



ST. MARY'S SPRINGS Academy

System (Grades P3-12) Student-Parent Handbook

SMSA System Office - 920-322-8056

Grades P3-8 Office (South Hall) - 920-322-8046

Grades 9-12 Office (North Hall) - 920-322-8062

To contact us, please visit smsacademy.org/contact-us

St. Mary's Springs Academy / 255 County Road K / Fond du Lac, WI 54937



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: August 2026

This edition is an 'active' version when posted to the SMSA Website.

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 the 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.

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 7/1/2025. The Corporation's Chief Administrator (president or principal) is accountable to his/her Board of Directors and the Archbishop of Milwaukee.



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ISSUE RESOLUTION FLOWCHART

Staying connected and having efficient communication is essential to the success of our students and the St. Mary's Springs Academy System. Questions and issues will come up throughout the school year and we want to ensure you have all the information needed when something occurs. To reach teachers, school counselors, health services, principals and other staff members, please call the school's main office and they will connect you with the appropriate department.

General Contact 920-924-0993	Attendance 920-322-8036	South Hall Office (PK-8) 920-322-8046	North Hall Office (9-12) 920-921-4870
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Athletic Director	Mitch Redig
Business Office Accountant	Nathan Abrams
Communications Coordinator	Kristin Zitlow
Coordinator of Academic Supports	Rachael Smith
Coordinator of Attendance & Student Records	Amy Pickart
Coordinator of Campus Ministry	Cassie Morasch
Director of Advancement	Chris Decker
Director of Athletic Administration	Kelly Mueller
Director of Business Operations	Greg Brunette
Director of Curriculum & Instruction & Institutional Effectiveness	Melissa Trepte
Director of Enrollment	Shannon LaLuzerne
Director of Pupil Services	Heather Reilley
Extended Care Coordinator	Tracey Saunders
Facilities	Glenn Neumann
Food Services	Mary Karmann
High School Assistant Principal	Kyle Krueger
High School Principal	Eamonn O'Keeffe
P3-8 Assistant Principal	Dan Thuerwachter
P3-8 Principal	Steve Kelnhofer
President	Stacey Akey
School Counselor, Grades PK-4	Chelsea Puetz
School Counselor, Grades 5-8	Sarah Dengel
School Counselor, Grades 9-12	Taylor McCarthy
School Counselor, Grades 9-12	Mary Cauley
Teacher of Academic Supports, Grades 9-12	Jenny Sawicki
Transportation	Johnson Bus Company (920-921-3003)

COMMUNICATION PROTOCOL

Follow this communication protocol to ensure you contact the individual in our SMSA System who can best answer your questions or address your concerns. You will likely get a quicker and more thorough response by starting with the person closest to the situation.

Topic/Area	1st Contact	2nd Contact	3rd Contact	4th Contact
Academics - Performance	Teacher	Teacher-Academic Supports	Coordinator-Academic Supports	Director-Pupil Services
Academic - Curriculum and Instruction	Teacher	Principal	Director-Curriculum & Instruction	
Athletics (Grades 5-8)	Coach	Athletic Director or Athletic Administrator	P3-8 Assistant Principal	P3-8 Principal
Athletics (Grades 9-12)	Coach	Athletic Director or Athletic Administrator	High School Assistant Principal	High School Principal
Attendance	920-322-8036	attendance@smsacademy.org	Coordinator-Attendance & Student Records	Assistant Principal
Behavior/Safety	Teacher	Assistant Principal	Principal	
Campus Ministry	Coordinator-Campus Ministry	Director-Pupil Services		
Classroom Procedures	Teacher	Assistant Principal	Principal	
College/Careers	School Counselor	Director-Pupil Services		
Donations/Fundraising	Director-Advancement			
Enrollment	Director-Enrollment			
Extended School Care	Extended School Care Coordinator	P3-8 Principal		
Facilities and Maintenance	Facility Services	Director-Business Operations		
Food Services	Food Services	Director-Business Operations		
Health Services	Front Office Staff	Director-Pupil Services		
Student Activities/Clubs	Moderator	Assistant Principal	Principal	
Student Records	Coordinator-Attendance & Records	North/South Hall Office Staff	Director-Pupil Services	
Social Emotional Wellness	School Counselor	Director-Pupil Services		
Systems Communication	Communications Coordinator	Director-Enrollment		
Transportation (Route, times etc.)	Johnson Bus Company			
Tuition	Business Office Accountant	Director-Business Operations		

For more information on the grievance process, please see the Parent/Student Handbook (Policy 1312.10): [Parent Resources](#)

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, Reconciliation and Confirmation 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.

Assessment of Student Learning (Archmil Policy 5120.1)

All schools should have an intentional, defined, and consistent process in place to monitor and evaluate student progress, both at the individual student level and inclusive of all students at all levels, within the current school year term and from academic year-to-year. All students should be assessed throughout the school year term using developmentally appropriate assessment tools. Student assessment is a comprehensive set of practices that analyze, inform, and drive student learning and should include a variety of methodologies:

- Commercially available criterion-referenced and /or norm-referenced assessments.
 - o Criterion-referenced assessments are usually administered once per school year term. Student achievement is measured against a defined standard or criterion and not against other students' achievement. Examples include the Wisconsin Forward Exam and the National Assessment of Educational Progress.
 - o Norm-referenced assessments may be administered once per school year term or multiple times during the school year term. Student achievement is measured against a larger group of students, such as a national or local sample of students. The Iowa Test of Basic Skills is an example of a norm-referenced assessment that would be administered once per school year term. Assessments such as STAR, MAPS, and iReady are norm-referenced assessments which are also adaptive and should be administered at least two times per school year term.
- Routine, ongoing, and developmentally appropriate curriculum-based and aligned formative assessment at the classroom level toward the goal of responsive instruction for each student.
- On-going developmentally appropriate curriculum-based and aligned summative assessments at the classroom level measuring student mastery of content standards and extending the practice of responsive instruction for each student.

To receive accreditation, all schools shall administer commercially available criterion-referenced and /or norm-referenced assessments approved by the Office for Schools and/or legally required by the Parental Choice Program.

These assessments should be administered to students in grades 3 through 8. Results of the testing are reported to staff, parents, students, and school representatives on an annual basis by the principal. Students attending via the Parental Choice Program are required to take the legally required assessments in grades 3 through 8. The parents of students attending via the Parental Choice Program have the legal right to "opt out" their child from having to take the Wisconsin Forward Exam. Schools should develop a process and criteria to identify circumstances in which a student would not participate in a required school assessment. This process should identify acceptable documentation to support the criteria and include a variety of potential alternative assessments.

Student Acceleration (Archmil Policy #5123.1) (Updated 8/10/26)

A student may be accelerated one grade level in exceptional cases where the student's academic, intellectual, social, and emotional readiness clearly supports such a move. Acceleration should be considered on the recommendation of the student's teachers and must have the explicit written approval of parents or guardians before any decision is finalized. The principal must consult with the department of Catholic School Services prior to making the final decision on an individual student's acceleration.

Utilization of all available local resources within the school and community in the assessment and educational program modifications for the student in question must be part of the process. Intellectual, developmental, social, and emotional factors must be taken into consideration before any final decisions are made.

Any arrangement for acceleration is on a trial basis for a mutually agreed-upon amount of time before becoming permanent. The trial period must be clearly defined in advance, with specific criteria established for determining whether the acceleration will be made permanent or whether the student will return to the original grade placement. The principal, family, and relevant teachers must review progress during and at the conclusion of the trial period.

Promotion of Students (K-11)

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. [Retention/Promotion Request Form](#)

Promotion Policy: Grade 3 to Grade 4 for Private Schools Participating in the Wisconsin Private School Choice Programs

Wis. Stat. §§118.33(6)(cr)3. and 118.33.(6)(c)3.

This policy is adopted to comply with 2023 Wisconsin Act 20 and is effective September 1, 2027.

Early Literacy Instruction and Assessment (Archmil Policy #7201) - New Policy (8/10/26)

All schools serving students in grades 4K through 3 shall ensure that reading and language arts instruction is grounded in science-based early reading instruction as defined by 2023 Wisconsin Act 20 and Wis. Stat. § 118.015(1c). Science-based early reading instruction is systematic and explicit and must encompass phonological awareness, phonics and word recognition, reading fluency, vocabulary, reading comprehension, and writing. Three-cueing — an instructional approach that directs pupils to use meaning-semantic, syntax-structural, and visual-graphophonic cues as equally weighted, interchangeable strategies for decoding unknown words — is prohibited in core reading curriculum and shall not be used in any classroom serving grades 4K through 3.

This policy applies to all Archdiocesan Catholic schools operating grades 4K through 3 and schools participating in the Milwaukee Parental Choice Program, Racine Parental Choice Program, or the Wisconsin Parental Choice Program. Schools not participating in any parental choice program are encouraged to implement the requirements of this policy in full as best practice. Nothing in this policy limits a school's authority to provide instruction that reflects Catholic values, integrates faith across the curriculum, or supplements statutory requirements with richer educational programming.

Instructional Requirements

All core reading and language arts instruction for students in grades 4K through 3 shall use science-based early reading instruction. Schools should audit existing materials and discontinue use of any materials that rely on three-cueing as a primary decoding strategy. Instruction must include explicit, systematic teaching of phonological awareness, the alphabetic principle, phonics and decoding, reading fluency, vocabulary, and reading comprehension strategies, with writing instruction integrated into the literacy program beginning in 4K. No teacher, instructional aide, or literacy specialist in grades 4K–3 may use three-cueing as a primary instructional approach for decoding.

Schools not participating in a parental choice program are encouraged to adopt equivalent promotion criteria and to provide comparable services to pupils scoring below grade level on the Wisconsin Forward Exam or another summative reading assessment.

All 3rd grade pupils scoring at or above grade-level in reading on the Wisconsin Forward Exam may be promoted to 4th grade. For any pupil(s) scoring below grade level in reading on the Wisconsin Forward Exam, our school will provide to that/those pupil(s) the following services, per 2023 Wisconsin Act 20:

- Intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency;
- Notification to the pupil's parent or guardian, in writing, including a description of the intensive instructional services and supports that will be provided to the pupil to remediate the identified areas of reading deficiency;
- An intensive summer reading program each summer until the pupil scores at grade-level in reading on a summative assessment.

According to 2023 Wisconsin Act 20, a good cause exception for providing these services applies to any pupil who meets the following or similar criteria:

- Is limited-English proficient. (According to state statute, “limited-English proficient pupil” means a pupil whose ability to use the English language is limited because of the use of a non-English language in his or her family or in his or her daily, non-school surroundings, and who has difficulty, as defined by rule by the state superintendent, in performing ordinary classwork in English as a result of such limited English language proficiency.)
- Is a pupil who has an individual education plan (IEP) that indicates that taking the statewide 3rd grade standardized reading assessment is not appropriate for the pupil.
- Is a pupil who scores as proficient on reading on an alternative standardized assessment approved by DPI. (According to the DPI, as of March 2025, the approved alternative standardized assessment is Dynamic Learning Maps (DLM)).
- Is a pupil who has an individual education plan (IEP) or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act of 1973 that indicates that the pupil has received intensive intervention in reading for more than 2 years if the pupil continues to demonstrate a deficiency in reading and was previously retained in kindergarten, 1st, 2nd, or 3rd grade for a total of 2 years.
- Is a pupil who has received intensive intervention in reading for 2 or more school years, continues to demonstrate a deficiency in reading, and was previously retained in kindergarten, 1st, 2nd, or 3rd grade for a total of 2 years.

Adopted: [Date Governing Body of School adopts policy – must be before July 1, 2025]

Section 1: Promotion Policy

For any student who scored below grade level on the 3rd grade reading portion of the Wisconsin Forward Exam, St. Mary’s Springs Academy will engage in a process to determine whether to promote the student to the 4th grade. This process will carefully consider all relevant factors that contributed to the student not obtaining a grade level score and alternatives to retention that can help support the student to achieve reading proficiency.

Any student who enrolls as a 3rd grade student late in the school term (i.e., after the 3rd grade Forward Exam) shall be promoted to 4th grade under the criteria that they did not score below grade level on the Forward Exam. If a student transfers into a school enrolled as a 4th grade student and provided records indicate the student may have met requirements to be retained in 3rd grade, the school will provide adequate and necessary supports as determined by the school team and their parent/guardian.

If a student has not been tested using the Wisconsin Forward Exam, either due to not being required to or parent/guardian opt out of testing, additional criteria will be used to determine the student’s literacy proficiency. The additional criteria may include, but is not limited to NWEA MAP Assessments, NWEA Fluency Assessments, summative classroom assessments in literacy, formative classroom assessments in literacy, and literacy progress monitoring tools (ex. Amplify Boost, NWEA Coach, etc.).

Section 2: Process for Making Promotion Determinations

The process to determine promotion of a student to the 4th grade that has scored below grade level on the 3rd grade reading portion of the Wisconsin Forward Exam will include:

- The development of a team of individuals that will engage in the process which shall include but is not limited to the student’s parent/guardian and school representatives who have knowledge of reading instruction and interventions provided to the students, as well as how the student responded to both instruction and interventions. School representatives may include but are not limited to: the teacher of record, the private school’s reading specialist, a staff member who has provided additional reading support and conducted progress monitoring, and a pupil services professional with knowledge of social and emotional implications of grade retention.

Role of St. Mary’s Springs Academy Representatives

- Representatives from St. Mary’s Springs Academy will consider all available and additional relevant data and information before deciding whether to promote the student to 4th grade. This relevant data and information may include, but is not limited to, the most recent and previous reading readiness assessment data, diagnostic reading assessment data, progress monitoring data, progress reports, and observations and data related to the student’s social, emotional, and behavioral functioning.
- Representatives from St. Mary’s Springs Academy will determine whether the student is eligible for a good cause exception and communicate that to the parent/guardian.
- Representatives from St. Mary’s Springs Academy will communicate long-term risks of retention to the child’s parent/guardian and consider alternatives to retention available to the student in the private school and communicate these alternatives to the student’s parent/guardian as well.
- St. Mary’s Springs Academy will not deny any student advancement to 4th grade based solely on the student’s performance in reading on the 3rd grade state summative assessment or deny any English learner advancement to 4th grade solely based on level of language proficiency.
- Representatives from St. Mary’s Springs Academy may conclude that promotion (with applicable services/supports) is in the best interest of a student even if the team also concludes, based on clear documentation, that the student scored below grade level on the 3rd grade reading portion of the Wisconsin Forward Exam primarily due to the student’s lack of reading proficiency.

- After reviewing all data and considerations named above, representatives from St. Mary's Springs Academy will make a recommendation of promotion or retention to the student's parent/guardian.
- If the representatives from the school recommend retention, those representatives will communicate the following to the student's parent/guardian:
 - o Supports that will be provided to the student that will mitigate the harm that is likely to occur as a result of retention, including social stigmatization, loss of friendships, damaged self-esteem, and other mental health impacts.
 - o The additional academic services and supports that will be provided to the student as they repeat 3rd grade to ensure they reach grade level proficiency by the time they finish 3rd grade the second time.

Based on the holistic evaluation described above, the entire team will make one of the following choices:

1. Promotion to 4th grade (with applicable services/support) is more appropriate than retention in 3rd grade, and the student is promoted.
2. The student scoring below grade level on the 3rd grade reading portion of the Wisconsin Forward Exam was not primarily due to the student's lack of reading proficiency, and the student is promoted.
3. The parent/guardian and school representatives agree that retention (with applicable services/supports) is more appropriate than promotion to 4th grade and the student's parent/guardian gives written consent to retention.
4. The school representatives recommend retention but the student's parent/guardian does not consent to retention. Regardless of any other facts, circumstances, or analysis, the student is promoted to 4th grade.

Section 3: Post Promotion Mandates and Exceptions

If a student is promoted from 3rd grade to 4th grade and the student scored below grade level on the 3rd grade reading portion of the Wisconsin Forward Exam, St. Mary's Springs Academy will provide all the following services:

- Intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency.
- Notification to the student's parent/guardian in writing that includes a description of the intensive instructional services and supports that will be provided to the student to remediate the identified areas of reading deficiency.
- Intensive summer reading program each summer until the student scores at grade level in reading on a summative assessment.

The following are good cause exceptions similar to the exceptions listed in Wis. Stat. § 118.33(5m)(b). Any student who meets one or more of the following good cause exceptions may be exempt from the promotion policy and the services listed above.

- Identified as Limited-English proficient as defined in Wis. Stat. § 115.955 (7).
- Is a student with a disability who does not take the statewide 3rd grade standardized reading assessment because the assessment has been determined to be inappropriate for the student.
- Obtained a proficient score in reading on an alternative standardized assessment approved by the Wisconsin Department of Public Instruction (i.e., Dynamic Learning Maps).
- Has a past individual education plan, a current services plan, or a section 504 plan that indicates the student has received intensive intervention in reading for more than 2 years and was previously retained in kindergarten, 1st, 2nd, or 3rd grade.
- Has received intensive intervention in reading for 2 or more school years, continues to demonstrate a deficiency in reading, and was previously retained in kindergarten, 1st, 2nd, or 3rd grade for a total of 2 years.

Students meeting the good cause exception criteria above will continue to receive adequate and necessary supports as determined by the school team and their parent/guardian. Per 2023 Wisconsin Act 20, a good cause exception to the above promotion requirements and intensive services applies to any pupil who meets one of the following criteria:

- Is limited-English proficient. (A "limited-English proficient pupil" means a pupil whose ability to use the English language is limited because of the use of a non-English language in his or her family or in his or her daily, non-school surroundings, and who has difficulty, as defined by rule by the state superintendent, in performing ordinary classwork in English as a result of such limited English language proficiency.)
- Is a pupil who has an individualized education program (IEP) that indicates that taking the statewide 3rd grade standardized reading assessment is not appropriate for the pupil.
- Is a pupil who scores as proficient on reading on an alternative standardized assessment approved by DPI. (As of March 2025, the DPI-approved alternative standardized assessment is the Dynamic Learning Maps (DLM).)
- Is a pupil who has an IEP or a plan to provide accommodations or services under Section 504 of the federal Rehabilitation Act of 1973 that indicates that the pupil has received intensive intervention in reading for more than two years, if the pupil continues to demonstrate a deficiency in reading and was previously retained in kindergarten, 1st, 2nd, or 3rd grade for a total of two years.
- Is a pupil who has received intensive intervention in reading for two or more school years, continues to demonstrate a deficiency in reading, and was previously retained in kindergarten, 1st, 2nd, or 3rd grade for a total of two years.

P3-K4 Report Cards

Preschool/K4/Kindergarten narrative report cards will be received 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 Standard Based Report Card

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

LOWER ELEMENTARY (P3-3RD GRADE) SCORING INDICATORS

Proficient (3)	Developing (2)	Emerging (1)
Student demonstrates consistent understanding and application of concepts and skills aligned with grade level standards. Student can complete assigned tasks independently.	Student demonstrates partial understanding of grade level standards. Student can sometimes complete learning tasks without assistance.	Student needs more time to develop understanding of grade level standards. Student can complete learning activities with assistance.

UPPER ELEMENTARY AND MIDDLE SCHOOL (4TH-8TH GRADE) SCORING INDICATORS

Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Student demonstrates understanding of concepts and skills extending beyond grade level standards. Student can independently complete self-directed studies.	Student demonstrates consistent understanding and application of concepts and skills aligned with grade level standards. Students can complete assigned tasks independently.	Student demonstrates partial understanding of grade level standards. Student can sometimes complete learning tasks without assistance.	Student needs more time to develop understanding of grade level standards. Student can complete learning activities with assistance.

Grades 9-12 Academic Grading Scale

The high school academic year is organized into two semesters and an interum January Term, or “J-Term.” Semester I & II and J-Term grades are the ONLY “permanent marks” that appear on a student's official high school transcript. Quarter grades and Progress Report Mid-Quarter grades do appear on Skyward Report Cards, but are not considered official for transcription purposes.

St. Mary’s Springs Academy supports a weighted-grade method of calculating Grade Point Average for select courses, including Advanced Placement and/or qualified courses offered for dual credit through college partnerships.

- Weighted course status shall be determined by the administration and published in the Curriculum Guide each year.
- Students in these designated courses will earn an additional 1.0 increase Grade Point Equivalent (GPE) which will impact their Grade Point Average (GPA) for the grades earned in those courses. Regular curriculum courses (any course not designated as weighted) will not receive enhanced GPE weighting.
- Updates to these policies within the Curriculum Guide and Student-Parent Handbook shall follow the adoption of this new system.
- A 10-point grading scale is the established norm at SMSA.
- The 10-point grade percent equivalent (i.e. 90%-100% = Grade A range) commenced for all students during the 2023-24 school year and will not be retroactively applied.
- Updates to these policies with the curriculum guide and student handbook shall follow the adoption of this new system.

School Term Calendar (Archdiocese # 6111)

Hours of direct pupil instruction must occur over a minimum of 172 days to commence after July 1, ending before the subsequent June 30. Teacher contracts shall be a minimum of 190 days. Contracted days that do not involve direct pupil instruction shall be used for appropriate professional development activities.

School Day (Archdiocese # 6112)

Minimum 6 hours and 30 minutes daily schedule shall include a maximum of 30 minutes time for pupils to transfer between classes but do not include the lunch period. (Wis. § 120.12 (15))

Instructional Time (Archdiocese # 6112.1)

Each school shall annually schedule at least 1,050 hours of direct pupil instruction in grades K5 through 6, and at least

1,137 hours of direct pupil instruction in grades 7 to 12. Schools with grades 7 and above are expected to have 1,137 hours of instruction for all pupils in grade K5 and above.

Assessment of Student Learning (Archdiocese #5120.1)

All schools should have an intentional, defined, and consistent process in place to monitor and evaluate student progress, both at the individual student level and inclusive of all students at all levels, within the current school year term and from academic year-to-year. All students should be assessed throughout the school year term using developmentally appropriate assessment tools.

To receive accreditation, all schools shall administer commercially available criterion-referenced and /or norm referenced assessments approved by the Office for Schools and/or legally required by the Parental Choice Program. These assessments should be administered to students in grades 3 through 8. Results of the testing are reported to staff, parents, students, and school representatives on an annual basis by the principal.

Students attending via the Parental Choice Program are required to take the legally required assessments in grades 3 through 8. The parents of students attending via the Parental Choice Program have the legal right to “opt out” their child from having to take the Wisconsin Forward Exam.

Academic Honesty

Plagiarism is defined as:

- Using the ideas of another as one’s own without acknowledging the source.
- Cutting and pasting content from any source without citation.
- Using a generative Artificial Intelligence tool (like ChatGPT or others) to develop or paraphrase content without citation.

Students will not:

- Plagiarize in written, creative, or oral work or submit work that is not original.
- Give or receive unauthorized assistance on any classroom assessment, homework, or project.
- Alter grades or other academic records, give false information, or forge documents.
- Take a copy of a test, grade book, answer key, teacher’s manual, or notes without teacher approval.

Enforcement:

- Teachers will address infractions to this policy.
- The principal will address students with repeat infractions to this policy.

In the event of an Academic Honesty infraction, the parent will be notified by the teacher, and the following consequences may apply:

- The student is re-taught by the teacher
- Office referral (major) through student information system (in middle school; punch on behavior card)
- The student may receive no credit or a reduced grade at the teacher’s discretion
- Alternative assignment/redo assignment with or without credit, at the teacher’s discretion

Possible actions for multiple offenders:

- After school detention
- Out-of-school suspension from school
- Loss of school privileges (i.e., co-curricular participation, school events, use of Chromebook, etc.)

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:
 - P3-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).

Academic Eligibility for Co-curricular Participation (Grades P3-8):

A student in grades P3-8 may be eligible to play on school teams if the following criteria are met:

The student is enrolled in good standing in the school. A student has no more than two “1’s” on their report card. The student is up to date with their daily assignments and is in good standing academically. The student is in good standing with attendance and conduct in school.

Academic Monitoring (Grades P3-8)

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.

Academic Eligibility for Co-curricular Participation (Grades 9-12)

Co-curricular eligibility for participation in athletics, theatre, clubs and organizations, field trips and school travel is linked directly to academic performance. There are 8 eligibility review periods in each school year: 4 mid-quarter progress reports; Quarter 1 & 3 report cards; Semester 1 & 2 report cards. Co-curricular ineligibility stipulates that a student may not participate in any co-curricular activity while serving academic probation or after earning a failing grade in any course at any of the 8 eligibility review periods. Students may appeal their co-curricular ineligibility to the Assistant Principal Dean of Student Life after the designated period of school days (determined by number of failing grades).

SMSA CRITERIA: To be fully eligible for participation in SMSA athletics or co-curricular activities, Ledgers must pass all of their courses at the Quarter grading periods. Students with one or more failing grades (F) at the grading period are determined to be *temporarily ineligible* for participation in SMSA athletics or co-curricular activities. Students may regain eligibility by improving their failing grade to a passing grade within the designated period of time (see charts below).

- **Students with ONE “F” grade:** May complete a [Regain Student Eligibility Form](#) and submit this to the Assistant Principal, Dean of Student Life for reinstated eligibility no sooner than 8 school days from the “effective date” of the notice. If the Assistant Principal, Dean of Student Life shall verify the grade improvement and ZERO “F” grades in all courses, the student shall regain athletic and co-curricular eligibility on the NEXT calendar date. If the student cannot demonstrate ZERO “F” grades after 8 school days, they may apply for reinstatement on any day up to day 15 past the effective date. If the Assistant Principal, Dean of Student Life shall verify the grade improvement and ZERO “F” grades in all courses, the student shall regain athletic and co-curricular eligibility on the NEXT calendar date. If the student cannot demonstrate ZERO “F” grades after 15 school days, they may not apply again for eligibility until the next grading period.

- **Student with TWO “F” grades:** May complete a [Regain Student Eligibility Form](#) and submit this to the Assistant Principal, Dean of Student Life for reinstated eligibility no sooner than 15 school days from the “effective date” of this notice. If the Assistant Principal, Dean of Student Life shall verify the grade improvement and ZERO “F” grades in all courses, the student shall regain athletic and co-curricular eligibility on the NEXT calendar date. If the student cannot demonstrate ZERO “F” grades after 15 school days, they may not apply again for eligibility until the next grading period.
- **Student with THREE or more “F” grades:** Shall remain ineligible to participate in athletic and co-curricular activities and may not apply again for athletic or co-curricular eligibility until the next grading period.

SMSA System Process for Academic Query and/or Grievance

Consistent with the value of subsidiarity, should students/parents/guardians have questions or concerns regarding course content, expectations, student academic performance, or grading, the following process shall be followed:

1. Students/parents/guardians shall contact a **teacher** directly.
2. Students/parents/guardians may contact a **counselor** if a matter of grievance is unresolved after contacting a teacher directly.
3. Only after engaging with the classroom teacher and counselor should parents contact an **academic administrator** (may be the director of pupil services; director of curriculum and instruction; assistant principal; principal) regarding a matter of academic grievance.
4. Students/parents/guardians may contact the **president** only if the principal has been unable to resolve the grievance, and only after steps 1-3 have been engaged.
5. The president may choose to consult an **ad hoc committee** to consider and advise on a matter of academic grievance.
6. The decision of the president is final.

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 is not involved in the grievance proceedings and is not a source of appeal.

Late and/or Missing School Work Policy (Grades K-8)

Individual teacher’s policies will address the issue of late, missing assignments and incomplete assignments due to the broad spectrum of learners in the Elementary school. These policies will be reviewed with the students and/or parents at the beginning of the school year.

Academic Monitoring (Grades 9-12)

The faculty and staff of St. Mary’s Springs Academy has high expectations for student academic progress and success. Likewise, SMSA also provides high levels of support for our students’ growth and development. Should a student demonstrate academic frustration, struggle, disengagement, poor study habits, or behaviors and habits that may block academic success, parents may receive written notice that one of the following interventions may be initiated by SMSA to monitor and support their student:

1. **Academic Warning:** An Academic Warning may be earned by any enrolled student who demonstrates one or more of the following:
 - A pattern of underachieving as determined by their teacher or members of the academic administration.
 - Has demonstrated consistent disengagement from classroom activities, homework assignments, or other academic responsibilities.
 - Frustration with their own achievement or ability to learn.
 - A consistent pattern of decline in learning outcomes.
 - Distress or a feeling of being overwhelmed in the process of learning or meeting academic requirements.

Students who earn academic warnings will be guided to develop a plan of improvement which shall be supported by a designated teacher, the Counseling Office, and/or Pupil Services. Students placed on academic warning may temporarily lose eligibility for some extra curricular activities at the discretion of the administration. Parents will be notified with a written notice if their student may be monitored under Academic Warning interventions.

2. **Academic Probation:** Academic Probation is a period of close academic supervision for individual students. Parents are notified of academic probation with a written notice. Academic Probation may apply to any enrolled student who:
 - Has earned two or more failing grades at the end of any quarter or semester.
 - Has earned a failing grade/credit deficiency in a course that is required for graduation.
 - Has fallen behind in earning the minimum credit requirements to be on track for graduation.
 - Has three or more incomplete grades at the end of a semester.

Failure to meet the goals set in an academic probation contract may result in mandatory summer school, lack of promotion, loss of ability to graduate on time, or withdrawal from school. The Administration and Counseling Department will review the academic progress of each student who is serving a period of Academic Probation. Students who are placed on Academic Probation will also be ineligible to participate in any co-curricular activities (athletics, theater, clubs and organizations, field trips and school travel). A

formal probationary review may be conducted at grading periods. If there is not significant improvement in the student's performance, the student may have their enrollment withdrawn from SMSA.

Late and/or Missing School Work Policy (Grades 9-12)

Informed by the Ledger Way core values of respect, responsibility and community, all SMSA teachers and students abide by the same norm for late and missing school work. Missing work is not only disruptive to the student, but also to the learning of other students, the efforts of teachers and the overall learning process. When a medical excuse or other valid extenuating circumstances are verified, exceptions may be granted. As a standard practice, however, students and parents should be advised of the following SMSA norm:

1. Assignments submitted **one calendar day late** shall be accepted, but may earn 95% of full grade potential.
2. Assignments submitted up to **3 calendar days late** shall be accepted, but may earn 90% of full grade potential.
3. Assignments submitted **4-7 calendar days late** shall be accepted, but may earn only 80% of full grade potential.
4. Assignments submitted after **8 calendar days late** shall not be accepted, and will be recorded as a "zero" grade.

ADMISSION

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 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 1st grade, students must be six (6) years old by September 1 in the year he or she proposes to enter school.

Admission Checklist and Timeline for Current 8th Graders Applying for Freshman Year

The following steps must be accomplished to be enrolled for high school studies:

1. Submit an SMSA High School Admission Application (Fall of 8th grade year).
2. Register for the High School Placement Test-HSPT (Fall of 8th grade year).
3. Take the High School Placement Test-HSPT (administered on campus in November of 8th grade year).
4. Some students may also register for an optional Math Placement Test in May of their 8th grade year.

Admission and Placement for Incoming 9th Grade Students

SMSA follows this process for reviewing applications and placing 8th grade students into freshman year studies:

1. The Enrollment Director establishes an admission file for each high school applicant.
2. Grade school records (including 7/8th Grade Report Cards and Forward Test Results) are requested by the Enrollment Director and added to the student high school admission file. *High School Placement Test* (HSPT) results are added to the student file.
3. Each completed admission file is reviewed by the SMSA High School Admission Team - consisting of Enrollment Director; Director of Pupil Services; Principal. Other educators may be consulted should there be a need for added evaluation or perspective.
4. Students receive a formal welcome/acceptance letter with a date specified for enrollment/registration. (A large group orientation night for admitted 8th graders occurs in February. Those who apply late will have individualized orientations scheduled).
5. Students and parents formally "register" for high school by choosing/scheduling freshman year classes and submitting a tuition deposit.
6. Some students may also register for an optional Math Placement Test in May of their 8th grade year.

Transfer Student Enrollment - Admission

(Grades P3- 8)

It shall be the responsibility of the Enrollment Director to obtain a completed application and official school records for the transfer enrollment of all incoming students and to verify the student grade assignment with the appropriate faculty prior to the arrival of the student.

(Grades 9-12)

Students who have begun their high school education at another school and would like to apply for transfer admission to SMSA may submit an application on a rolling basis. Transfer students shall be admitted to begin classes at the beginning of a semester ONLY, unless there has been a change of address or extenuating family circumstances. Mid-semester transfers are not always in the best interest of students - as academic credit may not always finalize or transfer from the previous school, placing a student “off track” for grade level/class graduation at SMSA.

To be admitted, the applicant's school records must be reviewed and approved by the Enrollment Director, high school administration and Pupil Services. The application and student records must provide evidence that the applicant is in “good standing” academically, behaviorally and with attendance history. Students seeking transfer enrollment into the high school may be asked to schedule an in-person interview with members of school leadership before an admission decision is finalized.

To be approved for admission to SMSA, at the time of transfer, applicants must be “on track” with earned academic credit to graduate “on time” with their grade level/class.

If a transfer student is joining the SMSA school community but is not changing their legal address in the enrollment process, the WIAA may determine a student to be temporarily ineligible to participate in interscholastic athletics.

In accordance with *Archdiocesan Policy # 5110*: **All students are on probation during the first calendar year of their attendance at a Catholic school.**

International Students (Grades 9-12)

When enrolling international students, St. Mary's Springs Academy shall work with approved international education agencies and programs who facilitate the acceptance of students with F-1 Visas.

International Student Tuition Rate

An international student tuition rate shall be published annually by SMSA. Tuition and all applicable fees must be paid prior to enrollment of any International student not affiliated with *Global Outreach* - a preferred SMSA partner/agency based in Wisconsin and espousing a common Catholic mission. With the exception of students admitted through *Global Outreach*, the SMSA international student tuition rate shall be **equivalent to the total published annual cost of educating a high school student in the State of Wisconsin**. Reduced tuition may be possible if extenuating circumstances apply.

If a student intends to earn a diploma, graduation fees are required. The Principal is the approving authority of international student enrollment requests. The number of students accepted in any given school year will be determined by the Principal and President. International students will be held accountable for grades, assignments, and personal conduct as stipulated in this handbook. The students must be physically present at SMSA from the first day of school until the student's last day of school.

Students earning credits and/or intending to receive an SMSA High School diploma will be placed at their appropriate academic level. Seniors who have attended SMSA High School for a full year will receive a certificate of attendance at graduation. If they have satisfied all graduation requirements, they will receive a diploma.

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.

Supportive Consultant

While every attempt will be made 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

The annual tuition at St. Mary's Springs Academy is an investment in both your family and Catholic education in the Fond du Lac area. Your tuition helps the Academy invest in resources that directly impact your child including technology, curriculum/textbooks, classroom supplies, teacher salaries/benefits, and much more. Tuition cost includes most fees. For full details regarding tuition policies please see the SMSA Website <https://www.smsacademy.org/apply/admissions/tuition/>

A tuition statement will be provided to enrolled families prior to the new school year. Each family is responsible for making arrangements to either pay in full or to enroll in the SMSA payment plan. If a responsible party defaults on the selected payment arrangement, a 1% fee may be added each month to the unpaid balance.

Regarding the payment plan option, it is the policy of St. Mary's Springs Academy, at its discretion, that failure to have the necessary forms completed, signed and returned to the SMSA Business Office by July 15 may cancel a family's registration for the upcoming school year. See SMSA Payment Plan below regarding the necessary forms.

Multi-Student Discount

This discount is given to families with more than one child in the system. The oldest child will be charged full tuition and the younger sibling(s) will receive a discount based on grade level.

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.

School Related Associations (Archdiocese # 3570) (Excerpt from policy manual)

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. It is specifically sponsored by 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.

Organizations such as the Home and School Association, Athletic Association, 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 parish or 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.

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

Being present to one another and to the many opportunities for learning is among the greatest privileges and values of our Springs community. Students must attend school in order to achieve academic success and develop in the Ledger Way values of learning and community, in addition to practicing their faith and leadership.

Contacting Campus

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

- Attendance phone number: 920-322-8036
- Attendance email: attendance@smsacademy.org

Archdiocesan Policies Related to Attendance:

- **Compulsory School Attendance (Archmil Policy # 5112)** St. Mary's Springs Academy 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.
 - **Release of Students During a School Day (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.
 - **Continuity of Instruction and Learning (Per Archmil Policy # 6135)** In-person classroom learning and instruction is the preferred and beneficial educational model at SMSA for all levels, grades P3-12. To receive approval of alternative continuity of instruction and learning, parents must formally request this of the administration. Parents may not spontaneously (day-to-day) declare students as virtual or alternative learners. In general, parents may request alternative continuity of learning options for one week increments (5 school days). Medical documentation may be required for approval of any alternative student learning plan. "Virtual learning" may be a blend of methods to be determined, including but not limited to, asynchronous (non-interactive, prepared virtual resources) or vendor facilitated online learning. Students who are approved for an alternative learning plan/arrangement as a way to facilitate continuity of learning, but whose learning progress is not detected, may risk losing academic credit.

The [SMS Continuous of Instruction and Learning Guide](#) may provide guidelines for how SMSA facilitates an alternative learning request that is approved. **However, all continuity of instruction and alternative learning requests – regardless of reason or duration – must be approved by the principal.** The parents educational role may shift significantly when supporting their child in the educational process when alternative continuity of instruction and learning is deployed.

General Attendance Information

When students arrive late to school or plan on leaving early, they will use the **South Hall** (P3-8) or **North Hall** (9-12) entrance.

- SMSA is considered a “**closed campus.**” That means students are not allowed to leave the premises during the school day without parental permission. If a parent(s)/guardian(s) requests a student to leave school, the student must report to the North or South Hall office and have the administrative assistant sign the student 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 North or 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). Food may NOT be ordered/delivered to school by/for a student.
- **(Grades P3-5)** Grades P3-5 students that miss more than one hour of instruction in either the a.m. or p.m. will be marked for a 1/2 day absence (1/2 day morning or 1/2 day afternoon) unless an official note from the doctor's/dentist's office is provided regarding a student's appointment. Instructional time includes the time that students engage in content area curriculum, learning activities, and recess during the school day. The lunch hour is not considered to be part of instructional time. If a student is late to school in the morning (but arriving before 8:45 am), it will be considered an unexcused tardy unless an official note from the doctor's/dentist's office is provided regarding a student's appointment or there is a note provided by the parent. Parents dropping off P3-5th grade students before 7:35 should meet on the lower playground before school starts. There is supervision starting at 7:30am.
- **(Grades 6-8)** Grades 6-8 students have their attendance taken every period. There are 8 periods in a school day. If a student misses the first 10 minutes in any class period, they will be marked absent for that period unless an official note from the doctor's/dentist's office is provided regarding a student's appointment. There is supervision starting at 7:30am at the North Hall entrance for students who enter through the north side of the building.
- **(Grades 9-12)** High school uses a ‘Modified Block’ daily schedule. Attendance is taken during each of the four academic blocks (90 minutes periods) and during homeroom (15 minute period). A student shall be considered tardy for any amount of class time missed during the first 20 minutes of an academic block. A student missing more than 40 minutes of an academic block (at any time within the 90 minute period) shall be recorded as absent for that whole class period.

General Attendance Terms Defined

Some of the most common attendance terms are defined in this section.

- **Tardiness:** A student is considered tardy if they are late to school. A pattern of tardiness on the part of any student shall be brought to the attention of the student's parent/guardian. If it appears that the student is negligent with being at school/class on time, appropriate disciplinary action shall be taken. Depending upon the frequency and amount of school missed, tardiness may be reclassified as an unexcused absence and therefore reportable as truancy or habitual truancy.
- **Truancy/Unexcused Absences:** A student is considered truant/unexcused if absent for part or all of one or more school days during which the school has not been notified of the documented cause of such absence by the parent/guardian of the absent student. Truancy/unexcused absences are deliberate disregard for the educational program and are considered a serious matter. Parents/guardians shall be notified when a student has an unexcused absence. Notices shall be made by personal contact, email, mail, or telephone call of which a written record is kept. Notice by personal contact or telephone shall be attempted prior to notice by mail.
- **Habitual Truancy:** A student will be considered a habitual truant if s/he is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester. When a student initially becomes a habitual truant, the assistant principal or attendance designee shall provide a notice to the student's parent or guardian, by email, registered mail, certified mail, or First Class mail.
- **Excused Absences:** For any absence to be considered excused, a parent or guardian must notify the school attendance office by 8:30 a.m. on the day of a student's absence from school, unless previously arranged. Students who are absent from school with the prior written permission of their parent/guardian are also required to make up work missed during the absence. The following are examples of Excused Absences (this is not an exhaustive list):
 - Illness of the student (physical or mental health reasons)
 - Severe illness in immediate family
 - Death/funeral within immediate family
 - Unforeseen emergency
 - Quarantine ordered by the Health Department

- **Unexcused Absences:** After five (5) unexcused absences, parents/guardians will receive a truancy letter from the school office. Some examples of unexcused absence reasons: working, babysitting, car trouble, oversleeping, running late, missing the bus, or haircut appointment. After ten (10) unexcused absences, parents/guardians will receive a 2nd truancy letter.
- **Anticipated (Pre-arranged) Absence:** The school strongly discourages all prearranged vacations, trips, hunting, appointments, college visitations, etc. that occur when school is in session. Learning loss inevitably results from students not being present in class during scheduled school hours and days. 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.
 - **(Grades P3-8)** Anticipated absences are to be communicated to the Attendance Office and to the teacher(s) associated with the student. Parent/teacher communication is essential to plan the next steps in creating a plan for learning that will be impacted due to the anticipated absence. Parents will communicate with the teacher(s) to initiate the communication. Please note that if a teacher does not have one-week notice, homework or classwork may not be available for pick up by the student. Assignments issued prior to absence are due upon the student's return, unless extenuating circumstances can be determined.
 - **(Grades 9-12)**
 - 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.
 - If an extended absence is anticipated to occur on a school day, a written excuse signed by the parent/guardian should be presented to the North Hall Office at least one week in advance.
 - Assignments/homework may be obtained from teachers once teachers have signed the anticipated absence form. Please note that if a teacher does not have the required one-week notice, homework or classwork may not be available for pick up by the student.
 - Assignments issued prior to absence are due upon the student's return, unless extenuating circumstances can be documented.

Procedures for Tardiness to School (Grades P3-12)

A student who is not inside the classroom of their first assigned period/block of the school day, **shall report to the South or North Hall Office (respectively)** and will be recorded as tardy to school.

If a parent or guardian needs to drop off a lunch, chromebook, backpack, water bottle, etc, please come to the North or South entrance and a staff member will bring it to their classroom or call the student to the office to retrieve it.

- [SMSA Grades P3-8 Tardy Procedure](#)
- **Grades P3-Grade 5:** 7:45 a.m. start time. A student is considered tardy if the child is late to school in the morning or afternoon (but arriving before 8:45 am or leaves school between 2:00 pm and 3:00 pm).
- **Grades 6-8:** 7:45 a.m. start time for the first class. A student is considered tardy if the student enters class after the bell rings and up until ten minutes after the bell rings. After this point the student will be marked absent for the period. A student will be marked tardy if they leave within the same ten minute time frame at the end of a class.
- **Grades 9-12:** 8:05 a.m. A student who is not inside the classroom of their first assigned period/block of the school day, shall report to the North Hall Office and will be recorded as "tardy to school." A student who is not inside the classroom of any one of their scheduled periods/blocks of the school day, will be recorded as tardy to class by the teacher or study hall moderator unless they arrive with a valid excuse and hall pass from another teacher or staff member.
- **Consequences for Tardiness - Grades 9-12**
 - Students marked tardy (to school or class combined) more than five (5) times during a semester will be required to submit their cell phone/smart watch to the North Hall Office upon arrival to school for a period of two (2) days (The phone may be retrieved after 3:15 pm).
 - Students who display a pattern of chronic or repeated tardiness shall have their parents/guardians contacted by administration, and may require a probationary enrollment plan.
 - Students marked tardy (to school or class combined) between seven (7) and 10 times during a semester will be required to submit their cell phone/smart watch to the North Hall Office for one week (5 days of school).
 - Students marked tardy (to school or class combined) more than 10 times during a semester will be required to submit their cell phone/smart watch to the North Office for the remainder of the semester.
 - Progressive steps the school shall take for addressing chronic tardiness in accordance with Archdiocesan policy:
 - Five (5) tardies: A notification letter will be sent home.
 - 10 tardies: A notification letter will be sent home.
 - 15 tardies: A meeting will be scheduled with the student, parents/guardians, and Administration to develop a plan for improvement, which may include suspension and/or a probationary period of enrollment.

Progressive Steps the School Shall Take for Addressing Chronic Absenteeism

Proxy/Temporary Guardianship

When parents or guardians are out of town, the school requires written notification of the adult who assumes responsibility for the student in case of student absence or emergency.

Absence Due to Illness

Students are encouraged to stay home if not feeling well when they wake up in the morning. 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. Students are required to stay home if they have a contagious illness, fever (100.4 or higher) or diarrhea, nausea/vomiting. Students that are marked absent for any part of the day due to illness or are determined to have an unexcused absence are ineligible to participate in co-curricular activities that day. If a child is sent home because they have a fever of 100.4 or higher, this will not count against the 10 requested days that parents/guardians are allowed.. Likewise, if a student goes home with diarrhea and vomiting, this will also not count against the 10 requested days that parents/guardians are allowed.

Appointments

Every effort should be made to schedule medical, dental or counseling appointments outside of regular school hours. If it cannot be avoided, parent(s)/ guardian(s) must send a signed note or call the attendance line with logistic details of the appointment to the North or South Office prior to the first class beginning for the day. Absences for non-medical related appointments are considered highly disruptive to school culture and student learning and are thus strongly discouraged.

The student presents a note signed by the parent/guardian to the North or South Office prior to the first class beginning for the day. The note is to be dated and the reason for the necessary permission to leave school.

- The Principal or Assistant Principal retains the right to verify appointments and length of appointments.
- For a student to remain eligible to participate in school sanctioned after-school activities or events following a doctor/dentist appointment scheduled during a school day, the student must present a note from the doctor's office upon returning to school.

Absence & Co-curricular School Activities

Per the SMSA Co-Curricular Code of Conduct:

- Students must attend school ALL DAY on the day of scheduled events and/or practice in order to participate.
- Students may not participate in any school sanctioned co-curricular activity during/after school on the same day as a class/campus absence, excused or unexcused. Failure to be in attendance as stated will result in non-participation in all co-curricular events and practices on that day.
- **Exceptions** to these attendance rules may include the following:
 - Absence from campus which have been excused for a funeral, court appearance, school approved field trips, documented medical appointments, or for other unusual or extenuating circumstances as cleared in advance by administration
 - Absence from campus related to a classroom activity or grade requirement.

Late Arrival/Early Dismissal Privilege (High School)

This program is designed to allow eligible junior and senior Ledgers the privilege of arriving late to school or leaving early. To be eligible for this privilege, students shall:

- Be a member of the junior or senior class at SMSA.
- Have an existing study hall scheduled during the first block of the day or the last block of the day - on either A-Day or B-Day (Master schedule periods 1, 4, 5, 8).
- Maintain "good standing" (positive academic, attendance, and behavioral record) consistent with The Ledger Way Core Values.
- Maintain all academic co-curricular eligibility standards. A student declared academically ineligible after a grading period (mid quarter, quarter, or semester) will lose this privilege and must report to their originally scheduled study hall until they have regained co-curricular eligibility. Co-curricular eligibility standards are used to determine the length of the ineligibility period.

SMSA administration maintains discretion to revoke the *Late Arrival/Early Dismissal Privilege* of any student without cause.

Medical Leave

During an extended medical leave, the student may remain enrolled at SMSA if medically able. In collaboration with the Administration, the student may choose to continue education on a home-study/virtual plan provided by SMSA or withdraw for the remaining period of disability. SMSA may require medical documentation of the student's condition.

5 tardies/absences	In accordance with Archdiocesan Policy, parents will receive a written notice when students have accumulated five (5) absences.
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10 tardies/absences	A second notification letter will be sent home when students have accumulated ten (10) absences.
15 tardies/absences	A meeting will be scheduled with the student, parents/guardians, and administration to develop a plan for improvement, which may include a probationary period of enrollment.

GENERAL INFORMATION

Academic Calendar

Link to [2025-26 Yearly School Calendar](#)

Faculty & Staff Directory

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

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.

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 North or South Hall Office to obtain a visitor pass as well as give information about their name, phone number, time of arrival, time of departure, and who they are visiting to the administrative assistant. Anyone encountering a visitor who is not wearing a visitor pass should direct the visitor to the North or South Hall Office. Upon leaving, all visitors should report to the North or South Hall Office and the administrative assistant will sign him or her out.

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.

Extended Care Program & Procedures

The Extended Care Program is available for students in grades P3-5. A registration form for this service is available in the South Office or Business Office. [Extended Care Program](#)

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 P3-8 who are not in the *Extended School Program*, are expected to remain outdoors on the back playground until the first bell rings, except in the case of heavy rain or below zero degree wind chill factor.

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. Periodically at 3:15pm, a staff member will come outside to announce that each student needs to stand by their parent/guardian to check in for supervision. This will allow the staff member and parents to visually see if all students are being supervised after school hours by a parent/guardian. If a child is not paired up with their guardian, the child will be asked to go inside the south office entrance area and sit and wait for their parent to arrive until 3:20. After 3:20pm, the child will be enrolled into the extended care program. Students outside the school are accountable to their parents/guardians.

If a ball travels above the brick wall on the lower playground, please bring it to the attention of a staff member or the front office. The ball will be returned back to you as soon as possible. Please do not go and get the ball yourself. The expectation is for students and parents not to go on top of the brick retaining wall.

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. **NOTE: DO NOT** use the Hug-and-Go zone as a parking lot space and/or leave your vehicle.
- 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 at the entrance by the South Hall entrance doors.
- 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.

Personal Transportation Devices

Bicycles must be parked in a safe area outside. All students who bring bicycles to school are to use combination locks. 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

All bus driveways will be plainly marked. The bus will be using the driveways marked “Bus Lane Only” for entering and exiting our campus. Personal vehicles **MAY NOT** go beyond the marked “Bus Only” parking area.

Traveling 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

Audiovisual Recording on School Buses (Archmil Policy #7102) NEW (8/10/26)

2025 Wisconsin Act 160, effective April 4, 2026, specifically focuses on authorizing the use of audiovisual recording devices on school buses. It does not fundamentally change the existing statutory obligations of school districts to provide transportation for private school students, but it does establish new requirements for how private schools manage bus recording policies. The impact of Act 160 on private schools in your requested areas is as follows:

Using Public School District Buses

Act 160 does not change the core requirement for public school districts to transport eligible resident private school students who live two miles or more from their school.

- **New Policy Requirement:** If a public district bus is equipped with audio or video recording devices, the private school's governing body must **adopt a policy** authorizing such recording if it wants those recordings to be used for school purposes.
- **Notice and Confidentiality:** The school must ensure students and parents are notified of the policy, and a sign must be clearly posted inside the bus. Recordings are strictly confidential and limited to use in school discipline, investigations, or criminal prosecutions.

Field Trips and Athletic Events

The Act explicitly covers the use of school buses for "transporting pupils to and from school and **school-sponsored activities**," which includes field trips and athletic events.

- **Contracted Buses:** If a private school contracts a bus for these events, the same recording authorization rules apply. The governing body must have a formal policy in place and provide proper notification to families to legally use recording devices on those vehicles.
- **Charges:** Existing law still requires school boards to charge private schools for the cost of providing transportation for extracurricular activities.

School-Owned Buses or Vans

Private schools that own their own buses or vans are directly impacted by the new standards for audiovisual equipment.

- **Authorization:** The private school's governing body is the authority that must adopt the recording policy for its own vehicles.
- **Vehicle Compliance:** For vehicles owned by the school (including vans), they must still meet standard inspection and insurance requirements under **Section 121.555**.
- **Capacity Limits:** Be aware that vehicles other than traditional school buses (like large vans) are generally prohibited from transporting 10 or more students.

Parking & Parking Lots

Students and parents shall agree to abide by Wisconsin state laws governing motor vehicles, drivers of motor vehicles, vehicle and driver licensing, as well as the rights of pedestrians in roadways. Reckless and/or irresponsible driving on school property may result in the loss of parking privileges and additional disciplinary consequences. Repeated violations shall result in disciplinary actions up to and including suspension or expulsion.

High school students may park in designated student parking areas. Parking in unauthorized lots is a violation and may result in disciplinary consequences - including potential loss of parking privileges. High school students are not permitted to leave school to enter their cars during the school day unless permission is obtained from the North Hall Office. Students found in the parking lots or in vehicles without permission will be subject to disciplinary consequences.

All vehicles parked on school property are subject to random search at any time by the Administration or Police with or without reasonable suspicion. **There is no expectation of privacy for vehicles parked on SMSA property.**

High School Student ID Cards

Photo Identification cards are issued to each student at the beginning of the school year. If an ID is lost, another may be obtained from the North Hall Office. ID's are used primarily for admission to extra-curricular events.

Student Photos in School Publications

SMSA students' names and likenesses may be used in different publications of St. Mary's Springs Academy (eLedger, Alumni publication, newspapers, social media and website), unless a written prohibition is completed by the parent/guardian.

SMSA School Profile

Follow this link to the CURRENT Official 'School Profile' (High School) pages that our Counseling Office updates and shares publicly with all universities and colleges where Ledgers apply. [SMSA School Profile - Counseling Office](#)

PARENT/GUARDIAN RIGHTS & RESPONSIBILITIES

School Pictures

The opportunity to purchase individual school pictures is provided annually for all students in Grades P3 - Grade 12 on a prepaid basis. Pictures are taken in the fall of the year. A school yearbook is available for purchase in the spring.

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 in advance.

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 North or South Hall Office and your call will be returned promptly.

High school hosts Parent/Guardian-Teacher Conferences occur during 2nd Quarter and 4th Quarter. All parents are encouraged to attend to build rapport with teachers and receive updates on student performance.

Rights and Responsibilities of Parents (Archmil Policy # 1312)

The Catholic Church recognizes and acknowledges the role of parents to be the primary educators of their child. As such, schools partner with parents in the formal education of the child. Schools in the Archdiocese of Milwaukee should demonstrate respect and support for parents in the education of their child. 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 parish/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.

SMSA Statement on Parent/Guardian Rights and Responsibilities

Please review our SMSA [Covenants](#) 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.

Catholic Parents and Families

SMSA families who profess the Catholic faith are encouraged to observe Sunday Mass obligation in accordance with the *Catechism of the Catholic Church*. Catholic tradition regarding the obligation to weekly Sunday Mass attendance is tied to the Third Commandment, "Remember to Keep Holy the Sabbath day." SMSA believes that in addition to strengthening families and parish life, fidelity to Sunday Mass serves to enhance and strengthen the mission and identity of the SMSA learning community.

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).

Home-School 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 refresh student grades. Each family is welcome to address concerns they have about their child's academic achievements to the classroom teacher.

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) 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."

Skyward - Student Information System

Family Access Portal

St. Mary's Springs Academy uses the Skyward Student Information System's Family Access Portal to communicate and provide information to families and students.

Families can access Skyward using their existing login and password from the prior year. New families and those who forgot their login/password information can retrieve their login or password by clicking the Forgot your Login/Password link on the Skyward Family Access login page. Request your login/password information using the primary email address associated with your account. If you are unsure of the email address that is on file, or have not received your login from your student's school, please contact your child's school office.

[Skyward Enrollment Process](#)

[Skyward Family Access Tutorial](#)

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.

Responsibility for Tuition and Fees

Parents/Guardians are responsible for paying student tuition and fees as stipulated each year by SMSA. For current tuition rates and payment plans, please see "Tuition" under the Admission section of this handbook or see the SMSA Website:

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

Personal Data Changes

Please inform the Coordinator of Attendance 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.

School Day Messages for Students

Messages from parents/guardians will be relayed to students by SMSA staff during their scheduled lunch time or at the end of the day. Students will not be taken out of classes except in case of an emergency. **Parents/guardians are asked to refrain from texting or calling their child directly during school hours. This practice may cause unwelcome disruptions to learning and/or the operation of school. Parents who habitually ignore/violate this expectation may risk future enrollment privileges.**

Open Records Law and Our School (Updated 8/10/26)

St. Mary's Springs Academy is a private school and is not a governmental body or an "authority" as defined under Wisconsin's Public Records Law (Wis. Stat. ch. 19, subch. II). Unlike public school districts, which are generally required to make many of their records available for public inspection upon request, SMSA is not subject to these open records requirements. As a private institution, we maintain discretion over the disclosure of internal records, personnel matters, and other institutional documents, except where disclosure is otherwise required by a specific statute, regulation, court order, or the terms of a program in which the school participates (such as certain reporting obligations under parental choice programs).

This means that records such as staff personnel files, internal communications, board meeting minutes, and administrative documents are not subject to public records requests in the way they would be at a public school.

Separately, please note that under 2025 Wisconsin Act 57, SMSA, like all Wisconsin schools, is required to provide same-day notification to parents/guardians in the event of a credible report of certain sexual misconduct by a school staff member. This notification requirement applies regardless of the school's status under the open records law.

For questions about this policy, please contact the school administration.

SAFETY

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 workers or day care providers/centers, or childcare providers 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:
 1. Call the local Child Protective Services (CPS) agency, or call local law enforcement. The reporter should be prepared to share detailed information, including:
 - a. Reporter's name, position, parish/school, parish/school phone number.
 - b. Child's name, address, and age.
 - c. Reporter's relationship to the child.
 - d. Parent's name, address, work place (if applicable).
 - e. Names and ages of siblings.
 - f. 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, and observations of the child that may indicate a child.
 - g. The parents or other caretakers that might be indicative of child abuse or neglect, past interactions with abuse or neglect.
 - h. 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.

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 be 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. The governing body is required to review and approve every three years.
 - i. For the purposes of compliance, the governing body is defined as follows:
 - Single Parish School: The pastor or parish director is the governing body, but the School Advisory Commission is strongly encouraged to be involved.
 - 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.

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 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, and WOSH 1490 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.

If school is already in session, the announcement of bus arrivals and school dismissal is made to the student body. Students are not to phone home until school has been dismissed.

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. All employees, volunteers and visitors must wear ID badges at all times.

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.

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 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.

Prohibited Items

This list is not intended to be all-inclusive but will provide examples of categories and items prohibited on campus at all times at SMSA:

- Weapons or an object that resembles or could be used as a weapon.
- Students may not possess illegal drugs, tobacco, vaping products, or alcohol on campus.
- Video game players, laser pointers, or gambling materials.
- Objects that, when used, cause distraction to the student and/or disruption to the class. Examples include but are not limited to toys, games, fidget-spinners, clickers, and other hand-held objects.
- Scooters, bikes or skateboards shall never be appropriate inside school buildings.
- Any medication, including over-the counter drugs (e.g. Tylenol, Ibuprofen, etc.) or prescription medications.

Any of the above items may be confiscated by school personnel. It is the parent's responsibility to come to the office to retrieve such items. Items not claimed by the end of the quarter may be donated to a charitable organization.

Electronic Surveillance Cameras (Archdiocese # 3517.3)

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 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 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 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.

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).

STUDENT CONDUCT AND DISCIPLINE

Policies on Student Discipline from the Archdiocese of Milwaukee Policy Manual

High School Disciplinary Program

Restorative Practices/Behavior Plan

Disciplinary Procedures to Maintain a Positive School Climate (Archmil Policy # 5144)

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 actions be if the situation occurred again.

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.**

Probation, Suspension, and Expulsion (Archmil Policy # 5144)

Whenever a student's conduct is such that it demonstrates a repeated refusal to obey school rules, endanger 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 on 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.
- 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.

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 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 should be composed of three (3) to five (5) people. The committee composition should ensure objectivity to the greatest degree possible.
 - o Parish-sponsored school: members may include current or former parish trustees or council (pastoral and / or finance) members; parents of former students; or at-large parishioners. Current members of the School Advisory Commission, members of School Advisory Commission committees, or parents of current students are not allowed to serve on the Expulsion Hearing Committee.
 - o High school or Network school: members may include former School Board Directors or School Board committees; parents of former students; or at-large community members, such as, but not limited to, pastors or parish trustees of supporting parishes, or principals of Archdiocese of Milwaukee Elementary schools. Current School Board Directors, School Board committee members, or parents of current students at the school / network are not allowed to serve on the Expulsion Hearing Committee. Although not recommended, a school may use current employees, but the number of current employees should not constitute a majority of the Expulsion Hearing Committee.
- The Expulsion Hearing Committee is chaired by a committee member who may be appointed by the pastor or chief school administrator (president or principal) or discerned by the committee members.
 - o A school may hire an individual to preside over the Expulsion Hearing. This person may, but is not required to, be a voting member of the Expulsion Hearing Committee. The school is responsible for any expenses related to the hiring of this individual.
- 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.
- The following is required to be present for the entirety of the Expulsion Hearing:
 - o Parish-sponsored school: the pastor/parish director must be present
 - o Separately Incorporated High School or PreK – 12 School: the principal must be present
 - o Network Schools: The Chief Academic Officer, or equivalent, must be present

Each of the above may be present during the discussion of the Expulsion Hearing Committee to decide upon their recommendation.

- 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 pastor/parish director or network/school president will review the hearing procedures to determine whether Archdiocesan and local school policy was followed. If procedures were not followed, the pastor/parish director or network/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.

Statutory Definition of Harassment

- Section 947.013 of the Wisconsin Statutes prohibits harassment. Harassment occurs when a person strikes, shoves, kicks or otherwise subjects another person to physical contact or attempts or threatens to do any of these things, or engages in a course of conduct or repeatedly commits acts which harass or intimidate the person, and which serve no legitimate purpose.
- "Harassment" may further be defined as any verbal or physical conduct that denigrates or shows hostility or aversion toward an individual based on any of the factors that the various statutes show.
- Harassment may fall into, but is not limited to, one of three areas that may or may not be of a sexual nature:
 1. VERBAL which includes jokes, insults, unsolicited remarks, innuendos, etc.;
 2. NON VERBAL which included gestures, staring, touching, etc.;
 3. ENVIRONMENTAL which refers to the display (meaning materials visible to other employees, students and/or public) or the circulation of written materials or pictures degrading to any students, employees, etc.
- Harassment on the basis of age, ancestry, arrest or conviction record, color, creed, disability, marital status, national origin, political affiliation, race, relationship to other employees, religion, sex, sexual orientation, veteran's status or other protected class or status is a form of discrimination that is unlawful. Examples of harassing conduct include, but are not limited to, any kind of epithets, slurs, negative stereotyping or threatening, intimidating or hostile acts.
- In particular, with respect SEXUAL HARASSMENT, Section III.32 (13) of the Wisconsin Statutes defines sexual harassment as unwelcome sexual advances, unwelcome physical contact of a sexual nature or unwelcome verbal conduct of a sexual nature. Unwelcome verbal or physical conduct of a sexual nature includes, but is not limited to, the deliberate, repeated making of unsolicited gestures or comments, or the deliberate repeated display of offensive sexually graphic materials which is not necessary for business or school purposes.

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 must also be reported to the Coordinator of Safeguarding All of God's Family.

The school Administration shall be responsible for promoting understanding and acceptance of, and assuring compliance with, state and federal laws and Board policy and procedures governing any form of harassment within the school.

Appropriate Communication With Students (Archmil Policy #7103) New (8/20/26)

All communication between parish/school personnel and students shall reflect the dignity of the human person, uphold the mission of Catholic education, and maintain appropriate professional boundaries. Communication practices must comply with Safe Environment requirements, Archdiocesan policies, and applicable state law, including [2025 Wisconsin Act 89](#).

This policy applies to all individuals acting in an official capacity on behalf of a parish or school, including clergy, employees, and volunteers, as well as coaches, catechists, and youth ministers. It applies to all forms of communication with students, whether occurring during or outside of parish/school hours and across all platforms, including digital, verbal, and written communication.

Standards for Communication

All communication with students shall be consistent with the role of the adult as a minister, educator, or supervisor and shall maintain appropriate professional boundaries. Communication must be related to legitimate educational, ministerial, or supervisory purposes and must never create or foster a personal or exclusive relationship with a student.

Personnel shall recognize the inherent imbalance of authority in relationships with minors and conduct themselves in a manner that reflects transparency, accountability, and respect for the student and the student's family.

Approved Methods of Communication

Communication with students shall occur through parish/school-approved systems and platforms. Acceptable methods include official parish or school email systems, approved learning management systems, and other communication platforms designated by the parish/school.

When group messaging is used, it shall include appropriate transparency measures, such as the inclusion of multiple adults or access by a parent or guardian, in accordance with Archdiocesan policy. Parish/school-sponsored social media accounts may be used when administered in compliance with established guidelines.

Prohibited and Restricted Communication

Communication practices that lack transparency or accountability are not permitted. This includes one-to-one private communication with a student through text messaging, direct messaging, or social media unless a parent/guardian or another authorized adult is included.

Personnel shall not use personal social media accounts for ministry-related communication with students, nor shall they use messaging applications or platforms that do not allow for appropriate supervision, documentation, or retrieval of communication.

The use of communication methods designed to conceal, delete, or obscure interactions is strictly prohibited.

Content of Communication

All communication must be appropriate in content and tone and must relate directly to parish/school programs or activities. Communication may include educational instruction, faith formation, scheduling, or other legitimate purposes.

Communication that is personal, intimate, secretive, or unrelated to parish/school activities is not permitted. This includes, but is not limited to, flirtatious or suggestive language, discussions that create emotional dependency, or communication that attempts to isolate a student from parents, guardians, or peers.

Transparency and Record Retention

All communication with students conducted in an official capacity should be capable of being documented, retained, and reviewed. Parents and guardians have the right to access communications involving their child.

Parish/school administrators and supervisors should have access to such communication upon request to ensure compliance with this policy and other safeguarding requirements.

Professional Boundaries

Personnel shall maintain clear professional boundaries in all interactions with students.

Personnel are permitted to participate in social media for personal use on their own time and with their own accounts, unrelated to school. However, personnel are encouraged to be mindful of what is shared or posted online as staff are examples of our school's values for our school families and the community.

Personnel are prohibited from accepting or initiating social media connections (e.g., Facebook friends and Instagram follows) with current or former students under the age of 18, and who have not yet graduated from high school.

Reporting Requirements

Any staff member who becomes aware of inappropriate communication between another staff member and a student is required to report it to school leadership immediately.

If a staff member receives communication from a student that would reasonably be perceived as crossing appropriate staff-student boundaries or as being otherwise inappropriate, the staff member must report the contact to the school principal.

Consistent with the state's mandatory reporting requirements, any school staff member must report suspected child abuse, which includes behavior or communications that can be reasonably construed as grooming, to child protection authorities, law enforcement, or a designated school employee who will then report it to applicable authorities.

Disciplinary Action

Failure to comply with this policy may result in disciplinary action, up to and including termination of employment or volunteer service. Disciplinary measures may include verbal or written warnings, suspension, or removal from ministry, depending on the severity of the violation and in accordance with Archdiocesan procedures.

Training Requirements

All personnel shall complete required training on an annual basis. Training shall include instruction on recognizing grooming behaviors, maintaining appropriate boundaries, and complying with reporting obligations.

Training programs may include those provided by the Wisconsin Department of Public Instruction or other approved equivalents.

Relationship to Other Policies

This policy shall be read in conjunction with existing Archdiocesan policies, including but not limited to those governing electronic communication, acceptable use of technology, and ethical standards for conduct. In the event of a conflict, the more restrictive standard shall apply in order to ensure the safety and protection of minors.

Parental Notification of Alleged Sexual Misconduct (Archmil Policy # 7104) NEW (8/10/26)

Parish and school personnel shall ensure timely, transparent, and appropriate communication with parents or guardians when there is reasonable cause to suspect sexual misconduct involving a minor. All actions taken under this policy shall comply with Wisconsin law, uphold the dignity of the human person, and reflect the Archdiocese of Milwaukee's commitment to the protection of children and youth. This policy is adopted in compliance with 2025 Wisconsin Act 57 and applies to all Archdiocesan schools and parish-based

educational programs and to all clergy, employees, and volunteers acting in an official capacity, for any report or allegation involving sexual misconduct directed toward a minor, regardless of when or where the conduct is alleged to have occurred.

For the purposes of this policy, sexual misconduct includes verbal or physical conduct of a sexual nature involving a minor, as defined by Wisconsin law. Reasonable cause means a determination based on credible information, observable behavior, or statements made by a student or witness. Absolute certainty is not required to establish reasonable cause.

Requirement for Parent/Guardian Notification

Parent or guardian notification is required when a parish or school administrator determines that there is reasonable cause to suspect sexual misconduct involving a minor. The alleged conduct includes:

1. Sexual misconduct as defined in Sec. 948.098 of the Wisconsin Statutes by a school staff member, which includes any person who provides services to the school, including an employee and a person who provides services under a contract, which can also include a bus driver.
2. That an individual who has been convicted of a serious child sex offense, as defined here, has engaged in an occupation or participated in a volunteer position that requires the individual to work or interact primarily and directly with children in a manner that would be a felony under Wis. Stat. 948.13.
3. That a sex offender has intentionally captured a representation of a minor student without the written consent of the minor student's parent or guardian.

Responsibility for Notification

The responsibility for ensuring that notification occurs rests with the principal, assistant principal, or other school administrator.

Timing of Notification

Notification shall be made to the parent or guardian as soon as practicable and in strict compliance with Wisconsin law. In no case shall notification occur later than 5:00 p.m. on the same school day on which reasonable cause is determined, or by 12:00 noon on the following calendar day if the determination occurs after school hours.

Failure to meet these timelines constitutes a violation of this policy.

Method of Notification

Notification shall be made through direct personal communication with the parent or guardian, either in person or by telephone. A voicemail message may be left when direct contact cannot be made.

Written or electronic communication may be used to supplement, but not replace, the required direct notification.

Content of Notification

Notification shall include a general description of the nature of the concern, an assurance that student safety is being addressed, and a summary of the steps being taken in response, including any required reporting to civil authorities and available support resources.

Information shared shall be limited to what is appropriate and necessary and shall not include confidential personnel information or details that could compromise an ongoing investigation.

Coordination with Mandatory Reporting Requirements

This policy does not replace or diminish any mandatory reporting obligations. All personnel are required to immediately report suspected abuse or neglect to the appropriate civil authorities in accordance with state law and Archdiocesan policy.

Parent notification and reporting to civil authorities are separate obligations, and both must be fulfilled.

Internal Response Procedures

Upon receiving a report of alleged sexual misconduct, parish or school leadership shall take immediate steps to ensure the safety of the student, fulfill all mandatory reporting requirements, determine whether reasonable cause exists, and initiate parent or guardian notification.

Leadership shall also consult with the Archdiocesan Safe Environment Office and begin any necessary internal administrative response in accordance with Archdiocesan policy.

Exceptions

Parent or guardian notification shall not be made when the allegation involves the parent or guardian of the student. In such cases, parish or school personnel shall follow the direction of child protective services or law enforcement.

Documentation and Record Retention

Parishes and schools shall maintain documentation of all actions taken under this policy, including the time the report was received, the determination of reasonable cause, the time and method of notification, and the individual responsible for making the notification.

Such records shall be retained in accordance with Archdiocesan record retention policies and applicable law.

Annual Parent Notification of Rights

Each parish and school shall annually inform parents and guardians of their rights under Wisconsin law to access certain records related to employee discipline. This information may be included in parent or student handbooks or in annual registration materials.

Training Requirements

Administrators and other designated personnel shall receive annual training on the requirements of Wisconsin Act 57, including the determination of reasonable cause, notification procedures, and coordination with mandatory reporting obligations.

Relationship to Other Policies

This policy shall be read in conjunction with Archdiocesan policies regarding mandatory reporting, Code of Ethical Standards for the Archdiocese of Milwaukee, and Safe Environment requirements. In the event of a conflict, the policy providing the greatest protection for the child shall apply.

Consequences for Harassment at SMSA

Any student who violates this policy shall be subject to disciplinary action which may include, but is not limited to, one or more of the following:

1. Verbal warning/reprimand
2. Formal written warning/reprimand entered in the student's file
3. Written apology to the victim
4. A fine paid to an appropriate civic program
5. Writing an essay paper on the topic
6. Referral for psychological assessment
7. Detention; suspension; expulsion
8. A parent/student conference with school administrator(s)
9. Police involvement
10. Ineligibility to participate in extracurricular activities for a specific period of time
11. Community service
12. Other sanctions determined by the school administration

NOTE: School action taken in response to an individual's act of harassment does not preclude any civil action that may be pursued by the victim.

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

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. If any more serious sanctions are proposed, Archdiocesan Policy # 5114 will be followed in regard to probation, suspension, and expulsion.

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.

The Ledger Way Core Values and Student Covenant highlight SMSA expectations for student character and conduct. Please review our SMSA [Covenants](#) at the link or on the back pages of this handbook. This handbook section highlights key policies and procedures pertaining to student discipline at SMSA, which follows Archdiocesan policy.

STUDENT DRESS CODE

Student 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.

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.

Lands' End:

To review approved school uniform selections, please review the Lands' End website. <https://www.landsend.com/get-started/> accessible via the SMSA website resources page as well. Once on the Lands' End page, create an account for your student(s) to help with the ordering process. Any item available to order on the SMSA dedicated Lands' End website is dress code approved. Extended sizing options are available.

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).

STUDENT HEALTH AND WELLNESS

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. *[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].*

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 (Pediculosis)

Head lice are present in the community at all times and can be particularly prevalent among pre-school and elementary school-age children. Lice are a nuisance, but do not spread disease. Control of lice infestation is best handled by adequate treatment of the infested person and their immediate household and other close personal contacts. Contracting head lice is not an indicator of cleanliness or socioeconomic status.

Communication from the school to parents directly and through parent and classroom education to the students will help increase the awareness for both parents and the child. It is the responsibility of the parent(s) to check their child's head on a regular basis for signs of head lice and treat adequately and appropriately as necessary. Control depends on prompt case finding and effective treatment.

If a child is found to have head lice or untreated nits, school staff will notify the parent and ask to pick the child up at the parent's earliest convenience and administer an FDA-approved lice treatment (e.g., pediculicide/ovicide), treatment by a qualified healthcare provider, or treatment at a clinic specializing in lice and nit removal. The child will remain in the classroom until able to be picked up by the parent.

Students may return to the classroom after the appropriate use of an FDA-approved lice treatment (e.g., pediculicide/ovicide), or the Centers for Disease Control treatment options by a qualified healthcare provider, or treatment at a clinic specializing in lice and nit removal. After treatment and upon returning to school, the child will be examined by a designated staff member or principal. The school practices a policy of "no live lice" as a criterion for return to school.

Illness

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 (Acetaminophen, Ibuprofen), 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.*

Health Records

All students should have an updated health history on file with the school health services coordinator and should be updated yearly upon registration. In addition, every family must have emergency information, including emergency contact telephone numbers, on file in the school office via Skyward.

School Vaccination Requirements

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.

If a student is not up-to-date on their immunizations, they may be excluded from school. If a student is not compliant by the 30th day of school, the student can be excluded for up to 10 days starting on the 31st day of school. A student with a waiver can still be excluded if there is an outbreak of a vaccine-preventable disease in the school and the student is susceptible.

Grades P3-4K

Students will need all vaccinations from Birth to 3 years old in addition to the following vaccinations:

- 3 doses of polio
- 3 doses of hepatitis B
- 4 doses of DTaP/DTP/DT/TD (Diphtheria, Tetanus, Pertussis)
- 1 dose of varicella (Chickenpox)
- 1 dose of MMR (Measles, Mumps, Rubella)

For entry into Kindergarten-6th Grade

Students will need all vaccinations from P3-4K in addition to the following vaccinations:

- 4 doses of polio
- 4 doses of DTaP/DTP/DT/TD (Diphtheria, Tetanus, Pertussis)
- 3 doses of hepatitis B
- 2 doses of varicella (Chickenpox) or history of disease documented by a qualified healthcare professional
- 2 doses of MMR (Measles, Mumps, Rubella)

For entry into 7th Grade

Students will need all vaccinations from K-6th grade in addition to the following vaccinations:

- 1 dose of Tdap/TD Booster at 7th grade
- 1 dose of MenACWY (Meningococcal) at 7th grade

For entry into 8-11th Grade

Students will need all vaccinations from K-7th grade in addition to the following vaccinations:

- 2 MenACWY-containing vaccines
 - Note: A second dose of MenACWY-containing vaccine should be administered between the ages of 16 and 18 years to students who received a first dose of MenACWY-containing vaccine between the ages of 11 and 15 years. A second dose is not required for students who received their first dose of MenACWY-containing vaccine at age 16 years or older.

Children must be up to date on all vaccines listed for previous grades. For example, if a seventh grader is missing a dose of hepatitis B, they'll need a catch-up dose of hepatitis B prior to seventh grade matriculation. *Exceptions to the varicella vaccine requirement will be allowed in both child care centers and schools only if the child has had a case diagnosed by a qualified healthcare provider.

Please note if you choose not to vaccinate your child, there is a waiver form that will need to be completed in September. If you choose to exempt your child from any or all vaccinations, this form **must** be filled out **yearly** if a new dose or vaccination is needed.

Vision and Hearing Screenings

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

Communicable Diseases

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.

Medications

When it becomes necessary for a student to take medications prescribed by a physician, the student must have a [Prescription Medication Permission Form](#) on file in the North or South Hall office (Archdiocese of Milwaukee policy form 5141.5b). 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.

- [Anaphylaxis and Epi-Pen® Standard Protocol](#)

Please note that if emergency medication is not provided to the school by the first day, the health plan will be considered void. In the event of a medical emergency and without the necessary medication on hand, emergency services (911) will be contacted immediately for your child's safety. We cannot allow your child to be placed at risk without the proper emergency medications available. To ensure your child is fully protected and able to start school smoothly, please make arrangements to provide the required medications and documentation before the first day of school.

Any student needing over-the-counter medication on campus must have their guardian fill out the following form: [OTC Medication Consent](#)

Please communicate with the school health services coordinator medication needs or changes your child may have during the school day. It is the responsibility of the parent to keep track of how much medication is being dispensed and to know when more medication is needed at school.

A parent may give permission on the annual health history form that school is allowed to administer Ibuprofen, Ibuprofen chewables, Acetaminophen, Acetaminophen chewables, Diphenhydramine Topical Analgesic gel (Benadryl inch stopping gel), cough drops, and petroleum jelly throughout the day. Office personnel are no longer able to call home to get permission to dispense over the counter medications.

If the nonprescription medication is supplied by the student's parent or guardian, it must be supplied in the original manufacturer's package, and the package must list the ingredients and recommended therapeutic dosage in a legible format. Administration of nonprescription medications to a pupil requires written consent and instructions from the pupil's parent or guardian (Wis. Stat. § 118.29[2][a]1.a). Administration of nonprescription medications to a pupil in a dosage other than the recommended therapeutic dose may be done only if the written request to do so is also accompanied by the written approval of the pupil's practitioner (Wis. Stat. § 118.29[2][a]1.b).

Prescription medications must be supplied in the original pharmacy-labeled package. The package must list the name of the pupil, name of the prescriber, name of the prescription medication, the dose, the effective date, and the directions in a legible format. It is considered best practice to have all medication delivered to school by the parent or guardian or other designated adult (Davis-Alldritt and Patterson 2017, 384; National Association of School Nurses 2021,15). Administration of prescription medications to a pupil requires written instructions from a medical practitioner, as well as the written parent or guardian consent (Wis. Stat. § 118.29 [2][a]2). Prescription medication requires a pharmacy-labeled package.

- **Asthma**
 - The provider above is required to send SMSA an ACTION ASTHMA PLAN for any students in grades P3-12 with asthma. (Only students in grades 6-12 may self carry their inhaler if approved by the provider above.)
- **Anaphylaxis/Epi Pens**
 - No student is allowed to self carry their EPI PEN at school unless 2 pens are provided. One must be kept in the north or south office at all times. (Only students in grades 6-12 may self-carry their epi pen if approved by the provider above.)
- **Diabetics**
 - The provider above is required to send SMSA a DIABETIC MANAGEMENT PLAN for all students with diabetes. Students must have a vial of insulin stored in the north or south office at SMSA in addition to a form of a glucagon.

Students Participating In After School Activities: If you have a medication prescribed to you for a medical emergency (ex: epi pen, inhaler) please make sure you have your own medication available to use if needed. The medication that is located in the school office will not be accessible for use after school hours.

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 *The National School Lunch Act or the Child Nutrition Act* must develop a local school wellness policy. The requirements 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: **(Archdiocese Policy # 5140.4)**

- 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.

Recess/Nutrition Snack

Grades K - 3: Students will have two recess times during the day.

Grades 4 - 5: Students will have recess/lunch.

Grades 6 - 8: Students will have a recess opportunity to go outside for a ten minute recess.

Students in grades P3-Grade 8 go outside for recess. Parent(s)/Guardian(s) should not request a student to stay inside for recess due to illness. Parents/Guardians 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.

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.**

Health Records and Athletic Physicals

Parents/guardians shall assure that student health records and annual health histories are updated/accurate and filed in the school office. A current record of immunizations is required by the State of Wisconsin. In addition, students participating in athletics must have a physical examination or alternate year card on file with the Athletic Director before they can begin athletic practice.

School Counseling Services

Counseling services are provided through the Pupil Services Department. Counselors are available for all students in grades P3 - Grade 12. This may include individual or small group counseling.

All students are permitted to see a school counselor. If a parent/guardian does not want their child to see the school counselor, a request must be made in writing to the school. If a parent/guardian would like to request counseling for their child, he/she should contact the school counselor to obtain a request form. In grades P3-5, parents/guardians shall be notified if his/her child is selected to be in a small group.

Student Assistance Program (SAP)

The SAP exists to give aid and support to those students who are struggling with challenges which adversely affect their lives. Aid may be in the form of education, intervention, individual or group counseling, and referrals to local support agencies. Support is given either directly to the individual or through a group encounter in which students with similar problems are present. Through participation in these individual and group programs, it is hoped that the students in need of them will gain the means to cope successfully with life's problems.

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.

SMSA Partnership resources for supporting student wellness and safety include (but are not limited to):

- *GoGuardian*: 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.
- *Fond du Lac County Y-Screen Program*: Annual on-campus student screening, assessment and education around issues related to ATOD and social-emotional wellness.

Therapy Dog - Archdiocesan Policy 5140.5.2:

A "therapy dog," as defined by this policy, is a dog that has been individually trained and certified to work with its handler to provide emotional support, well-being, or comfort to students. Therapy dogs are the personal property of the handler and are not owned by the school. Therapy dogs are not "service animals" as defined within the Americans with Disabilities Act. The use of service animals in the schools is governed by Policy 5140.5.1. Therapy dogs are meant to help all students and are not specifically identified as support for those students with documented disabilities. The following requirements must be satisfied before a therapy dog will be allowed in school buildings or on school grounds:

- **Submission of Written Request.** Prior approval must be secured before the animal may be present in the school. A handler wishing to bring a therapy dog to school must submit their written request to a president/ principal. The request must be renewed each school year, or whenever a different therapy dog will be used.
 - **Training, Registration and Identification.** The therapy dog must be at least one year old, registered as a therapy dog pursuant to the list below, and wear appropriate identification signifying it as a therapy dog at all times.
1. Only therapy dogs that hold the current title of American Kennel Club (AKC) Therapy Dog or that are registered/certified by one of the national therapy dog organizations certified by the AKC should be allowed. Information on certified organizations can be found on the American Kennel Club website.
 2. All certificates of registration must be submitted at the time of the request to bring a therapy dog to school. The certifications must remain current at all times.
 - **Pet License.** The therapy dog must be properly licensed in the county in which they are kept. They must wear their license identification tag at all times. The handler must submit proof of current licensure from the local licensing authority at the time of the request to bring a therapy dog to school.
 - **Health and Safety.** The therapy dog must be clean, well groomed, in good health, housebroken, and immunized against

diseases common to dogs. Proof of the therapy dog's current vaccinations and immunizations from a licensed veterinarian must be submitted at the time of the request to bring a therapy dog to school.

1. The therapy dog must not pose a health or safety risk to any student, employee, or other person at school. Health risks include allergies. If any student or school employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the handler of the animal will be required to remove the animal to an alternative location designated by the principal if such location is available.
 - Proof of Insurance and Liability. The handler of a therapy dog is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy dog. The handler must submit a copy of an insurance policy that provides liability coverage for the therapy dog while on school property. A certificate of insurance naming the parish/school and the Archdiocese of Milwaukee as an additional insured for the general liability policy with a minimum coverage of \$2,000,000 needs to be provided to school administration prior to the dog being allowed on premise. The handler's insurance policy should be primary in the event of a claim involving the therapy dog.
 - Behavior Expectations and Control. Therapy dogs must be well behaved and have a temperament that is suitable for interaction with students and others in a school. The therapy dog should not display any behavior infringing on the rights of others or disrupting the educational process, including sniffing, begging, whining, growling, barking, wandering, jumping or any other undesirable behavior. When there is a difference between their governing therapy organization or the school policy/procedure, the handler must abide by the more stringent rules.
1. A therapy dog must be under the control of the handler through the use of a leash or other tether. The handler shall only allow the therapy dog to be in areas in school buildings or on school property that are authorized by the school principal.
 - Supervision and Care of Therapy Dogs. The handler is solely responsible for the supervision and care of the therapy dog, including any feeding, exercising, and cleaning up while the animal is in a school building or on school property. The school is not responsible for providing any care, supervision, or assistance for a therapy dog. Even if the above requirements are met, the school reserves the right to deny the use of a therapy dog in the school.

STUDENT LIFE

Student Rights & Responsibilities

- Learn within a safe and healthy learning environment that reflects order, Christian principles, The Ledger Way core values, and the inherent dignity of each person as a child of God.
- A quality Catholic education that prepares students to meet their post-secondary goals.
- Fair, dignified and respectful treatment by faculty, staff, coaches, members of the parent community and fellow students.
- Social, emotional and spiritual support for personal growth and development.

Student Responsibilities (see [Covenants](#)) at the link - or on the back pages of this handbook)

SMSA Student Life Policy

Activities initiated, planned, and implemented by students with adult guidance and supervision play an important role in the self-actualization process. Mindful that all growth takes place within a definite structure, the St. Mary's Springs Academy Board of Directors has approved the following policies:

- The Principal is ultimately responsible for all activities conducted under the sponsorship of any department or organization of the school. Therefore, every school activity is subject to the approval of the Principal.
- Any activity conducted under the sponsorship of the school is subject to rules and regulations established or approved by the Principal. This includes any group representing St. Mary's Springs Academy in competition in an academic area.
- Rules and regulations governing student activities are collected, printed, and communicated to all concerned.
- Moderators of groups sponsoring activities are responsible for the implementation of standard procedures and school regulations governing such activities.
- The Principal's office approves all school activities to prevent conflicts in scheduling.

Extra-Curricular Activities (Archdiocese # 6145)

Extra-curricular activities supplement the primary education of our children. The Principal has the ultimate responsibility for all extra-curricular school activities. The immediate supervision of an activity may be delegated to qualified staff members or competent adults. A job description shall be written to provide the parameters of this delegation. Parents and other adults who serve as coaches, moderators, and chaperones are accountable to the principal in all activities that are school-based.

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.

Elementary Playing Time Philosophy (Archdiocese Regulation R6145.2)

When fifth, sixth, seventh, and eighth graders are involved in 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).

Athletic Code Meeting

All student athletes and parent(s)/guardian(s) are required to attend the mandatory Athletic Code Meeting for each season they wish to participate.

Field Trips (Archdiocesan Policy # 6153)

All field trips or service experiences must have a clear educational purpose and link to specific educational standards. 'Field trip' may include service opportunities and mission trips.

- All students participating in a field trip are to have authorized permission from their parents/guardians.
- Permission slips may be hard copy or via Permission Click, a digital tool that may be emailed to parents. Permission Click may not be used for any financial commitment.
- Since field trips are school-sponsored functions, school rules apply.
- Chaperones share the authority of teachers and administrators. Therefore, students are subject to their direction.
- Bus Procedures (see below) are to be followed for field trips.

Field Trips and Community Service (Archmil Policy # 6153)

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

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

- 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.

Extended Field Trips (Archdiocesan Policy # 6153.1)

An extended field trip is any parish/school-sponsored, properly authorized activity which takes students away from the regularly constituted parish/school premises or from their homes for a period extending over one or more nights. Included in this definition are educational field trips, retreats, youth conferences, mission trips, and camps. All such trips shall be limited to members of a specific class or classes or an existing parish/school group and shall provide learning opportunities related to the program and objectives of that class or group.

Fundraising for Field Trips (Archmil Policy #3282)

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 is final.

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 it 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.

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.

For High School, the standard guideline for student viewing is a rating of PG-13. Exceptions for more mature rated movies may be made by the principal only.

Daily Schedules

[Elementary Daily Schedule](#)

[High School Daily Bell Schedule \(Modified Block\)](#)

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	1:20
4 years to 5 years	1:13	1:24
5 years to 6 years	1:17	1:32
6 years and over	1:18	1:32

When eight (8) or more 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.

Elementary 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 post office 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.** Damage attributed to a student or students may result in consequences up to and including monetary recompense to the school as well as disciplinary action. Repairing defacement and misuse is the responsibility of the individual student. Damages may be billed to the student's account. The school assumes no responsibility for the safety of any student's personal belongings.

Backpacks, coats and outerwear must be kept in lockers. Students are not permitted to wear coats, jackets or outerwear inside the school building (all classrooms and common areas) within the operating hours of school day.

During the school day, backpacks must be stored inside lockers or on top of student lockers and are not allowed to be carried about school between classes or used during the school day between 7:45 am and 3:15 pm.

- Each student's assigned locker should be kept closed and locked at all times.
- Students should not share their combination with other students.
- Lockers are to be kept clean and the doors must be able to close completely.
- Anything hung in lockers must be in good taste and hung with blue painters tape or magnets.
- Lockers are subject to inspection by the Administration at any time.
- Lockers not in working condition are to be reported to the appropriate office.
- Lunch boxes, athletic duffle bags, and snowmobile/motorcycle helmets may be left on locker tops during the day.
- At the end of the day, the locker tops should be clear of student items.

Locker Search (Archdiocese Policy # 5145.2)

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.

Lost & Found

Items, which have been found, should be brought to either the South Hall or North Hall Office areas. Items will be stored there until claimed or brought to a charitable organization at certain times of the school year. 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 after communication was made to the student body. Students wishing to claim items must contact the front office personnel.

Money Sent With a Student (Grades P3-8)

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 disclosing the name of the payment.

Pets at School (Archdiocese Policy # 5140.3)

For health and safety reasons, family/household pets are not allowed on campus. 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.

Playground (Grades P3-8)

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. Consequences for those who choose to behave irresponsibly are available for learning opportunities. 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 Expectations

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.
16. Boots are to be worn in snow covered areas.

Rules for Playground Equipment

Slides:

- Only one person may go down the slide at a time
- 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 and be 4 feet away from the spinning sphere when the sphere is in motion
- Spinning is permitted

Monkey bars:

- Grades 1-8 only
- Hang by hands only
- One person at a time crossing the monkey bars
- Stay out from under the monkey bars when students are crossing
- One bar at a time

Other:

- Leave the rocks, nature and sticks on the ground
- Move carefully around the equipment
- Use the equipment when it is dry
- Equipment must be shared
- Put playground equipment back in the storage shed

School Telephone Use

Permission from a faculty or staff member is needed for a student to use a school telephone.

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.

Personal Items

Personal items that are brought to school are at the risk of the owner. SMSA is not responsible for the loss of any personal items.

Announcements

Daily PA announcements shall be made throughout campus. The high school daily announcements shall be available on the SMSA website. Announcements must be emailed to the appropriate front office personnel one hour prior.

Assemblies

- Permission for a student-initiated assembly is obtained from the Principal/Assistant Principal with two weeks notice.
- Rules that pertain to the behavior of the student body during the school day also apply to an assembly.
- All preparations and cleanup are to be completed by the sponsoring group.

Cafeteria (Korbie Commons)

Students will eat in the cafeteria during the lunch period. A school lunch program is available. Those who prefer to bring their own lunch may purchase beverages and other assorted food items ala carte. The cafeteria is, primarily, a place for eating. Students are expected to keep the cafeteria in respectable order, using proper forms of etiquette, and clearing up after eating. All waste must be deposited in containers provided and tables wiped clean.

Classroom celebrations that include lunch must be approved by the Principal/Assistant Principal at least one week prior to the event. Commercial food delivery to students for lunch is not allowed. It may only be permitted in the case of extenuating circumstances.

Cafeteria Rules (Grades P3-8)

1. Students will use a level 0 - 2 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 wrappers and food scraps.
5. Students will walk in the cafeteria.
6. Students will line up quietly before being dismissed.

Lunch Visitor/Outside Guests

Any visitors for lunch must report to the North or South office to get signed in and to receive a lanyard at the appropriate office area. 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. Guests shall not share food that is brought into school with other students.

Food/Drink/Gum

Food or drink shall not be shared among students. Coffee, soda, sports/energy drinks, etc. may only be consumed in the cafeteria and are not allowed in the hallways or classrooms. SMSA reserves the right to have the student dispose of food or beverages. Teachers have the discretion to allow or prohibit students from chewing gum in their individual classrooms. Water bottles, containing only water, are permitted.

Restroom Use

Students should use the restrooms during passing time, break or lunch unless an emergency arises. If a student is given permission to use the restroom during class time, they must have a pass to do so.

High school students may use the restrooms in the cafeteria, in the lobby near the music room, and on the HS third floor. High school students may not use the restrooms on the second floor, in the elementary school hallways or near Baker Gym.

Hallway Use

The hallways are visible to visitors and are the property of SMSA. Students are reminded to take care of the halls. Damage attributed to a student or students may result in consequences up to and including monetary recompense to the school as well as disciplinary action.

Students may be in the hallways from 7:35 to 3:30 including during passing times to and from classes. Students with hall passes are expected not to deviate from their stated destination.

Running or rowdy/disruptive behavior is not permitted in the halls at any time. Out of respect and consideration for those in classes and quiet study areas, students are to move quietly to their destinations during instructional time.

Resource/ Success Suite/ Study Hall Policies (Grades 6-12)

Resource time and study hall is provided for students to use for assignment completion and study. Students should be quiet and respectful of their peers. Small group work may be permitted at teacher discretion. Students may use the school issued Chromebooks for academic purposes. Students are reminded that the computers belong to the school.

Elevator Usage

When the school elevator is needed by students for medical or physical challenges, permission can be obtained through the South or North Hall Office.

The student's parent/guardian must send a note to school requesting permission for the student to use the elevator and clarifying the duration of time that it shall be required. The student requiring the elevator and one student helper are allowed in the elevator.

Posters

Students wishing to display posters/signage in the school must:

- Obtain prior approval by submitting a copy of the poster to the faculty advisor or Principal/Assistant Principal.

- Ensure the posters are neat, clear and creative.
- Post them only in the approved area.
- Remove the posters on the first school day after the event has taken place.

Students may promote student activities appropriate to the school setting. The school will not permit such communications on subjects considered contrary to the school's mission or philosophy, and will not allow students to advertise/sell commercial products on school premises.

Bus Procedures

- Students remain seated when the bus is in motion.
- Arms and heads are INSIDE the bus at all times.
- The use of tobacco, vaping, drugs, or alcohol is prohibited.
- A student not intending to return on the bus must submit a written parental permission slip IN ADVANCE to the faculty member in charge of the bus arrangements.
- Release forms are required for class and field trips that are during and outside of school/class time. Signed forms must be returned to the faculty sponsor.
- School rules apply for everyone on school-sponsored bus trips.
- St. Mary's Springs Academy reserves the right to deny riding privileges to any student for misconduct on the public school bus system.
- Each bus will have two chaperones. At least one is a member of the faculty. The other should be a responsible SEE trained adult approved by the trip moderator.
- Before leaving school grounds, and again before returning, a roll call is taken on the bus and a head count is provided to the supervisor.

Transportation (Archmil Policy # 3541)

Any employee or volunteer of the parish operating a parish or private vehicle in the pursuit of church or school business is provided coverage. If the vehicle is parish owned, the Protected Self Insurance Program's coverage is primary. In the event the vehicle is non-parish owned, the parish's coverage would be excess (secondary) to the vehicle owner's coverage.

Transportation of Students (Archmil Policy # 3541.1)

- The school shall provide transportation by bus to and from school sponsored events during the school day for those students required to attend any events, such as field trips, picnics, etc.
- The school shall provide transportation for teams, clubs, and other groups required to participate in activities that take place outside the metropolitan area during non-school hours. In instances where activities take place in the city or the surrounding area, parents may provide transportation for their children.
- Parents have the option of allowing a son/daughter to transport himself/herself to a scheduled event, or the parent may choose to transport his/her child. The school assumes no liability at any time for students driving other students to and from scheduled and unscheduled events.
- Parents must be alerted to the liability they assume in providing transportation for students other than their own.
- Vehicles used for parish/school/agency business must be insured for the following limits: \$100,000 per person and \$300,000 per accident. The parish insurance program provides excess liability coverage for employees and/or volunteers who use their vehicles for parish business. However, this excess coverage will not trigger unless the employee and/or volunteer has the above minimum limits on their vehicle.
- No parish/school/agency may own or operate, through borrowing, leasing or rental, a 10-15 passenger van for the transportation of children or adults. The only exception to this policy is that a 10-15 passenger van may be used for the transportation of cargo. In this circumstance, in addition to the driver, an adult passenger may be seated and belted in the front passenger seat.
- The vehicle must have a valid, current registration and a valid and current license plate. The vehicle must be in good operating condition and have all safety equipment as required by law.
- Drivers must be 23 years of age or older, unless aged 21-22 and approved by Catholic Mutual Group.
- Drivers must have a valid, non-probationary driver's license and no physical disability that could in any way impair his or her ability to safely drive the vehicle.
- The parish/school/agency should submit the name and driver's license number of any new driver to Catholic Mutual Group using the Request for a Driver's Record Check. Catholic Mutual will check the driving record through the state and communicate the results to the parish. The Employee/Volunteer Driver Information Sheet should be completed for each driver and kept in parish files. This is especially important for anyone transporting youth. Repeat drivers need to follow the steps for approval every three years.
- Drivers must complete the on-line video, "Be Smart - Drive Safe" found on the Catholic Mutual home page at <http://www.catholicmutual.org>. This applies to new drivers and drivers engaging in the three year re-approval process.
- Administrators or volunteers responsible for programs that require driving must view the Catholic Mutual video, Church Transportation - is it Necessary and Ministry-Based.
- Vehicles rented by parish/school/agency must be reported to Catholic Mutual to secure automobile liability insurance.

- Passengers must be belted and/or in booster seats as prescribed by law.
- Drivers transporting children must meet Safe Environment protocols.

Search and Seizure (Archdiocese # 5145.2)

Schools reserve the right to search anything brought onto parish/school property. Lockers, desks, textbooks, and other materials or supplies loaned by the parish/school to students remain the property of the parish/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.

Law Enforcement Questioning and Apprehension (Archdiocesan Policy #5145)

Law enforcement officers include employees of applicable local, state, and federal agencies. All law enforcement officers should be required to check in at the school office or other designated area and show proper identification. The school should document the officer's name, agency, and purpose of the visit.

A law enforcement officer has the right to question a student or students regarding specific issues or events without a warrant. 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.

The school administrator is not required to notify the parents before allowing a pupil to be questioned by law enforcement; however the administrator may notify the parents that the child is being detained and/or questioned. 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 into this matter.

Regardless of parental permission, the school administrator should not attempt to interfere with the police investigation. Law enforcement officers may not remove a student from a parish/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 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.

SMSA Practice when Police Request for Student Interview on Campus

It shall be SMSA's practice to make every reasonable effort to contact a parent/ guardian prior to an on-campus law enforcement interview of any student.

Procedures for Dances and Special Events

Scheduling

- All dances and special events must be scheduled by the class/club advisor with the approval of the Administration. The Principal and/or the Assistant Principal reserve the right to cancel an event not properly scheduled, or if the Administration receives notice of a significant disruption planned to occur during the event.

Supervision

- Dances and special events are under the direct supervision of the Assistant Principal or delegated faculty/staff member. Additional chaperones are required to be in attendance for the entire event. Based on the event, a security person may be hired to supervise the parking lot and outside campus and paid by the organization sponsoring the activity.

Student Guests

- If, at the discretion of the Assistant Principal, guest students from other schools are permitted, they must complete a guest dance form. Only one guest per student is permitted and guests are expected to follow the rules of the school.

Rules

- Because these activities are sponsored by St. Mary's Springs Academy, behavior policies are in effect. Specific rules are as follows:
- Students who request to leave an event before its scheduled completion are not allowed to return. Only with parent consent (phone conversation with a faculty/staff supervisor) may a student be released from a school sponsored event earlier than its published conclusion.
- No fluids or food is allowed to be brought into the event.

- The school NO SMOKING/NO VAPING policy is to be observed. Students violating this policy shall be removed from the event.
- Alcoholic beverages or other mood-altering substances are not allowed anywhere on the school campus or during a school sponsored event off campus.
- Students who arrive at an event under the influence of mood-altering substances are to be referred immediately to the Assistant Principal and parents/guardians are to be called to pick up the student. Established drug/alcohol violation policy is to be followed. If parents/guardians cannot be reached, law enforcement officials shall be called to pick up the student.
- Attire should be appropriate for the theme of the dance/special event and in keeping with the values of SMSA. Specific outfit expectations shall be provided to the students prior to the dance/event. In general the principles of modesty apply to attire during special events.
- All dance styles must comply with standards of Catholic morality, including modesty and safety. Chaperones in attendance shall make final decisions regarding the appropriateness of dance styles and dance floor behaviors. Failure to comply with SMSA core values or expectations may result in the students removal from the event, and/or other disciplinary consequences.
- Inappropriate dancing may include, but is not limited to:
 1. Any front to back dancing.
 2. Grinding or pelvic thrusting including in a crouching position.
 3. Wrapping legs or straddling legs around another person.
 4. Sexually suggestive dance moves.
 5. Threesome/sandwich dancing.
 6. Hands on intimate body parts during the course of dancing including buttocks, groin, inner thigh or pelvic area.
 7. Mosh pit dancing.
 8. Crowd surfing.

Cleanup

- The organization sponsoring the activity is responsible for cleaning the areas used. Clubs/classes will be charged for additional janitorial services if needed. Repair of any damage done at an event is the responsibility of the sponsoring organization/ Class.

Safety

- Decorations, DJ or band equipment, amplifiers, etc. may not block any exit. Specific electrical **needs** or unique staging requests should be handled prior to the activity. At least minimal lighting is required at all times. Loose cords must be taped to the floor.

Guidelines for Athletic Events and School Activities

- Fans are guided by Christian courtesy and good citizenship both at home and away events. This includes words and actions inside and outside of the venue.
- A unified spirit is exhibited when fans cheer enthusiastically under the leadership and good sportsmanship of the cheerleaders.
- SMSA fans are expected to abide by rules and regulations of the host school, Wisconsin Flyway conference and the WIAA.
- Anytime that students wish to be excused from school to attend an athletic competition away from the school, in which they are not participating, students must present a permission note signed by parents/guardian one full day in advance.
- The SMSA Parent-Student Handbook standards extend and apply to school events on and off campus.

Spiritual Development & Campus Ministry

One of the basic precepts of a Catholic school is to provide for the spiritual and religious well-being of its students. To that end, in addition to required Theology classes, the following opportunities are offered:

- **Community and Faith-sharing:** We want our SMSA students to know that they are loved and that they belong here. Campus Ministry offers them opportunities to find support for their faith journey from campus ministers and their peers.
- **Servant Leadership:** Students are encouraged to apply for officer positions in Campus Ministry to help coordinate liturgy planning, prayer, retreats, service projects, and other related activities.
- **Prayer and Worship:** SMSA students are immersed in a prayerful environment that is rooted in the Catholic tradition of worship. Holy Mass is scheduled at regular intervals throughout the year, both in the SMSA Chapel and Holy Family Parish. Students also have opportunities to worship God through Eucharistic Adoration and various other types of prayer. Devotional practices, such as Morning Prayer, the Rosary, meal prayers, the Angelus and Examen prayer are integrated into the daily and weekly schedule.
- **Healing:** The Sacrament of Reconciliation is offered weekly by our Priest Chaplain, as well as seasonal “Systemwide Reconciliation Days” held during Advent and Lent.
- **Retreats:** High School class retreats and other religious activities are offered throughout the school years and are designed to develop the spiritual and moral growth of SMSA students.

Service Learning

Encountering Christ by participating in service to others is a pillar of Catholic education. At SMSA, students have opportunities to serve the school community and the greater community through many pathways - including Campus Ministry, clubs and organizations, athletic teams, and classes.

Service learning provides students with the opportunity for reflection on their service experiences.. Teachers shall monitor service learning, provide clear expectations for students to reflect, process experiences, and assess student learning. Parental permission may be required for some student service experiences.

TECHNOLOGY

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.

Cell Phones and Personal Electronic Devices at SMSA

Whenever students are not abiding by the cell phone policy, cell phones/electronic devices may be confiscated by any teacher or staff member and turned over to the Assistant Principal. Further misuse may lead to student detention, daily cell phone check-in, or further discipline. Please reference the acceptable use policy regarding devices.

Students are not allowed to use cell phones or electronic personal devices 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.

Grades P3-Grade 5: Personal wireless communication devices are not allowed at school.

Grades 6-8: Personal wireless communication devices may reside in student lockers during the school day.

Grades 9-12: Students may keep cell phones on their person during the school day, but cell phones shall never be accessed or used for personal use during any instructional time. During the school day, cell phones/PEDs may be accessed and used by students during hallway passing time and lunch only. Students are expected to respect and adhere to each teacher's classroom/course cell phone policy. Whenever students are not abiding cell phone policy, their cell phones may be confiscated by any teacher or staff member and turned over to the Assistant Principal. Further misuse may lead to student detention, daily cell phone check-in, or further discipline. Please reference the acceptable use policy regarding devices. The following expectations and practices shall be observed:

- Students may possess their mobile/cell phone during the hours of school.
- Students may operate their cell phones in the hallways between classes.
- Students may operate their cell phones in Korbie Commons/ Cafeteria before school, after school, and during lunch.
- Once students enter a classroom, study hall or homeroom, they may NOT operate cell phones. Earbuds must be removed as well. (Exceptions: if use of cell phone is noted as a student accommodation; if a cell phone is being used as an educational purpose being directed by a teacher).
- While not mandated, teachers may choose to provide a secure place for students to deposit their mobile/cell phones at the start of class, and a clear procedure for retrieving the phones after class. Students are expected to abide by teacher procedures for cell phone storage.
- Unless noted as a learning accommodation, students are not permitted to possess mobile/cell phones, or ear buds during any classroom assessment. Students will also be asked to remove Smart watches during assessments.
- Cell phones are never appropriate for student use in school bathrooms or locker rooms. This is a Federal statute and a norm that is not new to SMSA.
- While participating in after school activities or events as fans, there is no restriction on student cell phone access or use.

Coaches and activity moderators shall determine for their teams/organizations the appropriate plan for student cell phone usage.

Personal devices are the sole responsibility of the individual who brought it in and the school assumes no liability for lost or stolen devices. ***The above expectations apply to all personal devices at school.*** Personal devices may be confiscated for a period of time if the expectations are not followed.

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.

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.

Cell Phones In Locker Rooms/Restrooms

State law (175.22) prohibits the use of cell phones (and other image-recording devices) in locker rooms/restrooms, except in an emergency situation.

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. For questions related to unique learning needs, please contact the Coordinator of Academic Supports.

Acceptable Use of Technology Policy at SMSA

Computing, data storage, and information retrieval systems are designed to serve students, faculty, staff and volunteers of St. Mary's Springs Academy. Local Network and Internet access is provided to further the educational goals of this institution. Students have a right to develop to their fullest potential, and computers can assist as a tool in that development. St. Mary's Springs Academy will provide network and Internet access to each and every student attending St. Mary's Springs Academy.

- St. Mary's Springs Academy retains ownership and control of its computer hardware, software, phone system, network equipment, and network connections at all times. To maintain system integrity, monitor network etiquette and ensure users are using the system responsibly, school administrators or their designees may review user files and communications so no expectation of privacy is given.
- Computer network users are expected to abide by generally accepted rules of network ethics and etiquette, but must agree to the following:
 - All use of the Internet and other services must be in support of education and consistent with the mission, policies and objectives of the school.
 - Email is considered public information and open to auditing as needed. Students will use their school issued email to communicate with faculty and staff regarding school activities and assignments. Email messages relating to or in support of illegal activities may be reported to authorities and subject to disciplinary action.
- The school network shall not be used for personal, financial or commercial gain, product advertisement, political campaigning, or the transmission of unsolicited communications.

- Transmission of any material in violation of any U.S. or state law is prohibited. This covers transmission of materials that are copyrighted or protected by trade secrets. It also includes materials which are considered by the System to be bullying, threatening, harassing, pornographic, or obscene.
- Copyright laws will not be violated. This covers any copyrighted materials such as computer software or digital representations of copyrighted material. Users may not make copies of programs licensed by the school to take home.
- Vandalism is prohibited. This includes any attempt to harm or destroy the data of another user, physical computing assets of the System, the Network and/or Internet. The creation, propagation, and/or use of computer viruses is also prohibited. It is the responsibility of the user to pay for the repair or replacement of the damaged item(s). The user will also be denied access to the computer network.
- Reading, deleting, copying, modifying or forging of electronic mail messages or data files of other users is prohibited.
- Users may not install their own software on St. Mary's Springs Academy owned computer hardware or networks. If a user installs software, which results in damage to a computer, the user is responsible for repair or replacement of the damaged hardware.
- Users may not download material from the Internet or other service to the hard drive of the computer or system provided storage. Downloaded data must be saved to removable media.

Network administrators may review files and communications to maintain system integrity and ensure that students are using the system responsibly.

Headphone or Earbud Use

Grades P3-8: Headphones and earbuds may be used in class for educational purposes.

Grades 9-12: Student use of headphones or earbuds is limited to study hall and lunch time.

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.

Depending upon the violation, one or more of the following sanctions may be invoked:

- Loss of access to equipment.
- Additional disciplinary action. Depending on the severity of the violation, suspension in or out of school.
- Notification to law enforcement agencies.

GoGuardian

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.

STUDENT COVENANT

The Ledger Way Core Values	The Ledger Way <i>Defined</i>	The Ledger Way <i>in Action</i> <i>*I will...</i>
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.	★ Engage with opportunities to deepen my relationship with God ★ Participate in prayer and worship experiences with reverence and openness ★ Fulfill theology curriculum expectations, including all service learning ★ Participate in SMSA class retreats
Community	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.	★ Build trust and contribute to a welcoming, inclusive, fair learning environment through positive language, relationships and choices ★ Encourage and affirm others, and engage with community events ★ Extend hospitality and goodwill to all people, including visitors ★ Denounce gossip, humiliation, bullying and other damaging habits and behaviors that erode school culture
Respect	We treat God's people with respect and kindness at all times. We acknowledge our differences, offering compassion, empathy and tolerance.	★ Reverence the God-given dignity and uniqueness of self and others in person and online ★ Respect school property and the belongings of others ★ Be empathetic, tolerant and patient with all ★ Practice modesty and humility in language, behavior and dress
Responsibility	We lead by example and are accountable for our actions, even when it's difficult. We affirm sound judgment and trustworthy behavior.	★ Be truthful in all matters, admit errors, be accountable for choices ★ Gracefully accept consequences, correction and direction ★ Report negative/abusive treatment of oneself or others to a school authority ★ Meet all deadlines as requested
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.	★ Think critically, be inquisitive ★ Embrace intellectual challenges, and seek help as needed ★ Be prepared and ready to learn each day, in each setting ★ Be eager to collaborate, have a growth mindset with all learning opportunities ★ Have academic integrity, and shall always submit original work ★ Grow from mistakes
Leadership	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.	★ Take initiative for my education and formation ★ Be trustworthy, reliable and positive in word and actions ★ Contribute to building a safe, inclusive and productive learning environment ★ Advocate for myself and others and offer solutions to challenges ★ Engage in the service of others, especially the most vulnerable in our community

**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 <i>in Action</i> <i>*I will...</i>
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.	★ Support the SMSA mission and commitment to Catholic values and faith formation ★ Model Gospel values and make choices that reinforce school vision and mission ★ Engage with communal and private prayer to support the needs and wellbeing of students, families and employees ★ Practice and share my faith
Community	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.	★ Promote solidarity and engage in supporting Springs events ★ Extend hospitality and goodwill to all in the Springs community and to visitors ★ Contribute to building a safe, productive, and inclusive learning environment ★ Ensure that home habits and expectations align with and support school values ★ Denounce gossip, humiliation, bullying and other damaging habits and behaviors that erode school culture on-campus and online
Respect	We treat God's people with respect and kindness at all times. We acknowledge our differences, offering compassion, empathy and tolerance.	★ Reverence the God-given dignity and uniqueness of self and others in-person and online ★ Support confidentiality and the privacy of others in the SMSA learning community ★ Honor the boundaries and practices established to support school safety and order ★ Not interfere with school operations nor display distrustful, disruptive, or harassing behaviors toward school staff in-person or online
Responsibility	We lead by example and are accountable for our actions, even when it's difficult. We affirm sound judgment and trustworthy behavior.	★ Demonstrate good moral and ethical principles ★ Report negative or abusive treatment of students, oneself or others to a school authority ★ Meet all deadlines and take an active role in your Children's education, attending designated parent meetings ★ Support policies and procedures outlined in SMSA handbooks ★ Seek information and resolution directly from the Academy, whenever concerns may arise, consulting with staff closest to the situation (subsidiarity)
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.	★ Partner with school personnel for the formal education of children in my care ★ Abide school schedules and calendars to assure that children are present and ready to learn whenever school is in session ★ Regularly check student progress and attend parent/guardian-teacher conferences ★ Reinforce the importance of academic integrity with my child ★ Help my child learn and grow from school based mistakes, failures, and disappointments
Leadership	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.	★ Volunteer and partner with faculty, staff and other parents ★ Promote The Ledger Way in word and actions as an advocate for SMSA mission ★ Offer solutions to challenges and problems ★ Engage in the service of others, especially the most vulnerable ★ Model leadership for young people

**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)

The Ledger Way Core Values	The Ledger Way <i>Defined</i>	The Ledger Way <i>in Action</i> <i>*I will...</i>
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.	★ Support the SMSA mission and commitment to Catholic values and faith formation ★ Model Gospel values and reinforce school vision and mission ★ Engage prayer to support students, families and colleagues ★ Practice and share my faith ★ See my vocation as ministry and service to others
Community	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.	★ Promote solidarity and engage in supporting Springs events ★ Extend hospitality and goodwill to all in the Springs community and to visitors ★ Contribute to building a safe, productive, and inclusive environment ★ Denounce gossip, humiliation, bullying and other damaging habits and behaviors that erode school culture on-campus and online ★ Prioritize building positive student relationships, support student interests, and attend after school activities student events as possible
Respect	We treat God's people with respect and kindness at all times. We acknowledge our differences, offering compassion, empathy and tolerance.	★ Reverence the God-given dignity and uniqueness of self and others in-person and online ★ Support confidentiality and privacy in the SMSA learning community ★ Honor boundaries and practices that support school safety and order ★ Support parents right to information pertinent to student success ★ When questions or concerns arise, seek information and resolution directly from within the Academy (principles of subsidiarity apply) ★ Abide all practices and policies of 'Safeguarding God's Children'
Responsibility	We lead by example and are accountable for our actions, even when it's difficult. We affirm sound judgment and trustworthy behavior.	★ Demonstrate good moral and ethical principles ★ Be present, productive, and accountable to all assigned duties ★ Protect the safety and wellbeing of all students ★ Report negative or abusive treatment of students, oneself or others to a school authority ★ Enforce academic and behavioral policies and procedures outlined in school handbooks ★ Meet all deadlines and professional expectations
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.	★ Partner with parents/guardians to provide formal education to children ★ Be prepared to deliver on the expected goals and outcomes for my role ★ Abide all school schedules and calendars to assure student learning progress ★ Support student learning and attend to personal professional growth ★ Collaborate to enable appropriate assessments, interventions and learning alternatives ★ Reinforce expectations of academic integrity and original work ★ Help students learn from mistakes, failures, and disappointments
Leadership	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.	★ Volunteer to support SMSA advancement and strategic initiatives ★ Promote The Ledger Way and advocate for SMSA mission ★ Offer solutions to challenges and problems ★ Practice buffalo leadership and servant leadership, especially sensitive to the vulnerable ★ Embrace, showcase, and affirm student success and celebrate growth and development

**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.*