



ST. MARY'S SPRINGS  
Academy

## **ELEMENTARY (Preschool P3-8) STUDENT-PARENT HANDBOOK**

St. Mary's Springs Academy

255 County Road K

Fond du Lac, WI 54937

Elementary Office– 920-322-8046

7:30 a.m. – 3:30 p.m. Monday – Friday

To contact us, please visit [smsacademy.org/contact-us](https://smsacademy.org/contact-us)



[www.smsacademy.org](https://www.smsacademy.org)

**Accredited Institution by Cognia in 6/30/2021 through 6/30/2026**



### **School's Right to Amend Handbook (Archmil Policy # 5101)**

The school reserves the right to amend the handbook for just cause with proper notice given to parents/guardians if changes are made.

**Handbook Revised: July 2022**

## MISSION

St. Mary's Springs Academy, rooted in Christ's teaching, academic excellence, and service to Church and community, prepares students to meet global challenges and become leaders for tomorrow.

## VISION

St. Mary's Springs Academy inspires students to live a purpose-filled life through inclusion in Catholic community, development of God-given strengths, and a commitment to individualized academic achievement.

## THE LEDGER WAY CORE VALUES

What we learn becomes a part of who we are. We foster living out these values in thought and action; in the classroom, on the field, on the stage, in the chapel, and out into our world.

- **FAITH:** We live our Catholic Faith in both word and action. We are disciples of Jesus Christ, called to be living examples of both faith and stewardship.
- **LEARNING:** We are committed to excellence in education through personal growth and achievement. We strive to be inquisitive critical thinkers, problem solvers, and team players.
- **RESPECT:** We treat God's people with respect and kindness at all times. We acknowledge our differences, offering compassion, empathy and tolerance.
- **LEADERSHIP:** We are devoted to a life of servant leadership, going above and beyond to serve the school, the parish, community, and world.
- **COMMUNITY:** We foster a welcoming, supportive, engaging and collaborative community that works in unison to overcome challenges and celebrate success.
- **RESPONSIBILITY:** We lead by example and are accountable for our actions, even when it's difficult.

## RIGHTS AND RESPONSIBILITY COVENANT STATEMENTS

Please review our SMSA [Covenants 2022](#) at the link or on the back pages of this handbook. The Covenants represent an evolution of The Ledger Way. At the link, you will find THREE separate Covenants - developed to support Students, Parents/Guardians, and Employees. These are intended as a resource and guide for understanding SMSA culture and community values, behavioral norms and expectations for our shared life together as a Springs community. A copy of the three covenant pledges can be read in their entirety in the appendix at the conclusion of this document.

## School Governance

Separately Incorporated Schools: The Archbishop of Milwaukee typically is the sole corporate member of the Corporation. The Corporation may be one school, or it may be a network of schools. A board of limited jurisdiction, known as a Board of Directors, is the primary governing authority of the Corporation, with the Archbishop of Milwaukee retaining final authority. The principal (single school) or president (network of schools) is the Corporation's chief administrator.

2103.2: Separately Incorporated Schools: Board of Directors

A new Separately Incorporated School is formed when two or more schools form a new legal corporate entity. This new Corporation may sponsor one school or a network of schools. Archdiocesan-sponsored high schools are also Separately Incorporated Schools.

The Archbishop of Milwaukee should be the sole corporate member of the Corporation. A Separately Incorporated School is governed by a board of limited jurisdiction. This board shall be either a single tier board of directors or a two-tiered model with a board of trustees and a board of directors. The specific powers and responsibilities of each board shall be defined by the articles of incorporation and bylaws of the entity.

The Board of Trustees is composed of the pastors/parish directors of the parishes that support the network/school.

The Board of Directors is composed of qualified community members with the necessary skills to manage the affairs of the Corporation, including its property and assets.

The Board of Directors shall carry out the aims and purposes of the Corporation in compliance with the Corporation's Articles of Incorporation and Bylaws.

The Board of Trustees and Board of Directors are subject to the policies of the archdiocese. All Separately Incorporated Schools shall have articles of incorporation and bylaws approved by and on file with the archdiocese.

The bylaws shall be of uniform language as of 7/1/2022. The Corporation's Chief Administrator (president or principal) is accountable to his/her Board of Directors and the Archbishop of Milwaukee.

### **Rights & Responsibilities of Parents** (Archmil Policy # 1312)

Inherent in the parents' choice of a Catholic school for their child is the understanding and expectation that they will support the school's mission and its commitment to the principles of Catholic values and faith formation. Parents are also expected to support and adhere to the policies and procedures outlined in the school's handbooks and demonstrate behaviors aligned with good moral and ethical principles. Parents are not permitted to interfere with the operation of the school nor display distrustful, disruptive, or harassing behaviors toward school staff.

Schools may develop local policies to identify potential corrective actions if parents do not support and adhere to policies and procedures outlined in the school's handbooks. Such corrective action may include the termination of the enrollment of the parent's child/children.

### **General Information**

**Academic Calendar:** [Link to 2022-23 Academic Calendar](#)

**Faculty & Staff Directory:** [Link to Faculty and Staff Directory | St. Mary's Springs Academy](#)

#### **Visitors**

Visitors (including alumni) may gain access to the school by ringing the bell and receiving admittance by the receptionist. Once in the building, visitors must report to the South Hall Office to sign the visitor log and obtain a visitor pass. Anyone encountering a visitor who is not wearing a visitor pass should direct the visitor to the South Hall Office. Upon leaving, all visitors should sign out at the South Hall Office.

Students are not to admit any visitor into the school unless explicitly asked to do so by an administrator or teacher. Students may not open any exterior doors at any time, for any reason, or for any person - including an SMSA faculty/staff member or student. *Students are never to prop open a door.*

#### **Weapons-Free Zone (Archmil Policy # 6114.6)**

All schools will be maintained as weapon-free zones in protection of the safety of students, staff, and visitors and in accordance with Wisconsin State Statutes.



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### ***Admission (Archmil Policy # 5110)***

The school respects the parents as primary educators of their children and provides opportunities in an atmosphere which reinforces the educational and formational priorities occurring within the home environment. Parents freely choose to share their parental authority and responsibility for the education and formation of their children with the school community in a cooperative relationship.

The school respects the dignity of the child. Neither race, nationality, nor other forms of discrimination shall prevent a child from being accepted in the Catholic school or religious education programs.

The Catholic schools offer programs of education and formation for children and youth to all who are willing and able to live within the religious, academic, behavioral, and attitudinal requirements of the school and whose parents/guardians demonstrate a desire to have the school assist them in their parental role as primary educators of their children. The Catholic schools shall not be a refuge for parents/students who seek to avoid integration in the public schools.

1. Families are admitted into the school community when a designated authority judges the interest and motivation to be in accord with the highest order of Catholic education. The president is the final authority on the admission of a student into the school. This decision is not subject to appeal to the Board of Directors or School Advisory Commission.
2. **All students are on probation during the first calendar year of their attendance at a Catholic school.** Schools are to develop a screening process for all new students entering the school. During the first calendar year probationary period, the school shall determine through this process whether or not it can meet the needs of the students. The principal shall make the final decision regarding the continued enrollment of the student. This decision is not subject to appeal to the Board of Directors or School Advisory Commission. Notification of the probationary period shall be placed in the student/parent handbook.
3. Students who enter the Catholic school from a home-school program shall be placed in a grade level following an academic assessment determined by the administration.
4. In the admission of students to elementary schools, priority consideration shall be given to these criteria in the following order:

- To all children currently enrolled
- To children of families with siblings currently enrolled in school
- To children of parishioners (in case of a parish school)
- To children from other Catholic parishes
- To children of other religious affiliation

5. Schools participating in any of the Wisconsin Private School Choice Programs must adhere to the admissions policies and procedures of the program in which the school participates. The applicable programs are:

- Milwaukee Parental Choice Program
- Racine Parental Choice Program
- Wisconsin Parental Choice Program
- Special Needs Scholarship Program

6. In the development of preferential options for the poor, schools should have financial assistance programs available for students from low income families.

7. All schools shall continue and, where needed, intensify their efforts to enroll students to achieve racial integration and cultural plurality while maintaining the Catholic character of the school.

### **Nondiscriminatory Admissions (Archmil Policy #5110.1)**

St. Mary's Springs Academy does not discriminate on the basis of race, color, sex, national origin, ethnicity, or disability in the administration of its educational and admissions policies and any other school administered programs.

St. Mary's Springs Academy accepts all students regardless of race, creed, or sex who present the necessary qualifications for participating in and achieving success both academically and behaviorally in the total school program. Therefore, the admission of students is based on the school's ability to serve the learning needs of each individual based on our mission. Official acceptance of students requires the receipt and review of all official school records. This includes testing for learning disabilities or other special conditions of the person. If at any time prior to or during the course of a student's education at SMSA, it is determined that testing for special learning needs is required to determine our ability to meet the students' learning needs, the admission or continued enrollment of that student is contingent upon compliance with the request and the results of such testing.

All students new to a school are considered on probation for a minimum of one semester/or 90 days. As a condition of admission, new students may be placed on a behavioral or academic plan for growth. The Principal, on a case-by-case basis, will handle admission of students who have been suspended or expelled from other schools.

### **Preschool and K4 Admission**

To be eligible for the 3-year-old program, students must be three (3) years old by September 1 in the year he/she proposes to enter school. To enter the 4-year-old preschool or kindergarten program, students must be four (4) years old by September 1 in the year he/she proposes to enter school. Early admission may be considered at the discretion of SMSA along with a signed Early Entrance letter agreeing to specific criteria. Children must be toilet trained to enter preschool.

### **Kindergarten Admission**

To be eligible for kindergarten, students must be five (5) years old by September 1 in the year he or she proposes to enter school. Children must be toilet trained to attend Kindergarten.

### **First Grade Admission**

To be eligible for 1<sup>st</sup> grade, students must be six (6) years old by September 1 in the year he or she proposes to enter school.



### **Children with Exceptional Educational Needs (Archmil Policy #6164.3)**

Catholic schools in the archdiocese welcome children who have special needs and may be able to make reasonable accommodations for students with special needs in some circumstances. Whenever a student seeks enrollment into the Catholic school, the school shall inquire as to whether the student has a history of or is presently eligible for special education and related services available under the Individuals with Disabilities Education Act (IDEA). A student eligible for placement under IDEA should be enrolled in the Catholic school only if a program and resources are available to meet the student's special needs.

Catholic school admission, instruction, and retention of students with disabilities or special needs shall be determined on an individual basis by the administrator in consultation with the school's Learning Support Team. A student accommodation plan will be developed in order to document the reasonable accommodations the school will provide to a student with special learning needs.

Parents must provide current, accurate information regarding the student's needs to assist the school in determining whether reasonable accommodations are possible. Proper documentation should be provided by the parents to support the student's need for accommodations.

Those students who may require specialized academic instruction, modification of curriculum, or modification of assessments may complete the Child Find Process for the identification and intervention of their special needs. A child with exceptional educational needs that cannot be met through reasonable accommodations should be referred to the local public school to determine whether the child is eligible for services.

The final decision with respect to the admission, instruction, and retention of any student rests with the Principal. Administrators will give careful consideration to the admission of students with special needs, but are not required to admit, re-enroll, or continue the enrollment of students whose needs cannot be met with reasonable accommodations.

### **Exceptional Education**

In compliance with PL 94-142 and/or IDEA, an Individualized Education Program (IEP) evaluation will be provided by the public school system for all students referred from SMSA. When making a referral for an IEP evaluation, SMSA will follow the guidelines established by the Department of Public Instruction.

1. Parents/Guardians are informed about procedures for a referral and their verbal approval for such a referral is sought **before** the process begins.
2. The principal and/or counselor requests appropriate forms from the building principal or central office of the public school where the student resides.
3. All completed forms are returned to the building principal or to the public school central office, in accordance with the policy of the school district.
4. The principal and/or counselor keep a master list of all cases referred for PL 94-142/IDEA services. Information on this master list should include the name and birthdate of the student, the referral date, and the name of the public school where the referral was mailed.
5. If no action is taken within the ninety (90) days time limit allowed for the evaluation process, the principal and/or counselor will notify the Archdiocesan Associate Director for Student Services to report this fact. A letter will then be mailed to the appropriate public school personnel to encourage immediate action.
6. The school should automatically receive a copy of the IEP report after the evaluation is completed. Upon receipt of this report, the school attempts to follow through with the recommendations outlined in the report and determines if implementation of any service plan for the student if he/she continues

his/her enrollment in the school is feasible. Consultation services in the interpretation and practical application of evaluation reports are available from the public school Division of Pupil Personnel services on an invitational basis.

If the parents/guardians elect not to follow through on the recommendations of the public school district, SMSA will determine whether the student's needs can be met and whether continued enrollment at SMSA is in the best interests of the student. This determination will be put in writing, shared with the parents/guardians, and becomes part of the student's permanent record.

If the student who is eligible for placement under PL 94-142/IDEA is enrolled at SMSA, the principal and staff shall become knowledgeable of the treatment for these students according to the directives of the Wisconsin Department of Public Instruction; especially Bulletin Number 99.07, September 1999, "Parentally-Placed Private School Children with Disabilities."

#### **Individualized Student Program**

Students enrolled in SMSA with an Individualized Student Program to accommodate their special needs will have their accommodation plans filed and attached to their cumulative record to note the accommodations made reflecting their quarterly grades.

#### **Supportive Consultant Program**

While every attempt will be made under the guidelines of the Supportive Consultant program to accommodate students with identified special needs, SMSA reserves the right, given our limited specialists, to formally re-assess student needs during any part of their educational program. Based on the results of the formal assessment and in consultation with the Archdiocese, continued student enrollment at SMSA may be ended in the best interests of promoting student success.

**\*All admissions decisions of the President and Principal are final.**

#### **Application and Acceptance to Wisconsin Parental Choice Program (WPCP) and Appeals Process**

Families enrolling through the Wisconsin Parental Choice program are registered in accordance with the regulations established by the Dept. of public instruction. All students are on probation during their first year of attendance.

The admissions staff and/or administrator or designee will review all requests for admission to the WPCP at St. Mary's Springs Academy. The President and/or Principal make the final review.

- Schools may only reject a student choice application if the student does not meet program requirements.
- Schools must conduct a random selection, if applicable, within one week of the end of the open application period and before the court date. Therefore, there is a limited time for appeals.

This appeals process will be used if the private school rejects an applicant:

All appeals relating to rejection from the WPCP shall be heard by the President. In the event that an applicant to the WPCP is rejected, the rejected applicant will have five working days from the date of receipt of their notice of rejection to provide written documentation to the President that the applicant was improperly rejected. The rejected applicant will then be notified of acceptance or rejection of the appeal in a timely fashion.

#### **Tuition and Fees for Educational Programs**

For full details on payment plan options and tuition policies please see the SMSA Website:

<https://www.smsacademy.org/apply/admissions/tuition/>

Tuition and fees are charged for the following types of activities:

- Educational programs and related activities at preschools, elementary schools, and high schools
- Daycare and similar services at parishes and schools

- Religious education and sacramental education programs in parishes
- Other ministerial and education activities (e.g., retreats, mission trips, sports camps)

No single rule applies to setting tuition and fees in locations or for events because of the wide disparity in communities served and the programs offered. However, achieving a balanced budget, with a reasonable surplus, is essential. The following elements should be considered:

- Demographics of the sponsoring location or entity
- Financial resources of the sponsoring location or entity
- Other sources of revenues (vouchers, scholarships, grants)
- Fundraising ability
- Actual cost of the education or services provided (wages and benefits, maintaining physical plant, utilities, supplies)
- Comparison with other entities providing similar services
- History of charges and increases at the location

The entire Catholic community is called forth to provide the support needed for those families who desire a Catholic education. The support needs to be expressed in moral, pastoral, and financial considerations. Parish support should be proportionate to the parish's total income, taking local needs and other ministerial priorities into consideration.

Parishes without a school, in collaboration with parishes with a school, should determine how they may best support Catholic schools, especially those whom their parishioners are most likely to attend.

Each parish should develop its own written policies regarding:

- Parish families who desire Catholic school education for their children and are unable to pay the tuition
- Families who do not belong to the parish and desire Catholic school education for their children. It is not a requirement that these families be charged a higher tuition rate than a parish family.

### **Tax Deduction for Tuition Expenses**

Tuition expenses paid by a parent/guardian for a dependent child at a private K-12 school are eligible for a tax deduction. A person may claim the deduction for payments made toward a pupil's tuition and mandatory book fees up to the amount allowed under current law. If the child receives a scholarship or financial assistance from the parish/school, the taxpayer can only claim the expenses they have actually paid. Tuition does not include amounts paid with a voucher or any amounts paid out as a separate charge such as supplies, registration, extra-curricular fees, meals, etc.

A parish/school shall not set an expected minimal level of financial contribution to the church in order to be considered an "active" or "supportive" parishioner. These required contributions would not be considered as deductible according to the tax code.

### **Personal Data Changes**

Please inform the campus office immediately of any change in health problems, address and/or telephone (residence and/or business); emergency contact person; custody; and/or marital status.

If your child is being transferred, either during the school year or the summer months, please notify the campus office far enough in advance so that records may be forwarded to the new school promptly. Parent(s)/guardian(s) must sign a release of record for any records to be transferred from SMSA.

### **Transfer of Student Records**

It shall be the responsibility of the principal to transfer all official school records relating to a specific pupil upon receipt of one of the following:

- A written request from the student's parent or guardian that he/she intends to enroll the student in another school or district.
- A written request from the school or district in which the pupil has enrolled.
- A court document that the pupil has been placed in a secured correctional facility, child-caring institution or group home.

All pupil records must be transferred to the new school.

It shall be the responsibility of the principal to obtain official school records for transfer of incoming students and to verify the grade assignment with the appropriate faculty before the first day of school.

Delay in sending or requesting student records is harmful to both the educational welfare of the student and the educational planning of the receiving teacher(s).

Schools participating in the Choice program are required by state law to send student records to another school or district within five (5) working days of receiving written notice from the pupil or the parent of a minor student that the student intends to enroll in the other school.

All records to be transferred should be mailed to the receiving school and not carried by parents/guardians or adult students.

The following Student Records must be sent to the receiving school:

- Copy of Permanent Record
- Copy of the last student Report Card
- Copy of Immunization Record

#### **Receiving Student Records**

It shall be the responsibility of the principal to obtain official school records for transfer of incoming students and to verify the grade assignment with the appropriate faculty before the first day of school.

The following procedures apply when records are received:

- Start a new permanent record for transferring student
- Place records from sending school with the new permanent record in the student's folder
- Keep on file student records, which are part of the local health or public school system

#### **Gender Identity**

All required school documentation (e.g., registration/application form, official records/transcripts, official school communications, other forms, etc.) that requires the designation of a student's sex will reflect the student's biological sex. Students will be addressed using the pronouns associated with their biological sex and may not designate a "preferred pronoun."

Students will be required to use the bathroom and locker room which matches their biological sex. In extraordinary circumstances, the school may make an individual-use bathroom available to a student.

Students may not take "puberty blockers," even if self-administered, on school property, with the purpose of a potential or actual "gender assignment."

#### **Affiliated Organizations**

An "affiliated organization" is any group of school parents or a group sponsored by school parents that is participating in the mission of the school, uses the name of the school for identification, and is not organized separately from the school. All school affiliated organizations are established in the school bylaws or by separate action of the School Board. Affiliated organizations are accountable to the school, usually through the School Board or one of its commissions/committees.

Organizations such as the Home and School Association, Athletic Association, Holy Name Society, Christian Women Society, Ski Club, Debate Club, Drama Club, etc., are usually established as affiliated organizations. Organizations that have their primary affiliation with another organization, such as Boy Scouts, Girl Scouts, Knights of Columbus or St. Vincent de Paul, yet use the school as a sponsor or for identification are not considered affiliated organizations. Any other group that is not sponsored or authorized by the School Board is not an affiliated organization.

Affiliated organizations enjoy all of the benefits of the school, including insurance coverage and tax-exempt status. Non-affiliated organizations do not enjoy those benefits.

Affiliated organizations must maintain a full accounting for their activities to the school. In addition, affiliated organizations must provide financial reports to the School Board on a periodic basis as determined by each school, but they must report at least annually for inclusion in the annual school financial reports.

The school should determine the maximum balance that an affiliated organization can carry into a new Fiscal Year, as well as the maximum amount that can be carried in the operating fund throughout the year. Funds in excess of that amount should be transferred to the school general fund or to a school designated fund.

Each school should determine whether any affiliated organizations may maintain separate checking and savings accounts.

When an organization maintains its own bank and investment accounts, the original statements must be mailed to the school mailing address. The principal must be a signer on all accounts, although s/he may delegate the actual signing of checks to officers of the organization. Two original signatures are required on all checks.

### ***Athletic and Extracurricular Activities***

It is the philosophy of the SMSA Athletic Program to promote physical fitness, by recognizing its purpose in the complete physical, intellectual, social, emotional, and spiritual development of each student in its school. Accordingly, the program will provide for interscholastic competition that encourages maximum participation while promoting good sportsmanship, teamwork, dignity, and accomplishment.

In providing extra-curricular athletics, SMSA hopes to allow students to enhance their education by: extending the practice of Christian values outside the traditional classroom; providing enjoyable activity and diversion; gaining knowledge that will be useful in maintaining a healthy lifestyle into adulthood; and, developing positive attitudes toward a variety of activities and situations.

#### **Student Eligibility:**

A student may be eligible to play on school teams if the following criteria are met:  
The student is enrolled in good standing in the school

**Academic performance:** should be based on multiple factors, and not a single criterion such as: attendance and conduct at school.

**Playing Time Philosophy** – When fifth, sixth, seventh, and eighth graders are involved in the same grade level competition, each team member will have equal playing time. While it is the spirit of the guideline that each student athlete will have equal playing time, some circumstances may not make that possible (i.e., physical limitations, illness, school limits, structure of the game, or coaches' decisions based upon training violations). **SMSA Athletic Code SMSA Policy #6147, 3/18/97, Revised 5/31/06; Archdiocese Regulation R6145.2 #10**

**Teams/Clubs** -- All student athletes and parent(s)/guardian(s) are required to attend the orientation meeting for each sport. At each orientation meeting, there will be discussions of the sport season, practice and game schedules, eligibility, required forms and fees, code of conduct, etc.

**NOTE:** Athletic programs are offered as determined by the Athletic Director and Principal considering grade levels, time schedules, sufficient interests, etc.

<b>School Teams</b>	<b>Grades</b>	<b>Club Teams</b>	<b>Grades</b>
Football (Fall)	5-8	Girls on the Run (all year)	3-8
Cheerleading (Fall)	5-8	JLBC Girls and Boys Basketball (Fall/Winter)	1-8
Cross Country (Fall)	6-8		
Girls Basketball (7-8 Fall) (5-6 Winter)	5-8		
Volleyball (5-6 Fall) (7-8 Winter)	5-8		
Boys Basketball (5-8 Winter)	5-8		
Wrestling (Winter)	6-8		
Track and Field (Spring)	6-8		

### **Athletic Booster Club**

The Athletic Booster Club is a self-supporting club that subsidizes the extra-curricular athletic program. Revenue is generated from its annual membership drive, concession stands, and tournaments. Membership is made up of the athletic director(s) and volunteers, and it is open to all SMSA parent(s)/guardian(s).

### **Attendance**

#### **Contacting Campus**

In the case of an absence, the parent(s)/guardian(s) is required to call the campus:

Attendance phone number: [920-322-8036](tel:920-322-8036)

Attendance email: [attendance@smsacademy.org](mailto:attendance@smsacademy.org)

SMSA South Hall Office: (920) 322-8046 SMSA Extended School Care: (920) 322-8094

#### **Attendance Requirements (Archmil Policy # 5112)**

Elementary and secondary schools will comply with the compulsory school attendance laws defined by Wis. Stat. § 118.15. The statute requires school attendance of a child ages 6 to 18 unless he/she: 1) is excused, 2) has graduated, or 3) is enrolled in an alternative or home-based private, or other education program as permitted by law. The law further requires that any person having under his/her control a child between the ages of 6 and 18 shall require the child to attend school regularly during the full period and hours that school is in session until the end of the school term, quarter, trimester, or semester of the school year in which the child becomes 18 years of age.

***Parents or legal guardians are required to provide the school with the reason for their child's absence.*** It is the responsibility of the school attendance officer to record whether the excuse is to be considered excused or unexcused (truant).

- Process and potential consequences school may impose for excessive tardiness and/or absences
  - In accordance with Wis. Stat. § 118.15, a parent must be sent a written notification when the child has been absent or tardy without an acceptable excuse for a total of five days in a semester. (A semester will be defined as the middle of the school year due to trimesters at SMSA.) A second notice regarding habitual truancy shall be sent when a student has been absent ten or more days in the school year.
  - There is no legal number of absences which, if exceeded, leads to automatic retention of a student.

- ***A school may develop and implement a plan of action to address chronic tardiness or absence of a student. The satisfactory completion of said plan of action may be used as a criterion for enrollment of the student in the school for the remainder of the current school year or the succeeding school year.***

A student must be allowed to complete the work missed during an absence, regardless of whether the absence is excused or unexcused. ***A student who is absent from school is normally not allowed to participate in after school or evening activities.*** The principal may, if circumstances warrant, waive the above requirement and allow the student to participate in an after school or evening activity.

Compulsory school attendance does not apply to any child who is temporarily not in proper physical or mental condition to attend school but who can be expected to return to his or her program upon termination of his or her illness or condition.

#### **Excused Absences**

It is the responsibility of the parent or guardian to call the school attendance office before 8:30 a.m. giving the child's name, grade, and reason for absence. An absence is considered an excused absence if the child is unable to attend school because of illness. Students are permitted to leave school before the regular dismissal in the event of illness or written parental request. Students missing more than three (3) consecutive school days will be required to have a written doctor's note.

There are events where a parent may need to remove a child from school. These may include but are not limited to illness, family vacations, medical or dental appointments, sports or recreational activities, or family emergencies. Parents are asked to contact the school's attendance officer in advance of these events.

A half-day absence will be counted for children missing more than two but less than four hours of school. All absences, excused or unexcused, become part of a child's permanent record.

#### **Unexcused Absences**

Extracurricular Activities: Students with an unexcused absence for any portion of the school day may not participate in any school-sanctioned activity or event on that day. If a student has an unexcused absence on a Friday, he/she may not attend or participate in any school-sanctioned activity or event that occurs that weekend.

#### **Doctor Appointments**

Every effort should be made to schedule medical and dental appointments outside of the regular school hours. If it cannot be avoided, the parent(s)/guardian(s) must send a signed note about the appointment to the campus office. Appointments for haircuts or other non-medical related appointments will not be allowed.

#### **Student Illness**

Please make sure any changes to your child's health records and health history are accurate and up to date. Please notify us immediately of any chronic illnesses, allergies or special dietary needs. If a child should contract a communicable disease, the teacher and health services coordinator must be notified. When and if children are exposed to a communicable disease, parents/guardians will be notified.

If a student is feeling ill while at school, students need to report to the office and the school health services coordinator or office personnel will evaluate the situation and will call parent/guardian if necessary. Children will be sent home if fever is above 100.4 degrees or vomiting.

Please notify the school attendance officer to report a child's absence. SMSA requires students who are vomiting or suffering from diarrhea stay home until they have recovered and have been free of symptoms for a minimum of 24 hours. Children should be fever free (with no medication) for a full 24 hours before returning to school. Please contact the health services coordinator with any questions.

### **Pre-arranged Absence (Archmil Policy # 5113)**

The principal may release a pupil during the day upon written request of the legal/custodial parent or guardian and after verifying that a valid request exists for the pupil to be released. As a further precautionary measure, the pupil's record is consulted to make certain that the adult requesting the pupil's release is the legal/custodial parent or guardian. Such absences must be recorded as an absence in the official school records.

SMSA strongly discourages all prearranged vacations, trips, hunting, college visitations, etc. when school is in session because the student will miss the discussions and instruction provided.

1. If a student intends to be absent on a school day, a written excuse signed by the parent/guardian should be presented to the Attendance Office a **minimum of one week in advance**.
2. The Attendance Office issues a pre-arranged absence form and attaches the written excuse to the form. Students must obtain teachers' and administrator's signatures and return the completed form to the Attendance Office prior to the absence date.
3. Homework may be obtained from his/her teachers after teachers sign the pre-arranged absence form. Consult Google Classroom for classwork. **Please note:** if a teacher does not have the one-week notice, homework or classwork may not be available for pick up by the student.

### **Makeup Of School Work For Absences (Illness, Injury, or Vacation)**

Teachers will work with parent(s)/guardian(s) to help any student keep current in his/her schoolwork during an absence. If a parent wants to pick up missed homework, contact the office by noon to make arrangements. To give teachers time to gather all assignments, homework for student absences may be picked up in the campus office at 3:00 p.m. Please call to make arrangements. The homework may be adjusted by the classroom teacher in the event of a prolonged absence due to chronic or long-term illnesses. Missed school work will be made up by the child upon his or her return. It is the responsibility of the family and teacher to partner and make sure missed work is made up in a timely fashion (i.e. the same number of days absent, plus one day, to turn in work).

### **Leaving Campus Grounds**

SMSA is a closed campus. Students are not allowed to leave the premises during the school day. If a parent(s)/guardian(s) requests a student to leave school, the student must report to the South Hall office and sign out before leaving and sign in upon returning. If a student becomes ill, he/she may ***not*** leave the building without reporting to the health services coordinator or the South Hall office, who will then notify the parent(s)/guardian(s). A student may not leave campus for lunch unless he/she is accompanied by his/her parent(s)/guardian(s). No food is to be ordered to school by a student.

### **Tardiness**

A student is considered tardy if he/she is not ready to learn in the classroom at the beginning of class. Parent(s)/guardian(s) are required to notify the school attendance office if any student will be tardy. Each time a student is tardy, it is recorded on the child's permanent record. To promote on time attendance, a policy has been established and implemented to track and address tardy concerns. Tardies are tracked on a daily basis and when they arrive late to class, the following letter will be sent home to parents/guardians: [SMSA Elementary School Tardy Policy 2023-2024](#)

In addition to missed learning opportunities for the tardy student, tardiness to class or to school causes disruption to the learning environment for all students. Patterns of severe tardiness call for intervention by the teacher, the principal, and/or the school's student services staff.

### **Virtual learning (Per Archmil Policy # 6135)**

In-person classroom learning and instruction is the preferred and beneficial educational model at SMSA for all grade levels PreK - grade 8. To receive approval as a virtual learner, parents must complete an attendance application for virtual learning on the SMSA website or given through the South Hall office. The completed application must be submitted at least one full week prior to the first day of virtual instruction.

Parents may not spontaneously (day-to-day) declare students as virtual learners. Parents may request a virtual learning option in one week increments (5 school days). Virtual learning may be a blend of methods to be



determined, including but not limited to, synchronous (real-time interactive, online) and asynchronous (non-interactive, prepared virtual resources). Students who are approved as virtual learners and are engaged in synchronous instruction may be marked absent if their online presence cannot be reasonably detected by teachers.

All virtual learning requests – regardless of reason or duration – must be approved by the principal. Teacher(s) will maintain virtual academic resources during both in-person instruction and virtual learning.

**Exceptions:** In cases of an unanticipated health quarantine or other medical event that may result in a student being unable to physically access campus, virtual learning may commence more quickly and be extended as needed. Parents will still be expected to complete the required virtual learning application paperwork so that accurate school tracking may be maintained.

### ***Before and After School Procedures***

#### **Extended Care Program**

The Extended Care Program is available for students in grades P3-5. A registration form for this service is available in the Elementary Office or Business Office.

**Please see Extended Care Program on SMSA Website [www.smsacademy.org](http://www.smsacademy.org) located under the Academics tab.**

To use this service, children must be enrolled in SMSA and toilet trained.

Extended Care begins at 6:30 a.m. until 7:40 a.m.

Extended Care begins at 2:55 p.m. until 6:00 p.m.

**NOTE:** All Extended School Program fees must be paid before the last day of school

Students who are not picked up by 3:20 p.m. will be sent to the Extended Care Program. Students grades 6-8 may sit quietly in the Commons area awaiting for extra-curricular activities.

There may be a waitlist pending registration. Extended Care waitlist will be determined by first come first served process.

#### **ARRIVALS AND DEPARTURES**

All students in grades P3-5 who are **not** in the *Extended School Program*, are expected to remain outdoors until the first bell rings, except in the case of heavy rain or below zero degree wind chill factor. Therefore, it is important that children arrive as close to the first bell as possible.

Due to safety concerns, students are to arrive at the campus shortly before the doors open, and are to leave campus immediately after their last class of the day unless they have permission from the teacher for extra help or a project.

Students are not to remain on the premises for the purpose of playing on the playground or campus grounds after school if they are not supervised by their parent/guardian. Students outside the school are accountable to parents/guardians after the final bell rings.

#### **Elementary P3 - 8 Bus Traffic**

All bus driveways will be plainly marked. The buses will be using the driveways marked “Buses Only” for entering and exiting.

Vehicles **MAY NOT** go beyond the clearly marked “Bus Only” parking areas. The area beyond the parking zone is the designated “Student Safety Zone.”

#### **Drop off**

##### **MORNING ROUTINE:**

- Grades P3 - grade 8: 7:35 a.m. first bell; 7:45 a.m. start of school day

- All parents with children P3-5 will use the UPPER SOUTH lot. Ages K-5 will stage behind the building on the lower playground to enter campus. Early Childhood parents/guardians will walk their child to the front doors of campus.
- Grades 6-8 students may enter either South Hall or North Hall doors at 7:35 a.m. School begins at 7:45 a.m.
- Parents are asked to use the “Hug N’ Go” zones around the perimeter of the parking lot (sidewalks line the entire drop zone), PLEASE PULL AS FAR AHEAD AS POSSIBLE! Please use the parking stalls if you intend to walk your child into school.
- P3 and 4K parents/guardians are required to walk students through the front doors of campus.

### **Pickup**

#### **AFTER SCHOOL ROUTINE:**

- Grades K-5 have a 3:00 p.m. end bell and will exit the South Hall doors; PreK-5 will use the UPPER SOUTH lot.
- Parents are asked to use the “Hug N’ Go” zones around the perimeter of the parking lot (sidewalks line the entire drop zone), PLEASE PULL AS FAR AHEAD AS POSSIBLE! Please use the parking stalls if you intend to park and go meet your child.
- P3 and 4K day concludes at 2:55. Parents/guardians are required to meet their child by the South Hall entrance doors.
- Grades 6-8 have a 3:15 p.m. end bell time. Students may leave via either North Hall or South Hall doors.

### **Preschool (3 year olds) AM – Monday - Friday**

**Drop off:** Drivers should park, walk the child to their classroom, and promptly move their vehicle.

**Pick up:** Driver should park, pick up his/her child at the front door outside of school.

### **Kindergarten (4 year olds) AM – Monday-Friday**

**Drop off:** Drivers should park, walk the child to their classroom, and promptly move their vehicle.

**Pick up:** Driver should park, pick up his/her child at the front door outside of school.

**NOTE:** DO NOT park in the Hug and Go zones.

### **PERSONAL TRANSPORTATION DEVICES**

Bicycles must be parked in a safe area outside. All students who bring bicycles to school are to use combination locks. Bicycles may not be ridden on school grounds during or immediately before/after school. Neither the school nor SMSA will assume responsibility for lost or damaged bicycles. Students who ignore the observance of safety and courtesy rules while riding their bicycles to and from school will forfeit this privilege.

### **Busing**

Travel by bus is a privilege. Obedience, courtesy, and safe behavior are required. Failure to comply with rules on the bus may result in a temporary or permanent suspension of a student's bus privileges.

All questions related to busing may be directed to the following sources:

#### **North Fond du Lac**

Director of Transportation, Johnson Bus Co.	921-3003
Superintendent of Schools	929-3750

#### **Fond du Lac**

Director of Transportation, Johnson Bus Co.	921-3003
Director of School Transportation	929-2790

### **Catholic Identity**

SMSA's primary mission is Catholic Identity. To accomplish this goal, SMSA incorporates the following into the total school experience:

1. The liturgical and prayer service experiences are some of the most important features of Catholic living at our campus. They are celebrated in a form meaningful to the age groups, and involve the children through active participation. Attendance by parent(s)/guardian(s) makes a long-lasting impression on the students at all grade levels. Parent(s)/guardian(s) are strongly encouraged to join in the liturgical services when your child's class is leading the service.
2. Sacramental preparation programs such as First Eucharist and Reconciliation are handled through the Holy Family Parish or your local parish's Religious Education Program, which involves family, parish, and child. The programs are enhanced through the school curriculum.
3. Religion classes are held four/five days per week. All teachers of religion are certified in accordance with Archdiocesan policy. Liturgy constitutes a day of religion class.
4. Each school day begins with prayer. Other prayer experiences are shared throughout the day; beginning of each class, lunchtime, etc.
5. With social development in each grade level in mind, social concerns are highlighted, e.g., service to the poor, the needy, the lonely, etc., through visits/service projects.
6. Priests are available for liturgies, prayer services, reconciliation, special projects, general visits, faculty liturgies, etc.
7. Catholic values are emphasized in everyday situations while focusing on human dignity, justice, and peace.

## ***Communication***

### **eLedger**

Every Thursday, when school is in session, school information will be emailed to you through the use of the eLedger. Parents are to read the contents in the eLedger to be in partnership with SMSA.

### **SMSA Website (Archdiocese Policy 1112)**

SMSA has a website ([www.smsacademy.org](http://www.smsacademy.org)) that will be administered by several SMSA personnel.

Any organization or individual who establishes a website that contains information related to SMSA will need to secure the approval of the principal and/or president for the content of this site, and the use of SMSA name on this site.

SMSA personnel will ensure that the site information is current and accurate and has a link established to the SMSA website. All appropriate Archdiocesan policies relating to telecommunications will be followed. Failure to adhere to such policies may result in revocation of permission to use the SMSA name.

Sites approved need to contain the following statement: "This site contains information that is authorized and approved by SMSA".

Photos of students may be used on SMSA websites under the following guidelines:

- Identified photographs of students may be published with written and dated permission from parents. Such photos would usually be for special reasons such as winning the Kohl Scholarship, contest winners or athletic achievement.
- No publication of student's addresses, phone numbers or other personal information is permitted.
- Group photos are permitted without permission as long as the caption identifies the activity or class, not the individual students in the photo.

### **Partnership Communication**

Frequent and effective communication between the school and the home and between the home and the school is a very important part of the educational success at SMSA. Many of our teachers send home a weekly newsletter with activities for the week. Other teachers will use assignment notebooks or electronic means of communication. Teachers will make use of scheduled conferences and will meet with parents and students whenever necessary. Skyward is updated on a weekly basis to update grades. Each family is welcome to address concerns they have about their child's academic achievements to the classroom teacher.

#### **SMSA Policy and Process for Corrective Action Regarding Parental/Guardian Non-compliance/ Misconduct**

Parents/guardians in the Springs community are expected to model *The Ledger Way* in their interactions with school personnel and young people. Should any parent/guardian behave in a manner that blatantly rejects school mission or core values, or interferes with school operations, or displays distrustful, disruptive or harassing behaviors toward SMSA personnel, students or families, school leadership may engage the following process for corrective action.

NOTE: In a circumstance where the safety of school personnel, students, or other parents may be threatened, the steps of the following process may be accelerated to the end step of the process resulting in withdrawal of the parents/guardians children from SMSA:

- School personnel shall request that a parent/guardian correct or cease and desist detrimental behavior.
- If behaviors represent a threat to personal or school safety, law enforcement may be requested to support school officials and further engage with the parent/guardian.
- Archdiocesan Policy #1312 and this handbook policy shall be shared with the parent/guardian who may fail to fully comply with the schools request to cease and desist detrimental behavior. School officials shall formally document continued noncompliance or misconduct.
- If detrimental, unwelcome behavior persists and becomes a documented pattern, SMSA leadership may provide a formal written warning that withdrawal of the children of the parent/guardian from SMSA may be a consequence for continued parent/guardian misconduct or disregard of school expectations.
- Should detrimental, unwelcome behavior persist after a written warning, school officials shall request a meeting with the parent/guardian. Non compliance with the meeting request shall be documented and may lead to further consequences, including withdrawing the children of the parent/guardian from the school.
- Should detrimental behaviors persist after a formal written warning, and/or meeting with school officials, SMSA leadership may formally withdraw the children of the parent/guardian from the school and the action will be reported to the Archdiocesan Office of Schools.

#### **Grievance Procedure For Parent(s) /Guardian(s) (Archmil Policy # 1312.1)**

At SMSA, a parental grievance occurs when there is a disagreement between the parent(s)/guardian(s) of a student enrolled at SMSA and an employee (e.g. teacher, aide, principal) of SMSA. Before any formal grievance can be initiated, the parent(s)/guardian(s) must meet with the employee with whom there is an issue to see if reconciliation or meeting of the minds can occur, consistent with the philosophy of the Archdiocese. If resolution occurs, there is no need to proceed. An informal grievance not raised in a timely manner (generally not to exceed ten days) shall be considered to be waived.

In a Catholic school, grievance procedures are not legal hearings and are not intended to apply to complaints alleging criminal behavior. Neither party shall be permitted to have legal counsel at such meetings.

#### **Step One**

If there is no resolution, the parent(s)/guardian(s) can initiate the formal grievance process by providing a letter to the employer's supervisor no later than ten (10) working days after the informal meeting noted above. The letter must contain the following:

- The date/time/place of the informal meeting
- The name and position of the employee with whom the disagreement exists
- Factual information and background regarding the disagreement
- Specific recommendations for resolution of the issue

After the receipt of the letter, the supervisor will provide the employee five (5) working days to respond and then schedule a meeting of all parties within ten (10) working days to work through conciliation toward resolution. Should a resolution occur, the process is concluded.

If resolution does not occur, then proceed to Step Two.

### **Step Two**

If there is no resolution, the parent(s)/guardian(s) can initiate the formal grievance process by providing a letter to the president no later than five (5) working days after the formal meeting in Step One. The letter must contain the following:

- The date/time/place of the informal meeting
- The name and position of the employee with whom the disagreement exists
- Factual information and background regarding the disagreement
- Specific recommendations for resolution of the issue

After the receipt of the letter, the president will provide the employee five (5) working days to respond and then schedule a meeting of all parties within ten (10) working days to work through conciliation toward resolution. Should a resolution occur, the process is concluded.

Once a review is complete and a final recommendation has been offered at a local level, there is no additional appeal of the decision at the archdiocesan level. The School Board of Directors, School Advisory Commission, School, and/or Parish Pastoral Council is not involved in the grievance proceedings and is not a source of appeal.

### **Student Conduct and Discipline (Archmil Policy # 5144)**

#### **Disciplinary Procedures to Maintain a Positive School Climate both Academic and Behavioral**

A successful Catholic school seeks to educate the whole child by providing an excellent education that reflects the gospel values of love of God and neighbor. Positive concepts of discipline should reflect the dignity of each person and foster social justice within the school environment. Schools must actively promote positive student discipline that contributes to the overall success of each child.

The rules are explained to the students at the beginning of the school year and are posted in each classroom. The consequences for any infraction of classroom/cafeteria/hallway/playground rules or anything school related are determined by teacher's or school-wide procedures. Discuss the behavior with the individual or group of individuals involved in the situation. Encourage each child to tell what they did in the situation, emphasizing the importance of telling the whole truth and taking ownership of his/her behavior. Discuss with the child(ren) what should have been done and what would the actions be if the situation occurred again.

#### **Positive School Climate Consequences**

- Warning/Discussion/Documentation - Time taken as soon as possible to discuss the circumstances with the child regarding the situation. Discuss with the child what he/she thinks about their actions and how they would act the next time if a similar incident would arise.
- Plan of Action - Quiet time for the child to think about his/her actions and work in partnership with faculty/staff to complete the SMSA Elementary Office Referral Form in a quiet place in the classroom or, if outside, standing near the teacher. [SMSA Elementary Referral Sheet k-8 2023-2024](#)
- Plan of action with teacher or team of teachers/parent(s)/guardian(s)/child (ex: an agreement). Example: Time-out/Loss of recess.
- In the event that discipline referrals become excessive for an individual student, the **Progressive Discipline Procedure** will be followed; [Progressive Discipline Procedure SMSA 2023-2024](#)

### **Student Conduct and Disciplinary Plans**

The local discipline plan or program shall be guided by the following principles:

- Engaging instruction and consistent classroom management are the foundation of effective discipline.
- School discipline is best accomplished by preventing misbehavior before it occurs and using effective interventions after it occurs.
- School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.
- Administrators, faculty, and staff should promote and model high standards of Christian behavior and service and should monitor and correct misbehavior in a fair and consistent manner as needed.
- School discipline that is paired with meaningful instruction and guidance offers students the opportunity to learn from their mistakes and contribute to the school community.
- Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students are removed from their classrooms due to misbehavior.
- Consequences for misbehavior should reflect the age and developmental stage of the child, the capacity of the student to understand what is expected of them, the seriousness of the offense, and the impact of the behavior on others.
- Corporal punishment is never acceptable or allowed for any purpose.
- Parents/guardians and students are partners in effective discipline plans and shall receive a school handbook annually that outlines expectations and consequences for behavior.

**\*If indeed the judgment of the teacher/principal warrants concern regarding safety, a student may not be allowed to participate in a school related activity.**

**All decisions made by the Principal are final. Possible consequences could be but are not limited to the following: remediation, fines, service, or repairs to damage.**

### **Academic Monitoring (P3-8TH Grade)**

SMSA holds high academic expectations to prepare students for a successful learning educational experience. If a student's progress is not showing adequate movement in learning the following protocols will be implemented:

#### **1. Academic Warning**

- Any student earning multiple 1's in Standard Based Grading at the end of any trimester.
- Parents will be notified in writing during a meeting and sign an Academic Warning letter.
- Students will be placed on an academic improvement plan and the SIT (Student Intervention Team) document will provide a framework to identify and monitor the student's challenges and monitor progress.
- Students placed on academic warning may lose eligibility for some extra curricular activities at the discretion of the administration.

#### **2. Academic Probation**

- Any student earning multiple 1's at the end of two consecutive trimesters or students earning all 1's at the end of any trimester term will be placed on academic probation.
- Parents will be notified in writing and a parent meeting will be held with the administration.
- Students will be placed on an academic probation contract signed by the parent, student, and administration.
- Students placed on academic probation will lose eligibility for all extracurricular activities.
- Failure to meet the goals set in the academic probation contract may result in mandatory

summer school, lack of promotion, loss of ability to graduate on time, or withdrawal from school.

### **Probation, Suspension, and Expulsion**

Whenever a student's conduct is such that it demonstrates a repeated refusal to obey school rules, endangers the property, health, or safety of others, or consistently disrupts the learning environment, action may be taken to restrict his/her privileges and rights of program attendance.

Probation, suspension, and/or expulsion procedures may be exercised in response to serious misconduct by a student, including but not limited to the following behaviors:

- Possession or use of weapons, "look alike" weapons, or any object deemed potentially harmful to others
- Possessing, using, purchasing, selling, or distributing illegal drugs, drug paraphernalia, or alcohol
- Possession or use of tobacco products, tobacco-related devices, imitation tobacco products, lighters, or electronic cigarettes
- Vandalism
- Fighting, physical or verbal harassment, assaults, or behavior intended to cause harm or fear
- Bullying, cyber bullying, or any aggressive behavior that includes threats, intimidation, social exclusion and isolation, extortion, and the use of a SMSA computer or SMSA technology to send embarrassing, slanderous, threatening, or intimidation messages
- Hazing or hazing-type initiations
- Any severe or inappropriate conduct on school premises or at school related activities that endanger the life or safety of another
- A pattern of behavior (e.g., neglect of duties, truancy, or opposition to authority) that shows persistent resistance to making the changes which would enable the student to prosper from the instruction available

### **The actions and procedures for probation, suspension, and expulsion must be published in the school handbooks.**

**Probation:** A student may be placed probation if in the judgment of the administration he/she has experienced chronic behavioral problems and/or is new to the school. During the probation time, no serious misconduct will be tolerated, and the student is expected to show positive behaviors and attitude. At the end of the probationary period, a student may be removed from probation, may have the probationary period extended, or may be dismissed from the school. All students new to a school are considered on probation for a minimum of one semester.

**Suspension:** Suspension is considered a temporary removal from the classroom/school for serious misconduct or repeated occurrences of less serious infractions. Factors that must be considered in a decision to suspend include issues such as any previous disciplinary action, the age of the student, family and personal circumstances, recognized disability, the behavior in question, and its impact on others.

Suspensions from attendance at classes or school as determined by the school administrator must include:

- An investigation by school officials prior to any suspension
- Notice verbally or in writing to the student and parent/guardian listing the reasons for the suspension and offering a meeting with school officials within a reasonable period of time
- An opportunity for the student to attend a meeting with a school administrator which provides, at minimum, a recitation of the infraction, and if the student denies the charges, a summary of evidence; an opportunity for the student to tell his/her side of the story, to present new evidence, and to question the reasons for the intended suspension.

Parents may attend the meeting at their request, or if the administrator requests their presence.

- Notification to the parent prior to sending a student home from school
- Notification of the conditions of the suspension, including removal from school activities or events while suspended a maximum of five days of suspension can be imposed unless a written notice of an expulsion hearing is scheduled.

Such notice shall allow not more than a total of fifteen consecutive school days to be served in suspension until the expulsion hearing is held. Such a suspension is for investigative purposes. Suspended students remain the responsibility of the school. The final decision regarding suspension rests with the principal/administrator.



**Expulsion:** As a definition, expulsion is considered a termination of enrollment, permanently or for an extended period of time. Expulsion shall be considered as a rarity and used only as a very last measure.

Expulsion results from repeated refusal to obey school rules or from conduct which endangers property, health, or safety of others and is deemed to be in the best interest of the school. An extremely serious single offense may also be cause for expulsion.

Students asked not to return the following year for behavior reasons are considered to be expelled. The Archdiocesan Superintendent of Schools/designee is to be informed before any action leading to expulsion is taken.

**Expulsion Procedures:** Expulsion can take place only after an investigation by school officials and an expulsion hearing has been held. Parents/legal guardians shall be notified in writing at least five days before the hearing is to take place; this notification period can be waived by mutual consent of the parents and the school if an expedited hearing date is advisable.

- The Expulsion Hearing Committee is composed of 3-5 people. The committee composition should be such as to ensure objectivity. Members from various sources within the parish/network/school may include current or former parish trustees or pastoral council members; parents of former students; or at-large parishioners. The administrator may allow the student to choose a faculty person to serve on the committee. School Board of Directors (separately incorporated school or network of schools) or standing committees of either may not serve on an expulsion committee.
- An expulsion hearing is not a legal procedure; therefore, neither party may have an attorney present during the hearing.
- For confidentiality reasons, it is recommended that attendance at the hearing should be limited to the student and his/her parents/guardians. Child advocates, friends, or other family members should not be allowed to attend the hearing.
- At the elementary level, the Principal is present for the entire hearing itself and during the deliberations of the hearing committee. At a secondary level, the Principal is present for the entire hearing itself and during the deliberations of the hearing committee. The President is present for the entire hearing itself and during the deliberations of the hearing committee.
- The school officials (e.g., elementary school principal, high school principal (network school) high school dean of students, or vice principal (stand-alone high school)) receive a specific and limited amount of time to present the chronology of events that led up to the initiation of the expulsion process, along with the supportive documentation and rationale as to why the expulsion is being sought.
- The student who is the subject of the hearing and his/her parents are given equal time to present their side of the story and reasons as to why expulsion is not warranted.
- Committee members can ask clarifying questions at the end of each presentation time. Representatives of the two sides are not to interrupt the other during their respective presentations.
- A brief amount of time (5-7 minutes) is given to both sides for questions, responses, and final summative comments. Any last questions from the hearing committee can occur at this time also.
- The hearing has ended, and the school representatives and the student/parents leave. The hearing committee weighs the facts and issues that were presented and gives a recommendation as to what it believes is appropriate disciplinary action; this recommendation should be briefly summarized in writing.
- The president or principal can accept the recommendation totally, in part, or reject it altogether. The president at the elementary level, or school principal has the final responsibility for the decision to expel or not.
- The family of the student is informed of the final decision within 24 hours. A formal letter is sent by certified mail detailing the final action and signed by the president and principal no later than the day after the hearing.

If the decision to expel is upheld, a date and time by which the expulsion becomes official are also indicated in the letter. The parent is given the right to still withdraw the student from school before the deadline; this withdrawal must be done through a written notice signed by the parent(s). The letter must include notification of the right to appeal the decision. A student who is withdrawn during this phase is considered expelled.

***Appeal:*** The student or his/her parent or legal guardian may within five (5) school days following the notification of the expulsion appeal the decision to the school president in writing with rationale for appeal. The school president will review the facts and investigate that correct procedures were followed as defined by Archdiocesan and school policy. If procedures were not followed, the school president will refer the issue back to the school administrator with a recommendation about which step of the procedure needs to be further processed.

Once a review has taken place and the matter is decided at a local level, there is no additional appeal of the decision at the archdiocesan level. The School Board of Directors or Board of Trustees (separately incorporated school or network of schools) is not involved in the expulsion proceedings and is not a source of appeal.

Any student expelled or withdrawn may not be on school property or be present at school functions without the permission of the Principal. Under the guidelines put forth by the Department of Public Instruction for schools participating in the Wisconsin Parental Choice Program, we must accept the application of all children, including those who may have been withdrawn or expelled from St. Mary's Springs Academy previously. However, if a child was withdrawn or expelled from our school in any previous year or years, on the first day of the upcoming school year that child may be officially expelled.

***Alternatives to suspension and expulsion:*** Schools should have alternatives to suspension and expulsion to ensure a safe, orderly, and effective educational environment which may include, but not be limited to the following:

- Counseling with a student or group of students
- Conferences with a parent or group of parents
- Behavioral intervention plan or probationary contracts
- Modified/rearranged class schedule
- After school sessions which require a student to complete missing school work or engage in counseling/conflict resolution
- Loss of privileges, restricting extra-curricular or co-curricular activities
- Removal of a student from a single class for a period
- Assignment of hours of community service at the school, parish, or other non-profit organization with the approval of a student's parent (guardian)
- Removal of a student from school-sponsored or public school transportation
- Referral to outside program (e.g., anger management, social skills, substance abuse treatment)
- Restorative justice program

### ***Dress Code (Archmil Policy #5132)***

The local School Advisory Commission/Committee or the school's governing board of limited jurisdiction will be responsible for developing acceptable standards of dress for students.

The community in which the school is located, custom, and the economic conditions of the people should be considered in the matter of dress.

All parents and students shall be informed of the school's acceptable standard of dress through the students' or parents' handbook or other written communication.

***Please refer to the SMSA website for Dress code:*** [\*\*Dress Code Policy\*\*](#)

SMSA Principal has the authority to question attire when and if such an issue arises. Parents/guardians may be called in to correct a situation should the occasion arise.

### ***Clothing for Outdoors***

During the school year months all students are expected to wear proper clothing (boots, scarves, hats, and mittens or gloves) in the interest of good health and safety. The students must wear snow pants/suits, boots, hats, and mittens/gloves in order to play in the snow. The school takes the position that what the student is allowed to wear to

school by parent(s)/guardian(s) is acceptable for that child to wear outdoors for recesses. If children wear boots, hiking boots, tennis shoes, etc. for outdoors, please see that they bring shoes to change into for inside the building.

### **Designated Jeans Days/Spirit Days**

To promote school spirit and unity, there will be designated days when the school uniform will not be required. Guidelines will be determined by the Administration and communicated to the students prior to the day. The rest of the dress code still applies as listed above. Below are common items that will be acceptable on days as designated:

- School sanctioned spirit wear, sweatshirts, and t-shirts
- Jeans with no holes/tears
- Items specific to the theme of the day (i.e. pajamas, sweatpants, costumes, specific colors)

## ***Health Office***

### **Environmental Protection**

We wish to ensure a safe and healthy school environment with a goal of keeping students well and in school as much as possible. Students with asthma and allergies are particularly sensitive to indoor air pollution and other triggers such as dust mites, chalk dust, animals, strong odors, and exercise. We have availability of air continually circulating in every room. Any type of air fresheners (examples: plug in, hanging, etc.) will not be permitted in the school building.

### **Head Lice**

Students with head lice will be removed from classrooms and/or school until they have received proper treatment. Your child will not return to school unless he/she is “nit” free for 24 hours and has been checked by the school health services coordinator or other designee. When in doubt, consult your family physician. Notification will be sent home in your child’s grade level. The health services coordinator and principal will determine if notices will be sent to other grades per their discretion.

### **Health Records**

#### *Immunizations / Vision / Hearing / Scoliosis Screening*


Periodic visits are made to our campus by Public Health personnel. They are available for consultation regarding student health problems, communicable diseases, and health education information.

The following are the minimum required immunizations for each age/grade level according to the Wisconsin Student Immunization Law. Additional immunizations may be recommended for your child depending on his/her age. Please contact your doctor or local health department to determine if your child needs additional immunizations.

Grade/Age	Number of Doses					
Pre-K (ages 2 through 4 yrs)	4 DTaP/DTP/DT	3 Polio	3 Hepatitis B	1 MMR	1 Varicella	
Kindergarten through Grade 5	4 DTaP/DTP/DT/Td	4 Polio	3 Hepatitis B	2 MMR	2 Varicella	
Grades 6 through 12	4 DTaP/DTP/DT/Td	1 Tdap	4 Polio	3 Hepatitis B	2 MMR	2 Varicella

1. D= diphtheria, T = tetanus, P = pertussis vaccine. DTaP/DTP/DT/Td vaccine for all students Pre-K through 12. Four doses are required. However, if a student received the 3<sup>rd</sup> dose after the 4<sup>th</sup> birthday, further doses are not required. Note: a dose four days or less before the 4<sup>th</sup> birthday is also acceptable.

2. DTaP/DTP/DT vaccine for children entering 5K Kindergarten: Each student must have received one dose after the 4<sup>th</sup> birthday (either the 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> dose) to be compliant. Note: a dose four days or less before the 4<sup>th</sup> birthday is also acceptable.
3. Tdap is adolescent tetanus, diphtheria and acellular pertussis vaccine. If a student received a dose of a tetanus-containing vaccine, such as Td, within five years before entering the grade in which Tdap is required, the student is compliant and a dose of Tdap vaccine is not required.
4. Polio vaccine for students entering grades 5K Kindergarten through 12: Four doses are required. However, if a student received the 3<sup>rd</sup> dose after the 4<sup>th</sup> birthday, further doses are not required. Note: a dose four days or less before the 4<sup>th</sup> birthday is also acceptable.
5. Laboratory evidence of immunity to hepatitis B is also acceptable.
6. MMR: measles, mumps, and rubella vaccine. The first dose of MMR vaccine must have been received on or after the first birthday. Note: a dose four days or less before the 1<sup>st</sup> birthday is also acceptable. Laboratory evidence of immunity to all three diseases (measles and mumps and rubella) is also acceptable. Varicella vaccine is chickenpox vaccine. A history of chickenpox disease or laboratory evidence of immunity to varicella is also acceptable.

 Screenings of hearing and vision are held during the year through the Fond du Lac County Health Department and the local Lions Club. Parent(s)/guardian(s) will be notified of the dates and times.

Communicable diseases ***must*** be reported to the school health services coordinator immediately, and the school health services coordinator, in turn, reports this information to the Public Health Office. Any student with a contagious disease should remain out of school for 24 hours after drug therapy or if symptoms are still active. A doctor's note is recommended for returning students to school.

**All students should have an updated health history on file with the school health services coordinator and to be updated yearly.**

***Note: Every family must have an emergency form, including emergency contact telephone numbers, on file in the school office.***

### **Illness**

If your child is staying home sick during school hours, please call the attendance line and leave a message with your child's name, grade and reason they are ill. Student's are required to stay home if they have a contagious illness, fever (100.4 or higher) or diarrhea, nausea/vomiting. The student should be out of school for a minimum of 24 hours or will need a doctor's "return to school" notice if before the required time away. Keep your child home for 24 hours after: a fever (100.4 or higher) has resolved without using fever reducing medications (Tylenol, IBP), diarrhea/vomiting has resolved or the child has been on a prescribed antibiotic. If the student is seen by the school health services coordinator or office staff with any of the above symptoms, parents will be notified to pick them up from school. *The illness requirements are adopted from the Wisconsin Department of Health Services.*

### **Medications**

When it becomes necessary for a student to take medications prescribed by a physician, the student must have a Medication Authorization and Instruction form (Archdiocese of Milwaukee policy form 5141.5b) [PROVIDER AUTHORIZATION FORM PRESCRIPTION MEDICATION](#) on file in the South Hall office. Federal and state law prohibit schools from dispensing any prescription medication without written consent of the parent, written dosage and dispensing instructions signed by the physician and medication given to the school by the parent in its original container having the pharmaceutical label with the student's name, drug, dosage, time to be given, and physician's name.

Please communicate with the school health services coordinator medication needs or changes your child may have during the school day.

A parent may give permission on the annual health history form to the school health services coordinator or office staff to give their child over the counter (OTC) medication such as Tylenol, Ibuprofen, Tums or topical medications

per their discretion. The school health services coordinator or office staff will contact the parent before giving any medication to verify the student has not received a dose of the medication before school.

### ***Lunch and Milk Program***

A federal school lunch and milk program is offered at SMSA. Please have all monies for milk/lunch tickets placed in a sealed envelope marked with the student's name, grade and room number.

### **School Wellness**

Before the 2006 school year, all schools, including private schools that participate in authorized programs under the *National School Lunch Act or the Child Nutrition Act* must develop a local school wellness policy. The requirement is specified in the *Child Nutrition and WIC Reauthorization Act of 2004*. This requirement applies to those schools participating in programs such as the free and reduced-price lunch program, the school breakfast program and the special milk program. It implies that reimbursable school meals meet the program requirements and nutrition standards set forth under the legislation.

As required by law, SMSA Wellness Policy, at a minimum, shall include:

- Goals for nutrition education, physical activity and other school-based activities that are designed to promote student wellness in a manner that the school determines is appropriate.
- Guidelines for all foods and beverages available on school campuses.

#### **Archdiocese Policy 5140.4 (5/11/06)**

- **Lunchroom Rules:**

1. Students will use a quiet voice to converse.
  2. Students will follow the directions of the lunch supervisors.
  3. Students will ask for permission to use the restroom.
  4. Students will pick up all wrappers and food scraps.
  5. Teachers will provide passes to students who need to return to the classroom for lunch time.
  7. Students will bring healthy foods and drinks.
  8. Students will walk in the cafeteria.
  9. Students will line up quietly before being dismissed for recess.
- Outside guests at lunch: When a student has an outside guest for lunch there are two options: The guest may eat with the students at the typical lunchroom tables, or the guest and only their child may eat at an individual table if there is room. Please ask guests not to share food that is brought into school with other students for safety reasons.

### **Recess/Nutrition Snack**

Grades K - 2: Students will have two recess times during the day.

Grades 3 - 5: Students will have recess/lunch.

Grades 6 - 8: Students will have a recess opportunity to go outside or stay in a supervised classroom.

Students in grades K-5 go outside for recess. Parent(s)/Guardian(s) should not request a student to stay inside for recess due to illness. Parent(s)/Guardian(s) are requested to keep a child home if he/she is too ill to participate in the full day. If a child is too sick to go out for recess, SMSA considers them too sick to be in school.

Food/snacks must be consumed during a nutrition break period.

### ***Playground***

#### **Indoor/Outdoor Procedures**

Children are kept inside campus when it rains or when the wind-chill reaches zero degrees. Parent(s)/guardian(s) are encouraged to send children to school dressed in appropriate clothing, always presuming that they will be going outdoors for recess. The only exceptions to this will be injury with an appropriate note from the doctor.

Parent(s)/guardian(s) should not request a student to stay inside for recess due to illness. Parent(s)/guardian(s) are requested to keep a child home if he/she is too ill to participate in the full school day. If a child is too sick to go out for recess, SMSA considers them too sick to be in school.

### **Playground Safety**

Appropriate behavior is expected for the safety of students. There are consequences for those who choose to behave irresponsibly. Positive School Climate applies. The following items are **not allowed** on campus premises: frisbees, hard balls, superballs, racquet balls, skateboards, scooters, inline skates, or water guns.

### **Playground:**

1. Students will keep hands, feet, objects and words that hurt to themselves
2. Students will follow the directions of the playground supervisors
3. Students will use equipment properly and return classroom equipment to its proper place
4. Students will demonstrate good sportsmanship
5. Students will keep the playground free of litter. Broken glass and sharp objects must be reported to the playground supervisor. Students should not pick up sharp objects
6. Students will keep snow and ice on the ground
7. Students will respect the personal property of others
8. Students will play away from the parked cars, streets, trees and the storage building
9. Students will stay in an area where the supervisor can see them
10. Students will stay away from strangers and report them to the supervisor
11. Students will report all accidents immediately to the supervisor on duty
12. Students will line up quickly and quietly when the bell rings
13. Students will stay outside unless the supervisor gives permission to enter the building
14. Outside equipment will be shared
15. Only flag or two-hand touch football is allowed (no tackling)
16. Boots are to be worn in the snow. Students without them will be permitted on the blacktop only

### **Rules for Playground Equipment**

#### **Slides:**

- Only one person may go down the slide at a time
- When sliding, go feet first
- Be sure the person in front of you is off the slide, before you slide

#### **Spinning Sphere:**

- Only four people at a time
- Wait your turn 4 feet away from the spinning sphere when in sphere is in motion
- Spinning is permitted

#### **Monkey bars**

- Hang by hands only
- One person at a time crossing the monkey bars
- Stay out from under the monkey bars when students are crossing

#### **Other:**

- Leave the rocks, nature and sticks on the ground
- Move carefully around the equipment
- Walk on all equipment
- Use the equipment when it is dry
- Equipment must be shared

## ***Safety***

### **Asbestos Hazard Emergency Response Act (AHERA) (Archmil Policy # 5140.11)**

AHERA is a federal law which requires that all primary and secondary schools develop and implement a plan for managing all school building materials which may contain asbestos. As part of this plan, very specific practices are mandated including: periodic inspections, maintenance, removal practices and annual notification. New buildings are inspected and detailed inventories are maintained. Asbestos materials are also investigated prior to any renovations which may disturb suspect materials.

### **Asbestos Management Status**

**SMSA complies with all asbestos abatement requirements and maintains a plan to engage the support of certified vendors as the need may arise for the evaluation or repair of the campus facilities.**

### **Bullying and Harassment (Archmil Policy # 5131.1)**

It is imperative to maintain an educational environment that encourages optimum human growth and development. Respect for the dignity of each person is essential to Catholic tradition. It is vital that each school and religious education program maintain an environment free of any form of harassment, bullying, or intimidation.

Bullying and harassment may be defined as a single incident or a pattern of behavior wherein the purpose or effect is to create a hostile, offensive, or intimidating environment.

Bullying and harassment behaviors are prohibited in all school buildings, property, and educational environments, including any property or vehicle owned, leased, or used by the school. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision.

Bullying and harassment encompass a broad range of physical or verbal behavior which can include, but is not limited to, the following:

- Physical assaults, hitting or punching, kicking, theft, threatening behavior
- Verbal threats or intimidating language, teasing or name-calling, racist remarks
- Indirect threats, spreading cruel rumors, intimidation through gestures, and social exclusion
- Cyber bullying or the sending of insulting messages or pictures by mobile phone or by use of the internet

All staff members and school officials who observe or become aware of bullying are required to report these acts to the administration. Any other person, including a student who is either a victim of the bullying or aware of the bullying or any other concerned individual is encouraged to report the conduct to the staff or administration.

### **Reporting bullying and/or harassment**

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously. A clear account of the incident is to be documented. A written record of the report will be made by the recipient of the report.

The T.A.B.B. forms should be used to report incidents of bullying and/or harassment. These forms will be completed by the student or with support of a trusted adult. Once an incident of bullying has been reported to school staff or administration, a school administrator and school counselor will review the T.A.B.B. form with the student. There is a Step 1 initial reporting form, and a Step 2 reporting form that includes a definition of bullying/harassment, levels of the seriousness of the infraction and possible consequences. If you need access to the form at home, please click on the links below:

Step 1 (initial reporting form): [TABB \(Bullying\) Initial Student Report Form Rev. 2019](#)

Step 2 (subsequent reporting form): [TABB \(Bullying\) Discipline Referral Form: STEP 2](#)

Once the bullying/harassment concerns have been addressed by faculty, the school counselor and administration, substantiated incidents will be recorded in the student management system. A school administrator will follow up with the parents/guardians of the students involved in the incident.

There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

If it is determined that students participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, the administration shall take disciplinary action, up to and including suspension, expulsion, and/or referral to law enforcement officials for possible legal action as appropriate.

#### **Harassment Reporting Procedure**

Any person who has been subjected to harassment should contact any adult on the school staff. The person who has been notified of the incident must immediately report this information to the principal or appropriate supervisor. An investigation shall be conducted immediately. If the allegation is confirmed, appropriate action will be taken.

Appropriate action could include, but is not limited to:

- Written documentation of the incident
- Disciplinary sanction(s)
- Peer mediation
- Professional counseling
- Referral to outside agencies
- Probation/Suspension/Expulsion

To the extent a complaint of harassment involves sexual misconduct or the apparent infliction of physical or emotional damage, the appropriate civil authorities will be notified pursuant to Wis. Stat. 48.981. According to archdiocesan protocol, any case involving sexual misconduct also must be reported to the Coordinator of Safeguarding All of God's Family.

#### **Police Questioning and Apprehension**

Law enforcement officers or social service providers may not remove a student from a school building for questioning while the student is properly in attendance without permission of the student's parent, regardless of the student's age.

However, the law enforcement officers or social service agents of the courts may remove a child when possessing a warrant for the student's arrest or an order signed by the judge of the children's court.

A school administrator should not attempt to act as the student's legal representative in situations where a police officer wishes to interrogate a student; however, the school administrator may insist that any such interrogation be conducted in a manner and place which will cause a minimal amount of disruption to the educational setting of the school. A law enforcement officer has the right to question a student, even without a warrant.

The school administrator is not required to notify the parents before allowing a pupil to be questioned by law enforcement. The administrator is not the legal representative of the student and could in fact be charged with obstructing an officer in the course of a lawful investigation if the administrator attempted to impede the investigation in this matter. The administrator may, of course, notify the parents that the child is being interrogated.

The school administrator is not required to notify the parents before allowing a pupil to be questioned by social service agents of the courts. The administrator may, of course, notify the parents that the child is being questioned.

Regardless of parental permission, the school administrator should not attempt to interfere with the police investigation.

#### **Custody (Archil Policy # 5124.2)**



The school shall communicate with the parents of a child in a divorce action according to the directives of the court.

- When parish/school administrators learn that a student is the subject of a court decree which restricts the placement or contact of either parent with the child, a request shall be given to the parent who maintains primary physical placement of the child to submit a copy of the court decree. Alternatively, a letter from an officer of the court stating the requirements of the court in this manner will suffice.
- If a court has issued an order affecting the physical placement of a child pursuant to Wis. Stat. 767.24 (or comparable statute of another state), copies of the student progress reports shall be issued to both parents in conformity with Wis. Stat. 118.125 (2) (a) unless one parent has been denied periods of physical placement with the child by the court under Wis. Stat. 767.24(4) , in which case, no student information will be provided to the parent who has been denied periods of physical placement, in conformity with Wis. Stat. 118.125 (2)(m).

#### **Child Abuse & Neglect- Mandatory Reporting(Archmil Policy # 5140.1)**

All children and youth have the right to live, learn, and play in an environment free from abuse and neglect. As individuals who care about children, it is the duty of any adult, employee or volunteer, in a school and/or parish to report abuse, neglect, or maltreatment of a child.

The Archdiocese of Milwaukee requires all adults, employees, or volunteers to comply with reporting responsibilities for any suspected abuse or neglect of minors, whether or not designated as a mandatory reporter under Wisconsin law. Every instance of suspected child abuse or neglect must be reported no matter when it happened or where it happened.

A volunteer in any program should discuss any concerns about sexual abuse, physical abuse, emotional maltreatment, or neglect of a minor with his/her immediate supervisor (such as a DRE or teacher), and collaborate in making a report to local law enforcement officials or to local child protective service agencies. If his/her immediate supervisor is unavailable and the volunteer feels the child is in imminent danger, the volunteer is encouraged to make a report to the local law enforcement or to local child protective service agencies and then follow up with his/her immediate supervisor.

Paid personnel should directly report to local law enforcement officials or child protective service agencies. They should also notify their supervisor (such as a pastor or principal) that a report is being made.

In accordance with state law and moral obligation, any pastoral or school administrator, teacher, counselor, or related professional who has reasonable cause to suspect a child under the age of 18 seen in the course of their duties has been abused or neglected or has been threatened with abuse or neglect that is likely to occur is obligated to report the case immediately (as soon as possible but not more than 24 hours later). Reports must be made by telephone or personal visit to the local Child Protective Services or local law enforcement.

#### **Definitions of Abuse and Neglect**

Child abuse is defined as any physical injury inflicted on a child by other than accidental means; sexual intercourse or sexual contact with a child; sexual exploitation of a child; permitting, allowing, or encouraging a child to be involved in prostitution; emotional damage inflicted on a child; or forcing a child to view sexually explicit activity. • Neglect is defined as failure, refusal, or inability on the part of a parent, legal guardian, legal custodian, or other person exercising temporary or permanent control over a child for reasons other than poverty, to provide necessary care, food, clothing medical/dental care, and/or shelter to the child.

#### **Mandatory Reporters**

Wisconsin law lists many specific professionals who are mandated to report child abuse and neglect. Included among the list of mandatory reporters are the following:

- School teachers, administrators, counselors, substitute teachers, school employees  
Child-care worker or day care provider/center, childcare provider, in or out of the child's home.
- A member of the clergy must report if the member of the clergy has reasonable cause to suspect that child seen by the member of the clergy in the course of his or her professional duties is being abused or

threatened with abuse or has reason to believe that another member of the clergy is abusing a child or threatening a child of abuse.

- Mental health professionals, social workers, marriage and family therapists, professional counselors, alcohol or other drug abuse counselors.
- Administrators of social service agencies.
- Speech-language pathologist, audiologist.
- Physician, health services coordinator, physical therapist, occupational therapist; dentist, chiropractor, optometrist, acupuncturist, dietitian.
- Police or law enforcement officer, emergency medical technician; first responder.
- Public assistance worker, including a financial and employment planner, mediator .

Whoever willfully violates Wis. § 48.981 (2), Stats of the Wisconsin Children's Code by failure to report as required may be fined not more than \$1,000.00 or imprisoned not more than six (6) months or both (Wis. § 48.981 (6)). Any person or institution which reports in good faith is immune from either civil or criminal liability. All reports and records must be accorded confidential treatment by the authorities.

In the State of Wisconsin, the privilege of the priest/penitent relationship is not explicitly abrogated by this law; therefore, a confessor is not personally obligated to report such information obtained within the context of a formal structured sacramental confession. • Due to the seriousness of this matter, with the exception of the sacramental confession noted above, all priests and parish personnel are expected to comply with this statute. The archdiocese will take similar action if ever a matter of this gravity is brought to the attention of the archbishop or his representative.

### **Procedures for Reporting**

Generally, a mandated reporter must speak with the child to determine if a reasonable suspicion exists to believe that the child may have been abused. Once the mandated reporter has determined that a report needs to be made (or not), any questioning of the child regarding possible abuse should cease. To continue with questions could potentially contaminate any subsequent investigation by Child Protective Services or law enforcement.

- It is not unusual for a parent or a student to share concerns with an educator about the possible maltreatment of another child. A report should not be made at this point by the educator, unless there is a fear of serious and imminent danger to the child. Typically, the appropriate step is for the educator to meet with the child to gain first-hand knowledge of the situation (if time permits) to determine if a report is appropriate. The educator should encourage the person with the information to make a report to the Child Protective Services (CPS) agency. However, there is no assurance that will occur. It should be emphasized that an educator, as a mandated reporter, must have seen the child in the course of professional duties and have a reasonable suspicion that maltreatment has occurred. Those requirements are not necessary for an educator to make a report as a non-mandated reporter. Any person making a report in good faith is immune from civil and criminal liability.

- Sometimes an educator may be unsure whether or not a report should be made. In addition, sometimes a person with clinical skills (e.g., pupil services professional) needs to interact with the child to determine whether or not a report is required. In short, consultation is acceptable, but it cannot result in delaying a report. Another consultation strategy is for the educator to contact the county Child Protective Services (CPS) agency or a law enforcement officer, explain the situation, and ask for advice regarding whether a report should be made.

- If any mandated reporter has reason to believe that a child may have been abused or neglected, that person is legally required to report, even if others do not agree.

- When more than one educator is involved, the educator with the greatest amount of first-hand knowledge of the child and the reasons for the report should make the contact with the Child Protective Services (CPS) agency or law enforcement. If more than one educator has firsthand and different knowledge of suspected child maltreatment, all of them should participate in the report. An educator with first-hand knowledge should not ask someone else with less knowledge to make a report. Asking someone else does not absolve the educator from the legal responsibility to report. However, another educator with less or no first-hand knowledge could help to facilitate the report, as long as this results in the educator with the most first-hand knowledge speaking directly to the CPS caseworker. There are two ways to meet the legal requirement to report suspected abuse or neglect:

- Call the local Child Protective Services (CPS) agency, or

- Call local law enforcement The reporter should be prepared to share detailed information, including:
  - Reporter's name, position, parish/school, parish/school phone number.
  - Child's name, address, and age.
  - Reporter's relationship to the child.
  - Parent's name, address, work place (if applicable).
  - Names and ages of siblings.
- Description of the suspected child abuse or neglect (or the threat of child abuse or neglect), statements made by the child, statements the child allegedly made to others, observations of the child that may indicate child
  - the parents or other caretakers that might be indicative of child abuse or neglect, past interactions with abuse or neglect. Any previous reports of suspected abuse or neglect related to this child or family (if applicable).
  - If a parent, guardian, or significant other could possibly be the abuser of the child or could be contributing to the maltreatment in some way, he/she should not be notified about the report. To do so would allow the accused, if he/she has maltreated the child or contributed to the maltreatment, to prepare an explanation that will make it more difficult for the Child Protective Services (CPS) initial assessment to result in services and better outcomes for the child. However, if any of the persons mentioned above are not suspected of being the abuser or of contributing to the maltreatment, then parents should be notified, in order for them to take steps to protect their child. Within 24 hours after receiving a report of abuse or neglect, the county CPS shall initiate an investigation to determine if the child is in need of protection or services. Elements of the investigation may include observation or interview with the child, visiting the child's home, or interviewing the parents/guardian. CPS can meet with the child in any place without the parent/guardian's permission but may not enter the home without permission.

#### **Report of Suspected Parish/School Employee**

In the presence of any suspicion that the allegation may involve a parish/network/school employee or staff member, the following steps should be taken by the local president or administrator in case of an allegation on the parish level or other non parochial institution within the archdiocese, or by the Archbishop or his representative regarding a cleric or lay person directly employed by the archdiocese.

1. The mandated reporter will immediately communicate his/her suspicions of child abuse or neglect to the proper authorities and allow the authorities to conduct the investigation which is required by law. The reporter is immune from liability, no matter what the outcome under, both the civil and archdiocesan Whistleblower Policy.
2. The president/school administrator must begin an internal investigation to determine if the employee (i.e., the suspected abuser) did anything that warrants disciplinary action. If there is any indication that an allegation of the child abuse may be founded in fact, the accused should be temporarily suspended (with pay) by means of a written and dated memorandum from his/her job pending fuller investigation
3. The president/school administrator, as well as the accused, is advised to seek legal counsel immediately. The parish/network administrator shall consult with the director of the Safe Environment Office, parish and archdiocesan legal counsel, as well as the insurance carrier; the accused should consult other counsel to avoid conflict of interest.
4. Full cooperation shall be given by the archdiocese and its personnel to any investigation conducted by civil authorities. The archdiocese will suspend any internal investigation of an allegation of child sexual abuse until civil authorities either conclude their investigation or authorize the archdiocese to proceed with its own investigation. The archdiocese will not interfere in any way with any investigation being conducted by civil authorities.
5. Ordinarily, the accused employee should for the protection of all concerned avoid school or institutional property until the full investigation has been completed.
6. Pastoral care should be extended to the alleged victim, as well as to the accused. The actions taken are not an expression of any judgment of guilt, but rather intended to indicate clearly the serious nature of such cases and to protect the rights of all concerned.
7. Care must be taken to avoid defamation of the character of the accused.

8. An employee may have his/her Safe Environment Certification suspended, revoked, or reinstated during or after the internal investigation or the investigation by the civil authorities.

9. If the accused is a cleric of the archdiocese, the following special steps will be taken by way of recognition of the privileged and trusted role of the clergy and in order to protect the good of the Church and its mission. The archbishop or his representative will report the matter immediately to civil authorities. The archdiocese will remove the cleric from any current assignment and exercise of ministry in any case where the district attorney pursues a criminal investigation.

10. If the civil authorities cannot proceed with criminal action for any reason and the case is returned to the Archdiocese, there will be a thorough investigation of allegations using an established process which includes the Archdiocesan Review Board and an independent investigator. In accordance with the provisions of Canon 1722, the cleric will be removed from any current ministry assignment or exercise of ministry and prohibited from any public exercise of ministry while the investigation is underway. The investigator will take whatever steps are needed to arrive at a compilation of facts in the case. The archdiocese commits itself to full cooperation in this independent investigative process. The Archdiocesan Review Board is charged with making recommendations to the archbishop regarding the substantiation of the allegation and suitability for ministry.

11. Alleged offenders will continue to receive necessary medical, psychological, and spiritual treatment.

12. If an accusation proves unsubstantiated, a cleric will be restored to the exercise of ministry. Both the accused and those with and to whom he ministers are to be provided with support services by archdiocesan personnel.

13. In every case, upon conviction, plea of guilty, or determination by the Diocesan Review Board process that there is a preponderance of evidence that a cleric has sexually abused a minor, the Archdiocesan Review Board will submit its findings and make its recommendation to the archbishop. If the allegation is substantiated, exercising his episcopal authority, the archbishop will permanently remove the cleric from active ministry and divest him of authority to function as a cleric in any capacity. Proper canonical procedures will be observed at all stages.

14. Any cleric with a substantiated case of abuse of a minor will be permanently prohibited from the exercise of ministry.

**Screening, Background Checks, and Training(Archmil Policy # 6141.12)**

Safe Environment Education shall be a part of the curriculum in all elementary and secondary schools. Major curriculum components related to child abuse prevention are found in the Grade Specific Religious Education Curriculum of the Archdiocese of Milwaukee.

The following requirements must be met for all school staff, employees, and volunteers who have contact with children or youth prior to employment or commencement of volunteer service:

- Be cleared through a state and national criminal background check. Selection.com is the background check provider
- Attend a Safe Environment Education Training session on recognizing the signs of, and reporting, child abuse and neglect.
- Read and sign the Code of Ethical Standards and the Mandatory Reporting Responsibilities
- Read and sign the Social Media & Digital Communication Policy acknowledgement
- Be approved by a member of the professional staff A criminal background check must be repeated every five (5) years. All school employees and staff must be trained in mandatory reporting responsibilities within six (6) months of hire and at least every five (5) years thereafter.

**Suicide Prevention and Awareness (Archmil Policy # 6164.12)**

Each school shall establish suicide prevention and intervention programs to meet the needs of students who become depressed and suicidal. All faculty and staff should have annual professional learning on this topic.

Student suicide prevention and intervention is a community issue that necessitates coordination with public and private services available to the school. School-based programs need to be supported to prevent suicide among minors. The program shall include: curriculum, staff development, student awareness, and a crisis response plan.

An effective communication network is essential to the planning, implementing, and evaluation of a suicide prevention and intervention plan.

1. The suicide prevention curriculum may be integrated either totally or in part into a variety of different curricula such as health, religious education and family life, and developmental guidance. The DPI publishes suicide prevention guides that provide resources and documents that will assist in creating a comprehensive youth suicide prevention program.

Suicide curriculum should consist of:

- Sound decision making skills
- Knowledge of signs of suicidal tendencies and potential causes
- Knowledge of relationship between youth suicide and use of alcohol and controlled substances
- Knowledge of available community youth suicide prevention and intervention services

2. Staff development should be done on a yearly basis and consist of:

- How to assist minors in positive emotional development
- The detection of conditions which indicate suicidal tendencies
- The proper action to take when there is reason to believe that a minor has suicidal tendencies or is contemplating suicide.
- The coordination of school and community youth suicide prevention programs.

3. Student awareness:

The curriculum is the major effort to achieve student awareness. However, other activities can provide a positive effect on the identification of, and intervention with, students who are depressed and suicidal. Examples include student-planned activities to communicate to peers the importance of getting help for friends and themselves, crisis cards with help numbers distributed to all students each year, and periodic articles in the student newspaper or announcements on the public address system regarding the availability of help for students.

4. Mandatory reporting responsibilities:

When any employee shall have reason to believe, either by virtue of direct knowledge or a report from another person, that a student is in any danger of harming him/herself through an attempted suicide, or has attempted suicide, that person is to report this situation to the school administrator and the student's parents. If the student's life is in imminent danger, emergency personnel (911) should be summoned to transport the student to the nearest hospital emergency room. The school administrator shall seek guidance from appropriate local agencies such as hospitals, social services, or other certified professional personnel.

If there are repeated calls to parents with concerns of suicidality and the parents are not responding, this will be considered medical neglect and will be reported to Child Protective Services.

### ***Emergency Preparedness (Archmil Policy # 3517)***

Emergency events occur in a wide variety of ways. An emergency event may involve a single person in the parish/school community, a subgroup of the parish/school community, or the whole parish/school community. The purpose of an *Emergency Operations Plan* is to identify potential emergency events and to develop policies and procedures addressing the following:

- Prevention: capacity to avoid, deter, or stop an event from occurring.
- Protection: capacity to secure facilities against acts of violence and manmade / natural disasters.
- Mitigation: capacity to eliminate or reduce loss of life if an event occurs.
- Response: capacity to stabilize an emergency once the event has happened or is certain to happen.
- Recovery: capacity to assist schools affected by events to begin healing and to restore the learning environment.

Specific action plans should developed for each of the following:

- Communications protocol before, during, and after an event.
- Evacuation of facilities, including the identification of multiple relocation sites.
- Lockdown / secure facilities to prevent entry of a threat into the facilities.
- Shelter-in-place / secure personnel within facilities in the event a threat is inside the facilities.
- Account for all persons during and after an event.
- Reunification of students with parents/guardians after an event.
- Continuity of operations during and after an event.
- Recovery after an event – academic, fiscal, physical, psychological and emotional.
- Security protocols.

The Emergency Operations Plan should be developed collaboratively with multiple stakeholders, including - but not limited to - local first responders (law enforcement, fire, medical, mental health). It is not possible to develop an Emergency Operations Plan for every possible event, but it is necessary to be prudent and responsible in developing strategies to keep all members of a parish/school community safe and secure. The 2017 Wisconsin Act 143 requires schools to submit the following to the Wisconsin Department of Justice annually by January 1:

1. Copy of the School Safety Plan (EOP)
  - a. Governing body is required to review and approve every three years.
    - i. For the purposes of compliance, the governing body is defined as follows:
      1. Single Parish School: The pastor or parish director is the governing body, but the School Advisory Commission is strongly encouraged to be involved.
      2. Separately Incorporated Schools: The School Board of Directors is the governing body.
  - b. Plans must be individualized for each facility/campus that students regularly occupy.
  - c. Required components of plan:
    - i. School Violence and Attacks
    - ii. Fires
    - iii. Weather-Related Emergencies
    - iv. Bomb Threats
    - v. Intruders
    - vi. Threats to Non-classroom events
    - vii. Parent-Student Reunification
2. Most recent date on which the governing body reviewed and approved the School Safety Plan.
3. Date of statutorily required annual drill for responding to a school violence threat.
4. Documentation that the school governing body reviewed the written evaluation of the drill.
5. Date of the most recent training on school safety and the number of training attendees.
6. Most recent date on which the governing body consulted with local law enforcement to conduct the on-site safety assessment.
  - a. Must be done annually.
  - b. Must be done for each facility/campus that students regularly occupy.
7. Copy of facility/campus blueprints or map – must be done for each facility/campus that students regularly occupy.

Mandatory Reporting of School Violence Threats: 2017 Wisconsin Act 143 requires that all individuals who are Mandatory Reporters of suspected child abuse or neglect are also Mandatory Reporters of School Violence Threats. Employees are to receive training regarding mandatory reporting of school violence threats. See Policy 5140.12 for

more information.

**Cancellation of School/Inclement Weather Closing(Archmil Policy # 6114.5)**

Each parish/school should have a plan for reaching decisions to cancel classes or youth activities due to severe weather. The administrator of the program must have a procedure in place for notifying parents through media, phone, email, and/or other means of communication. This procedure should be explained in the Student/Family Handbook.

**Elementary and Secondary Schools**

The natural disasters most likely to occur and affect school operations are usually limited to severe weather. Under these circumstances, planning is needed for these three decisions:

- Keeping students in school

When advised to take shelter, a plan needs to inform students exactly where the shelter areas are and actions necessary to move students there. The welfare of students requires that they remain in school until they can go home safely. If a parent comes to school for a student, the principal shall excuse the student.

- Dismissing students in closing schools for a disaster or bad weather, administrators will follow the decision of the local public schools district in the locality where the Catholic school is geographically located. If multiple public school districts overlap the geographical boundary of the Catholic school, one of the public school districts shall be designated as the public school district the Catholic school will follow. This designation must be published to parents.

When advised to dismiss students early, administrators shall inform parents and ensure the safety and wellbeing of students while in their care. If student buses and crossing guards are needed, the plan should provide for obtaining them.

- Not opening schools Elementary and secondary schools will follow the decision of the local public schools district in the locality where the Catholic school is geographically located. If multiple public school districts overlap the geographical boundary of the Catholic school, one of the public school districts shall be designated as the public school district the Catholic school will follow. This designation must be published to parents. Principals will familiarize themselves with the policy and procedures of the local public school district.

- Extra-curricular activities

When a school/religious education program is closed due to severe weather, all after-school and evening activities are canceled.

St. Mary's Springs Academy will generally follow the decision of the Superintendent of Fond du Lac Public Schools. It is understood we have students from multiple public school districts, some schools may close and some may remain open during inclement weather. SMSA will conduct classes for those students who are in attendance. When weather conditions or other emergencies make it necessary to cancel school, this information is broadcast on radio stations KFIZ 1450 AM/107.1FM, WFDL 97.7FM, WTCX 96.1FM, WVBO 103.9FM, WPKR 99.5FM, WOSH 1490 AM, and WBKV 1470 AM. Green Bay television channels 2,5,11 and 26 and some Milwaukee stations will also announce school closings.

\*In addition, SMSA will send a message to your phone as designated in the Skyward system.

**Emergency Response Plan:**

Please keep this information handy at home as, in the event of an actual emergency disaster, every parent/guardian must know how to respond. Your cooperation will be essential.

1. Do **NOT** call the campus. Telephone lines must be kept open for calls to emergency personnel. In a citywide emergency, telephone lines may be busy or unavailable.
2. Instructions for picking up children will be communicated through Skyward Messenger. In some cases, students may be evacuated to an alternate site. The way for you to know where to pick them up will be by the Skyward information.
3. In many cases, the campus will be locked down during and immediately following a crisis. No one will be allowed to leave or enter except emergency personnel until it is determined to be safe.

4. When it is safe to release students, there will be a reunification plan. Parent(s)/guardian(s) need to be prepared to check in with identification. Students will not be released to anyone other than a parent/guardian without written consent. This may seem inconvenient; however, it is necessary because it can be very difficult to determine the whereabouts of every child if children are released without the knowledge of a parent/guardian.

### **Safety and Protection**

The leadership team, PE classroom teachers and recess supervisors have 2-way radios for the safety and protection of all students, faculty and staff.

### **Safety Drills**

SMSA is required to practice one safety drill per month during the school year. Drills for fire, tornado and other safety procedures are conducted on a regular basis. Students are expected to follow directions for drills. SMSA has a crisis plan. All faculty and staff have been in-serviced on the SMSA First Response Crisis Plan. The building is equipped with a security system. All employees, volunteers and visitors must wear ID badges at all times.

### **Speak-Up. Speak Out**

The Wisconsin Department of Justice (DOJ) Office of School Safety (OSS) launched the SPEAK UP, SPEAK OUT Resource Center (SUSO) in 2020. SUSO is a comprehensive, one-stop place to turn to with your concerns regarding school safety. A facet of the Resource Center that is particularly important is the **threat reporting system**.

The SUSO threat reporting system is available 24/7 and is free to all. Students, parents, school staff and community members can submit a school safety concern, by downloading the SUSO app (Android and iOS), visiting [speakup.wisconsin.gov](http://speakup.wisconsin.gov) or by calling 1-800-MY-SUSO-1. Resource Center staff work around-the-clock to respond to reports and to deploy a response locally by communicating directly with school administrators, law enforcement and counselors. ■ **SUSO Brochure 1 9x8.pdf**

### **Weapon-Free Zones**

All schools will be maintained as weapon-free zones in protection of the safety of students, staff, and visitors and in accordance with Wisconsin State Statutes.

It is a felony for any person to knowingly possess a weapon, concealed or otherwise, on school grounds. Firearms, dangerous weapons, or look-alike weapons are prohibited from school property, school vehicles, or at any school related events. This prohibition does not apply to law enforcement officers discharging their official duties or military personnel who are armed in the line of duty.

Any person in violation of this policy shall be immediately reported to the police. A student or employee violating this policy shall be subject to further disciplinary action up to and including expulsion or termination of employment. The principal shall notify the parents/guardians of any student who is in possession of a weapon and advise them of pending disciplinary action.

Schools shall publish this weapons policy in all school handbooks. It is recommended that a sign be posted on school property to provide appropriate notice of this ban on weapons.

## **Student Life**

### **Curriculum**

SMSA curriculum consists of many learning experiences, both inside and outside the school setting. The educational process leads students to an integration of academics with faith and life through spiritual, physical, affective, and cognitive development. Below is an overview of the SMSA curriculum.

**3-Year-Old Program** The educational program will provide a Christian community where children can meet friends their own age with whom they can communicate, cooperate, and have many new experiences



that broaden their knowledge base for later learning. Students will grow in a play-based learning environment.

**4-Year-Old Kindergarten** The play-based learning educational program at 4-year-old kindergarten aims to develop Christian values and attitudes, self esteem and positive self image, skills necessary for effective social interaction, self expression and communication skills, creativity in expression, large and small muscle development, readiness skills in mathematics and language arts, and intellectual curiosity and growth. Students will grow in a play-based learning environment.

**3/4-Year-Old Kindergarten Enrichment** The Enrichment Program focuses on independent learning at a student's own pace based on interest and "learning through play." It is designed for students to reinforce what they have been learning in the morning P3 and 4K programs. This program has a strong sense of interpersonal skills including courtesy, eye contact, greetings, table manners and cooperation.

- **K-8 Programs**

**Art** (Grades K - 8)

We believe that each student deserves to experience the following in art: A satisfying and enjoyable art experience; an understanding that art is involved in our everyday living; individual expression with some direction; cultural and historical awareness; some mathematical concepts; and understanding of art concepts through projects created. We use the following media to create and develop in the following concept areas: drawing, painting, cutting and pasting, printmaking, sculpture/3D, fabrics, weaving, fibers, clay/pottery, glass, seasonal art, arts and crafts, library materials, and other printed materials. We provide instruction in the concepts of line, shape, space, color, value, texture, form, design, 2-D, 3-D, and correct usage of materials. We incorporate art into all areas of the curriculum, and use reference help for students and instructors.

**Health** (Grades K-8)

Our health education program focuses on the goal of "total health," including physical, emotional, spiritual, intellectual, athletic, social development, and overall well-being. In our program, wellness is our aim. Wellness is defined as actively making choices and decisions that promote good health. We provide a sequential program for grades K - 8 that develops understanding and awareness in health behaviors, current health issues, and fitness lifestyle habits. Included in our resources are community associations, medical facilities, and state and national organizations, e.g., American Heart Association, American Lung Association, etc.

**English Language Arts** (Grades K - 8)

We believe in a student-centered integrated language program, which promotes the students' spiritual, cognitive, physical, social, and emotional development. Teachers, administrators, and the school community plan the curriculum, which builds on how students learn and construct meaning in authentic contexts. Reading, language, phonics, spelling, and writing interrelate within the curriculum, and language instruction occurs across all curriculum areas in addition to specific language arts classes. We promote a love for reading and writing. The instructional program consists of anthologies, writing journals, theme and spelling books, phonics, listening to tapes, word and comprehension skills, and other language arts-related materials, including computer desktop publishing programs. All grades develop an independent reading program, which includes the use of library books, periodicals, reference materials, etc. We provide a program to allow students to develop comprehension, decoding, writing, and spelling skills. This includes such information processing strategies as inferring, generalizing, comparing, contrasting, sequencing; and such problem solving strategies as identifying problems, predicting, drawing conclusions, and summarizing. Students can engage in background experiences and knowledge, confront potential prejudices and misconceptions, and ask questions that encourage dialogue, inquiry, and self-reflection. Students explore learning options and establish personal goals for learning. They also learn how to respect, support, and affirm each other, and assume increasing responsibility for their decisions and actions.

### **Readers and Writers Workshop** (Grades K-8)

We also offer a set of programs called Readers and Writers Workshop. These are instructional models that allow the teacher to select appropriate text and writing examples for strengths and needs. Reader's Workshop provides instruction that targets specific reading strategies. This instructional model does not replace a current reading curriculum; rather it is one component of a balanced literacy program. Writers Workshop follows the CCSS for writing, stressing the goals of communication in stories, essays, and everyday writing experiences. Grammar and sentence structure are integral parts to this workshop and are taught along the writing process.

### **Mathematics** (Grades K - 8)

We believe that mathematics instruction must be student-centered; account for cultural, gender, and intellectual diversity; develop critical thinking; and meet all modes of learning. We believe that mathematics includes the development of problem-solving, mental math abilities, and basic computational skills that lead to a number sense and a value of math. We provide mathematics instruction that involves basic mastery of facts, experiential learning, hands-on experiences, exploration, open-ended situations with applications to the real world, interdisciplinary situations, and the use of computers and calculators at all levels.

### **Music**

#### **Elementary Music**(Grades K - 4)

We believe that every student needs access to a balanced, comprehensive, and sequential program of music instruction and experiences. We also believe music holds an integral place in the Catholic liturgy, and is essential to the worship experience of children. Music can assist children to a fuller, more conscious, and active participation in liturgy. It also serves as a foundation for a well-rounded education and life-long appreciation and performance of music.

#### **Band** (Grade 5-8)

We believe that instrumental music gives students the opportunity to be creative, develop discipline, challenge their talents, and have an appreciation of the music itself and its composers. Bi-weekly group rehearsals are provided. Additionally, we provide periodic small group or individual performance opportunities.

#### **Chorus** (Grade 5-8)

We believe that a choral music program allows students an opportunity to experience music through song. Chorus students perform both sacred and secular music in a concert setting. Chorus is open to all students in 5th - 8th grade who wish to be part of a choral program. Bi-weekly group rehearsals are provided. Additionally, we provide periodic small group or individual performance opportunities.

#### **Note: Band and Chorus**

Band and Chorus are both performance classes, with a major performance each of the semesters of the school year. Due to the fact of advanced planning, the band/chorus director needs to be notified at the end of the second quarter of any withdrawals from the band and/or chorus class (es). There will be a two-week grace period, one week before the end of the second quarter extending to one week after the beginning of the third quarter for withdrawals to take place. There will be no withdrawals from band or chorus at any other time of the year.

### **Physical Education** (Grades K - 8)

We believe that the early development of physical fitness, lifelong fitness skills and positive health behavior are of unquestionable importance in the child's total educational process. Our physical education program is designed to have a significant impact on a child's health and self-esteem. The goal of instruction is self-respect and acceptance toward others, realizing that all have unique talents and gifts.

The goals of the Physical Education Program are met primarily through cooperative activities with physical and instructional methods unique to each individual's personal needs. .

***Physical Education Uniforms*** (Grades K - 8)

A required uniform for all students, Grades K - 8 will be available for purchase in the fall. The uniform consists of:

SMSA Physical Education T-shirt

Black shorts

Tennis shoes and socks, **for gym use only.**

***Showers*** (Grades 3 - 8)

Showers are optional for all students in Grades 3-8 following gym classes. Parent(s)/Guardian(s) are encouraged to have their child(ren) bring a towel, soap, deodorant, etc. All items are to be labeled with the student's name.

***Medical Excuse for Physical Education*** (Grades K - 8)

All students are expected to participate in gym class. If there is a medical reason that a student **cannot** participate in certain activities, please send a **written excuse signed by a physician** to the school health services coordinator. Parental written excuses are valid for two gym classes. However, after two consecutive gym classes are missed, a doctor's medical excuse may be requested. If a child is too sick to participate in physical education classes, we consider them too sick to be in school. Therefore, children will not be allowed to miss physical education classes due to illness.

***Religion*** (Grades K - 8)

We believe that our religious instruction, centered within the faith community of the school, must guide the formation of students in the beliefs, values, and traditions of Catholic Christianity. We believe that parent(s) / guardian(s) are the primary religious educators of their children, and we also believe religious values permeate the total curriculum and climate of our campus. We incorporate Sacred Scripture, the Ten Commandments, the Seven Sacraments, Spiritual and Corporal Works of Mercy, and other basic Catholic beliefs throughout the entire curriculum. Supplementary religious books and materials, singing, dramatizations, art, and various other instructional methods, such as guest speakers, are also used. We provide experiences in the four central areas of religious education: doctrine, community, service, and worship. Daily prayer, weekly liturgies, and prayer services are planned by students. Opportunities for the Sacrament of Reconciliation, celebration of the liturgical seasons, retreat experiences, Scripture reading and study, and moral development are all essential elements in our Religion curriculum.

***Human Sexuality/Family Life*** (Grades K-8)

Education in human sexuality shall be part of the curriculum in all elementary and secondary schools and religious education programs.

A specific, systematic, and discrete Family Life component must be offered in Catholic schools. The family life program must be aligned with the current Family Life Curriculum and must use resources approved by the Office for Schools and Office of Catechesis.

The Family Life Curriculum is posted online. Parents are encouraged to become familiar with and support the Family Life Program. Questions or concerns should be addressed to the classroom teacher. If concerns cannot be satisfactorily resolved, the parent has the right to remove the child from the school-based family life program, after conferring with the principal of the school.

***Safe Environment Education*** (Grades K-8)

Safe Environment Education shall be a part of the curriculum in all elementary and secondary schools. All schools are required to use the Circle of Grace Safe Environment Curriculum. The curriculum is required to be taught to each grade level each year.

***Science*** (Grades K -8)

We believe that scientific principles are approached in a highly process-oriented and student-oriented manner. Significant scientific processes include: recognizing and formulating problems, collecting data through observation and experimentation, and formulating and testing of hypotheses. Equipment and supplies for the scientific process are updated annually. We provide opportunities for students to be actively

involved in the scientific process which emphasizes critical thinking, hypothesizing, processes of observation and data collection, analysis of data, experimentation, and laboratory skills throughout the science curriculum.

### **Social Studies** (Grades K - 8)

We believe that social studies focuses on social relationships and how a society functions. Social studies is highly integrated with religious social skills and values. Resource people from various cultural backgrounds explain their customs and traditions. Current periodicals are used. We provide geography, thinking, study, reading, map reading and interpretation skills, skill in reading and interpreting charts / graphs / timelines, and creative writing skills. We also provide opportunities throughout the Social Studies curriculum for students to develop and use the inquiry method as a skill for the rest of their lives. We believe that the purpose of social studies is to make connections between past and present cultures and countries, to understand how society functions as it does today, and how humanity interrelates within a given structure. Historical conflicts and their resolutions are examined in order to make informal choices as individuals and as members of the global community. Social studies assist the student to appreciate the diverse social, religious, political experiences, contributions, and struggles of all humanity.

### **World Languages**

Eighth grade students will experience two world languages (German and Spanish).

Students will learn basic vocabulary relating to their own lives and experiences, simple sentence structure, and compare certain cultural aspects to their own experience. Students will have one trimester of world language in an exploratory setting to spark curiosity for world languages.

### **General Curriculum Support**

#### **Library Media Center** (Grades K4 - 8)

SMSA has a library media center, which provides physical and intellectual access to information geared towards various grade levels. The campus continually strives to provide an excellent collection of fiction, non-fiction, reference books, as well as periodicals, audiovisuals, and computer materials that relate to the different subject areas.

#### **Resource Time in Grades 6-8**

Students are given resource time during the school week to build student/teacher relationships, complete assignments, obtain additional teacher support, or study for upcoming assessments. They are to be respectful of their peers during this time. Students may use school technology for instructional purposes during resource time. Personal cell phones are NOT allowed during resource time.

#### **Student Planner**

Students in grades 6-8 must have their student planner in their possession at all times. Students are encouraged to use the student planner to organize their assignments. The student planner will be used as a hall pass to the next class if they are held over by a faculty member. Students may leave the classroom during instruction with a faculty signed student planner. Lost planners may be replaced for \$5 at the South Hall Office.

#### **Conferences**

##### **Parent(s)/Guardian(s)/Teacher/ Student**

Conferences may be requested by either the parent(s)/guardian(s) or the teacher at any time during the school year. Parent(s)/guardian(s) are to contact in advance to request an appointment with a teacher or principal at least 24 hours.

##### **Parent(s)/Guardian(s)/Teacher/Student**

Conferences will be held two times per year. The first scheduled conferences are recommended to help build positive parent/teacher relationships. These are held during the first trimester. The second scheduled conferences are by parent(s)/guardian(s)/teacher request and are held within the second trimester.

If a parent(s)/guardian(s) needs follow-up contact from a teacher after a conference or at the conclusion of a trimester, the parent(s)/guardian(s) are strongly encouraged to contact the teacher. If you are unable to reach a teacher directly, please leave your name and telephone number with the the South Hall Office and your call will be returned promptly.

**School Field Trips (Archmil Policy # 3541) (Archmil Policy # 3541.1)**

Field trips, excursions, retreats, mission trips, and community service are integral components to learning that support the spiritual and social development of students. Educational trips, excursions, and community service activities are provided to enhance achievement, integrate students with their community, and develop the faith, skills, knowledge, and attitudes that are essential in the learning process.

Educational trips are a rich source of authentic learning for all students. Field trips, excursions, and community service activities are recognized as a source of worthwhile learning activities that broaden students' experiences. All students should have the opportunity to access field trips and excursions that enhance the curriculum.

School administrators are responsible for establishing and implementing regulations and procedures for educational trips and excursions that follow these guidelines:

The purpose and activities of the trip shall ensure worthwhile learning experiences that extend learning and are consistent with Roman Catholic values.

- All educational trips, excursions, and community service activities shall have appropriate approval.
- Due regard shall be given to ensure the safety and security of participants.
- Details of the trip shall be communicated to parents and the administration.
- Written approval of parent or guardian is required for participation of students in all field trips, excursions, and community service activities.

For field trips, excursions, and community service opportunities that involve high risk activities, each high-risk activity must be individually identified, and parent or guardian permission must be given or denied for each individually identified high risk activity. Page 2 of Field trip form 6153(a) and page 3 of form 6153(b) shall be used for this purpose. The parent or guardian must sign the bottom of this page as well. List of High Risk Activities must be provided.

Administration of medication to a student while on a field trip must be done by a trained staff member/volunteer or the student's parent.

- Students are not allowed to leave the field trip unless signed out and removed by a parent.
- All chaperones must be 21 years of age or older.

All school employees and all volunteers who have contact with minors must be Safe Environment Certified. An individual considered to be Safe Environment Certified has met the following three (3) requirements:

Has attended at least one in-person live Safe Environment Education Training Session (SEE) since 2003 in the Archdiocese of Milwaukee. If someone has attended a live Safe Environment Education Training (SEE) session in another diocese and wishes to have the training reviewed for acceptance in place of the Archdiocesan SEE requirement, verification from the other diocese can be submitted to the Safe Environment Office for review. Approval is not guaranteed and will only be granted in certain instances.

- Has a criminal background check that has been reviewed and approved by a Safe Environment Coordinator in the last five (5) years. (See 4111.1: Criminal Records)
- Has reviewed and agreed to the Code of Ethical Standards for Church Leaders in the last five years.

In addition, the following must be met:

- Must have knowledge of the Mandatory Reporting Responsibilities.

- Be approved by a member of the professional staff.
- Supervising adults/chaperones are not to surrender their responsibility for minors entrusted to them. Minors must be under the supervision of an adult(s) from their own school, never only under the supervision of an adult not associated with the school.

Whenever possible, a commercial carrier or contracted transportation should be used for field trips. The use of private passenger vehicles are discouraged and should be avoided if at all possible. If a private passenger vehicle must be used, transportation requirements of the Archdiocese of Milwaukee and Catholic Mutual must be met.

School field trips, excursions, and community service activities shall provide learning activities related to the curriculum and educational objectives. The explicit purpose of the trip or activity and its relation to the course of study must be stated. Appropriate instruction shall precede and follow each field trip. The trip should be appropriate for the age and maturity level of the students. The school may not authorize any field trip that is strictly recreational in nature.

The principal must initially approve the planning of the field trip or outing. The principal must also give final approval for the trip or outing. The principal reserves the right to restrict or deny student participation on any field trip due to, but not limited to, poor academic performance and/or poor conduct.

Teachers shall accompany students on all field trips and shall assume responsibility for student safety and behavior. The school shall provide adequate supervision, a qualified adult for every 10 students, including one or more employees of the school.

All field trips shall begin and end at the school. Field trips and community service activities shall not interfere with the regularly scheduled transportation of students to and from school.

Appropriate educational experience and proper supervision shall be supplied for any students whose parents do not wish them to participate in a field trip or community service activity.

Excursions or community service activities that occur outside of the regular school day, such as in the evening or weekend, require written approval of parent or guardian.

A school participating in any Wisconsin Private School Choice Program may not charge Choice students for field trips if the trip is necessary (required) as part of a class, however, if the trip is optional, a fee may be charged and the Choice student may choose not to participate with no academic consequences.

#### Responsibilities for Supervision of Children and Youth. (Archmil Policy #4116.4)

Every teacher plans field trips or other classroom activities as an integral part of the curriculum. Therefore, to ensure the safety of the school children, adults who chaperone field trips may **not** be accompanied by younger children. Buses are used as often as it is feasible. When private vehicles are used, drivers must complete the Volunteer Driver Information Sheet – Form 6153 (c), and submit to the school office. All students will remain with the teacher/class for the entire field trip.

Students will be allowed to go on a field trip with a signed (by parent(s)/guardian(s)) permission form for that trip on file in the campus office. Unsigned permission slips will result in the students staying back from the field trip. Parent(s)/guardian(s) are notified of field trips by the teacher. Any student who is determined as unable to participate in a field trip for a parent reason other than illness **must** attend school on the day of the field trip. No student will be deprived of a field trip due to lack of family funds. Due to the fact that some field trips have pre-paid costs, full refunds may not be possible.

### **Fundraising for Field Trips**

Field trips, excursions, retreats, mission trips, and community service (hereinafter “field trips”), are integral components to learning that support the spiritual and social development of students. Field trips are provided to enhance achievement, integrate students with their community, and develop the faith, skills, knowledge, and attitudes that are essential in the learning process.

Field trips are a rich source of authentic learning for all students. Field trips are recognized as a source of worthwhile learning activities that broaden students’ experiences. All students should have the opportunity to access field trips that enhance the curriculum.

Certain Field trips will require fundraising activities to cover their costs. In these situations, all fundraising activities must have pre-approval from the principal. All funds raised must pass through the school and must be used for costs associated with the field trip. No individual student or family may receive a monetary benefit from the fundraising that is not equally applied to all students or families.

In the event that the field trip is canceled for any reason, all funds raised are the school’s and may not be disbursed to individual students or families. The principal is encouraged to consult with the students and families to determine a mutually agreeable use of the funds, but the decision of the principal on the use of funds are final.

### **Movies/Videos**

All movies/videos shown in the classrooms must be rated G (General Audiences) for grades PK – 3. All movies shown in the classrooms must be rated either G (General Audiences) or PG (Parental Guidance) for grades 4 - 8.

### **Course Registration and Scheduling**

#### ***Music (Grades 5-8)***

Students have the opportunity to register for the next school year electives in music. Once the courses are selected, only in extraordinary circumstances will changes to the requests be considered. The Principal is the final authority on all registration and scheduling decisions.

#### ***Math (Grade 8)***

Students who are accelerating in math must demonstrate their mastery of the middle school math curriculum prior to being enrolled in an specific 8th grade Algebra class. Mastery will be evaluated by a combination of summative assessment data points. These include at least “3’s” in all middle school math classes the previous year, achieving an “ADVANCED” in the Wisconsin Forward Exam math portion for at least the two previous years, and showing a 90% proficiency rate in MAP testing.

### **Daily Schedules**

Children in the 3 year-old preschool program have morning classes Monday - Friday.

All classes are scheduled Monday through Friday, with half-days and off-days as noted on the school calendar.

### **Starting and End Times**

<u>Class</u>	<u>Doors Open / Classes Begin</u>	<u>Dismissal</u>
3 Yr. Old AM Preschool (M - F)	7:35 a.m. / 7:45 a.m.	11:25 a.m.
4 Yr. Old Kindergarten	7:35 a.m. / 7:45 a.m.	11:25 a.m.
P3/4 Yr. Old Kindergarten Enrichment	11:25 a.m. / 11:25 a.m.	2:55 p.m.
Kindergarten	7:35 a.m. / 7:45 a.m.	3:00 p.m.
Grades 1-5	7:35 a.m. / 7:45 a.m.	3:00 p.m.

*All students are considered TARDY if they are not in their classrooms when the first bell rings. They are also considered tardy if they report to any class throughout the day, after the bell rings.*

### **Class Size (Archmil Policy # 6151)**

#### **Pupil/Staff Ratio**

There are no state regulations directing the teacher/child ratio. However, best practices include the following:

Age of Children	Minimum Number of Teachers to Children	Maximum Number of Teachers to Children
3 years to 4 years	1:10	20
4 years to 5 years	1:13	24
5 years to 6 years	1:17	32
6 years and over	1:18	32

When eight (8) or fewer children are present, there shall be a second adult available within 5 minutes for emergencies. Maximum group size does not apply to field trips, outdoor play areas, and areas reserved exclusively for eating.

Pupil/teacher ratio is determined by dividing the total number of students by the total number of professional staff which, in addition to teachers, includes administrators, guidance counselors, and librarians/media personnel. Part-time personnel should be counted in terms of full-time equivalency (FTE). Substantial deviation from these norms are subject to challenge by the president, school board/committee, and accreditation team.

### **Student Assessment**

#### **Promotions of Students**

The principal and teachers will work jointly with parents/guardians in determining the promotion of a student. Decisions will be made based on what is in the best educational and social interests of the student. Ultimately, the final decision for class placement rests with the school authorities, and is guided by Archdiocesan Policy.

#### **Report Cards**

Report cards are issued every trimester digitally through Skyward for grades 1-8. Parent(s)/Guardian(s) will sign the electronic report card.

#### **Preschool/K4/Kindergarten Report Cards**

Students will receive narrative report cards twice throughout the school year describing the developmental progress of the student. The report card will include the areas of Health and Physical Development, Social and Emotional Development, Language Development and Communication, Approaches to Learning, Cognition and General Knowledge, and Faith Development.

#### **Grades 1 - 8**

**3 = Secure:** Demonstrates a complete understanding and application of the academic standard

**2 = Progressing:** Demonstrates a general understanding of the academic standard

**1 = Needs improvement:** Demonstrates an inconsistent understanding of the



academic standard

### Standards

- + Demonstrates consistent understanding and application
- / Demonstrates a general understanding
- Needs more time to develop

### Homework

The term “homework” refers to an assignment to be prepared during a period of supervised study in class or outside of class or which requires individual work in the study hall, classroom, or home. Homework is developmental in nature and increases in scope with the maturity and capabilities of the student.

Homework, properly planned and purposeful in nature, should:

- Deepen students understanding and skills relative to content that has been initially presented to them;
- Prepare students for new content and have them elaborate on content that has been introduced;
- Help students develop good study habits and organizational skills;
- Foster positive attitudes toward school;
- Communicate to students that learning takes work at home as well as at school;
- Communicate to parents/guardians what is being emphasized in class, what is expected of students, and how the students' work will be evaluated.

The teacher, who takes into consideration the grade level requirements, the ability of the students, and the homework guidelines suggested by the Archdiocese of Milwaukee, will determine the amount and type of homework:

- The approximate amount of homework assigned to students is indicated below:

Preschool – KG	0-15 minutes per night
Grades 1-2:	15-30 minutes per night
Grades 3-5:	30-60 minutes per night
Grades 6-8:	30-60 minutes per night
- Parent/Guardian involvement in homework should be kept at a minimum.
- The purpose of homework should be identified and articulated.
- When homework is assigned, approaches to providing feedback should vary.

*Note: Any questions about homework should be promptly directed to the teacher(s).*

Homework for student absences may **not** be picked up in school before the end of a student's school day. This allows teachers time to gather all assignments. It is not the responsibility of the teacher to provide assignments in advance for students who are out of school due to family vacations.

### Invitations

When inviting students to home birthday parties, etc., unless all students (or all boys/girls) in a class are invited, please send the invitations through the mail or non-SMSA digital avenues. Please do not send invitations through school or SMSA technology unless invitations are for the entire class (or all boys/girls).

### Lockers

All school lockers, cubbies and desks are the property of SMSA. At no time does SMSA relinquish its exclusive control of lockers and desks provided for the convenience of the students. The lockers and desks are intended storage of books, clothing, and other related school materials. As a Catholic school, centered in Gospel values, it is expected that personal items such as pictures, are in keeping with Catholic values. **Pictures may be hung in lockers with magnets, not tape.**

SMSA school authorities for any reason, may conduct periodic general inspections of lockers and desks and any items in the lockers and desks at any time, without notice, without student consent, and without a search warrant.

If lockers are to be locked students must use school furnished locks on the lockers. Any other locks will be confiscated by SMSA school authorities.

SMSA reserves the right to search anything brought onto school property. Lockers, desks, textbooks, and other materials or supplies loaned by the school to students remain the property of the school, and may be opened by personnel for cleaning, maintenance, or emergencies. When prohibited items are found in the course of routine cleaning or maintenance, or in the case of emergency, they will be confiscated, and a report will be made to the school administrator who will determine whether further investigation is warranted. The school administrator shall have the right to access any content, including text messages, photos, or address books on cell phones or other electronic devices confiscated from students. Illegal or contraband materials found during a search shall be turned over to law enforcement officials. Officers of the law, appearing with duly processed search warrants, will be accorded the right to inspect as per the court's order.

Archdiocese Policy # 5145.2

### **Lost and Found**

Parent(s)/guardian(s) are asked to label/mark all clothing, boots, tennis shoes, gym clothes, etc. Campus has a separate lost and found area in the South Hall office area. Please have your son/daughter use this resource when an item is lost. All items not claimed are donated to the needy a few times throughout the school year.

### **National Junior Honor Society Criteria**

National Junior Honor Society is open to seventh and eighth grade students who apply and are accepted. In order to apply, a B grade average is necessary. On their application, students need to demonstrate their scholarship, leadership, character and service. In addition, students need to conform to St. Mary's Springs Academy N.J.H.S. bylaws.

Before students are accepted based on these criteria, their names are presented to the Faculty Council for approval. All approved applicants will attend the Induction Ceremony.

Membership in N.J.H.S. is contingent upon:

- Maintaining the standards of scholarship, leadership, character and service as outlined in the St. Mary's Springs Academy N.J.H.S. Constitution and Bylaws.
- Maintaining a B grade average
- Attending bi-weekly meetings
- Performing one service project that totals six service hours. Note, these hours will not be dually applied to service hour requirements for any other class, club, or extracurricular service hours. See NJHS Bylaws for specific requirements.
- Fulfilling agreed-upon projects of the society

### **Pets at School**

For health and safety reasons, family/household pets are not allowed around the school building. With permission of the principal, special educational events such as Care for Critters, K-9 police dogs, blind dogs, science related classroom animals, may be granted with minimal student contact with the animals. **Archdiocese Policy #5140.3**

### **Money Sent with a Student**

When it becomes necessary to send money to a teacher or to the office, it should be in a sealed envelope with the following information on the outside: the student's name and grade, the teacher's name, room number, the exact amount enclosed, and what the payment is for.

### **School Counseling**

- **Counseling Services** – Counseling services are available for all students in grades P3 - grade 8. This may include individual or small group counseling. The school counselor will also provide guidance through classroom lessons. Grades K – 4 will have integrated guidance classes twice per month, and grade 5 – 8 guidance classes will be once per month.
- **Teacher Referral** – The teacher will notify the parents if a referral for guidance has been made.

- Request Counseling – If a parent/guardian would like to request counseling for his/her child, he/she should contact the school counselor to obtain a request form.
- Permission for Counseling – All students are permitted to see the school counselor. If a parent/guardian does not want his/her child to see the school counselor, a request must be made in writing to the school.
- Parent Notification – Parents/Guardians will be immediately notified if his/her child mentions harm to self and/or others. The school counselor will notify parents/guardians if his/her child requests guidance on the same issue more than twice. Parents/Guardians will also be notified if his/her child is selected to be in a small group. Notification will be made by either a phone call or email.

### **School Visitation**

For the safety of the children, all visitors, including parent(s)/guardian(s), must report to the South Hall office upon entering the campus, sign in, and receive a visitor's tag.

### **Smoke Free School Systems**

There shall be no smoking or possession of smoking materials in the campus or at school-sponsored activities or on field trips. This includes students, staff, volunteers, and guests. **No Smoking Policy adopted by SMSA School Board 7/19/94**

### **Solicitations**

Students, teachers, and/or staff will not solicit funds or advertise for any charitable, private or other group for their own personal cause, campaign, etc. in the school building except in the faculty lounge. We only ask the children to participate in school-wide or parish programs that are pre-approved by the Principal.

### **Telephone Use**

Permission from a faculty or staff member is needed for a student to use the school telephone. Telephone use by students during the school day is limited to emergency situations, illnesses, and change of a scheduled sporting event or school activity.

### **School Pictures**

The opportunity to purchase individual school pictures is provided annually for all students in Grades P3 - grade 8 on a prepaid basis. Pictures are taken in the fall of the year. A school yearbook is available for purchase in the spring.

### **School Property**

*Damage, Loss and Non-return of School Property*

**Liability of Parent(s)/Guardian(s)** – If a student loses, damages, or destroys school property, his/her parents/guardians may be held responsible in accordance with the policies of SMSA. Responsibility of parents/guardians includes financial liability.

**Liability of Student** – A student may be held personally responsible to pay for SMSA property lost, damaged, or destroyed as a result of his/her negligence or his/her intentional acts.

### **Student Use of and Liability for School Equipment and Supplies:**

- a. It is the policy of SMSA to make available to students' various equipment and supplies, which may be checked out by individual students for use in connection with school programs. These items include, but are not limited to textbooks, library books and materials, athletic equipment and uniforms, and band equipment.
- b. It is the policy of SMSA that the materials listed above are made available to the students free of charge, so long as such materials and equipment are not misused, mistreated, destroyed, or stolen and are returned in a timely fashion so as to allow use by other students.

- c. In situations where school supplies and equipment are not returned as required, the administration shall take appropriate steps to assure the return of, replacement of, or reimbursement of such supplies or equipment. These steps may include, among other things, withholding report cards at the end of a grading period and/or barring offending students from participating in graduation activities unless the material involved has been returned or paid for. Procedures may also be established for levying reasonable fines calculated to assure the timely return of material (such as library books). Any such fines shall be established pursuant to a schedule, which is made to students prior to their checking out or taking responsibility for school property. These fines may be levied only as a means of assuring proper use, care and circulation of property.
- d. Chronic and/or malicious destruction, loss or theft of SMSA property by any student constitutes a disruption of the educational process and may be grounds, if proven, for suspension or expulsion of a student.
- e. Before the sanctions listed in section c and d are imposed, the school must first give written notice to the student and parent/guardian of the SMSA property for which he/she is being held responsible. This written notice must be given to a student and parent/guardian at least four school days before the imposition of the proposed sanction.
- f. Any student or parent/guardian who feels aggrieved by the notice of the proposed sanction shall file an appeal according to the grievance Procedure for Parents/Guardians found in the SMSA Student/Parent Handbook.
- g. If any more serious sanctions are proposed, Archdiocesan Policy #5114 will be followed in regard to probation, suspension, and expulsion.

### ***Library Materials***

SMSA and parents/guardians will work in collaboration regarding library materials that are checked out from the library. A student who has an overdue item cannot check out other materials until it is returned. If a student loses or damages a library material, parents will be charged the replacement cost. If the material is returned to the library, the replacement cost will be refunded.

### ***Toys & Personal Items***

Toys, trading cards, balls, personal items are brought to school at the risk of the owner. SMSA is not responsible for the loss of any personal items.

### ***Vandalism (Archmil Policy # 5131.5)***

Parents of students shall be responsible for the vandalism done by their children.

Vandalism comprises those acts which result in damage to school property, including but not limited to burglary, theft, malicious mischief, property damage, breaking and entering, and arson.

Vandalism against school property caused by students must be dealt with appropriately by the school administrator.

The school administrator is directed to:

- Identify the student(s) involved
- Call together persons, including the parents, needed to study the causes
- Decide upon disciplinary action and/or assessment of costs against the parents of students under 18 or against the student, if 18 or over
- Take any constructive actions needed to prevent future vandalism

### ***Technology and Network (Archmil Policy # 6161.2)***

New technologies are changing the ways that information may be accessed, communicated, and transferred. Use of computers and the Internet are designed to serve students, faculty, staff, and volunteers of the school.

Network and Internet access is provided to further the legitimate educational goals of this institution. All use of the school computer system must be in accordance with the goals and purposes of the institution and conducted in an ethical and legal manner.

The equipment, software, network capacities, and electronic communications systems provided through the school computer system are and remain the property of the school. Access to the Internet and the use of the computer network, including independent use off school grounds, shall be subject to this policy and accompanying regulations.

The purpose of these regulations is to define guidelines for students, staff, and volunteers for the use of school networked computer equipment, including those that provide Internet access.

#### **Rules for Acceptable Use of Computers and Telecommunications**

- Each individual student accepts responsibility to act in a moral and ethical manner when using the computer system and Internet. General school rules for behavior and communication apply.
- Network storage areas and school issued or personal devices may be treated like school lockers or desks. Administrators have the right to review email, files, device content, and communications to maintain system integrity and ensure that users are using the system responsibly. They may also request access to these types of documents maintained on third-party servers being used for educational purposes. Students should not expect that files will always be private.

#### ***The following are not permitted:***

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Tampering with or damaging computers, computer systems, or networks ©2021 – Archdiocese of Milwaukee 177
- Violating copyright laws and plagiarism
- Using another's password
- Trespassing in another's folders, work, or files
- Wasting limited resources
- Employing the network for personal financial or commercial gain
- Circumventing security measures on school or remote computers or networks

Disclosing, using, or disseminating personal identification information regarding minors without authorization

All student users of the school computer system and telecommunications are required to read the rules for acceptable behavior, understand the rules, and agree to comply with the rules. Any person wishing to use the school computer system is required to sign the Student Acceptable Use Form before being permitted access.

Violations may result in a loss of access to computer technology, as well as disciplinary, legal, and/or monetary consequences. The decision of the principal regarding inappropriate use of the computer system is final.

Mandatory reporting guidelines apply to all use of the school computer system.

#### **Chromebook 1-1 Responsibilities**

- The student will always have the Chromebook charged and ready for use in class, this is no different than having a textbook ready for class.
- If a Chromebook is damaged, the student will immediately bring the Chromebook to the IT department for assessment.
- In the event that a loaner Chromebook is issued, the student will not damage the loaner Chromebook.
- The student will not use the Chromebook to break any rules or laws. This includes bullying, harassing, and threatening other students or individuals.
- The student will not remove the Chromebook from the provided case.
- The student will not deface the Chromebook, case, and charger in any way. This includes, but is not limited to, removing labels/barcodes, scratches, removing keys, and adding stickers.

- The student will not attempt to modify the operating system on the Chromebook in any way.
- The student will not attempt to modify the hardware of the Chromebook in any way.
- The student will not attempt to bypass any filters put in place by St. Mary's Springs Academy.
- The student will only use their SMSA email account to access the Chromebook. They will not use any other email account to access the Chromebook.
- The student understands that SMSA can view content on their Chromebook at any time, they should not expect to have privacy when using the Chromebook.
- The student will surrender the Chromebook to SMSA for inspection when asked to do so.
- In the event that the student withdraws from St. Mary's Springs Academy, they will immediately return the Chromebook.
- The student understands that if they do not have access to their Chromebook through fault of their own, such as not having it charged or intentional damage, they will still be responsible for completing school work on time as if they had access to their Chromebook.

### **GoGuardian Beacon**

St. Mary's Spring Academy currently utilizes the GoGuardian software to monitor students' online use throughout the school day (*Monday- Friday 7:30 AM- 3:30 PM*). GoGuardian proactively identifies or flags students who are searching content categorized as suicidal ideation, self-harm, or possible harm to others through threats, violence, or bullying.

To ensure students' safety when using *school issued technology*, parents will now be automatically enrolled to receive email notifications from the GoGuardian system if your child is viewing the flagged content (listed in the above paragraph) outside of school hours

Parents/guardians are responsible for their child's online activity and responding to any alerts generated from GoGuardian Monday - Friday 3:15 p.m. - 7:30 a.m. and all hours during weekends, holidays, snow days, breaks etc.). Parents will receive GoGuardian alerts via email.

In addition, GoGuardian has also created a parent filtering app that can be downloaded onto your cell phone. Parents can use this app on your smart device to receive alerts and notifications regarding your child's online activity, block access to certain websites, limit when the internet is available, and receive summarized reports on your children's internet usage outside of school hours.

Parents are invited to review the **GoGuardian Beacon Parent** information found at the links below.

[\*GoGuardian Beacon Parent Installation Guide\*](#)

[\*GoGuardian Beacon Parent App Features\*](#)

[\*Guardians: What Student Data Can I View Using GoGuardian Parent?\*](#)

[\*Guardians: Getting Started with GoGuardian Parent\*](#)

[\*What is GoGuardian Parent?\*](#)

### **Personal Electronic Devices**

A personal electronic communication device means any device that a student is in possession of which electronically communicates, sends, receives, stores, reproduces, or displays voice and/or text communication or data. These include, but are not limited to cellular phones, pagers, smart phones, wearable devices, Wi-Fi enabled or broadband access devices, laptops, tablets, personal digital assistants, portable gaming devices, and other devices that allow a person to record and/or transmit, on either a real time or delayed basis, sound video or still images, text, or other information.

**It is the user's responsibility to:**

- View Internet sites that are allowed at the school.
- Respect the privacy rights of others.
- Receive explicit consent to capture, record, or transmit the words (i.e., audio) and/or images (i.e., pictures/video) of any student, staff, or other person during any school/religious education/youth ministry activity.
- Make sure no unauthorized copyrighted materials enter the network.
- Ensure that the use of the device does not disrupt the learning environment. Unauthorized use of personal electronic devices includes but is not limited to the following:
  - Possessing, viewing, sending, or sharing video or audio information having sexual, violent, or threatening content on school grounds, at school events, or on school buses shall be prohibited and may result in disciplinary action.
  - Any files known to carry harmful malware.
  - Use of devices at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to locker rooms, shower facilities, restrooms, and any area where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The administration has the authority to determine other specific locations and situations where possession of a personal electronic device is prohibited.

***The student user of a personal electronic device shall accept sole responsibility for its preservation and care.***

Student users understand:

- The school is not responsible for content already existing on student owned devices; this would include music, lyrics, movies, pictures, games, etc.
- The school will not be held liable for any lost, stolen, or damaged personal devices.
- The administration may confiscate and search personal electronic devices when there is reasonable suspicion that such devices are being used in violation of the law and/or school rules.

Students will be allowed to bring cell phones and/or other electronic devices to school, but they must be kept in their lockers, turned off, and stored at their own risk during the school day. Grades 6-8 may check their phones during passing time at their lockers.

Students are not allowed to use cell phones during school hours unless granted permission to use them by a staff/faculty member for an educational purpose (ex: players/recorders, and other electronic communication or entertainment equipment).

Any device(s) taken away by a teacher or staff member during school hours will be placed in the South Hall school office and must be picked up by parent/guardian.

***Guidelines for Use of Social Media***

Each user of the school computer system has a conditional right to access the social media environment to facilitate educational and personal growth in technology and collaboration. While staff are allowed access to public social media outlets (e.g., Facebook, Twitter, LinkedIn, Instagram, etc.,) for school-related activities, students will not be granted access to these sites from school owned computers without approval from an administrator or designee as there is no way to filter the content available on these sites.

The school reserves the right to establish online accounts for students under the age of 13 for educational use with proper parent consent to be in compliance with Federal Child Online Privacy Protection Act (COPPA) regulations.

***Rules for Acceptable Use of Social Media:***

- Parents must be made aware, in writing, of the school's intended use of digital communication through a school-based learning management system. Parents must be provided with a means to access the learning management system that their child(ren) is/are required to use for academic purposes.
- Parents must be made aware, in writing, of the school's intended use of a social networking site and/or the use of any forms of digital communication for non-academic purposes. The parent should be provided the ability to opt their child out of directly receiving any digital communication from or on behalf of a ministry or activity of the parish/school. Parents must be invited to have access to any social media site or digital communication platform.

- Students should not initiate a request to staff to join a social network being used for personal purposes.
- The user is responsible for adhering to the media release request of each student prior to posting any photos of students on any social media website for educational purposes.
- Principals and/or network administrators will regularly review and monitor all comments and posting on school media sites. Any inappropriate content on a school media site should be deleted immediately.
- Users will treat information, sources, subjects, colleagues, and information consumers with respect. Gathering and expressing information should never cause harm or threaten to be harmful to any person or group of people.
- School social media and digital communications should abide by the Social Media & Digital Communications Policy.

Violations may result in a loss of access to computer systems and networks, as well as disciplinary, legal, and/or monetary consequences. The decision of the president/principal regarding inappropriate use of social media is final.

### **Assistive Technology Devices**

Some students may be identified by school staff as benefiting from Assistive Technology equipment to enhance their school experience. If the equipment is purchased by St. Mary's Springs Academy, it is the property of the school. Parents/Guardians are required to sign the SMSA Assistive Technology Equipment Agreement outlining the use of said equipment.

### **Electronic Surveillance Cameras (Archmil Policy 3517.3)**

Parishes and schools may use security cameras without sound recording (audio) on location property to ensure the safety and welfare of all staff, students, parishioners, visitors, and vendors. Security cameras may be used to observe the following locations:

- Outdoors: Parking lots, walkways, gathering areas, playgrounds, athletic fields, stadiums, entrances, and exits
- Indoors: Lobbies, foyers, hallways, sanctuaries, cash counting rooms, and other common areas

Equipment may not record or survey areas where the public, students, and employees have a reasonable expectation of privacy, such as restrooms, locker rooms, private offices, or classrooms. In addition, parishes must not record penitents who are engaged in the sacrament of reconciliation, especially if the penitent can be identified or lips can be read.

The use of security camera equipment shall be supervised and controlled by the parish/school administrator or designated person. Recordings should be maintained for a specified period of time. After this time period has elapsed, the medium can be reused for recording unless circumstances call for preserving the recordings due to a reported or suspected incident. It is recommended that the recordings be maintained for a minimum of 30 days.

The parish/school reserves the right to review and use the recordings to investigate accidents, allegations of misconduct, or violations of archdiocesan, parish, and/or school rules and to use the recordings in any proceedings that result in or are related to the accident, misconduct, or violation. The parish/school shall maintain a log of access to or use of the video recordings.

Whenever a video recording is used as part of an investigation or disciplinary action involving a student, the student and his/her parent/guardian will be permitted to view the recorded material in question with school personnel. However, the confidentiality of others must be protected.

The parish/school administrator is responsible for the security, management, and use of digital images and must authorize access to all electronic surveillance records. The parish/school administrator has the discretionary power to refuse access where disclosure would constitute an unjustified invasion of another's privacy.

Parish/school administrators shall ensure that video surveillance shall not be used to monitor staff performance. All persons are prohibited from the unauthorized use of, tampering with, or otherwise interfering with security camera



operations and/or equipment and will be subject to appropriate disciplinary action.

If security cameras are installed, the public shall be informed by including statements in student handbooks and posting appropriate signage (e.g., WARNING: THESE PREMISES ARE MONITORED BY [or: UNDER SURVEILLANCE OF] SECURITY CAMERAS).

## **Appendix**

### **STUDENT COVENANT**

<b>The Ledger Way Core Values</b>	<b>The Ledger Way <i>Defined</i></b>	<b>The Ledger Way <i>in Action</i> <i>*I will...</i></b>
<b>Faith</b>	We live our Catholic faith in both word and action. We are disciples of Jesus Christ, called to be living examples of both faith and stewardship.	<ul style="list-style-type: none"> <li>★ Engage with opportunities to deepen my relationship with God</li> <li>★ Participate in prayer and worship experiences with reverence and openness</li> <li>★ Fulfill theology curriculum expectations, including all service learning</li> <li>★ Participate in SMSA class retreats</li> </ul>
<b>Community</b>	We foster a welcoming, supportive, engaging and collaborative community that works in unison to overcome challenges and celebrate success. Together we honor our traditions and work in partnership to advance our institution.	<ul style="list-style-type: none"> <li>★ Build trust and contribute to a welcoming, inclusive, fair learning environment through positive language, relationships and choices</li> <li>★ Encourage and affirm others, and engage with community events</li> <li>★ Extend hospitality and goodwill to all people, including visitors</li> <li>★ Denounce gossip, humiliation, bullying and other damaging habits and behaviors that erode school culture</li> </ul>
<b>Respect</b>	We treat God's people with respect and kindness at all times. We acknowledge our differences, offering compassion, empathy and tolerance.	<ul style="list-style-type: none"> <li>★ Reverence the God-given dignity and uniqueness of self and others in person and online</li> <li>★ Respect school property and the belongings of others</li> <li>★ Be empathetic, tolerant and patient with all</li> <li>★ Practice modesty and humility in language, behavior and dress</li> </ul>
<b>Responsibility</b>	We lead by example and are accountable for our actions, even when it's difficult. We affirm sound judgment and trustworthy behavior.	<ul style="list-style-type: none"> <li>★ Be truthful in all matters, admit errors, be accountable for choices</li> <li>★ Gracefully accept consequences, correction and direction</li> <li>★ Report negative/abusive treatment of oneself or others to a school authority</li> <li>★ Meet all deadlines as requested</li> </ul>
<b>Learning</b>	We are committed to excellence in education through personal growth and achievement. We strive to be inquisitive critical thinkers, problem solvers, and team players.	<ul style="list-style-type: none"> <li>★ Think critically, be inquisitive</li> <li>★ Embrace intellectual challenges, and seek help as needed</li> <li>★ Be prepared and ready to learn each day, in each setting</li> <li>★ Be eager to collaborate, have a growth mindset with all learning opportunities</li> <li>★ Have academic integrity, and shall always submit original work</li> <li>★ Grow from mistakes</li> </ul>
<b>Leadership</b>	We are devoted to a life of servant leadership, going above and beyond to serve the school, parish, community and world. We are responsible citizens and Christians committed to living life,	<ul style="list-style-type: none"> <li>★ Take initiative for my education and formation</li> <li>★ Be trustworthy, reliable and positive in word and actions</li> <li>★ Contribute to building a safe, inclusive and productive learning environment</li> <li>★ Advocate for myself and others and offer solutions to challenges</li> </ul>

	promoting peace, and fostering social justice.	★ Engage in the service of others, especially the most vulnerable in our community
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*\*All students are expected to make a sincere effort to consistently demonstrate The Ledger Way through words, actions and choices. Disregarding this Covenant or its spirit may lead to natural consequences as outlined by Archdiocesan Policy and SMSA Handbooks.*

## PARENT/GUARDIAN COVENANT

The Ledger Way Core Values	The Ledger Way <i>Defined</i>	The Ledger Way in Action <i>*I will...</i>
<b>Faith</b>	We live our Catholic faith in both word and action. We are disciples of Jesus Christ, called to be living examples of both faith and stewardship.	<ul style="list-style-type: none"> <li>★ Support the SMSA mission and commitment to Catholic values and faith formation</li> <li>★ Model Gospel values and make choices that reinforce school vision and mission</li> <li>★ Engage with communal and private prayer to support the needs and wellbeing of students, families and employees</li> <li>★ Practice and share my faith</li> </ul>
<b>Community</b>	We foster a welcoming, supportive, engaging and collaborative community that works in unison to overcome challenges and celebrate success. Together we honor our traditions and work in partnership to advance our institution.	<ul style="list-style-type: none"> <li>★ Promote solidarity and engage in supporting Springs events</li> <li>★ Extend hospitality and goodwill to all in the Springs community and to visitors</li> <li>★ Contribute to building a safe, productive, and inclusive learning environment</li> <li>★ Ensure that home habits and expectations align with and support school values</li> <li>★ Denounce gossip, humiliation, bullying and other damaging habits and behaviors that erode school culture on-campus and online</li> </ul>
<b>Respect</b>	We treat God's people with respect and kindness at all times. We acknowledge our differences, offering compassion, empathy and tolerance.	<ul style="list-style-type: none"> <li>★ Reverence the God-given dignity and uniqueness of self and others in-person and online</li> <li>★ Support confidentiality and the privacy of others in the SMSA learning community</li> <li>★ Honor the boundaries and practices established to support school safety and order</li> <li>★ Not interfere with school operations nor display distrustful, disruptive, or harassing behaviors toward school staff in-person or online</li> </ul>
<b>Responsibility</b>	We lead by example and are accountable for our actions, even when it's difficult. We affirm sound judgment and trustworthy behavior.	<ul style="list-style-type: none"> <li>★ Demonstrate good moral and ethical principles</li> <li>★ Report negative or abusive treatment of students, oneself or others to a school authority</li> <li>★ Meet all deadlines and take an active role in your Children's education, attending designated parent meetings</li> <li>★ Support policies and procedures outlined in SMSA handbooks</li> <li>★ Seek information and resolution directly from the Academy, whenever concerns may arise, consulting with staff closest to the situation (subsidiarity)</li> </ul>
<b>Learning</b>	We are committed to excellence in education through personal growth and achievement. We strive to be inquisitive critical thinkers, problem solvers, and team players.	<ul style="list-style-type: none"> <li>★ Partner with school personnel for the formal education of children in my care</li> <li>★ Abide school schedules and calendars to assure that children are present and ready to learn whenever school is in session</li> <li>★ Regularly check student progress and attend parent/guardian-teacher conferences</li> <li>★ Reinforce the importance of academic integrity with my child</li> </ul>

		<ul style="list-style-type: none"> <li>★ <i>Help my child learn and grow from school based mistakes, failures, and disappointments</i></li> </ul>
<b>Leadership</b>	We are devoted to a life of servant leadership, going above and beyond to serve the school, parish, community and world. We are responsible citizens and Christians committed to living life, promoting peace, and fostering social justice.	<ul style="list-style-type: none"> <li>★ <i>Volunteer and partner with faculty, staff and other parents</i></li> <li>★ <i>Promote The Ledger Way in word and actions as an advocate for SMSA mission</i></li> <li>★ <i>Offer solutions to challenges and problems</i></li> <li>★ <i>Engage in the service of others, especially the most vulnerable</i></li> <li>★ <i>Model leadership for young people</i></li> </ul>

*\*All parents and guardians are key partners at SMSA and are expected to make a sincere effort to consistently demonstrate and reinforce The Ledger Way through words, actions and choices. Disregarding this Covenant or its spirit may lead to natural consequences as outlined by Archdiocesan Policy and SMSA Handbooks.*

### **EMPLOYEE COVENANT (Administration, Faculty and Staff)**

<b>The Ledger Way Core Values</b>	<b>The Ledger Way Defined</b>	<b>The Ledger Way in Action *I will...</b>
<b>Faith</b>	We live our Catholic faith in both word and action. We are disciples of Jesus Christ, called to be living examples of both faith and stewardship.	<ul style="list-style-type: none"> <li>★ <i>Support the SMSA mission and commitment to Catholic values and faith formation</i></li> <li>★ <i>Model Gospel values and reinforce school vision and mission</i></li> <li>★ <i>Engage prayer to support students, families and colleagues</i></li> <li>★ <i>Practice and share my faith</i></li> <li>★ <i>See my vocation as ministry and service to others</i></li> </ul>
<b>Community</b>	We foster a welcoming, supportive, engaging and collaborative community that works in unison to overcome challenges and celebrate success. Together we honor our traditions and work in partnership to advance our institution.	<ul style="list-style-type: none"> <li>★ <i>Promote solidarity and engage in supporting Springs events</i></li> <li>★ <i>Extend hospitality and goodwill to all in the Springs community and to visitors</i></li> <li>★ <i>Contribute to building a safe, productive, and inclusive environment</i></li> <li>★ <i>Denounce gossip, humiliation, bullying and other damaging habits and behaviors that erode school culture on-campus and online</i></li> <li>★ <i>Prioritize building positive student relationships, support student interests, and attend after school activities student events as possible</i></li> </ul>
<b>Respect</b>	We treat God's people with respect and kindness at all times. We acknowledge our differences, offering compassion, empathy and tolerance.	<ul style="list-style-type: none"> <li>★ <i>Reverence the God-given dignity and uniqueness of self and others in-person and online</i></li> <li>★ <i>Support confidentiality and privacy in the SMSA learning community</i></li> <li>★ <i>Honor boundaries and practices that support school safety and order</i></li> <li>★ <i>Support parents right to information pertinent to student success</i></li> <li>★ <i>When questions or concerns arise, seek information and resolution directly from within the Academy (principles of subsidiarity apply)</i></li> <li>★ <i>Abide all practices and policies of 'Safeguarding God's Children'</i></li> </ul>
<b>Responsibility</b>	We lead by example and are accountable for our actions, even when it's difficult. We affirm sound judgment and trustworthy behavior.	<ul style="list-style-type: none"> <li>★ <i>Demonstrate good moral and ethical principles</i></li> <li>★ <i>Be present, productive, and accountable to all assigned duties</i></li> <li>★ <i>Protect the safety and wellbeing of all students</i></li> <li>★ <i>Report negative or abusive treatment of students, oneself or others to a school authority</i></li> <li>★ <i>Enforce academic and behavioral policies and procedures outlined in school handbooks</i></li> <li>★ <i>Meet all deadlines and professional expectations</i></li> </ul>

<b>Learning</b>	We are committed to excellence in education through personal growth and achievement. We strive to be inquisitive critical thinkers, problem solvers, and team players.	<ul style="list-style-type: none"> <li>★ <i>Partner with parents/guardians to provide formal education to children</i></li> <li>★ <i>Be prepared to deliver on the expected goals and outcomes for my role</i></li> <li>★ <i>Abide all school schedules and calendars to assure student learning progress</i></li> <li>★ <i>Support student learning and attend to personal professional growth</i></li> <li>★ <i>Collaborate to enable appropriate assessments, interventions and learning alternatives</i></li> <li>★ <i>Reinforce expectations of academic integrity and original work</i></li> <li>★ <i>Help students learn from mistakes, failures, and disappointments</i></li> </ul>
<b>Leadership</b>	We are devoted to a life of servant leadership, going above and beyond to serve the school, parish, community and world. We are responsible citizens and Christians committed to living life, promoting peace, and fostering social justice.	<ul style="list-style-type: none"> <li>★ <i>Volunteer to support SMSA advancement and strategic initiatives</i></li> <li>★ <i>Promote The Ledger Way and advocate for SMSA mission</i></li> <li>★ <i>Offer solutions to challenges and problems</i></li> <li>★ <i>Practice buffalo leadership and servant leadership, especially sensitive to the vulnerable</i></li> <li>★ <i>Embrace, showcase, and affirm student success and celebrate growth and development</i></li> </ul>

***\*All SMSA employees are expected to make a sincere effort to consistently demonstrate and reinforce The Ledger Way through words, actions and choices. Disregarding this Covenant or its spirit may lead to natural consequences as outlined by Archdiocesan Policy and SMSA Handbooks.***

