describe the structure and function of a cell and evaluate how this microscopic level of life influences genetic inheritance of traits, evolution, and ecology.
- Predict the inheritance of a few simple organismal traits and evaluate the genetic complexity of most organismal traits and disorders.
- Recognize the ecological interactions that shape our planet and criticize the impact of humans on our environment.
- Apply concepts of cell division to cancer as well as normal bodily maintenance and function.

- Evaluate biotechnology (genetic engineering, stem cells research, cloning, etc.) and consider the future of these fields.

Biology 101L - General Biology I (Lab course that accompanies General Biology I)

Course learning outcomes: Biology 101L is a general biology laboratory course, which investigates concepts and applications in cell biology, genetics, ecology, and evolution. This course also strives to show the importance of scientific discovery and its impact on society. The material covered in this laboratory course supplements and complements the material covered in Biology 101 lecture. Upon successful completion of this course, students will be able to:

- Evaluate through simulated experimentation current environmental and human health issues.
- Collect, analyze, and interpret scientific data to draw valid conclusions.
- Utilize scientific tools, equipment, and technology through virtual simulations to conduct and report scientific research.
- Construct and interpret graphs.
- Concisely document in written form connections between collected data and established scientific principles.
- Conduct virtual experiments that address testable hypotheses in cell biology, genetics, ecology, and evolution.

Biology 102 - General Biology II (Upperclassmen ONLY - Dual Credit) 1 Credit

- Prerequisites: "A" in Biology OR "90%" or higher in Honors Biology, "A" in all other previously taken science courses, teacher recommendation for any exceptions. For both WVU BIO 101 & 102, the student must have at least a 3.0 GPA —this is a WVU requirement.

This is a general biology course that covers the basic diversity, morphology, and physiology of living things. Although specifics are given for organisms in every kingdom, plant and animal morphology (structure) and physiology (function) are emphasized. In addition, photosynthesis and cellular respiration, critical metabolic processes, are examined.

Upon successful completion of the course, students will be able to:

- Describe the diversity of living organisms and generalize how the process of evolution explains both the diversity and unity of life on Earth.
- Identify the life processes of plants including plant cell structure and function, growth, and life cycles.
- Organize information about different cell types and organ structure to describe the specialized functions and regulations of the major organs and organ systems in the animal kingdom.
- Differentiate energy transfers that occur during both photosynthesis and cellular respiration.
- Appraise the importance of homeostatic mechanisms and identify specific examples of the relationship between structure and function within living organisms.
- Analyze current news items and apply these concepts in their own environment, life, and health.
- Predict how disruptions to human physiological systems lead to health issues.

- Explain the importance of plant productivity in today's economy.
- Apply hypothesis-driven inquiry to evaluate case studies.

Chemistry I **1 Credit**

- Prerequisite: Enrolled in or have completed Algebra II

This course is built on topics integral to general chemistry. There will be coursework on matter, atomic structure, the periodic table and periodic trends, chemical formulas and reactions, and stoichiometry. The course will also include basic laboratory experiments to support the various topics addressed in the classroom. This course is essential to those students intending to study other scientific areas on the college level.

Chemistry I (Honors) **1 Credit**

- Prerequisite: Completed Algebra II or enrolled in Honors Algebra II and Math teacher recommendations

This class will cover concepts of Chemistry I (as stated above) as well as gas laws, chemical bonding and molecular geometry. The course will proceed at an advanced pace.

Chemistry II (Honors) **1 Credit**

- Prerequisite: Completed Chemistry I Honors and Chemistry teacher recommendation

Chemistry II will cover molecular structure and polarity, kinetic molecular theory, properties of solids, liquids and gasses, chemical equilibrium and reaction rates, oxidation-reduction reactions, colligative properties, acid-base theories and properties and thermochemistry. This course will also include laboratory experiments to support the various topics addressed in the classroom. This course is recommended for students intending to pursue physical or biological sciences, nursing, or other medical careers.

Earth/Space Science (Freshman) **1 Credit**

The course content focuses on geology, weather, climatology, biogeochemical cycles and astronomy. Earth science includes all fields of natural science related to the planet Earth. This is a branch of science dealing with the physical and chemical constitution of the Earth and its atmosphere. Earth science can be considered to be a branch of planetary science, but with a much older history. Lab skills will be required in order to perform and analyze experiments.

Environmental Science (Upperclassmen) **1 Credit**

- Prerequisite: Earth & Space Science, Biology

This course addresses the development, structure, function, and importance of ecosystems. Environmental science emerged from the fields of natural history and medicine. The dynamics of populations and communities within these ecosystems is covered with an emphasis on sustainability and the present and future consequences of human activities. Environmental science is an interdisciplinary academic field that integrates physics, biology, and geography into the study of the environment, as well as the solution of environmental problems.

Forensic Science (Upperclassmen) **1 Credit**

- Prerequisite: Earth & Space Science and Biology

This course is an advanced course designed to offer students various hands-on aspects of criminal investigation. The content of engineering, technology, and science applications are

integrated as students question and define problems, develop and use models, plan and conduct investigations, analyze and interpret data, as well as develop conclusions in collection of data. This class provides an avenue to use the scientific method to solve “real life” crime situations using logical and critical thinking skills.

Human Anatomy & Physiology I (Upperclassmen) 1 Credit

- Prerequisite: Earth & Space Science and Biology 10

A detailed explanation of the structure and function of the human body beyond those already presented in the previous science courses. The course will familiarize students with the functions of their own bodies and prepare those who are interested in further specialized work within the field. A study of human physiological terms, structures, and systems are included. Current topics, physical disorders, and diseases of the human body are used to supplement the lecture material. Several reports and/or project presentations are required. The course is designed to prepare juniors and seniors for college by developing their communicational and analytical skills.

Human Anatomy & Physiology II (Seniors) 1 Credit

- Prerequisite: Anatomy & Physiology I

This course will be a continuation of A&P I with an emphasis on the structure and function of the human body beyond those already presented in the previous science courses. The emphasis in the lab is on the anatomy and dissection of an animal and of the individual organs.

Organic Chemistry (Honors) (Upperclassmen) 1 Credit

- Prerequisite: Physical Science, Earth Science, Biology

Organic Chemistry is the study of compounds containing carbon. This course will introduce the structure, nomenclature, physical properties, chemical properties, chemical reactions, sources and uses of organic compounds. Classes of organic compounds that will be studied include alkanes, alkenes, alkynes, aromatics, amines, aldehydes, ketones, alcohol, carboxylic acid, esters, and ethers. Organic chemical reactions will be studied, and lab experiments will be conducted to determine properties, preparation of various organic compounds such as aspirin and esters, and reactions of the various types of organic compounds. Completion of Chemistry I would also be valuable in understanding the chemical reactions.

Physical Science 1 Credit

This course will involve the study of both chemistry and physics. The chemistry portion of the course will address matter and its properties, the states of matter, the structure of an atom, the periodic table and chemical formulas and chemical reactions. The physics portion of the course will address motion, forces and work. Topics overlapping both chemistry and physics include energy, thermal or heat energy, the electromagnetic spectrum and quantum mechanics.

Physics (Honors) (Upperclassmen) 1 Credit

- Prerequisite: A or B in Honors Algebra II

Physics is an advanced study of nature’s universal laws including motion, forces, momentum, energy, work, waves and light, electricity, sounds and magnetic fields. This course emphasizes a mathematical approach to the areas of kinematics, dynamics, fluid mechanics, waves, light and optics, and electricity. Students will engage in active inquiries, investigations and labs to enhance

the study of each topic. A project that will develop conceptual understanding will be completed during the course.

English

Each student has the responsibility to apply Christian principles to all aspects of his/her life. Since literature reflects the language of life, it should make the students more sensitive to the world in which they live. Keeping this in mind, the English Department has established the following objectives:

- to expose students to a broad variety of literary concepts and genres;
- to provide the students with an understanding of their language and literature through the study of grammar and usage, reading, written and oral communication, and receptive skills of listening; and
- to provide the students with the ability to be critical thinkers, discriminate readers, and logical, clear, and convincing communicators.

English 9 **1 Credit**

All freshmen will be required to complete English 9. Topics covered will include the following: reading, comprehension, vocabulary, grammar, usage, mechanics, mythology, essay writing, and short stories. Students will also be required to do one independent reading project.

English 9 (Honors) **1 Credit**

- Prerequisite: “A” in both semesters of ELA 8 and a score in the 65th percentile or above in Language and Reading on the Winter/Spring NWEA Map test

This course is designed to challenge highly motivated freshmen who intend to continue taking English honors courses during their sophomore, junior, and senior years. In addition to fulfilling all of the readings, tasks and assignments required in English I, the students will complete an intensified course of study that focuses on furthering student proficiency in the areas of literary analysis, composition, and critical thinking.

English 10 **1 Credit**

- Prerequisite: English 9

In this required course, students will strengthen their writing skills by reviewing basic concepts of grammar, usage, mechanics, and style; and then apply these concepts to their writing assignments. The students will also develop vocabulary and reading comprehension skills through the study of various types of literature. In addition, students will be required to do two independent reading projects.

English 10 (Honors) **1 Credit**

- Prerequisite: A grade of “B” or above in Honors English 9 or an “A” in English 9 and score in 65th percentile or above on Language and Reading on Winter/Spring NWEA Map test

This course is designed to challenge highly motivated sophomores who intend to continue taking English honors courses during their junior and senior years. In addition to fulfilling all of the readings, tasks and assignments required in English 10, the students will complete an intensified course of study that focuses on furthering student proficiency in the areas of literary analysis, composition, and critical thinking.

English 11 **1 Credit**

- Prerequisite: English 10

All juniors will be required to complete this course. Students will review the techniques needed to edit written work and apply these concepts to required writing assignments. Students will also continue to develop their reading comprehension and vocabulary skills through the studies of various types of literature. Finally, the students will be required to do two independent reading projects.

English 11 (Honors) **1 Credit**

- Prerequisite: A grade of “B” or above in Honors English 10 or an “A” in English 10 and score in 65th percentile or above on Language and Reading Winter/Spring NWEA Map test

This course is designed to challenge highly motivated juniors who intend to take college level English courses during their senior year. In addition to fulfilling all of the readings, tasks and assignments required in English 11, students will complete an intensified course of study that focuses on furthering student proficiency in the areas of literary analysis, composition, critical thinking, research writing, and the conventions of standard written English.

English 12 **1 Credit**

- Prerequisite: English 11

Seniors taking this course will review concepts of common errors in writing, accuracy and effectiveness in vocabulary, and reading comprehension. Students will be required to write an extensive research paper on a significant topic. Students will study various types of literature, with a particular focus on poetry. Finally, the students will be required to do two independent reading projects.

—OR—

ENG 101 - College Composition I* **1 HS credit/
3 College Credit(s)**

- Prerequisite(s): Satisfactory reading and writing placement test scores or ENG 097.
- Corequisite(s): Satisfactory reading and writing placement test scores or ENG 101S.
- Note: See Core Coursework Transfer Agreement information in the General Education section.

This course requires the writing of paragraphs and short essays, and students are expected to possess a command of sentence and paragraph structure. Selected essays are read and discussed. Emphasis is placed on acquiring research skills through the process of writing a research paper.

*See WVNCC Guidelines below for eligibility requirements

ENG 102 - College Composition II* **1 HS credit/
3 College Credit(s)**

- Prerequisite(s): ENG 101
- Note: See Core Coursework Transfer Agreement information in General Education section

This course is a continuation of ENG 101, with an introduction to poetry, short stories and plays. Students write essays based on the literature read, and emphasis is placed on acquiring research skills through the process of writing a research paper.

*See WVNCC Guidelines below for eligibility requirements

Fine Arts

Art is the product or process of deliberately arranging items in a way that influences and affects one or more of the senses, emotions, and intellect. It encompasses a diverse range of human activities, creations, and modes of expression, including architecture, design, music, literature, film, photography, sculpture, and painting. The meaning of art is explored in a branch of philosophy known as aesthetics, whereas disciplines such as anthropology, sociology and psychology analyze its relationship with humans and generations.

Art 1- Foundations of Art

1 Credit

This course is offered to students at the introductory level to the visual arts. Students will explore artist materials, techniques and processes essential to creating through the visual arts, while also learning the artist's role in society. Students will learn the benefits of creative self-expression and its effectiveness as a communicative tool. An emphasis on the Elements and Principles of Design will be taught through various 2- dimensional and 3-dimensional studio projects.

Drama

1 Credit

Students will learn to develop and act out simple scenes. They will practice cold script reading, using their voice to express themselves, basic stage movement, and line memorization. Students will act out basic scenes and evaluate other students' performances. Students will view and evaluate local area performances. Students will assist with the school musical production through set building, set design, and either acting in the play or helping as part of the technical crew.

Technical Theater (Upperclassmen Only)

1 Credit

What an audience sees is only a small fraction of how a play or performance comes into being. The technical theater class will allow students the chance to build sets, create sound and lighting designs, work with stage make-up and much more associated with theater

Electives

ACT PREP Class (Juniors)

1 Credit

The primarily web-based course which is used in the classroom setting allows students to use the courses as a supplement in preparation for the SAT/ACT test. The class follows a comprehensive **tracking report** to determine which students completed their work and how they are improving based upon their baseline test. Students listen to math, verbal and writing tutorials and each tutorial is accompanied by a quiz to test student mastery. The class offers the student an understanding of their strengths and weaknesses so as to improve their overall level of knowledge. Students will be graded on individual progress based upon assignments given during class or as homework assignments.

Creative Writing **1 Credit**

In this course, students will broaden their writing skills and talents by discussing and analyzing excellent published fiction and prose in order to learn the narrative techniques and strategies employed by professional writers and then apply these techniques and strategies to produce their own works of poetry, prose, and drama.

Current Events **1 Credit**

This course will involve the social studies students in the research of events that are current in our society. The course will be devoted to news of every type, discussions, and possible implications. The air of this course is to present an awareness of issues and responsibilities to our young people. Topics will be chosen and presented from books, newspapers, magazines, and credible internet sources.

Geography **1 Credit**

This class examines the world and its structure. The locations, the features, and the cultures of the world are also explored. The course will analyze varying types of Geography to provide students with a solid and well-rounded understanding and view of the world. Geography is the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources, land use, and industries.

Introduction to Business (Upperclassmen only) **1 Credit**

The introductory business and management course aims to help students understand the implications of business activity in a global market. Students gain an international perspective of business and appreciation of cultural diversity through topics like business organization and environments, accounts and finance, international marketing, human resources management, growth and operations management. The course encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. The course will touch on Business Law, Accounting Concepts, and Principles of Management. Basic skills of problem solving, decision making, communicating, motivating and delegating will be emphasized. This course is further designed to develop the knowledge and skills necessary to prepare for the dual role of wage earner and family member. This course will assist students in assessing their personal strengths and weaknesses as they relate to career decisions. This course will aid the student in developing strategies to make an effective transition from school to college or work. The student will develop skills in this course that are generic to all occupations, such as properly preparing career documents needed to obtain employment. Knowledge of the factors involved in these roles is vital for preparing students to make informed and competent decisions regarding career and family life. This course focuses on the development of the transferable skills students need in job and life situation tasks. These skills include: basic academic skills, thinking skills, personal qualities, use of resources, interpersonal skills and using information. Topics that will be included in this course:

- Analyzing interest, aptitudes and skills to make informed career goals.
- Using job shadowing to research careers of interest and identify career preferences.
- Demonstrating job seeking and job keeping skills to gain immediate or future employment.
- Identify entrepreneurial characteristics and skills.

Yearbook (Seniors)

1 Credit

- Prerequisite: “B” or above in English 9, 10, and 11 and Teacher Recommendation
- Students must be committed until completion of the yearbook, which may require additional time spent after graduation. (Class is limited to ten students)

This course is designed to provide the students with an understanding and appreciation of the various aspects of producing a yearbook. Emphasis included photography, computer layout and design, time management and team organization, journalistic writing, interviewing, and meeting deadlines. Students will also be responsible for producing the Senior Video.

MOOCs

(Juniors and Seniors only, online, independent)

Massive Open Online Courses. The site is MOOC.org.

Below are several options that have proven successful. However, students are welcome to explore the site and upon approval of the administration take an alternative, approved course.

The course, upon approval and successful completion, will be placed on the student’s transcript; however, it will not factor into a student’s GPA.

Intro to Business

This course is designed to prepare students who are interested in the business field in college. The courses are online. All the classes have a cost (Approx. \$100-\$250) to obtain the certificates which are mandatory in order to be placed on the student’s transcript

Intro to Engineering

This course is designed to prepare students who are interested in the field of engineering in college. The courses are online. All the classes have a cost (Approx. \$100-\$250) to obtain the certificates which are mandatory in order to be placed on the student’s transcript.

Intro to Healthcare

This course is designed to prepare students who may be interested in the healthcare field in college. The courses are online. All the classes have a cost (Approx. \$100-\$250) to obtain the certificates which are mandatory in order to be placed on the student’s transcript.

Intro to Pre-Law

This course is designed to prepare students who are interested in the pre-law field in college. The courses are online. All the classes have a cost (Approx. \$100-\$250) to obtain the certificates which are mandatory in order to be placed on the student’s transcript.

WVNCC College Classes

Requirements to register for the Early Entrance Program at WVNCC as a rising Madonna Senior:

- A or B in all English and Math Courses Freshman, Sophomore, and Junior years, except for Math 110 and 279 which require all As in high school Math

OR these minimum scores on the ACT/SAT:

- ACT: Reading - minimum 17, English - minimum 18, Math - minimum 21
- SAT: EBRW (Evidence-Based Reading & Writing) - minimum 480, Math - minimum 530

- Students enrolling in ENG 101 & PSYCHOLOGY 105 for the Fall Semester MUST ENROLL in ENG 102 & SOCIOLOGY 125 for the Spring Semester.
- Students who enroll in 279 CALCULUS in the Spring Semester must have successfully completed 110 PRE-CALCULUS in the Fall.
- If a student enrolls in 110 PRE-CALCULUS and 279 CALCULUS, English 101 and 102 must be taken online because 110/279 and 101/102 classes are scheduled for the same time. NO EXCEPTIONS!
- The classes listed below (History 110, History 111, and POLS 102) are available online and will count toward the student's GPA for graduation.

ENG 101 - College Composition I

1 HS credit/

3 College Credit(s)

- Prerequisite(s): Satisfactory reading and writing placement test scores or ENG 097.
- Corequisite(s): Satisfactory reading and writing placement test scores or ENG 101S.
- Note: See Core Coursework Transfer Agreement information in the General Education section.

This course requires the writing of paragraphs and short essays, and students are expected to possess a command of sentence and paragraph structure. Selected essays are read and discussed. Emphasis is placed on acquiring research skills through the process of writing a research paper.

ENG 102 - College Composition II

1 HS credit/

3 College Credit(s)

- Prerequisite(s): ENG 101 .Note: See Core Coursework Transfer Agreement information in General Education section

This course is a continuation of ENG 101, with an introduction to poetry, short stories and plays. Students write essays based on the literature read, and emphasis is placed on acquiring research skills through the process of writing a research paper.

HIST 110 - The United States to 1865**1 HS credit/****3 College Credit(s)**

- Pre/Corequisite(s): Satisfactory reading and writing placement test or ENG 097 or ENG 101.
- Note: See Core Coursework Transfer Agreement information in the General Education section.

This course surveys the history of the United States through the Civil War, stressing the origin and development of various attitudes and beliefs about the meaning of the American experience.

HIST 111 - The United States Since 1865**1 HS credit/****3 College Credit(s)**

- Pre/Corequisite(s): Satisfactory reading and writing placement test scores or ENG 097 or ENG 101. Note: See Core Coursework Transfer Agreement information in the General Education section.

This course surveys the history of the United States from the Civil War, emphasizing the response of Americans to a maturing technological society which challenges the resilience of traditional values and institutions

POLS 102 - American National Government and Politics**1 HS credit/****3 College Credit(s)**

- Pre/Corequisite(s): Satisfactory reading and writing placement test scores or ENG 097 or ENG 101. Note: See Core Coursework Transfer Agreement information in the General Education section.

This course is a study of the development and performance of the American political system. It is concerned with the policy-making process, the distribution of political power, the system of checks and balances and major political institutions. Particular attention is devoted to the subjects of civil liberties, civil rights, congressional/presidential relations and the role of the Supreme Court. The electoral process, public opinion and political behavior also are considered in light of current political events.

PSYC 105 - Introduction to Psychology**1 HS credit/****3 College Credit(s)**

- Pre/Corequisite(s): Satisfactory reading and writing placement test scores or ENG 097 or ENG 101. Note: See Core Coursework Transfer Agreement information in the General Education section.

This course is a survey of psychology. Major topics include emotion, motivation, perception, learning, personality development, cognition and normal and abnormal behavior. Current therapies, changes throughout the lifespan and biological states as they affect behavior also are studied.

SOC 125 - Introduction to Sociology

**1 HS credit/
3 College Credit(s)**

- Pre/Corequisite(s): Satisfactory reading and writing placement test scores or ENG 097 or ENG 101. Note: See Core Coursework Transfer Agreement information in the General Education section.

This course is an introduction to basic sociology concepts, to sociology as a discipline and to the techniques of social research. Included for study are social structure, social relationships, culture, major social institutions and sources of social change.

ADDITIONAL COLLEGE CLASSES: Should an upper-level Math class NOT taught at Madonna High School be available at an approved college, it will be reviewed by the Madonna Administration and the Madonna High School Math Department with the option of adding it to the student's transcript and calculated toward their cumulative GPA. The currently approved college-level Math courses are listed on page 14 in the Curriculum Guide (Handbook pages 100-101).

Honors Program

Based upon grades and faculty recommendation, the students of Madonna High School may take honors courses to further enhance their education. These courses are designed by the faculty to provide an in-depth analysis and study of additional topics within the curriculum. Students who successfully complete 14 honors courses **may** be eligible to graduate with “Honors”. Students who successfully complete 19 honors courses **may** be eligible to graduate with “Distinguished Honors”. The student’s diploma and transcript will note that the student did complete the requirements of the honors program.

Criteria to Obtain an Honors Credit

- Students must have a grade of “A” or “B” in the regular coursework to be eligible for an honors class.
- Students must complete all honors assignments in a timely fashion and according to the criteria established by the faculty.
- Students must maintain a grade of “A” or “B” in the honors portion of the course.
- If the student does not meet the above criteria, the course will be listed as “Honors” on their transcript but will not count toward the total number needed to graduate with “Honors”.

Criteria to Graduate with Honors

- Students must have an overall GPA of 3.0 or higher in all courses.
- Students must have earned 14 honors credits. If the student earns a grade of “C” or lower in an honors course, that course will not count toward the total needed to graduate with “Honors”.
- Transfer students may transfer a maximum of three (3) honors courses to Madonna, at the discretion of the Administration.
- All college-level courses at Madonna High School will be counted as an honors-level class towards graduation with “Honors”.
- Honors students will be recognized at graduation by wearing a gold honor hood with the Madonna cap and gown.

Criteria to Graduate with Distinguished Honors

- Students must have an overall GPA of 4.0 or higher in all courses.
- Students must have earned a minimum of 19 honors credits with no grade below a “B” to be considered for “Distinguished Honors”.
- Distinguished Honors students will be recognized at graduation by wearing a gold hood with 2 stars.

Prefect System*

The Madonna Senior Prefect system is designed to recognize those who put forth extra effort with greater responsibilities. As Jesus says: “Since you were faithful in small matters, I will give you great responsibilities” (Matthew 25:21). Prefects will assist with school tours, tutoring, graduations, etc. Prefects who are not Senior Class Officers will assist in planning social and/or educational activities (example: May Day, Guest Speakers, or events approved by the Administration). Additionally, Senior Prefects will be recognized at graduation by wearing a blue Prefect cord.

Prefect selection is based on completion of application fulfilling the following:

Class of 2023:

- Member in good standing of National Honor Society
- GPA > 3.75
- Lettered in a sport or participated in the school play
- Active member of Pep Club or additional sport/or play participation
- Actively participate in one additional club with letter of recommendation from sponsor on significant contribution toward the club
- Essay on topic selected by Administration (Benefits of a Catholic Education)
- Less than ten (10) absences in a school year
- At least 75 service hours by application
- Attend Pro-Life March with school or other Madonna approved event
- Take 1 AP Class with an “A” in the class

Class of 2024 and following

- All of the above
- At least 100 service hours by application
- Take at least 2 AP Classes with an “A” in the class or a score of 3 or higher on AP exam

NOTE:

Service Hours must be approved by Madonna High School Administration to be considered toward valid count of necessary Prefect hours. Determination of candidates for Prefect recognition, based upon above requirements, will be made by Madonna High School Administration.

****Updated Prefect System requirements for 2025 and beyond to come pending further review***

APPENDIX 4:

Forms



School Patroness

Our Lady, Seat of Wisdom

School Colors

Blue and White

Motto

To Jesus Through Mary
Faith, Family, Service... Through Mary

Links to forms:

[Absence Excuse Slip](#)

[Early Dismissal from School Slip](#)

[Late for School Slip](#)

Medication Authorization Form is available in the School Office

[Service Hours Form](#)

[Student Handbook Parent/Student Signature Acknowledgment Page](#)

Signature Acknowledgement Page

By my signature, I acknowledge that:

- I have read, understand, and agree to the policies and procedures of Madonna High School as defined in the Madonna Handbook that is posted online at www.weirtonmadonna.org.
 - Additionally, regardless of the veracity of the previous statement, I acknowledge that by enrolling my student (or by being enrolled) at Madonna High School, I agree to “follow the educational objectives and practices as stated in this Handbook and to observe the discipline code of the school” (page 12).
 - Lastly, while there are certainly aspects of this handbook that have a legally binding quality to them, the Administration has final authority on all decisions, interpretations, contents, questions, and meaning herein, including the right to amend, in consultation with the CSAC, except as explicitly stated in this Handbook. Obviously, changes to the Handbook will be binding on the date published and will not be applied to actions prior to that publication date.
- I have read the Chromebook Policy included in this handbook either online, in class, or by hard copy and certify that I will abide by this policy.

Parent/Guardian

Signature: _____ Date: _____

Student

Signature: _____ Date: _____



MADONNA HIGH SCHOOL

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All employees of Madonna can be reached via email using the first initial and last name of the staff member [@weirtonmadonna.org](mailto:staff@weirtonmadonna.org)