

# **Student-Family Handbook**



**Saint Katharine Drexel School  
503 S. Spring St.  
Beaver Dam, WI 53916  
2019 - 2020**

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## MISSION

St. Katharine Drexel School in partnership with St. Katharine Drexel Parish will nurture faith and provide quality education to the youth in the Beaver Dam area. We remain inspired by the Holy Spirit to reach out lovingly to others through example, service, and prayer. In this manner, we will continue our journey as intentional disciples to build God's kingdom.

## VISION

St. Katharine Drexel School, as an extension of St. Katharine Drexel Parish, is a child-centered, caring community. SKDS is dedicated to educating the whole child in the Catholic Christian tradition, offering a Christian message and a faith-filled environment to its school family through worship and service.

## PHILOSOPHY

The St. Katharine Drexel School Family, with parents as the primary teachers, shares the joint responsibility of serving our school and others as well as building faith, knowledge and a cooperative spirit. All students, teachers, staff, parents and administration are vital to the educational program.

## GOALS

- We will dedicate ourselves to living virtue.
- We will support others in living virtue.
- We will commit to constructive thoughts, words, and deeds.
- When faced with challenges or conflict, we will find solutions that cultivate virtue for ourselves and for one another.
- We will meet the needs of all students entrusted to our care through differentiated instruction including enrichment, assistance, assessment and accommodations.
- We will state objectives and goals so that students understand the purpose of individual lessons, how they achieve standards and are able to monitor personal progress.
- With our students, we will make SKDS a place of peace, reconciliation and welcome as we remain ever faithful to our mission, to teach as Jesus taught as we grow into intentional disciples.
- We remain committed to working in partnership with our families for the benefit of the children entrusted to our care.

## St. Katharine Drexel Parish – Mission/Vision/Action Statement

### Mission:

1. Living out Corporal and Spiritual Works of Mercy,
2. Committed to individual and communal prayer,
3. Growing in knowledge and faith,
4. Communicating for unity.

Vision: Inspired by the Holy Spirit, we follow the footsteps of Jesus, through love for the Eucharist and outreach to those in need. As one Body of Christ, we are a diverse community journeying toward our common goal of the Kingdom of God.

ST. KATHARINE DREXEL, OUR PATRON SAINT, was born in Philadelphia, Pennsylvania, on November 26, 1858. Her father was a well-known banker and philanthropist. Her parents instilled in their three daughters the idea that wealth was simply loaned to them and was to be shared with others.

When the family took a trip to the Western part of the United States, Katharine saw the plight and destitution of the native Indian-Americans. This experience aroused her desire to do something specific to help alleviate their condition and began her lifelong personal and financial support of numerous missions and missionaries in the United States. The first school she established was St. Catherine Indian School in Santa Fe, New Mexico (1887).

Katharine eventually made the decision to give herself totally to God, along with her inheritance, through service to American Indians and African-Americans. On February 12, 1891, she professed her first vows as a religious, founding the Sisters of the Blessed Sacrament whose dedication would be to share the message of the Gospel and the life of the Eucharist among American Indians and African-Americans.

Katharine was a woman of intense prayer, and found in the Eucharist the source of her love for the poor and oppressed. She reached out to combat the effects of racism. She felt a compassionate urgency to help change racial attitudes in the United States. The need for quality education for people of color loomed before her.

Founding and staffing schools for both Native Americans and African-Americans throughout the country became a priority for Katharine and her congregation. During her lifetime, she opened, staffed and directly supported nearly 60 schools and missions, especially in the West and Southwest United States. Her crowning educational focus was the establishment in 1925 of Xavier University of Louisiana, the only predominantly African-American Catholic institution of higher learning in the United States. Religious education, social service, visiting in homes, in hospitals and in prisons were also included in the ministries of Katharine and the Sisters.

For the last 18 years of her life she was rendered almost completely immobile because of a serious illness. During these years she gave herself to a life of adoration and contemplation as she had desired from early childhood. She died on March 3, 1955.

Pope John Paul II canonized her as Saint Katharine Drexel on October 1, 2000.

SCHOOL COMMITTEE	
1. Rev. Michael Erwin	2. Mrs. Angela Zwald, Chair
3. Mrs. Angela Davis, Vice Chair	4. Mrs. Jennifer Nampel, Secretary
5. Mr. John Bowser	6. Mrs. Marybeth Schessow
7. Mrs. Estella Calvo-Gil	8. Mrs. Danielle Paul
9. Mrs. Jenny Wendorf	10. Ms. Sarah Bindl
11. Mr. Greg Steil, Parish Liaison	

## SCHOOL PERSONNEL

Principal– Ms. Jennifer Crombie  
503 S. SPRING ST  
 Phone: (920) 885-5558  
 Fax: (920) 885-7610

Administrative Assistant Preschool - 3 Mrs. Tina Ellefson  
 Administrative Assistant Grades 4-8 Mrs. Margaret Scott  
Faculty

2 Day Pre School, 4KB #204 Mrs. Ashley Eilbes  
 4KA Room #206 Mrs. Andrea Reчек

Kindergarten/Room #203 Mrs. Tina Ellefson

Extend-A-Day/Room #207 Mrs. Kate Richard  
 Mrs. Claudia Ramirez  
 Miss Megan Meyer  
 Ms. Madeline VerHage

Grade 1/Room #213 Mrs. Dona Turner  
 Grade 2/Room #214 Mrs. Leann Anderson  
 Grade 3/Room #215 Mrs. Sarah Puleo  
 Grade 4/Room #316 Mrs. Susan Pokey  
 Grade 5/Room #317 Mrs. Margaret Scott  
 Grade 6-8/Room #305 Miss Lauren Crombie  
 Grade 6-8/Room #304 Mrs. Carolina Ganske  
 Grade 6-8/Room #301  
 Spanish 4-8/Room #311

Physical Ed / Health/Room #302 Mrs. Lori Warmka

Library/Room #s 209, 318 Ms. Kimberly Lopas

Art/Room #312 Mrs. Loreli Jenkins

Vocal Music, Chorus, &  
 Music Enrichment/Room #121 Ms. Kathy Hoch

Instrumental Music Ms. Kimberly Lopas



Classroom Aides (4K)

Teaching Assistant

Learning Resource

Reading Resource/Learning  
 Differences / Room #302

Tech Resource/Room #211

Secretaries

Food Service

Maintenance

Playground  
 Supervisors

### Support Staff

Mrs. Tricia Cargen  
 Mrs. Cheryl Condon  
 Mrs. Kristy Zydzik &  
 Mrs. Claudia Ramirez

Ms. Margaret Sadoski

Various Volunteer Tutors

Ms. Jackie Lockwood

Mrs. Judy Wilson

Mrs. Patrice Schmitt  
 Mrs. Rose Klavekoske

Mrs. Mary Strauss,  
 (Head of Food Service)  
 Mrs. Kris Schumann

Mr. Nathan Eggers  
 (Head of Maintenance)  
 Mr. Brian Rabehl

Teachers &  
 Staff

## PARISH PERSONNEL

408 South Spring Street  
 Phone: (920) 887-2082  
 Fax: (920) 885-7602

### Pastors

Rev. Mike Erwin  
 Rev. Erick Cassiano-Amaya

Director of Admin & Stewardship  
 Parish Secretaries:

Ms. Barbara Heinzen  
 Ms. Marisol Zapata  
 Mrs. Claudia Ramirez  
 Mrs. Sarah O'Brien  
 Mrs. Kristin Adsit

Parish Bookkeeper  
 Director of Evangelization/LLFF

Youth/Young Adult Ministry  
 Hispanic Ministry  
 Parish Musician  
 Sacristan  
 Scrip Coordinators  
 Deacon  
 Deacon  
 Pastoral Care Coordinator

Mr. John Pryme  
 Mrs. Rosalia Villalba-Osorio  
 Mrs. Tanya Diggins  
 Mrs. Coletta Cody  
 Mrs. Allison Seufzer  
 Deacon Ed Cody  
 Deacon Randy Wells  
 Mrs. Janice Tischler

### RELIGIOUS AVOCATION

Teaching a child how to pray and the importance of prayer are essential components of our school program. Children are requested to pray for various reasons; however, prayer is important when it personalizes the child's communication with God. Prayers are said in the morning, noon before meals, and at the end of the day. We pray often, even when we hear an ambulance, a med-flight or a fire engine.

Students take an active part in weekly, grade-level liturgies. Students assist with planning, and add their talents to the liturgies in many other ways. Special plans are made for the celebration of Holy Days and other celebrations that occur during the school year.

Worshipping with our Parish Community is essential to our Faith Life individually and collectively. It is vital that families come together to pray with the entire Parish Community at the weekend Masses.

### ARCHDIOCESAN POLICY

SKDS is subject to and follows Archdiocesan Policy. Archdiocesan Policies are available through the Principal/Administrator's office.

### ACCREDITATION OF CATHOLIC ELEMENTARY SCHOOLS (Policy 6181)

In 1991, the Wisconsin Council of Religious and Independent Schools (WCRIS) formed the Wisconsin Religious and Independent Schools Accreditation (WRISA) as an independent accrediting association for all nonpublic schools in the State of Wisconsin for the express purpose of serving all religious and independent schools; validating their educational programs, quality, and unique mission.

The Wisconsin Religious and Independent Schools Accreditation is a state chapter of the National Federation of Nonpublic School State Accrediting Associations (NFSSAA) which is approved by the Office of Non-Public Education – Office of Innovation and Improvement, a department within the United States Department of Education and CASE (Council of the Advancement and Support of Education).

WRISA is recognized by the State of Wisconsin in Public Law 119.23(2)(a)7, the National Honor Society and the College Board. WRISA accreditation meets the criteria for educational institutions applying to the Wisconsin Health and Educational Facilities Authority (WHEFA).

In 2012, Loyola University, Chicago, and Boston College joined efforts to develop the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools. At this time school representatives from each of the dioceses in the Province of Milwaukee chose to transform the documents of WRISA and align them to the national Catholic standards in the Wisconsin Catholic Schools Accreditation (WCSA). In doing this, the Catholic dioceses hope to ensure that there is Catholic Identity infused in all aspects of the Catholic school program while maintaining the high standards of excellence that the WRISA process expects.

### **PROFILE**

WRISA is composed of schools belonging to the following jurisdictions:

Catholic Archdiocese of Milwaukee

Catholic Diocese of Green Bay

Catholic Diocese of La Crosse

Catholic Diocese of Madison

Catholic Diocese of Superior

Christian Schools International

Wisconsin Evangelical Lutheran Synod

and other faith based and independent schools located throughout the State of Wisconsin.

### **PURPOSE OF ACCREDITATION**

- To assure all school stakeholders that the school operations are fully connected to the school's mission and Catholic Identity.
- To recognize and affirm the excellent programs and unique qualities of the Catholic school.
- To affirm the contributions of the teachers, staff, administration and the entire Catholic community in the implementation of the school's mission and Catholic Identity.
- To demonstrate the high quality of the Catholic culture, the learning environment and educational program of the school.
- To provide accountability to the school's many and varied publics.
- To provide opportunities for professional growth for the Catholic community.
- To gather information to be used in creating a plan for future development.
- To identify strengths and weaknesses
- To strengthen the educational program
- To give future direction to the entire school program by providing a school improvement process that includes long range educational and financial plans.



## ACCREDITATION PROCESS

Accreditation is an annual process that has a seven-year cycle. Schools are accredited for one year. In order to maintain accreditation the school must submit an updated Accreditation Action Plan each year by October 1 to the (arch)diocesan office for Catholic Schools. The WRISA board meets in November to determine the accreditation status. Once WRISA has affirmed accreditation and the school has remitted its annual membership fee, it will receive documentation confirming its membership in WRISA.

The annual membership fee is found by completing the school's annual report packet on the WRISA website ([www.wrisa.net](http://www.wrisa.net)).

Once initially accredited, the first five years of the accreditation cycle require a school to annually assess and update the implementation of the school's Accreditation Action Plan.

### Completing the Self-study

In the sixth year of the school's accreditation cycle, the school must conduct a self-study, during which the school community takes an in-depth look at itself. This comprehensive study will require a maximum of one year to complete. The school community will study all aspects of the school to determine areas of strength and weakness. The self-study entails an examination of four domains, Mission and Catholic Identity, Governance and Leadership, Academic Excellence, and Operational Vitality, further defined by thirteen standards. The following steps outline the recommended self-study procedure:

1. Form a steering committee. There should be about six to ten individuals from the education committee, parish council, faculty, and/or school family on the committee. Individuals on this committee will be appropriately grouped to assess designated standards and identify supporting evidence. Committee members will be required to safeguard sensitive information and maintain confidentiality. Each member of the steering committee reviews all findings and recommendations for clarification prior to finalizing the self-study document.
2. Appoint a chairperson. Ideally, a chairperson for the committee is chosen to help collate findings and keep a timeline. It is strongly recommended that the chairperson is not a teacher or the principal. The chairperson's role, in collaboration with the administrator, is to ensure that staff are assigned to subcommittees, information is provided as requested by committee members, reports are completed in a timely fashion, and final copies are collected in a single document.
3. Establish a calendar. This should be developed early in the process. There should be a minimum of one meeting per month, either with the whole committee or subcommittees.

#### Sample Calendar:

May-Aug.:	Select committee members and hold orientation meeting and inform staff and school community of the process
Aug.-Oct.:	Subcommittees meet to gather data
	Domain A: Mission & Catholic Identity is discussed in full committee meeting
Nov.-Dec.:	Subcommittees meet to gather data
	Domain B: Governance & Leadership is discussed in full committee meeting
Jan.-Feb.:	Subcommittees meet to gather data
	Domain C: Academic Excellence is discussed in full committee meeting
March-Apr.:	Subcommittees meet to gather data
	Domain D: Operational Vitality is discussed in full committee meeting
May	Review final document

4. Subcommittees work on assigned standards. Throughout the process, keep the following in mind:
  - a. The mission statement is key to the review of the school programs. It is important that the committee members are well aware of what the mission is.
  - b. School staff should be given time to work together on the self-study.
  - c. The self-study report is a professional quality document.
5. Conduct surveys.
6. Review final self-study report and submit it to the (arch)diocesan office for Catholic schools by the assigned due date. The (arch)diocesan office may ask for clarifications or recommend further study in any given area. Once the (arch)diocesan office approves the self-study report, the school should begin planning for the team visit during the next school year.

### Hosting a Team Visit

A team of five to seven professional educators visits the school for two to three days to conduct a comprehensive review that validates the findings of the self-study report and determines if the school has provided evidence that meets the WCSA standards and benchmarks. The team makes recommendations for school improvement and provides a copy of their report and those recommendations to the school.

### Developing an Accreditation Action Plan

Upon receipt of the visiting team report, the school creates the Accreditation Action Plan using the WCSA template. This plan is the essential document that guides continuous school improvement and ongoing accreditation.

### Accreditation Approval

The school forwards copies of the visiting team report and Accreditation Action Plan to the (arch)diocesan office for Catholics schools. The (arch)diocesan office forwards a recommendation to the WRISA Board of Directors, which determines final accreditation status.

### RIGHT TO AMEND

The Principal/Administrator is the final recourse and reserves the right to amend the Handbook. Parents/Guardians will be given prompt notice.

### CHOICE / WISCONSIN PARENTAL CHOICE PROGRAM (WPCP)

The Choice programs in the state of Wisconsin allow eligible student to attend a participating private school. The private school, on behalf of the student's parent/guardian receives a state aid payment of each eligible student. Student eligibility is a combination of student residence, income and prior year attendance. Students must apply annually and provide documentation that they meet the residency requirements. SKDS joined the WPCP in the 2017/2018 school year.

- For complete information about the Choice Program go to: Choice Homepage ~ <https://dpi.wi.gov/sms/choice-programs>
- To find out about the Educational Options available in the Choice Program go to: Notice for Educational Options ~ <https://dpi.wi.gov/ed-options>

### CHOICE APPEALS PROCESS

For WPCP Schools, DPI conducts the random drawing. If a parent wishes to appeal the decision,

- That appeal must be made immediately after April 20
- But before April 25
- In writing (or email to the principal/administrator)
- To allow for final verification to DPI by May 1
- The parent will be notified by email of the final decision

### NON PROFIT STATUS

St. Katharine Drexel is a NON Profit organization. A copy of the letter from the Internal Revenue Service and the listing in the Official Catholic is located on our SKDS website by following the link below:

<https://uploads.weconnect.com/mce/2fdd02f8f1222ac5b66ec221c8ff66d62695b11c/Choice/2017-IRS-Determination-Letter.pdf>

### ADMISSIONS

An interview (prior to enrollment) with the Principal/Administrator is required. "All students are on probation during the first semester of their attendance at a Catholic School." (5110) During this time, SKDS will determine whether or not it can meet the needs of the student. Admission to Kindergarten requires a child to be five (5) years old on or before September 1 in the year s/he proposes to enter school. Admission to the first grade requires a child to be six (6) years old on or before September 1 in the year s/he proposes to enter school. Review of school records from the student's previous school experiences and/or permission to speak with the student's previous teachers are required prior to registration. (See also Registration)

### TRANSFER OF CREDITS

When accepting a new enrollee, SKDS

- Reviews report cards,
- Meets with parents/guardians
- In the case of older students, the child as well,
- Reviews IEP's, if there is one, and
- Asks to speak with former teachers,
- Subject teachers will give an informal assessment, to determine how best to serve the student's individual needs.
- SKDS serves students preschool through 8<sup>th</sup> grade; and therefore, does not issue high school diplomas.

## REGISTRATION

Registrations will be accepted from those interested in our program in the following manner:

- 1<sup>st</sup> Those who are currently enrolled at SKDS, with all accounts current;
- 2<sup>nd</sup> Those who are members of St. Katharine Drexel Parish; and
- 3<sup>rd</sup> Open to the general public.

Children entering Three Year Old Pre School must be 3 years of age by September 1. Children entering Kindergarten must be 5 years of age by September 1.

- All tuition must be up to date as arranged.
- All registrations will be marked with the date and time they are received in the school office. (See also Admissions and SKDS Tuition Policy.)

Children entering the 4K program must be 4 years of age by September 1. Registration for the 4K program only takes place through the Beaver Dam Public School System.

## ST. KATHARINE DREXEL TUITION POLICY

St. Katharine Drexel School is a ministry of St. Katharine Drexel Parish and is funded by tuition, fees, third source funds, and parish subsidy. Families sign a binding contract at the time of school registration and agree to pay tuition and fees in a timely manner. The original signed contract is retained in the parish business office, and finance matters are handled by the Parish Business Office and overseen by the Finance Council.

### **Purpose of Policy**

This Tuition Policy is intended to clarify matters concerning tuition collection and the consequences of late payment or nonpayment of tuition.

### **Effective Date**

This policy will become effective immediately upon approval of the Parish Finance Council and the Pastor.

### **Tuition Rate**

Tuition rates are determined annually during the budgeting process by the Parish Finance Council in consultation with the Principal and the Pastor. Rates are established based on the number of students attending, are typically discounted for multiple students, and are set at a rate that is sufficient to support the needs of the school when added to fees and parish subsidy. The Parish Finance Council will make every effort to keep tuition rates affordable for parish families. No student will be charged a rate greater than the estimated cost per student. Tuition and fees are non-refundable.

### **Payment Schedule**

Tuition is due in equal monthly installments from August to May of the current school year. Tuition may be paid in advance without penalty. Requests for alternative payment schedule must be submitted in writing to the Parish Business Office/School Principal, who will provide written approval when the alternative schedule has been accepted. Families may send payment in any sealed, clearly marked envelope. Payments can be mailed or brought to school or to the parish office.

### **Automatic Tuition Payment Plan**

Families are encouraged to use the ACH-Automatic Funds Transfer option, which is available for set up until July 15 of each year for the following school year. Funds will be deducted electronically on the 1<sup>st</sup> of each month from the bank account authorized on a signed contract. If necessary, the May payment will be adjusted to satisfy the balance due. The credit card option is also available. There will be additional fees incurred with this option.

### **Employee Credits**

Parish employees who have students enrolled in the school may be eligible for a tuition credit. Refer to the current personnel guidelines.

### **Tuition Assistance Grants**

Short-term, limited tuition grants may be available for eligible families. Refer to the current Tuition Grant Information. This information is disseminated annually in the spring to all families.

### **Collections/Notifications**

Tuition statements are sent monthly (email or Family Folder). No other notices or reminders are issued.

### Consequences of Delinquent Tuition

Seriously delinquent tuition (six months of non-payment without an approved alternate payment schedule on record) will result in termination of enrollment. Dismissal of a student for non-payment of financial obligations is used only as a last resort when the parent/guardian has failed to demonstrate sufficient good faith in attempting to meet these obligations. Registration for a future year **WILL NOT** be accepted if tuition is past due. Enrollment will be terminated on August 1 if the prior year's tuition is not paid in full by that date. The account will be turned over to Collections.

### Be reminded:

- Signed Tuition Contract due July 1
- First Tuition Payment due August 1, all plans
- Family receives monthly tuition statement, no other reminders
- Family will be notified in writing if tuition one month delinquent, Principal
- Family will be contacted personally if tuition delinquent 6 weeks, Finance Council

Family on notice of enrollment termination if tuition delinquent 6 months without approved written plan

### TUITION AND FEES FOR 2019 - 2020

Two Day Preschool \$1030

REGISTRATION FEE OF \$50.00 IS REQUIRED TO HOLD CHILD'S SPOT

Beaver Dam 4Kids (for 4 year olds) SKDS Site

REGISTERED THROUGH THE BEAVER DAM PUBLIC SCHOOL.

<sup>1</sup> \$50.00 RELIGION FEE -- SEE BELOW.

Grades K-8	Parishioner	Non Parishioner	Parishioner 3% Discount <sup>2</sup>	Non Parishioner 3% Discount <sup>2</sup>
• One child family (K-8)	\$3202	\$4415	\$3106	\$4283
• Two child family (K-8)	\$5172	\$7240	\$5016	\$7023
• Three child family (K-8)	\$6238	\$8605	\$6051	\$8347
• Four child family (K-8)	\$6842	\$9230	\$6637	\$8953

INCLUDED IN THE TUITION ARE THE INSTRUCTIONAL AND PLAYGROUND FEES LISTED BELOW.

Instructional Fees (INCLUDED IN TUITION)

\*Kindergarten - 8 \$275

Per child

Playground Fees (INCLUDED IN TUITION)

\*\$75 for first child

\*\$35 per child for each additional child

EXTEND A DAY: Runs opposite Preschool & 4K. \$13 per session. Lunch is an additional cost.

TUITION ASSISTANCE K5-8: Follow policy and procedures outlined.

### PLEASE NOTE:

<sup>1</sup> SKDS 4K SITE with religion component, a \$50.00 fee payable to SKDS for religion materials is required.

<sup>2</sup> Discount of 3% if tuition is paid in full on or prior to August 1, 2019. Tuition contracts will be sent in June, with a due date of July 1; discount date is August 1, final payment due May 1. In order to participate in graduation activities, all tuition and fees must be paid in full. Delinquent tuition accounts are sent to collections.

REQUIRED FIRST PAYMENT, for every tuition plan, is AUGUST 1, 2019.

### ATTENTION:

- *Keep careful records and talk to your tax preparer about tax credit for Pre School and Extend-A-Day expenses.*
- *Financial Assistance is available for K5-8. Fill out required forms. Must be registered parishioner to be considered.*
- Tuition contracts will be sent in mid-June, with due date of July 1; discount date is August 1, final payment due May 1.

### CREDIT CARD PAYMENTS: SQUARE PROTOCOL

**Purpose:** To be used when accepting donations or payments via credit card for items associated with SKD Parish and School (ex: BFOB, contributions, tuition, school fees, lunch, etc.).

**Are there fees?** Yes 2.75% is charged by the credit card company on all transactions.

**Who will pay the fees?** BFOB donation fees will be paid by the parish. All other transaction fees will be paid by the customer.

**How will the transactions be processed:** When a "Customer" wants to donate or pay for an item by credit card, s/he will pay the face value with his/her credit card using the Square. When the customer is required to pay the fee, the fee amount will be added as a tip so as not to increase the fee amount. Transactions are directly deposited into our Regular SKDP Checking Account. These funds will be transferred at a minimum one (1) time per month to keep all funds in order with our chart of accounts.

Example: Andrew Brown wants to donate to BFOB Fund Raiser \$5000	Example: Parent wants to pay full tuition of \$3119
Square transaction \$5000.00	Square transaction \$3119.00
Square 2.75% fee \$ 137.50 (subtracted from income)	Square 2.75% fee \$ 85.77 (added on as a tip)
Organization receives \$4862.50	Customer pays \$3204.77
Customer pays \$5000.00	Organization receives \$3119.00
Example: Andrew Brown wants pay church dues	Example: Parent wants to pay a week of Extend-A-Day
Square transaction \$200.00	Square transaction \$65.00
Square 2.75% fee \$ 5.50 (added on as a tip)	Square 2.75% fee \$ 1.79 (added on as a tip)
Customer pays \$205.50	Customer pays \$66.79
Organization receives \$200.00	Organization receives \$65.00

(Approval to use the Square by Finance Council on June 12, 2018)

### ST. KATHARINE DREXEL SCHOOL REFER A FAMILY

St. Katharine Drexel families are the best ambassadors of our school. The purpose of the Refer A Family Program is to reward current SKDS families for sharing your experience, promoting our school, and increasing and sustaining enrollment at St. Katharine Drexel School. The Refer A Family Program offers current St. Katharine Drexel School Families \$300.00 tuition credit for recruiting and referring a family who enrolls in SKDS.

1. The Family Referral Program is open to all parents/legal guardians with students enrolled in grades 5K-8.
2. To qualify for a Tuition Referral Award (Award), referred students
  - a. Cannot have a sibling currently or previously enrolled at SKDS
  - b. The family cannot be in the SKDS Prospective SKDS Family Database as maintained by SKDS (baptized parish members of SKDP, for example)
3. Referrals should be acknowledged during the initial contact with SKDS. To receive the "award" one of the following must occur:
  - a. The Referring (current SKDS) Family submits the completed Tuition Referral Form to the School Office.
  - b. The prospective family submits the referring family's name on the Application for Admission.
  - c. In either a or b, one of these means of documentation is required.
4. All regular student enrollment criteria must be met in order for this program to apply. The final decision for student acceptance rests with the Principal/Administrator.
5. The number of children enrolled per new family does not change the award amount. This means whether the family has one child or five children, the award is still \$300.00 tuition credit per new family.
6. This policy is intended to avoid multiple referrals per new family; however should such a case occur, the Principal/Administrator has the authority to award one, or multiple families, a fair percentage of the award.
7. Awards will be processed once per year in January, at second semester.
  8. All other decisions remain at the discretion of the Principal/Administrator.

## LITURGY PARTICIPATION

Liturgy participation is a vital aspect of faith expression at SKDS. Liturgies are planned on a weekly basis. The regular Mass attendance day is Friday at 8:20AM (Holy days and other feast days will require attendance on other days.) Masses are scheduled throughout the school year. Since liturgies are so important to our school faith community, please avoid scheduling any kind of appointments for those days on which your child worships with our school community.

## RELEASE OF INFORMATION (1112)

### External and Internal

#### Communication Affecting Schools/Religious Education Programs

1. The Principal/Administrator must approve announcements, posters, bulletins and other communications, which may be sponsored by an outside organization, but directed to their educational community.
2. Each parish/school should establish policies regarding the release of names, addresses, phone numbers and images of students, faculty, staff, and school families. For inclusion in directories, brochures, websites, or any other medium, permission needs to be obtained from parent/guardian. General group pictures of students, staff, etc. without specific identification of individuals are not subject to this policy.
3. All official pictures and recordings taken at events and activities of a parish/school by staff /volunteers remain the property of the parish/school. All pictures and recordings should be accounted for and protected from use by any unauthorized person or organization (N.B., Media recordings of school activities can be subpoenaed as evidence in a lawsuit.)

Archdiocese of Milwaukee

## FACEBOOK (SOCIAL NETWORKING POLICY)

Social networking sites are online Web sites created so that individuals who share a commonality can communicate their interests. These sites have the ability to enhance communication between individuals as well as groups. In its most basic sense, social networking sites are a way for people to share news, information, opinions and insights by facilitating interactions using online technologies. If used discreetly and responsibly, these forms of communication can be beneficial in ministry and education. However, just as there are boundaries when engaged in face-to-face communication, there are also boundaries when using the Internet as your source of communication. When using these technologies, every effort must be made and adhered to in order to create and maintain safe and secure environments; serious repercussions may result if behaviors are careless.

The Archdiocese of Milwaukee recognizes that in today's environment the use of the Internet, social networking and digital communication are important and wishes to take advantage of these ways of communication as a means to enhance our ministry and educational needs.

SKDS follows the Archdiocesan Social Networking Policy. For a full review of the policy go to the link below found on our school website.  
[https://uploads.weconnect.com/mce/2fdd02f8f1222ac5b66ec221c8ff66d62695b11c/Handbooks/Social\\_Media\\_Booklet\\_Web.pdf](https://uploads.weconnect.com/mce/2fdd02f8f1222ac5b66ec221c8ff66d62695b11c/Handbooks/Social_Media_Booklet_Web.pdf)

- Our SKDS Facebook page (as well as our SKDS Website) is used to promote our school in the most positive light and to share positive information.
- Both reflect the values of our Catholic faith and reflect the teachings of the Catholic Church.
- All items to be posted are reviewed, first, by the site administrator.
- We make every attempt to ensure communications are transparent.
- Inappropriate content is not tolerated and will be deleted.
- All items posted are not private nor are they temporary
- **IMPORTANT NOTE: TAGGING PICTURES** with names of minors or other identifies is not permitted. This precaution will prevent them from showing up on search engines.
- The main purpose of our site is for general communication, not chatting or socializing.
- While we invite our families and friends to use our social media, please be aware of the above and of the items in the overall policy.

## WEBSITE POLICY (1112.1)

Every parish/school shall have a website for communication purposes. The pastor and/or school administrator shall ensure that the site content is current, accurate, and aligned to the mission of the parish/school. All appropriate archdiocesan policies and civil laws related to telecommunications will be followed, including copyright permission. There shall be more than one designated website administrator registered with the website host.

Domain names shall be registered to the parish/school and not to an individual person. There shall be at least two registered contacts, including the pastor/school administrator and an authorized designee.

Any organization or individual who establishes a website or a social media page that contains information related to any archdiocesan parish/school must secure the approval of the pastor and/or school administrator for the content of this site and the use of the parish/school name on this site. The pastor and/or school administrator will ensure that the site information is current and accurate and has a link established to the parish/school website. Failure to follow such policies may result in revocation of permission to use the name of the parish/school.

### **INTERNET SAFETY POLICY**

The St. Katharine Drexel School's (hereinafter "school") Internet Safety Policy represents a good faith effort to promote the safe, ethical, responsible, and legal use of the Internet, support the effective use of the Internet for educational purposes, protect students against potential dangers in their use of the Internet, and ensure accountability.

It is the policy of the School to:

Prevent access by minors to inappropriate matter on the Internet;  
Ensure the safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;  
Prevent the unauthorized access, including so-called "hacking," and other unlawful activities by minors online;  
Prevent the unauthorized disclosure, use, and dissemination of personal information regarding minors;  
Implement measures restricting minor's access to materials harmful to them; and  
Comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

#### **Inappropriate Material**

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

#### **Inappropriate Network Usage**

To the extent practical, steps shall be taken to promote the safety and security of users of the School's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

#### **Education, Supervision and Monitoring**

It shall be the responsibility of all members of the School staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

The School will implement the use of a Technology Protection Measure (*Cisco ASA Device and Trend Micro Software*), to protect against access to visual depictions that are obscene, child pornography, and materials that are harmful to minors, as defined by the Children's Internet Protection Act. The filter may also be configured to protect against access to other material considered inappropriate for students to access. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of Director of Technology or designated representatives.

The Director of Technology or designated representatives will provide training for ALL students who use the School's Internet facilities. The training provided will be designed to promote the School's commitment to:

- a. The standards and acceptable use of Internet services;
- b. Student safety with regard to:
  - Safety on the Internet;
  - Appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
  - Cyberbullying awareness and response;
- c. Age appropriate materials will be made available for use across grade levels;
- d. Training on online safety issues and materials implementation will be made available for administration, staff and parent; and  
Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").



The School will implement procedures to supervise and monitor student use of the Internet through staff supervision and technical monitoring. Student use of the network will be supervised by staff in a manner that is appropriate to the age of the students and circumstances of use.

### Record Retention

School will retain Internet Safety Policy documentation — including both the Policy itself and the adoption records — for a period of five years after the end of the funding year that relied on that Policy.

(Although five years is the standard record retention rule, the FCC notes that this may mean the retention of Policy documentation for far longer than five years.)

### Adoption

The internet safety policy was presented at the St. Katharine Drexel School Board meeting in February 2014.

This Internet Safety Policy was adopted by the Board of Directors at a public meeting, following normal public notice, on March 18, 2014.

### CIPA GLOSSARY OF TERMS:

**Child Pornography:** Any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where— the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct; such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

**Harmful To Minors:** Any picture, image, graphic image file, or other visual depiction that: 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. (Secs. 1703(b)(2), 20 U.S.C. sec 3601(a)(5)(F) as added by CIPA sec 1711, 20 U.S.C. sec 9134(b)(f)(7)(B) as added by CIPA sec 1712(a), and 147 U.S.C. sec. 254(h)(c)(G) as added by CIPA sec. 1721(a)).

**Inappropriate Matter:** A determination regarding what matter is inappropriate for minors shall be made by the school board, local educational agency, library, or other United States authority responsible for making the determination. No agency or instrumentality of the Government may, 1. Establish criteria for making such determination; 2. Review agency determination made by the certifying school, school board, local educational agency, library, or other authority; or 3. Consider the criteria employed by the certifying school, school board, educational agency, library, or other authority in the administration of subsection [47 U.S.C. § 254\(h\)\(1\)\(B\)](#).

**Minor:** Any individual who has not attained the age of 17 years.

**Obscene:** CIPA refers to existing federal law to define obscenity (18 U.S.C. Section 1460). Federal law does not define obscenity there, however. In the absence of a statutory definition, the courts will likely apply the Miller obscenity test, (*Miller v. California*, 413 U.S. 15, 25 [1973]), which leaves the definition of obscenity to state law.

**Sexual Act:** The 1. Contact between the penis and the vulva or the penis and the anus, and for purposes of this subparagraph contact involving the penis occurs upon penetration, however slight; 2. Contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus; 3. The penetration, however slight, of the anal or genital opening of another by a hand or finger or by any object, with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person; or 4. The intentional touching, not through the clothing, of the genitalia of another person who has not attained the age of 16 years with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person;

**Sexual Contact:** The intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person;

**Technology Protection Measures:** A specific technology that blocks or filters Internet access to visual depictions that are: 1. Obscene, 2. Child Pornography, or 3. Harmful to minors.

## COMMUNICATION

**FAMILY COMMUNICATIONS:** We are partners with SKDS families in their children's education. We notify families of concerns about student life or behavior even when off campus if we become aware of it.

Every effort is made to communicate with our school families on a regular basis. The school extends various methods of communication, to the family of our/your children to inform them of events, programs, progress of their children and general knowledge relevant to school operations. The school sends home the Newsletter, Progress Reports, Discipline Reports, Report Cards, and Parent/Guardian Letters. In addition, we post a constant flow of information on our website; we use our Facebook page extensively, share information weekly in the parish bulletin, for urgent matters we send emails, and we advertise in the newspaper, Inspire, in local publications and on our marquee. Parent/Guardians are always welcome to call, write, or make an appointment to discuss their concerns about the school.

**LINES OF COMMUNICATION:** The Faculty and Staff have the safety and best interest of our students, your children, at hand. However, misunderstandings and confusion may still occur. To facilitate matters and to prevent confusion as much as is possible, any time a parent/guardian has a question/concern, please address the matter as follows:

1. Be sure the information you have received is accurate. There is usually more than one point of view. Ask for clarification.
2. **FIRST**, approach the individual (teacher, coach, counselor, etc.) with whom the question/concern lies.
3. At times, several contacts may be necessary to ensure a complete understanding of the matter.
4. If after you have followed the above, and no action is undertaken, contact the principal.
5. Your final contact, in the event you are experiencing difficulty coming to a resolution, is to contact the pastor.

*For example, if a parent/guardian has a question regarding class work, classroom discipline, a student's grade, the parent/guardian must first approach the teacher.*



### FAMILY FOLDER

A Family Folder will be sent home on Thursday or the last school day of the week. Any important material will be placed in the folder. The oldest/only child will carry the folder. A signature space is provided. Please sign and date the folder indicating you have seen and read the material. Return the folder on Monday (or the first school day of the week) with your child. Families have the option of requesting to have most of the Family Folder information delivered electronically. This request is made at the beginning of the school year.

Any School Organization wishing to send information home must have that information in the School office by noon on Tuesday. We make every effort to follow this schedule in order to avoid last minute inserts which may cause confusion. If you submit information late, do not be surprised if your request is denied.

### MEETINGS

School Committee - meets the third Tuesday, monthly.

Pastoral Council – meets the first Tuesday, monthly

Home and School Association – Monthly--see the calendar

Council Committees– meets the second Tuesday, monthly

Band Guild - meets three times per year as announced.

Athletic Association - meets three times per year as announced

Development/PR/Marketing – as announced

### USE OF PARISH FACILITIES

Use of Parish Buildings is scheduled through the Parish Office (887-2082). A Facility Use Agreement must be completed and filed at the Parish Office.

### BUILDING/CLASSROOM ACCESS

Once school doors have been locked for the day, our maintenance personnel have been instructed that they may not provide access to any of the classrooms. Please assist your children in becoming responsible individuals by letting them endure the consequences of their forgetfulness. Forgetting to bring home schoolwork or important information may happen once, twice or even three times, but better now than when they're adults.

### HANDLING AND COLLECTING MONEY

Any money that is sent to the school must be properly labeled and addressed in a mailing envelope to be collected by the proper school personnel. Proper addressing or labeling of the envelope ensures that money will reach the appropriate designated part of the school. All checks should be payable to SKDS. Milk and School Lunch payments, fees and special collections for field trips and book orders are handled by the homeroom teacher and are, in turn, sent to the main office for accounting purposes. Receipts for various monies collected are given to the office secretaries. The monies are, in turn, submitted to the parish bookkeeper for deposit. Checks are the preferred method of payment. It assists us, as well as you, in keeping an accurate account of money received/paid. Label all envelopes with the child's name (first and last), grade, room number, date, reason for payment (i.e. school lunch, milk, book orders, field trips, etc.) and amount. **SCHOOL LUNCH MONEY MUST NOT BE COMBINED WITH OTHER FEES. THIS IS A SEPARATE ACCOUNT.**

### FUNDRAISERS, RAFFLES, ACTIVITIES POLICIES & PROCEDURES/ADULTS

Any funds earned through fundraisers, raffles, school activities, etc. will NOT leave the parish environs. NEVER will funds be taken to a home. If personnel are unable to count funds at the end of the above specific activity, the funds will be placed in the Parish/School safe or in a bank overnight box as prearranged.

Fund raising receipt procedures: (Per Archdiocesan Policy and the policy of St. Katharine Drexel Parish) to protect the safety and integrity of all involved:

- Two unrelated people will be present when cash is counted.
- Signed count sheets/logs will be maintained.
- Money never leaves the school/parish premises. They **MUST NOT BE** taken home.
- No expenses should be paid directly from the cash receipts of an event or fundraiser.
- The parish is responsible for obtaining all licenses and permits for all parish activities and for filing all required reports and tax returns related to these activities.

### CHECK REQUESTS

Bookkeeping practices follow required Archdiocesan policies. Be sure to plan ahead. If a vendor needs to be paid or if you expect reimbursement, follow the procedures listed:

- Provide the receipts to the school office
- Fill out a check request form
- The school office will then create a PO
- The bill will be paid.

### MORNING MILK BREAK

Morning Milk may be purchased on a Quarterly basis, by the Semester, or by the Year. The milk price is subject to yearly change. Milk money should be sent to school in an envelope with the appropriate information on it (See handling and collecting money) on the first day of each school quarter. Payments for morning milk should be made separate from School Lunch money. No refunds are given for milk that is not consumed.

### MILK/LUNCH MONEY

School Lunch, sponsored by the federal government, is offered to all students. There are three price categories: full price, reduced price and free. All are available to children in grades preschool through eight if qualifying factors are met.

Payments for lunch are to be made on MONDAY (or the first school day of the week). We encourage weekly purchase of school lunch rather than daily lunch purchases. Please send the money in an envelope with the student's full name, room number or grade, the number of lunches needed and the amount enclosed, written on the outside of the envelope. The Family can pay with one check for all of the children in the family as long as the amounts for each child are clearly indicated. For those students eating a cold lunch, milk may be purchased on a daily basis in the cafeteria. Juice may be brought from home in a cold lunch. Soda is not permitted for consumption. Money for school lunch needs to be kept separate from other money.

- We ask families to pay by check. Do not combine with other fees.
- Remaining lunch account funds at the end of a school year may be carried over to the start of the next school year.
- Milk money must be at school no later than the first week of the quarter. *No Money No Milk*
- IF A STUDENT ACCUMULATES FIVE UNPAID SCHOOL LUNCH DAYS, SCHOOL LUNCH WILL BE DISCONTINUED UNTIL THE DELINQUENT AMOUNT IS PAID IN FULL. THE NEXT FULL WEEK MUST ALSO BE PAID.

### PURCHASING SUPPLIES

The school Principal/Administrator must authorize all purchases for school use.

### PHYSICAL HEALTH OF STUDENT: ILLNESS & INJURY

St. Katharine Drexel School has established the following policies and procedures for illness and injuries.

#### **ILLNESS**

If a student becomes ill within the classroom, the teacher will take/or send the student to the office. The Office Administrative Assistant will take the child's temperature. If the child has an elevated temperature, the child will remain in the sick room in the office area. Parents/guardians will be notified to come to school to pick up their child.

If the student does not have an elevated temperature, the child will lay on the sick bed in office area. After 5 minutes, the Office Administrative Assistant will see if the child is ready to return to the classroom. If the child is still feeling ill, parents/guardians will be notified to come to school to pick up their child.

No child will be left unattended during the lunch or recess periods. The child will return to the classroom with the teacher or remain in the office area until parents have come to school to pick up their child.

#### **INJURY**

A Safety Drill is introduced at the beginning of each new school year. This drill occurs on the playground and goes into effect when the teacher or playground supervisor needs to attend to an injury on the playground. When the teacher or playground supervisor blows her/his whistle, all students stop playing and immediately sit down. This safety procedure ensures that all children will be safe while the teacher/or supervisor attends to the injured child. This drill is practiced several times during the month of September and is reviewed throughout the school year.

Teacher/Playground Supervisor assesses the child's injury and escorts the child to the office or into the school to locate the child's classroom teacher to help with the injury. Teacher/Playground Supervisor returns to the playground.

Each Teacher/Playground supervisor will carry a Safety Kit while on duty. The kit contains Band-Aids, Kleenex, protective gloves.

**Head Injury:** Child is taken to the office. Extent of injury is determined and ice pack may be applied. Parent is notified and Head Injury Form is filled out.

### **CONCUSSION (Policy 5141.1)**

Faculty, staff, coaches, athletes and parent guardians are required to participate in education concerning concussion (signs, symptoms, and management). This must be done prior to working with students and/or athletes or prior to student participation in any sport or practice for a sport.

When a student/athlete shows any signs, symptoms or behaviors consistent with a concussion, the student/athlete shall be removed immediately from activities, practice or competition. The student/athlete's parent/guardian shall be immediately notified of the situation. The student/athlete may not participate in activities, practice or competition again until s/he is evaluated by a health care professional, is symptom free, and receives written clearance from a health care provider to return to activity.

The incident, evaluation, continued management, and clearance of the athlete with a concussion shall be documented.

See "Know Your Concussion ABC's" in the Extracurricular Activities section of this Handbook.

**Scrapes on knees, elbow, superficial injury, etc.:** Child is instructed to go into school building to wash off area with soap and water. Teacher/Supervisor can apply a Band-Aid. First aid materials (bandages, tape, and band-aids) are kept in the office.

**Nose Bleed:** Teacher/Playground supervisor will open safety kit and instruct child to hold Kleenex to nose. Child is then escorted into school building to find the Office Administrative Assistant or homeroom teacher for assistance. Child will remain seated in upright position until bleeding has stopped. Parents/guardians are notified of incident.

**Hospital:** In case of an accident or injury requiring medical assistance, the child will be transported by ambulance, with an adult, to Beaver Dam Community Hospital emergency room.

**Communicable Disease:** Parent/guardians of enrolled children shall be notified when their child has been exposed to a communicable disease, which has been diagnosed, when their child has been injured during class, or if the child had symptoms of illness during class. An Emergency Information form is included in the back of this Handbook. Complete and return to school immediately.

### **HEALTH INFORMATION/MEDICATION POLICY (5141.5)**

It is important that parent/guardians provide the school with current, up-to-date health information. This information should include, yet not be limited to, special health needs, an emergency contact person, and administration of a prescription medicine.

When parent/guardians request school authorities to supervise taking of medication by students, this service may be offered with appropriate precautions. In all instances where medication is administered under this policy, the practitioner (licensed in Wisconsin as physician, dentist, or podiatrist) prescribing the medication has the power to direct, supervise, decide, inspect and oversee the administration of such medication. \*In order to ensure that the practitioner retains the power in this service, no PRESCRIPTION medication shall be given to a student by any employee of the School unless the Medication/Consent/Physician Order for medication is filled out by the physician and parent/guardian, and is delivered to the Principal/Administrator who authorizes administration of the medication according to the following:

**PRESCRIPTION MEDICATION** must be sent to the school

1. in a pharmacy-labeled container,
2. with the student's full name,
3. the name of prescriber and phone number,
4. the name of prescription medication,
5. the dose,
6. the effective date, and
7. the directions for administration.
8. The prescription medication must be supplied by a parent or guardian.

**NON PRESCRIPTION MEDICATION** may be given **ONLY** if the parent/guardian has completely filled out the required form and the following conditions are met:

**NONPRESCRIPTION MEDICATION** must be sent to school

1. in the original manufacturer's packaging,
2. with a list of active ingredients, and
3. with the recommended therapeutic dosage.
4. The over-the-counter medication must be supplied by the parent or guardian.

5. Nonprescription medication may only be administered in higher than the recommended dosage by written approval of the medical provider AND parent or guardian.

The designated school personnel shall maintain an accurate and confidential medications file including all of these necessary forms and records of doses given each student receiving medication.

- No employee except a health care professional may be required to administer a drug or prescription drug to a pupil by means other than ingestion.

School personnel are asked to report any unusual behavior of pupils on medication to the Principal/Administrator, who will inform the prescribing practitioner.

Authorized school personnel may give medication to the child at the time designated. Normally, it is the responsibility of the student, not school personnel, to get his/her medication at the designated time.

No more than one month's supply of any medicine is to be kept at school.

All medication administered at school by school personnel will be kept in a locked cubicle, drawer, or other safe place.

Under no circumstances should school personnel provide aspirin or any other non-prescribed medicine to students without meeting all the criteria above. Diagnosis and treatment of illness and the prescription of drugs are not school responsibilities and should not be undertaken by any school personnel.

All medication consent forms including the Inhaler release form MUST be updated annually at the onset of a new school year.

A Medication Consent Form and Inhaler Release Form are included in the back of the handbook in case you need them at some point during the school year. Additional forms are available through the school office; they are also on our SKDS website <https://www.skds.org/health-related-forms>.

*Medication will be taken by the child at the designated time administered by school personnel who have been identified and trained. It is the responsibility of the student, if appropriate, not school personnel, to get his/her medication at the designated time. Schools recognize the importance and necessity of students being allowed to carry certain emergency prescription medications, such as asthma inhalers, glucagon, and EpiPens. Students in grades K-12 may self-administer these emergency prescription medications while at school **ONLY** under the supervision of school staff. An elementary student who carries an emergency medication on his/her person will need to have an Archdiocese of Milwaukee release form completed and signed by the student's physician, parent/legal guardian, principal, and homeroom teacher (refer to Form 5140.2c). The form states that the student has been instructed in and understands the purpose, appropriate method and frequency of use of his/her inhaler. The school is absolved from any responsibility in safeguarding the student's emergency prescription medication. The parent must provide to the school a copy of a health care plan (refer to Form 5140.2d) for a student who requires an emergency prescription medication.*

#### INHALERS

Schools recognize the importance and necessity of students being allowed to carry asthma inhalers. Students in grades K-12 may self-administer certain emergency prescription medications, such as inhalers and glucagons, while at school **only under the supervision of school staff**. A student who carries an inhaler on his/her person will need to have an Archdiocese of Milwaukee release form completed and signed by the student's physician, parent/legal guardian, Principal/Administrator, and homeroom teacher (Refer to important forms on our SKDS website <https://www.skds.org/health-related-forms> ~ If you need paper copies, contact the school office.) The form states that the student has been instructed in and understands the purpose, appropriate method and frequency of use of his/her inhaler. The school is absolved from any responsibility in safeguarding the student's inhaler.

#### WELLNESS 5140

##### Policy Preamble

According to the Local School Wellness Policy Implementation rule under the Healthy, Hunger-Free Kids Act of 2010, St. Katharine Drexel School (here to referred to as SKDS), establishes the following policy for implementation no later than 08/28/2019.

##### Policy Leadership

To assist in the creation of a healthy school environment, St. Katharine Drexel School shall establish a Wellness Committee that will provide an ongoing review and evaluation of the Wellness Policy. The Committee shall meet no less than one time during the school year to implement, assess and review, and make recommendations for changes to the Wellness Policy.

SKDS shall invite a diverse group of stakeholders to participate in the development, implementation, and periodic review and update of the wellness policy. Stakeholders may include:

- Administrator
- Classroom Teacher
- Physical Education Teacher
- School Food Service Representative
- School Counselor
- School Committee Member
- Student Reps (Builders Club)

#### **Nutrition Standards for All Foods**

SKDS is committed to serving healthy meals to our students. The school meal programs aim to improve the diet and health of school children, model healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

#### **Standards and Guidelines for School Meals**

SKDS is committed to ensuring that:

- All meals meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010 ([www.fns.usda.gov/school-meals/nutrition-standards-school-meals](http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals)).
- All meals are accessible to all students.
- Withholding food as a punishment shall be strictly prohibited.
- All meals are appealing and attractive and served in clean and pleasant settings.
- Drinking water is available for students during mealtimes.
- When drinking fountains are not present in the cafeteria, water cups/jugs are available.
- Students are provided at least 20 minutes to eat lunch.
- All school campuses are "closed" meaning that students are not permitted to leave the school grounds during the school day.
- Lunch shall be served between 11-12 PM.
- Menus shall be posted on the SKDS website. Menus shall be created/reviewed by a Registered Dietitian or other certified nutrition professional.
- All school nutrition program directors, managers, and staff shall meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals.

In addition, SKDS's nutrition services shall notify parents of the availability of the breakfast, lunch, and summer food programs and shall be encouraged to determine eligibility for reduced or free meals.

#### **Foods and Beverages Sold Outside of the School Meals Program**

- All food and beverages sold and served outside of the school meal programs ("competitive" foods and beverages) shall, at a minimum, meet the standards established in USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. The standards are available at <http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>.
- No beverages with non-nutritive sweeteners (artificial or natural), such as diet iced tea, diet soda, etc. shall be sold to students during the school day regardless of their compliance with the USDA Smart Snacks standards.
- The sale of foods and/or beverages containing caffeine (with the exception of trace amounts of naturally occurring caffeine) at all grade levels during the school day are prohibited.
- Foods and beverages that meet or exceed the USDA Smart Snacks standards may be sold through fundraisers during the school day. No restrictions are placed on the sale of food/beverage items sold outside of the school day.

#### **Marketing**

Schools will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. Marketing includes brand names, trademarks, logos, or tags except when placed on a food or beverage product/container; displays, such as vending machine exteriors; corporate/brand names, logos, trademarks on cups, posters, school supplies, education materials, food service equipment, and school equipment (e.g. message boards, scoreboards, uniforms); advertisements in school publications/mailings; sponsorship of school activities, fundraisers, or sports teams; educational incentive programs such as contests or programs; and free samples or coupons displaying advertising of a product.

### Foods Provided but Not Sold

SKDS encourages foods offered on the school campus meet or exceed the USDA Smart Snacks in School nutrition standards including those provided at celebrations and parties and classroom snacks brought by staff or family members.

### Nutrition Education

Schools shall provide nutrition education that helps students develop lifelong healthy eating behaviors. Nutrition education shall be offered in the cafeteria as well as the classroom, with coordination between the foodservice staff and teachers.

### Nutrition Promotion

School nutrition services shall use the Smarter Lunchroom Self-Assessment Scorecard to determine ways to improve the school meals environment.

### Physical Activity

- Elementary schools shall offer at least recess on all or most days during the school year (early dismissal/late arrival days are exempt).
  - Primary Recess: Two 15 minute recesses and 25 minutes at lunch.
  - Elementary Recess: 20 minutes at lunch.
- Outdoor recess shall be offered weather permitting. Indoor recess will occur if below zero wind chill or rain/snow or high winds.
- Recess monitors/teachers shall encourage students to be active during recess.
  - Crossing guards are used.

### Physical Education

- All SKDS elementary students in each grade shall receive at least 90-100 minutes of physical education per week throughout the school year.
- All SKDS middle school students are required to take the equivalent of one academic year of physical education.
- All physical education classes are taught by licensed teachers who are certified to teach physical education.
- In health education classes, SKDS shall include topics of physical activity, including: the physical, psychological, or social benefits of physical activity; how physical activity can contribute to a healthy weight; how physical activity can contribute to the academic learning process; how an inactive lifestyle contributes to chronic disease; and decreasing sedentary activities.

### Other School Based Activities that Promote Wellness

Students shall be allowed to bring and carry throughout the day approved water bottles filled with only water.

### Staff Wellness

SKDS will implement the following activities below to promote healthy eating and physical activity among school staff.

- Educational activities for school staff members on healthy lifestyle behaviors.
- Distribution of an employee health newsletter to promote healthy behaviors.

### Community Engagement

SKDS shall inform and invite parents to participate in school-sponsored activities throughout the year. SKDS shall actively inform families and the public about the content of and any updates to the policy through newsletters, Family Folder and website ([www.skds.org](http://www.skds.org)).

### Monitoring and Evaluation

SKDS shall notify school staff, students, and households/families of the availability of the wellness report via newsletters and website postings. The report will be made available at [www.skds.org](http://www.skds.org).

### Allergies/Food

The school staff will do all that is reasonable to ensure the safety of the children with severe food allergies. The parent of the student with a severe food allergy must submit to the school a health care plan (request Form 5141.5 / it is also on our SKDS website). The health care plan will be kept on file in the office and in the cafeteria. For a student whose severe food allergy may result in anaphylaxis, an EpiPen must be provided by the parent to the school. The school does not guarantee elimination of any and all food products that may cause the student to have an allergic reaction. The school will in good faith provide accommodations to provide an environment that is as free as possible from the allergy producing food products. The school will send a letter of notification to parents in these grade levels requesting the snacks, lunches and treats that do not contain the allergen. The school will provide an allergy controlled table in the lunchroom for students with severe food allergies. Consultation with the Office for Schools and Catholic Mutual will occur when making accommodation arrangements for individual students and their families.

Some students at SKDS have a lethally dangerous allergy to peanuts; and for this reason, our environment must be as peanut-free as possible. We ask all families to consider this in preparing lunches. In the grade levels of these students, we will request that snacks and class treats be totally peanut-product-free. For other grades, if a peanut product for snack, treat, or lunch is sent, the student(s) should be instructed to wash up carefully after eating, to avoid contaminating any surface. We can all help in keeping our very allergic children safer. One table in the lunchroom and one computer in the lab will be designated as **PEANUT FREE**.

### Treats

Treats containing any peanut product are not recommended. In classes which have students with peanut allergies, peanut products are NOT permitted.

### Other Wellness Related Issues

- Dining Environment—will be safe and enjoyable for eating, cleaned and sanitized daily.
- Lunch Timing—will be at mid day (two periods which take into consideration the age of the child) allowing for time, space, comfort and efficiency in serving.
- Lunch Recess—will be provided for students allowing for socializing and activity.
- Water Availability—Students have access to water at lunch and may carry a water bottle with them throughout the day as long as it does not become a distraction or create a problem. Soda is NOT permitted at lunch.
- Meals—All families eligible to receive free or reduced lunch are encouraged to participate.
- Food Rewards—The use of candy or other non-nutritious food is discouraged.
- Recess—We will avoid, as much as possible, the denial of physical activity to a child for an entire recess.
- Extracurricular—We encourage student participation in physical extracurricular activity outside of the school day.
- In-service—We are committed to providing needed and appropriate training and in-service to improve nutrition, physical activity, health, and well-being for any staff.

### COMMUNICABLE DISEASE REFERENCE FOR SCHOOLS

NOTE: The following information is from the Dodge County Health Nurses - Juneau, WI 53039.

<u>DISEASE</u>	<u>SYMPTOMS</u>	<u>INFORMATION</u>
<b>1. LICE (Pediculosis)</b>		
Louse lives off human body only a short time. Nits (eggs) hatch in 7-10 days. Lice do not live on animals.	Itching, louse is visible. Nits cling to hair.	Shampoo with special shampoo; over the counter or prescription. Shampoo all household members same day. Wash all bedding and clothes in hot water and dry in dryer. May put articles into plastic bags and seal them for 35 days.
CHILD DOES NOT NEED TO BE SENT HOME EARLY. NOTIFY FAMILY. CHILD MAY RETURN TO SCHOOL THE <u>DAY AFTER TREATMENT</u> . PARENT/GUARDIAN TO SEND NOTE TO TEACHER WITH DIAGNOSIS AND TREATMENT.		
<b>SKIN DISEASES</b>		
<b>2. SCABIES (a mite)</b>		
Incubation: 4-6 weeks first exposure, 1-4 days if previously infected. Spread by skin contact.	Itching of skin, papules or tiny lines, often in folds between fingers, wrists, elbows, and belt-line.	M.D. diagnosis with scraping and view with microscope. Prescription KWELL lotion on entire body for 12 hours then shower. Wash all bedding and clothes in hot water and dryer. Treat all close contacts.
CHILD MAY RETURN THE <u>DAY AFTER TREATMENT</u> . ITCHING MAY PERSIST FOR 1-2 WEEKS. PARENT/GUARDIAN SEND NOTE TO TEACHER WITH DIAGNOSIS AND TREATMENT.		
<u>DISEASE</u>	<u>SYMPTOMS</u>	<u>INFORMATION</u>
<b>3. RINGWORM (fungus)</b>		
Incubation: variable 1-3 weeks. Spread by direct or contaminated articles.	Scalp: Patches of baldness. Skin: Flat inflamed ring like scores.	Good hygiene. Check human contacts, pets, and farm animals – treat if necessary. Oral medication by prescription.
CHILD MAY RETURN ONLY WHEN M.D. HAS GIVEN CHILD A NOTE STATING NO LONGER COMMUNICABLE. ANY <u>OPEN AREAS MUST BE COVERED WITH DRESSINGS WHILE IN SCHOOL</u> .		
<b>4. IMPETIGO</b>		
Incubation: variable 2-5 days.	Small lesions, which later become crusted and contain pus often on face and nose.	Must see M.D. for diagnosis and medication. Caused by streptococcal infection.
CHILD MAY RETURN TO SCHOOL <u>AFTER BEING ON ANTIBIOTIC TREATMENT FOR 24 HOURS</u> .		
<b>5. FIFTH DISEASE (Viral) - Erythema Infectiosum</b>		
Do not send home. Low level of communicability. No treatment.	Redness of cheeks-as if slapped. NO FEVER. Rash over body may come and go. Gets worse in heat and sun.	If fever is present - check for streptococcal infection.
<b>EYE DISEASES</b>		
<b>6. PINK EYE (Conjunctivitis)</b>		
Incubation period: 24-72 Hrs. May spread by hand to eye contact.	Redness of the white of the eye.	May be viral or bacterial. M.D. to diagnose and treat. (May be allergy)
SEND CHILD HOME AND HAVE PARENT/GUARDIAN TAKE TO M.D. FOR DIAGNOSIS. PARENT/GUARDIAN TO INFORM TEACHER REGARDING OUTCOME.		



DIARRHEA CAUSING ORGANISMS		
<b>7. DIARRHEA</b>		
is a clinical syndrome caused by bacteria, viruses, or parasitic agents. "Flu" (viral) diarrhea should subside in a day or two.		
PERSISTENT DIARRHEA SHOULD BE DIAGNOSED BY STOOL CULTURES AND SYMPTOMATIC STUDENTS AND/OR PERSONS SHOULD NOT RETURN TO SCHOOL WITHOUT THE APPROVAL OF M.D. OR PUBLIC HEALTH NURSE.		
OTHER CHILDHOOD DISEASES		
<b>8. CHICKENPOX ** (see end of listing)</b>		
Incubation Period: 2-3 weeks.	Sudden onset, slight fever. Crops of lesions first on scalp then on face and body.	Mild disease in children. More severe in adults and those with immune deficit conditions.
CHILD SHOULD REMAIN HOME UNTIL ALL LESIONS ARE HEALED. USUALLY 7-10 DAYS. Vaccination required as of 2001		
<b>9. MEASLES (Red or Hard) rubeola *(see end of listing)</b>		
Incubation Period: 8-13 days.	High fever (101 or more), cough, runny nose, redness of eyes. Blotchy rash.	Highly contagious. Serious, Serious complications possible.
<b>10. GERMAN MEASLES rubella *(see end of listing)</b>		
Incubation Period: 16-21 days.	Mild symptoms: slight fever, Mild symptoms: slight fever, nodes in neck.	Highly contagious. In pregnancy, can cause fetal damage.
<b>11. MUMPS *(see end of listing)</b>		
Incubation Period: 12-36 days.	Fever. Pain and swelling of one or more salivary glands.	Contagious early. Complications possible in adults.
<b>12. WHOOPING COUGH (Pertussia) *(see end of listing)</b>		
Incubation Period: 5-10 days.	Begins with upper respiratory symptoms. Spasms of coughing accompanied by vomiting.	Most dangerous to preschool children. Vaccine for age 2 months to 6 years.
<b>13. INFLUENZA</b>		
Incubation Period: 24-72 hours.	Abrupt onset of fever, chills, headache, aching, cough.	Most dangerous to elderly and those with chronic diseases. Vaccine available for above clients.
USUALLY SELF-LIMITED DISEASE WITH RECOVERY IN 2 TO 7 DAYS.		
<b>14. MENINGITIS (Meningococcal)</b>		
Incubation Period: 2-10 days.	Sudden onset. Severe headache, nausea, stiff neck.	Most dangerous to preschool children. Vaccine available for children 2-5 years of age.
PENICILLIN OR SULFADIAZINE TREATMENT. NOT COMMUNICABLE AFTER 24 HOURS OF MEDICATION.		
INFECTIONS OF THE NOSE, THROAT, AND/OR LUNGS		
<b>15. UPPER RESPIRATORY INFECTION (Common Cold)</b>		
Incubation Period: 12-72 hours	Sneezing, runny nose, chills lethargy; fever uncommon.	Caused by viruses. Symptomatic treatment and rest. Communicable for 5 days after onset.
<b>16. STREPTOCOCCAL INFECTION OF THROAT</b>		
Incubation Period: 1-3 days.	Fever, sore throat, swollen glands.	Caused by Group A Streptococci. See M.D. for diagnosis and medication. (10 days treatment needed.)
NO LONGER COMMUNICABLE AFTER 24 HOURS ON MEDICATION. BE SURE TO TAKE THE MEDICATION FOR THE FULL 10 DAYS. INCOMPLETE TREATMENT MAY LEAD TO RHEUMATIC FEVER OR ACUTE KIDNEY INFECTION.		
NOTE: SCARLET FEVER is a form of streptococcal disease which includes a skin rash as well as the above symptoms of strep throat. During convalescence, the fingers, toes, palms and/or soles of feet may peel.		

HANDLING OF BODILY FLUIDS - RELEVANT TO A.I.D.S. AND HEPATITIS B
Because two very serious diseases are spread by blood and other bodily fluids, a school policy should be in place whereby all such fluids are handled only with rubber gloves and disposed of with paper towels and placed in plastic bags. This includes blood, vomitus, urine and feces. Follow wipe up with thorough use of soap and water. With gloves still on, wash area again with chlorine solution: (1 part chlorine to 9 parts water). Remove gloves and wash hands in soap and water thoroughly.
* Wisconsin State Law requires immunization against this disease or a signed waiver. <u>CALL PUBLIC HEALTH IMMEDIATELY</u> if you suspect this disease. A public health nurse will help facilitate a positive diagnosis and appropriate follow-up.
** Call Public Health agency on a weekly basis if there are children with the diagnosis of Chickenpox in the school. It is a disease that the state wants statistics for.

#### WHEN TO KEEP A CHILD HOME FROM SCHOOL

**Temperature:** The oral temperature should be below 100°F for 24 hours without the assistance of Tylenol or aspirin before returning to school. (*Parents are cautioned against giving aspirin to children and teenagers with fevers due to possible Reye Syndrome.*) If your child has a temperature of 100°F or greater, this indicates an infection of some nature. If the child develops a fever in school, parents will be contacted and asked to take the child home.

**Colds/Cough:** A runny nose is the way many children respond to pollen, dust, or simply a change in seasons. Many runny noses are caused by allergies and allergies are not contagious so the child does not need to stay home. If the child has a moderate or severe cough or symptoms that make him/her moderately uncomfortable, keep him/her at home to provide extra rest, and push fluids. Seek medical advice if the child has severe difficulty breathing or is becoming dehydrated.

**Headaches:** Children are encouraged to remain in school with headaches unless it interferes with learning. Keep a log of when headaches occur, and what relieves them. Over the counter pain medication is only given at school if medication consent is signed by the parent and parent provides medication. See requirements for distribution of medication.

**Abdominal Pain/Nausea:** Students are encouraged to remain in school unless pain is accompanied by fever, vomiting, or diarrhea. Abdominal pain and/or headaches, can be experienced by children who are anxious or feel stress. It is more helpful to the student if we can help him/her find the source of the anxiety and deal with that rather than stay home. If the child has no other symptoms and eats breakfast without any problems, s/he can be sent to school. Please make sure the school knows how to reach you or another responsible adult during the day in case diarrhea and/or vomiting occurs or pain increases and the child needs immediate attention.

**Chickenpox:** This viral disease is not life-threatening, but is very uncomfortable and contagious. If the child has a fever, is itching, and begins to sprout pink or red spots (with watery centers) on the back, chest, and/or face, the chances are good it is chickenpox. Keep the child home until all lesions are dry and crusted over.

**Ear Infections:** These can be contagious and unless properly treated can cause permanent hearing damage. Keep the child home and seek medical attention if the child is moderately uncomfortable, pain has lasted more than 5 days, or drainage is present from ear.

**Sore Throat/Strep Throat:** Strep throat is a highly contagious condition caused by a bacterial infection. Usually it is accompanied by a fever. A child with strep throat needs to be kept home, medically evaluated and treated with antibiotics. A child with strep throat may return to school after being on antibiotics for 24 hours as long as s/he is feeling well enough. Seek medical advice for any sore throat accompanied by fever, pus in back of throat, or rash.

**Rash/Sores:** Our skin is a very sensitive organ and is often the first to indicate something is going on in our body. Therefore, children may develop rashes for all sorts of reasons. Do not send the child to school if rash is accompanied by fever or is spreading. Seek medical advice if your child develops a rash with open sores or blisters, has severe itching, or is unrelieved by home treatments.

#### STUDENT SCHOOL SUPPLIES/PURCHASING

A student Supply List is provided to each family indicating certain basic supplies needed for the classroom during the coming year. These supplies need to be purchased by the parent/guardian in preparation for the school year.

Any other purchases made by students who wish to use materials for school use shall have administrative approval; any reimbursement for materials purchased must have administrative approval prior to purchase.

Each student (in grades 4-8) is required to purchase a student assignment notebook through the school office. A special assignment notebook is designated for each level (4-6 and 7-8).

### SCHOOL VISITORS/CAMPUS SECURITY

All parent/guardians and constituents connected with SKDS are welcome to visit the school's campus. However, in order to provide security for our students and teachers, it is the desire of our parent/guardians, the School Board, and Administration, that all visitors obtain permission from the Principal/Administrator's office twenty-four (24) hours prior to visiting any classroom or activity. Requests for all visitations shall be in writing. Visiting individual classrooms is the final decision of the professional staff. Visitors coming to the SKDS Campus will need to adhere to Campus Security procedures.

The principal or other authorized school personnel has the discretion to request that a visitor leave the school premises if s/he believes the visitor's presence presents a danger to students, staff or school property or if their presence is disruptive to the operation of the school. Law enforcement shall be called if persons refuse to comply.

Students may not bring guests unless the student's parent/legal guardian and school principal have granted permission to do so.

A student is never permitted to leave the school with anyone who is not clearly identified as his/her parent or an adult authorized in writing by the parent for this purpose. (Policy 1250)

### CAMPUS SECURITY

The security system at SKDS helps ensure the safety of our students and faculty/staff. We will adhere to the following practices.

- Students enter using Spring Street Office Doors
  - Gym Lobby Doors will remain locked
- Inner Court Doors Monitored
  - AM: Personnel remain at door from 7:45-8:15AM
  - PM: Personnel remain at door from 11:55AM-12:1PM
  - There is a clock in the Inner Court entrance. That is the time that will be honored.
- Upper Inner Stairwell Doors Locked until 8AM
- Parents of our youngest students may still take their children to their classrooms

All sales reps, all parents, all visitors are required to enter the building through the Spring Street entrance during the school day.

1. The designated entrance is the main door off Spring Street.
2. All doors including classroom doors will remain locked during the day.
3. ALL visitors must report to the office to sign in and sign out.
4. when visitors are buzzed in, they will be asked who they are prior to entering and/or physically identified before being permitted to enter.
5. All visitors will be required to sign in and sign out, returning the visitor badge upon leaving.
6. Visitors will be escorted to their destination or the person with whom they are meeting will come to the office to meet them.
7. Students and Staff WILL NOT OPEN doors for any person.
8. All visitors must enter through the Spring Street Entrance.
9. Incidents of illegal entry, theft of property, vandalism, or damage to property will be reported to the school/parish administration and law enforcement officials as soon as discovered. A written report of the incident will be filed with the office within 24 hours of the discovery.
10. Unauthorized vehicles will be reported to law enforcement officials.
11. Every staff member will be issued a photo ID.

Visits by a student's friends or relatives are discouraged. Additional students in a classroom present the potential for distraction. The school is not responsible for baby-sitting services.

### TRANSPORTATION OF STUDENTS

Bus transportation is provided to SKDS students through the public school system. To be eligible for bus transportation, a student must live within the Beaver Dam School District but outside the city limits of Beaver Dam. New students desiring bus transportation must complete a card available through the school office, returning it to the Principal/Administrator's office upon completion. Students will not be detained after the bus departure unless previous contact has been made to the parent/guardian at least twenty-four (24) hours in advance.

**Out of District Residence:** Families residing outside the Beaver Dam School District may be eligible for Pupil Transportation Parent Contracts. Contact the District Administrator of the resident School District.

Permission to transport students for school functions shall always be the responsibility of the school. The permission slip will be signed by the parent/legal guardian and returned prior to the child's leaving school for field trips, class trips or other school functions.

### TRANSPORTATION CHANGES

Parent/guardians should inform a child's teacher of regular car pools, Pre-School arrangements, or Kindergarten arrangements that need to be changed or modified. Please send a note to school when there is any change in regular transportation. Verbal instructions from children cannot be accepted.

### TELEPHONE USE

Office phones may be used, with permission from authorized personnel. See also CELL PHONES.

### CONFERENCES

Working together for the greatest good of our greatest asset - our children - is essential. Frequent communication is a major item in this area. Whether there is a definite need or not, parent/guardian/teacher/student conferences are scheduled at least once a year following first quarter. We encourage both parent/guardians to consult with the teacher. As professionals, we will respect any confidences you give us regarding your child (ren) and will use the information to benefit the child. From experience, we know that conferences are most advantageous to all concerned: a source of strength to parent/guardians, security for the child and an invaluable aid to the teacher.

Each student is expected to come with his/her parent/guardians at this time since a student is in part, responsible for his/her learning. If an additional conference is desired during which the student is not present, arrangements for this additional conference can be made on an alternate day.

Parent/guardian requests for a conference with a teacher may be made by writing a note, sending an email, or calling the school office. Parent/guardians are encouraged to follow this procedure and should not drop by school for a teacher conference without a previously scheduled appointment.

### LOST AND FOUND

Parent/guardians are requested to label all items such as coats, sweaters, hats, mittens, boots, etc. Children are encouraged to inquire about lost items. Lost and found items such as eyeglasses, billfolds, etc., will be kept in the main school office. Other items will be kept in the Lost and Found Box. Check with the office for the location.

### NONDISCRIMINATION POLICY STATEMENT

Saint Katharine Drexel School of Beaver Dam, Wisconsin and any of its employers, employees shall not discriminate against any employee or applicant for employment nor shall discriminate against any prospective student because of race, color, religion, national origin, ancestry, age or sex.

SKDS promotes an appreciation for diversity and inclusivity in language and behavior.  
Adopted by the UCPS Board of Education April 18, 1988

### ANIMALS

#### IN THE CLASSROOM (5140.5)

We recognized the educational and therapeutic value of animals in the school setting. However, the presence of animals in the classroom is limited. Conditions must be maintained to insure the safety and well being of students, staff, and the animals.

In an effort to provide a healthy and safe environment for all, the following apply:

- Live animals may be brought into the classroom only as part of the written curricula and with prior approval of the school principal.
  - There will be a clear instructional or therapeutic purpose for keeping an animal in the classroom (ex. Read Dogs),
  - School administrator will inform parents of students in a classroom when an animal is being introduced and/or maintained.
  - Exposure to feathered and furred animals must be controlled as they can exacerbate asthma and trigger other severe allergic reactions.
  - Specific restrictions regarding reptiles, undomesticated animals, birds and stray animals apply. (In most instances, these will not be permitted.)
  - In general, animals must be handled according to the recommendation of the Wisconsin Humane Society and the Wisconsin Division of Health.

#### SERVICE ANIMALS (5140.5.1)

The Americans with Disabilities Act defines a service animal as a dog that has been individually trained to do work or perform tasks for an individual with a disability. The task(s) performed by the dog must be directly related to the person's disability.

If a parent or legal guardian requests that his/her child be allowed to have a service animal, the following should be considered:

- The parent or legal guardian requesting this permission should present to the school medical documentation of the disability for which the use of a service animal may be helpful. A current IEP calling for the use of a service animal would also provide this documentation.

- The principal may request documentation of the service animal's certification as a service animal or documentation of training.
- The school and its personnel are not responsible for the care and/or feeding of the service animal.
- Students and teachers with allergies to dogs or fear of dogs must be accommodated to the greatest extent possible while accommodating the need of the student whose disability requires the presence of the service animal.

ADOPTED: 7/15/2019 / ©2017– Archdiocese of Milwaukee

### SHOW AND TELL

A child's personal toys do not belong in school. Occasionally, students will be given special permission to bring show and tell items; toys may be brought for this purpose only.

### LIBRARY

The SKDS Library collection is designed to supplement classroom lessons, as well as to promote and encourage reading for pleasure. The librarian works closely with classroom teachers, both in determining material needs and in teaching Information Literacy skills. Students in grades 4K-5 have regularly scheduled library classes in which they learn research and computer skills suited to their developmental needs. Digital Citizenship is stressed in grades 3-5, helping your child make safe and ethical decisions when using the Internet.

Beginning with the 2013-14 school year, the library catalog became cloud-based and was available online from any location with Internet access. With login information, students are able to check on the status of materials they've checked out, as well as reserve or request materials. There is a link to the library catalog on the SKDS homepage, [www.skds.org](http://www.skds.org).

Checkout guidelines and restrictions vary by grade level. Students will be given this information on or before their first day of library classes. The information will also be available online via the library catalog.

### ARRIVAL AT SCHOOL/STUDENTS

Students must enter school immediately upon arriving. Doors remain locked until 7:45AM. Students shall assemble and remain seated:

- Grades 4-8 in the cafeteria
- Grades 4K – 3 in the gym.
- Students will sit quietly in designated areas until the first bell rings.
- Children may not become involved in games or roughhousing of any sort. They must wait quietly.
- Parent/guardians are requested to have their children at school NO earlier than 8:00AM. Students are supervised by designated faculty.
- Class times are:  
Pre-school: 8:15 – 11:00AM on Monday/Wednesday  
4K: 8:15 – 11AM & 12:15 – 3PM  
Grades Kindergarten - 8: 8:10AM – 3:15PM (First bell rings at 8:05)

Start time means students are in their seats, ready to begin.

### PICK UP/DROP OFF OF STUDENTS

BE CAREFUL.

- Do not ask children to cross the street.
- Do not block driveways.
- Do not stop in the middle of the street.
- Do NOT drive through the parking lots from South Street to James Street.
  - The safety of your children (our students) is our priority!
- James Street is reserved for busses.
- Do not park on the school side of the street.
- The Parish Center parking lot and the church parking lot are available to you.
- HANDICAP SPOTS are reserved specifically for those who need them.

### CHILD CUSTODY (5124.2)

Annually, parent/guardians need to fill out the child custody arrangement sheet supplied by SKDS. A copy of the court decree must be attached. These records will be kept in a confidential file for the protection of your child. However, SKDS will not be responsible for failing to honor arrangements that have not been made known.

"If a court has issued an order affecting the physical placement of a child pursuant to Wis. Statute 767.24 (or a comparable statute of another state), copies of the student progress report (report card) shall be issued to both parent/guardians in conformity with Wis. Statute 118.125 (2) (a) unless one parent/guardian has been denied periods of physical placement with the child by court under Wis. Statute 767.24 (4), in which case no student information will be provided to the parent/guardian who has been denied periods of physical placement, in conformity with Wis. Statute 118.125 (2) (m)."

### COMPULSORY SCHOOL ATTENDANCE (5112)

Elementary and secondary schools will comply with the compulsory school attendance laws defined by Wis. Stat. § 118.15. The statute requires school attendance of a child ages six 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 six and 18 shall require the child to attend school regularly during the full period and hours that school is in session until the end of the school term, quarter, trimester, or semester of the school year in which the child becomes 18 years of age. Parents or legal guardians are required to provide the school with the reason for their child's absence. It is the responsibility of the school attendance officer to record whether the excuse is to be considered excused or unexcused (truant).

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

The certificate of a licensed physician, dentist, chiropractor, optometrist, or psychologist shall be sufficient proof of the physical or mental condition of the child and of the expectations for the child upon termination of the child's illness or condition. An excuse shall be in writing and shall state the time period for which it is valid not to exceed 30 days.

ADOPTED: 11/12/1974; REVISED: 7/15/2019

### ATTENDANCE POLICY

#### General

A child needs to be present at school, attending class daily, to receive the maximum benefit from classroom instruction and participation. It is **NOT** possible to make up the education lost by missing class time **ESPECIALLY** with the emphasis on team work, discussion or problem solving within the group setting. However, when a child must be absent from school, a call from the parent/guardian is essential. Given the concern for the safety of our children, it is imperative that calls regarding absences be made before 9:00AM. If you do not call us, we will call you.

#### Truancy

"Section 118.16 (1) of the Wisconsin Statutes states "Truancy" means any absence of one or more days from school during which the Principal/Administrator or teacher has not been notified in writing of the legal cause of such absence by the parent/guardian or guardian of the absent pupil, and also means intermittent attendance carried on for the purpose of defeating the intent of (the Wisconsin Compulsory Attendance law)." (5113)

In cases of apparent truancy, contact is first made with parents or guardian. The state statutes assign responsibility for truancy to the local public school district. If a contact with a parent is unsuccessful, referral should be made to the appropriate person in the public school district.

#### Absences

- Students who are truant will make up the time.
- A student who misses 5% of the day (21 minutes), either in the morning or afternoon, will be marked ½ day absent.
- Students need to be in attendance at school for a full day in order to participate in any social/extra-curricular events in the afternoon and evening, including athletics (games/practices), dances, or service events. This is to foster the attitude that school and associated responsibilities should be the number one priority.
- Absences may be considered either excused or unexcused, however, all absences are cumulative and are documented on the student's permanent school record.
- Pre arranged absence forms are available on the SKDS website. There are two forms: one for grade K-5 and another for grades 6-8.
- Use this link <https://www.skds.org/other-school-forms-and-info>

### Excused Absences

Excused absences require that parents notify the School Office by calling 920-885-5558 before 9:00AM to report the student absence and the reason. In addition, a note signed by the parent or doctor is to be presented when the child returns to school. Just sending a note does not automatically earn an excused absence.

Excused absences may include:

- Illness or injury.
- Family emergencies.
- Pre-approved high school shadowing for 8<sup>th</sup> graders only.
- Medical appointments that cannot be scheduled outside of school hours and the School is notified in advance.
- Extended absences of three (3) or more days due to illness or injury require medical documentation upon return to school in order to be considered as excused absences.
- In addition, patterns of routine absences for medical conditions require that the parent/guardian submit medical documentation in order to be considered as excused absences. Communication by the parents is essential in these matters and will be treated confidentially.

### Unexcused Absences

Unexcused absences may include:

- Absences in which proper notification or documentation is not provided.
- Any unexcused absence is considered truant and may result in a mandatory meeting with the parents and principal and/or designee.
- Unexcused absences may result in serious consequences for the student, including:
  - Becoming ineligible for academic recognitions/awards.
  - Denial of field trip opportunities.
  - Termination of enrollment.

### Appointments

Parent/guardians are urged to leave their children in school all day. SKDS discourages the scheduling of dentist/doctor appointments during school hours.

- If a child needs to be dismissed early, s/he will bring a note to the school office stating the time and reason for dismissal.
- All students leaving school during the day **MUST BE PICKED UP AND SIGNED OUT BY THE PARENT/GUARDIAN IN THE SCHOOL OFFICE**. To ensure the safety of the child, the parent/guardian is required to enter the school building to sign his/her child out. The child will not be permitted to meet the parent at the vehicle.
- Parents/guardians are not permitted to go to the classroom, lunchroom or playground at any time during the school day to retrieve students.

### Illness or Injury During School

- Children who become ill or are injured at school must report to the Office.
- Parents/guardians will be contacted to pick up their child if the illness or injury is serious or continues to persist.
- Students **MUST BE PICKED UP AND SIGNED OUT BY THE PARENT/GUARDIAN IN THE SCHOOL OFFICE** before leaving the school premises. To ensure the safety of your child, the parent/guardian is required to enter the school building to sign his/her child out. The child will not be permitted to meet you in your vehicle.

### Standardized Testing

Absences, appointments, vacations are discouraged during the time frame designated for standardized testing.

### Missed Work

- Students shall be allowed one day for each day absent to complete work missed due to an excused absence, and shall be graded on the quality of the product produced. Parents/guardians may pick up assigned work for ill students in the school office at the end of the school day **ONLY IF** a request for work has been called in by 9:00AM. Please be certain that your child is well enough to do homework if it is requested. It is expected that all homework will at least be attempted if sent home per parent/guardian request. **AND...**if you request homework, it must be picked up. It is inconsiderate at best to expect teachers to gather homework only to have it remain in the office.
- Teachers are not expected nor required to provide assignments in advance of planned absences since lesson plans and classroom instruction are not static. Assignments and missed work are to be made up by the student regardless of being absent, tardy, or truant. Upon returning to school, the student must make specific arrangements with each teacher to complete the required work. Such assignments must be handed to the teacher(s) within the same numbers of days the student was absent. Those assignments not handed in by that time will be considered missing unless an extension has been agreed upon by the teacher(s), parent, and student.
- **PLEASE NOTE:** It is the responsibility of the student and parents to find out what was missed and to turn it in on time in the case of any absence.

### Vacation/Pre Arranged Absences

- Requests for vacation/prearranged absences must be registered in advance with the principal/designee. Teachers are not expected nor required to provide assignments in advance of planned absences since lesson plans and classroom instruction are not static. However, students and parents will be responsible for securing the work immediately upon return. Assignments and missed work are to be made up by the student regardless of the reason for the cause of missed work.
- The SKDS calendar is published and available on the first day of school indicating vacation times and other "off" days. Major "break" times are announced in Spring. It is important that families use these times for planning their vacations. Whenever the child is absent, s/he loses out on the instructional process.
- Pre arranged absence forms are available on the website. There are two forms: one for grade K-5 and another for grades 6-8.
- Use this link <https://www.skds.org/other-school-forms-and-info>

### Tardiness

Prompt, consistently on-time, arrival to school is an important asset to a child's development. Children must be encouraged to be on time for all classes and events. If a student is tardy to school, he/she must report to the school office first. A parent/guardian note must accompany the child for tardiness. If the child does not bring a note initially from a parent/guardian, the child is considered unexcused.

- Excessive Tardiness may result in serious consequences for the student, including:
  - Becoming ineligible for academic recognitions/awards.
  - Denial of field trip opportunities.
  - Termination of enrollment.
- If a student accumulates three (3) unexcused "tardies" for the year, he/she will be required to make up the time on student time. (Oversleeping, car trouble, late starting or any other non-emergency reason is not an excused tardy.)
- If a child is late to a class because a teacher has detained him/her, that teacher will give the student a pass to his/her next class. If this is not the case, the student must obtain a pass from the office. All tardiness is recorded in the school office. If a student can be 5 minutes LATE, that same student can be 5 minutes EARLY!

### DRESS CODE

**DRESS CODE POLICY:** Proper dress and respect for the body are important in setting the pattern for appropriate school and social conduct. At Saint Katharine Drexel School, we have a dress code that reflects high standards traditionally associated with our school. These codes are designed to encourage modesty that accounts for neatness, cleanliness, safety, and an environment that is conducive to learning. A responsible approach to personal appearance demonstrates respect for ourselves and for our school community. Cooperation in adhering to the dress code promotes self-discipline on the part of the students. It is the parent/guardian responsibility to ensure that the dress code is followed so class time is not taken for teachers to remind the students and enforce the codes.

**STUDENTS WILL FOLLOW THE SKDS DRESS CODE FOR ALL ACTIVITIES, EVENTS, AND CELEBRATIONS REPRESENTING SKDS.**

**ONLY ITEMS INCLUDED ON THE DRESS CODE DESCRIPTION/LISTING ARE ACCEPTABLE. ALL OTHER CLOTHING IS IN VIOLATION OF OUR SKDS UNIFORM CODE.**

### **DRESS CODE VIOLATIONS:**

If a student is wearing something that does not meet dress code criteria as **DETERMINED BY THE TEACHER AND/OR PRINCIPAL** as being either inappropriate, unsafe, distracting or in any manner in conflict with the Dress Code, s/he will inform the student of this and will provide notification to the student's parent/guardian:

- **FIRST VIOLATION** of the Dress Code: The student will be given a chance to change into accepted clothing. If unable to change, the parent/guardian will be called to bring acceptable clothing.
- **SECOND VIOLATION:** A detention will be given and the parent/guardian will be called to bring acceptable clothing.
- **ADDITIONAL VIOLATIONS:** Additional violations are subject to suspension.

**DRESS CODE APPROVED BY SCHOOL BOARD FEBRUARY 19, 2009.**



**SPECIAL DAYS/EVENTS/ACTIVITIES DRESS CODE:** At times during the year, there are events and activities during which the student may not be required to wear the SKDS uniform. Some examples may include concerts, dances, field trips, holiday/sport events, etc. These occurrences will be announced from the school office. (At all other times unless specifically noted, students are required to be in uniform.) On these days/events/activities specific instructions as to the type of appropriate clothing items are sent home. These non-uniform occurrences may not pertain to all grade levels for any given day and/or event. However, the items must adhere to the following guidelines:

- **TOPS:**
  - ✓ neckline no more than 2 finger widths from the collar bone
  - ✓ sleeves no less than at the outside edge of the shoulder and no lower than 2 fingers below the armpit
  - ✓ cannot be see-through
  - ✓ must fully cover body in all body positions
- **BOTTOMS:**
  - ✓ must be worn at the natural waistline
  - ✓ can be no shorter than 2 inches above the kneecap
  - ✓ cannot be skin tight
- **GENERAL:**
  - ✓ must contain no wording or illustrations contrary to our mission, philosophy goals
  - ✓ must not promote or advertise any item or activity contrary to our mission, philosophy, goals

# SKDS STUDENT DRESS CODE

## SHIRTS: BOYS OR GIRLS

Plain, with official school logo or trademark logo meeting requirements stated on bottom of page 2 of the dress code.

- Oxford - White, Lt. Yellow/Maize, "Cougar" Yellow, Lt. Blue, Royal Blue/Cobalt, Navy, Red or Black; Long or short sleeved
- Must be worn tucked in with belt or elastic waist
- Collars: buttoned down, or Peter Pan (girls); may be worn with only top button unbuttoned
- Polo - White, Lt. Yellow/Maize, "Cougar" Yellow, Lt. Blue, Royal Blue/Cobalt, Navy, Red or Black; Long or short sleeved, pique or interlock fabric
- Loose or natural (not skin-tight) fit
- Tailored collar with buttons; may be worn with only top button unbuttoned
- Turtle/Mock neck - White, Lt. Yellow/Maize, "Cougar" Yellow, Lt. Blue, Royal Blue/Cobalt, Navy, Red or Black; Long or short sleeved
- May be worn alone (if loose/natural fit) or under vest, sweater, or sweatshirt
- T-Shirts - May only be worn by 6th-8th grade students as part of their gym class outfit. Plain, solid colors only. School spirit wear T's may be worn May 1 to October 1. This includes the Theme Day Designed T-Shirt and the Fun Run T-Shirt



Oxford



Turtle Neck



Peter Pan Collar



Polo

## FLEECE & SWEATERS: BOYS OR GIRLS

Plain, with official school logo or trademark logo meeting requirements stated on bottom of page 2 of the dress code.

- Fleece – White, Lt. Yellow/Maize, "Cougar" Yellow, Lt. Blue, Royal Blue/Cobalt, Navy, Red or Black; Long or short sleeved
- Vests, Jackets and Pullovers will be allowed inside classroom only.
- No Hoods.
- Sweaters – White, Lt. Yellow/Maize, "Cougar" Yellow, Lt. Blue, Royal Blue/Cobalt, Navy, Red or Black; Long or short sleeved
- Vest s- V-neck, crewneck or turtleneck, cardigan (buttons or zipper).



Button Sweater



Vest



Pullover Sweater



Fleece Jacket



Fleece Pullover

## SWEATSHIRTS: BOYS OR GIRLS (No hoods)

Plain, with official school logo or trademark logo meeting requirements stated on bottom of page 2 of the dress code.

- White, Solid Lt. Yellow/Maize, "Cougar" Yellow, Royal Blue/Cobalt, Navy, Black or Red
- Crewneck
- Hoodies **MAY NOT** be worn in school.



Sweatshirt

**TURQUOIS/AQUA,  
GRAY ARE NOT  
DRESS CODE  
COLORS!**



Plain



Pleated



Corduroy



Capri

## PANTS: BOYS OR GIRLS

- Tan/Khaki, Navy or Black (NOTE: Gray is not a code color!)
- Chino/Twill, Cords, or either a Poly/Rayon blend or a 95% Cotton & 5% Spandex blend (as long as they are a "Dress" pant and not a Yoga/Dance type)
- Plain or pleated
- No leggings (unless worn under skirt or dress)
- Girls may wear Capris/Crops as well (at midcalf)
- Must be worn at natural waistline (with or without a belt, or elastic)
- NO cargo pockets
- Skinny / Skin tight pants prohibited

## SKIRTS, SKORTS & JUMPERS

- Solid Color Tan/Khaki, Navy or Black, or School Plaid
- Pleated, Side-Pleated, or Flat Chino Style
- Skirts and skorts must be worn at natural waistline
- No more than two inches above the knee
- NO cargo pockets



Jumper



Flat Chino Skirt



Pleated Skirt



Skort

# SKDS STUDENT DRESS CODE

## SHORTS: BOYS OR GIRLS (May 1 to October 1)

- Tan/Khaki, Navy or Black - Chino/Twill, Corduroy, Poly/Rayon blend, or a 95% Cotton & 5% Spandex blend
- Plain or pleated
- Leggings may not be worn separately
- Must be worn at natural waistline (with or without belt, or elastic)
- No more than two inches above the knee
- NO cargo pockets



Pleated



Plain



Moc-style



Sandals

## SHOES: BOYS OR GIRLS

- Black, Brown, Navy or Tennis Shoes with Non-Marking soles.
- Tennis shoes must be worn in gym class.
- Must be tightly tied, buckled, velcroed, or moc-style (full back).
- No clogs, crocs, flip-flops, jellies, platforms, heelies/roller shoes, or any item deemed to be unsafe or distracting.
- Sandals with well-fitting straps and back-strap are acceptable during short season only.

## SOCKS/TIGHTS

- Solid only in White, Lt. Yellow/Maize, "Cougar" Yellow, Lt. Blue, Royal Blue/Cobalt, Navy, Red or Black.
- Other colors, stripes, checks, pictures, dots, prohibited
- Must be worn during non-short season.
- Tights, knee socks, anklets.



Knee Socks



Ankle Socks



Tights

## BELTS, TIES & HEADBANDS

- Belts - Black, Brown, or Navy
- Ties - Optional: Navy, Red, or School Plaid
- Headbands - Solid only in White, Lt. Yellow/Maize, "Cougar" Yellow, Lt. Blue, Royal Blue/Cobalt, Navy, Red or Black



Belt



Tie



Headbands

## HAIR

- Acceptable - Clean, combed and out of the eyes (bangs must be no longer than eyebrow level or must be kept out of the eyes for boys and girls)
- Not Acceptable - Unnatural hair dye and/or bleaching; extreme hairstyles.

## ACCESSORIES

- Acceptable - Wristwatch; one ring; one necklace; stud earrings/hoops no larger than a quarter, one stud per ear.
- Not Acceptable - Dangling or large hoop earrings; pocket chains; caps, scarves, or other head gear; body piercing

Our official school logo stitched in approved colors, and trademark logos which are no bigger than 2" wide by 1/2" tall and stitched only in the same color thread as the fabric, will be allowed. This logo must be located on the left front chest area. No other trademark logos (i.e., Chaps, Wrangler, Nike, etc.) will be allowed on clothing except as stated.



### INVITATIONS

Invitations MAY NOT be distributed to children on school property during school hours unless ALL students (all boys, all girls, or both) receive the invitation in a given homeroom. Too many children have had feelings needlessly hurt because a classmate opened an invitation to a party to which another was not invited. We need to protect our students as much as possible. If all students are not going to be invited to your child's party, then you must mail or call the families you wish to attend.

### PLAYGROUND

Important (significant amount of) time is spent on the school playground at SKDS. Children learn fair play and socialization processes. Although supervised by the teachers and/or assigned playground supervisors, children are essentially allowed unstructured time. However, children are encouraged to participate in games on the playground. The list below is not all inclusive. Any behavior that is considered to be dangerous or harmful is prohibited. Our goal is to provide a peaceful playground.

### PLAYGROUND/RECESS

**PLEASE NOTE:** Gates have been installed to close off the parking lot/playground area. The gates will be closed for ALL recesses for the protection and safety of our students. When the gates are closed, **NO ENTRY IS ALLOWED**.

Procedures for the playground are as follows:

1. Any/all playground equipment will be provided by the school and used under the jurisdiction of the supervisor in charge. If a child wishes to bring his/her personal equipment, s/he must first seek permission from administration.
2. Hardballs, bats, and softballs are prohibited.
3. Recording/player devices such as boom boxes and headsets will not be allowed in school or on the playground. Cell phones are not permitted.
4. Skateboards, scooters, and skates are prohibited in school or on the playground.
5. A Safety-first theme shall prevail as a guideline. Children may not push, shove, wrestle, play piggyback, or engage in excessive rough housing during recess.
6. Children may not climb fences or engage in an activity, which requires fence climbing.
7. Children may not engage in activities that require climbing the walls/fences or pushing on the walls/fences.
8. Children may not play in the streets. Going after a stray ball shall be the responsibility of the supervisor in charge.
9. All children shall be given an opportunity for play equally and shall be allowed equal treatment during play.
10. Children may not throw snowballs, ice balls, or ice at anytime.
11. Ice sliding is prohibited.
12. Gum-chewing and/or food consumption is not permitted on school playgrounds.

### COMPUTERS AND TELECOMMUNICATIONS (6161.2)

Any person, including students, employees and volunteers who use the school/parish computer and/or telecommunications equipment is to read the school/parish "Acceptable Use Policy" and sign the Acceptable Use Policy Agreement Form [6161.2 (a) or (d)], before being permitted to use such equipment. *(See also Website Policy 1112.1) See also Internet Safety Policy.*

### BYOD / BRING YOUR OWN DEVICE

SKDS is committed to preparing all students and teachers to maximize learning by fully integrating relevant technology into academic content to:

- acquire, share, evaluate and create digital information,
- achieve media and technology literacy, and
- maintain a safe and ethical online environment.

As part of this commitment, SKDS grants wireless capabilities on campus to allow student-owned devices to be used in a classroom setting to support instruction and learning. With classroom teacher approval, students may use their own devices in the classroom to access, interact and save information from the Internet, and use productivity tools to create assignments/projects or take classroom assessments.

Access to the Internet is provided via SKDS wireless local area network. To be granted access, students must confirm they accept the terms and conditions of SKDS's Technology Acceptable Use Policy (AUP) which must be signed by all student users. By accepting the terms and conditions, users will be expected to uphold the contents of the AUP as well as the Student Code of Christian Conduct on their student-owned devices while on school property or when involved in any school related activity. Additionally, in compliance with the Children's Internet Protection Act (CIPA), SKDS will filter all content for users connected to SKDS's network. 3G / 4G Network access is prohibited. Students who bring 3G / 4G enabled devices (such as laptops, tablets, E-readers, etc.) must access the Internet via SKDS's filtered Wi-Fi connection ONLY!

**Theft, Loss Or Damage:** Neither SKDS nor any employee of the school, is liable or responsible for any theft, damage or loss of any non-school device or the information on any such device. It is the sole responsibility of the owner of the device to ensure that the device is safe and secure.

**Communication/Data Plan Fees:** SKDS is not responsible for any fees associated with using any personal technology devices. All fees and charges related to texting or Internet use on any student-owned device is the sole responsibility of the owner.

**Common Guidelines And Expectations:** Each classroom teacher will choose whether or not mobile devices will be used within his/her classroom each day. Depending on the specific instruction planned for that period, mobile devices may or may not be used. Each teacher will be responsible for communicating expectations of mobile device usage regarding his/her classroom. Upon entering the classroom, all mobile devices being used in the classroom must be MUTED and on SILENT mode. Vibrate mode is not acceptable as it could cause interruptions within the classroom. Students will place all hand held devices being used face down on top of the table or desk in clear view. Students choosing not to use their device must have it put away and MUTED and in SILENT mode. Devices not on table tops will not be used for any purpose during that class period. Recording audio, video or photographic images without the subject's permission is not allowed in any area of the school. These actions alone can be a violation of state and federal law. Distributing such recordings or images can lead to further legal ramifications.

**Printing:** At this time, there is no printing allowed from student-owned devices. If you need to print, it is recommended that you use Google docs, Drop Box or save it to a Flash drive.

### CELL PHONES & ELECTRONIC DEVICES

**Cell Phones:** Although students may be carrying a cell phone for emergencies or after school needs to contact a parent/guardian, use of cell phones is prohibited as delineated below. If use occurs that is of non-emergency status, the cell phone will be confiscated and the student may forfeit the privilege of bringing a cell phone to school. If the student has a cell phone,

1. It must remain in the student's back pack and turned off while the student is on campus between the hours of 7:00AM and 4:00PM or while a school function is in session.
2. Cell Phones may NOT be used for taking pictures.
3. Harassment or threatening of persons via the cell phone is NOT permitted.
4. Cell phones may not be used for game playing, internet or email access, gambling or making purchases of any kind.
5. THE STUDENT'S CELL PHONE NUMBER MUST BE REGISTERED WITH THE OFFICE.

**Electronic Devices:** The following electronic devices are also not permitted on campus: walkmans, i-pods, pagers, laser pointers. Any electronic device that causes a disturbance or is used to threaten or harm another will be confiscated.

**VIOLATIONS FOR BYOD, CELL PHONE AND OTHER ELECTRONIC DEVICES:** if any BYOD, cell phone or other electronic device is seen on the person of a student during the school day for unauthorized use, it will be confiscated. The child will receive the device back once a parent/guardian comes to pick it up. Using these devices, or any violation of use, is subject to the terms and conditions of the Acceptable Use Policy, our SKDS Code of Christian Conduct, our SKDS Discipline Policy and state and federal laws.

### SCHEDULING

Each classroom teacher will develop a schedule that takes into account the required number of instructional minutes. Art, Music, PE/Health, Library, etc. are scheduled system wide.

**DISCIPLINE**  
**(SEE ALSO CODE OF CHRISTIAN CONDUCT)**

Saint Katharine Drexel School believes that each child is a unique individual with gifts and talents that deserve to be recognized, nurtured and appreciated. At SKDS, our philosophy and our curriculum are founded upon our Catholic Christian beliefs, reflecting the Gospel values of love of God and neighbor. In this spirit, our discipline, as well as all that we do and are about, flows from and embraces those religious beliefs and traditions. We promote positive student behavior which contributes to the overall success of each child.

Parent/guardians are the primary teachers of their children. Children come to school having learned and inculcated those values and beliefs held by their families. We understand that parent/guardians have enrolled their children at SKDS because we help reinforce those Catholic Christian values they espouse in their daily lives.

Family and school work together to assist our children in developing character, tolerance and self-control as well as orderliness and efficiency. Together we need to be firm, kind and consistent in order that the child is not torn between two authorities. Lines of communication, therefore, must remain open.

Students attending a Catholic School are representatives to the civic community of the school they attend and the church that sponsors the school. Any behavior on the part of the student which causes negative or adverse publicity for the school may be a cause for disciplinary action on the part of the school.

Discipline needs to be preventative rather than reactive. Discipline at SKDS covers school (classroom and lunchroom, etc.), Church, playground, field trips, busses, etc. We feel confident parent/guardians understand that management of a large number of students cannot be fairly compared to that of a home with one or a couple of children. The ideals of one-on-one teaching and discipline options are not always feasible to attain.

Rules and guidelines are established for the mutual benefit of the majority while keeping in mind the unique needs of the individual. Rules and consequences help promote a positive school environment. Children are expected to adhere to those rules once they are informed of them. At SKDS the individual is given the benefit of the doubt whenever possible. Teachers, fellow students and parent/guardians have a right to expect that all students will follow a core of basic rules and guidelines. Our central emphasis is that of good Christian behavior which respects self, others and the school environment.

*However, do not expect that students will automatically know what to do. Practice the behavior you expect – repeatedly, daily if necessary for the first several weeks. Lead them even if they are older. Meet them. Remind them. Show them. It will go more smoothly for the long haul as a result.*

**Basic Rules for SKDS Students Are:**

1. At all times, students act in a manner that exhibits self respect and respect of others.
2. Students follow directions the first time.
3. Students attend class regularly and are on time.
4. Students are in place and ready to work at the beginning of each class period, having the proper books, materials, paper/pens, assignments, etc.
5. Students move between classes in an orderly and non-disruptive manner.
6. Students confine eating to the cafeteria. They may be permitted to have a healthful snack in the classroom at morning break. Gum is restricted from the school environment.
7. Students use materials for their purpose.
8. Students follow the dress policy.
9. Students follow all other school rules.
10. Bullying is prohibited. See also Bullying.

Behavior implies consequences. Some consequences for positive behavior may include but are not limited to:

**\* Conference with**

- Student
- Parent/Guardian
- Principal/Administrator
- Any combination of the above

- \* Written Note to
  - Student
  - Parent/Guardian
  - Principal/Administrator
  - Any combination of the above

- \* Publication in
  - School Newsletter
  - Public Newspaper

- \* Awards

- \* Time

Some consequences for negative behavior may include but are not limited to:

- \* Conference with
  - Student
  - Parent/Guardian
  - Principal/Administrator
  - Any combination of the above

- \* Time Out - Limited
  - Within school day (i.e. recess)
  - Before/after school day

- \* Time Out - Extended
  - School function, trips, etc.
  - Suspension

- \* Service

- \* Restitution

- \* Expulsion

Finally, certain behaviors are completely unacceptable and are never tolerated:

- Any act that endangers the life, health or safety of another;
- Consumption or possession of drugs, alcohol, other harmful substances, or objects;
- Consumption or possession of smoking materials.

8/3/93

The policy on discipline is based on the following principles:

1. The primary responsibility for student's behavior lies with her/his parent/guardians. The school can be effective only in complementing their guidance.
2. Christian justice suggests that any policy protect equally the rights of the student, her/his parent/guardians, other students, teachers, and the school administration.
3. The grade-level teachers, because of their proximity to the student in day-to-day classroom activities, should bear the most responsibility in exercising judgment of a child's conduct.
4. Teacher/Student Rights

### TEACHER RIGHTS

- A. To have a classroom that provides the optimal learning environment.
- B. To determine and request appropriate behavior from students.
- C. To ask for help from parent/guardians, the Principal/Administrator/Level Administrator and other school personnel when assistance is needed for a student.

### STUDENT RIGHTS

- A. To be provided with a classroom atmosphere most conducive to learning, including physical, social, mental, and psychological safety.
- B. To have a teacher who will provide positive support for a student's appropriate behavior.
- C. To be provided with a teacher who will help the student limit her/his inappropriate behavior.

While the SKDS discipline policy describes both expectations for student behavior and the procedures to be followed when children have difficulty acting responsibly during the course of the school day, the plan does not address the process to be used in serious situations or in situations where a pattern of disruption is developing despite all other interventions. The policy of PROBATION / SUSPENSION / EXPULSION addresses the process to be followed.

### PROBATION, SUSPENSION, and EXPULSION POLICY (5144)

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

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

- Possession or use of weapons, "look alike" weapons, or any object deemed potentially harmful to others
- Possessing, using, purchasing, selling, or distributing illegal drugs, drug paraphernalia, or alcohol
- Possession or use of tobacco products, tobacco-related devices, imitation tobacco products, lighters, or electronic cigarettes
- Vandalism
- Fighting, physical or verbal harassment, assaults, or behavior intended to cause harm or fear
- Bullying, cyber bullying, or any aggressive behavior that includes threats, intimidation, social exclusion and isolation, extortion, and the use of a computer or telecommunication 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
- Consistent disruptive conduct jeopardizing the learning environment
- Truancy
- Intoxication
- Sexual Assault
- Consistent disobedience and disregard for school regulations including refusal to abide by dress code.

#### PROBATION (A conditional enrollment during a trial period.)

A student may be placed probation if in the judgement 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. The Principal/Administrator's decision is final. (See also Admissions)

#### SUSPENSION (A temporary termination of enrollment until stipulated conditions are met.)

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

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

- An investigation by school officials prior to any suspension



- Notice verbally or in writing to the student and parent/guardian listing the reasons for the suspension and offering a meeting with school officials within a reasonable period of time
- An opportunity for the student to attend a meeting with a school administrator which provides, at minimum, a recitation of the infraction, and if the student denies the charges, a summary of evidence; an opportunity for the student to tell his/her side of the story, to present new evidence, and to question the reasons for the intended suspension. Parents may attend the meeting at their request or if the administrator requests their presence.
- Notification to the parent prior to sending a student home from school
- Notification of the conditions of the suspension, including removal from school activities or events while suspended

A maximum of five days of suspension can be imposed unless a written notice of an expulsion hearing is scheduled. Such notice shall allow not more than a total of fifteen consecutive school days to be served in suspension until the expulsion hearing is held. Such a suspension is for investigative purposes. Suspended students remain the responsibility of the school.

The final decision regarding suspension rests with the principal/administrator.

### EXPULSION

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

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

Students asked not to return the following year for behavior reasons are considered to be expelled.

The Archdiocesan Superintendent of Schools/designee is to be informed before any action leading to expulsion is taken.

### EXPULSION PROCEDURES

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

- The Expulsion Hearing Committee is composed of 3-5 people. The committee composition should be such as to insure objectivity. Members from various sources within the parish/school may include former trustees, pastoral council members, parents of former students, or at-large parishioners. The administrator may allow the student to choose a faculty person to serve on the committee. Members of the School Board are not appropriate committee members.
- An expulsion hearing is not a legal procedure; therefore, neither party may have an attorney present during the hearing.
- For confidentiality reasons, it is recommended that attendance at the hearing should be limited to the student and his/her parents/guardians. Child advocates, friends, or other family members should not be allowed to attend the hearing.
- At the elementary level, the Pastor 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 school officials (e.g., elementary school principal, high school dean of students, vice principal) 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 is 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 Pastor/high school administrator can accept the recommendation totally, in part, or reject it all together. The Pastor at the elementary level/school administrator at the high school level 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 Pastor 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.

### 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 Pastor/school president in writing with rationale for appeal. The Pastor/school president will review the facts and investigate that correct procedures were followed as defined by Archdiocesan and school policy. If procedures were not followed, the Pastor/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/Board of Directors is not involved in the expulsion proceedings and is not a source of appeal.

### 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

5144 ~ ADOPTED: 3/2/1990; REVISED: 4/22/2016

### DRUG AND ALCOHOL ABUSE POLICY

The possession, distribution, use of or being under the influence of alcohol or controlled substances, or the possession of drug related paraphernalia while on school premises, at school sponsored activities or on school sponsored transportation is prohibited.

While students violating this policy will be subject to school disciplinary action, including suspension or expulsion from school, the school will also provide support, information, guidance (but not counseling) and referral for treatment for students who show indication of a behavioral/medical problem associated with alcohol and other drug abuse, for students who live in chemically dependent family environments and for students returning from alcohol and other drug abuse treatment.

An important aspect of this policy is prevention, intervention, and treatment services to be provided to students experiencing alcohol and other drug related problems. The primary service offered for students will be education, assessment, intervention, referral and support services through a referral by staff (with or without infraction of the policy), self, peer, family or community. Students seeking assistance for alcohol and other drug related problems shall be entitled to confidentiality, except when the immediate health, safety and welfare of the student or others is endangered or when the student is in violation of this policy at the time the information is made available.

For the purpose of this policy, "drugs" shall mean:

1. All controlled substances prohibited by law.
2. All alcoholic beverages.
3. Tobacco products including cigarettes, snuff and chewing tobacco. (This includes E-cigarettes.)
4. Any prescription or over-the-counter drug, except those for which permission to use in school has been granted pursuant to school policy.

#### **DRUG AND ALCOHOL ABUSE SCHOOL POLICY IMPLEMENTATION**

Implementation shall involve a two-fold approach:

1. Prevention, intervention, and treatment measures for students experiencing alcohol and other drug related abuse problems.
2. School disciplinary action for violation of this policy. Enforcement of the policy will be the responsibility of the school Principal/Administrator.

A. **First Violation**: The severity of the situation will determine the disciplinary action to be taken. The student will be subject to discipline, which may include up to a three-day suspension or expulsion and elimination from participation in sports.

NOTE: The first incident of distribution or sale or inducing another student or use of drugs/alcohol may be automatic grounds for expulsion.

B. **Second Violation**: The student shall be expelled unless it is determined by the Principal/Administrator and pastor designate that there are extenuating circumstances which justify continued enrollment in the school.

C. **Third Violation**: The student shall be expelled.

Approved by the UCPS Board of Education on August 15, 1994

#### **RIGHTS AND RESPONSIBILITIES OF PARENTS (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(ren).

Canon 22.6.2. Because they have given life to their children, parents have the most serious obligation and enjoy the right to educate them; therefore, Christian parents are especially to care for the Christian education of their children according to the teaching handed on by Church.

Canon 793.1. Parents as well as those who take their place are obliged and enjoy the right to educate their offspring: Catholic parents also have the duty and the right to select those means and institutions through which they can provide more suitably for the Catholic education of the children according to local circumstances.

Canon 793.2. Parents also have the right to make use of those aids to be furnished by civil society which they need in order to obtain Catholic education for their children.

Canon 796.1. Among educational means the Christian faithful should greatly value schools, which are of principal assistance to parents in fulfilling their educational task.

Canon 796.2. It is incumbent upon parents to cooperate closely with the school teachers to whom they entrust their children to be educated; in fulfilling their duty, teachers are to collaborate closely with parents who are to be willingly heard and for whom associations or meetings are to be inaugurated and held in great esteem.

Canon 774.1. Under the supervision of legitimate ecclesiastical authority this concern for catechesis pertains to all the members of the Church in proportion to each one's role.

Canon 774.2. Parents above others are obliged to form their children into the faith and practice of the Christian life by work and example; godparents and those who take the place of parents are bound by an equivalent obligation.

ADOPTED: 7/15/2019

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#### **PARENT/STUDENT COMPLAINTS CONCERNING PARISH/SCHOOL PERSONNEL (1312.1)**

If a parent or student has a concern or complaint that has not been satisfactorily resolved at the level at which it has arisen, a grievance may exist. To maintain harmony within the Christian community, there should be a local process by which complaints can be handled promptly and fairly. Grievances should be addressed in an atmosphere of mutual respect and compassion so that an equitable resolution can be reached.

Each parish/school is to develop and document local grievance procedures. St. Katharine Drexel School follows Archdiocesan policies. Grievance procedures are stated below.

In a Catholic parish/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.

It is incumbent upon parents to cooperate closely with the educators to whom they entrust their children. A grievance occurs when there is an unresolved concern between the parent or guardian of a student enrolled in a Catholic school or parish religious education program and an employee of the parish/school.

Before any formal grievance can be initiated, the parent or guardian must meet with the employee with whom there is an issue to see if reconciliation can occur. If there is no resolution, the parent or guardian may initiate the grievance process by providing documentation of the concern to the employee's supervisor, generally within ten days of the initial meeting with employee. Documentation must indicate the factual information regarding the concern, steps already taken to address the matter, and specific recommendations for resolution. The supervisor will schedule a meeting of all parties to work toward reconciliation.

All individuals have a right to present their concerns fully and openly without fear of retribution. Grievance issues will be dealt with one at a time and on an individual basis only. The right to confidentiality will be respected within the context of finding a satisfactory resolution.

If mutual resolution does not occur, the parent or guardian may provide the pastor or school president, with written documentation of the unresolved concern and the steps already taken. The pastor/president may attempt to resolve the situation in one of the following ways:

- The pastor/president may convene the parties in an attempt to reconcile the concern.
- The pastor/president may contact the appropriate archdiocesan office for assistance in reconciling the concern.
- The pastor/president may convene a local grievance committee to review all details of the concern. The committee will submit a recommended resolution to the pastor/president for final consideration.
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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 Committee/Pastoral Council is not involved in the grievance proceedings and is not a source of appeal.

ADOPTED: 8/1/1984; REVISED: 7/15/2019

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# St. Katharine Drexel

## Code of Christian Conduct

St. Katharine Drexel School is a Catholic, Christian family founded in God's love. Mindful of the fact that God lives in each one of us, we believe that everyone deserves to be treated in a respectful manner. "Whatever you do to these, the least of my brothers, you do unto Me." (Matthew 25:40) In view of this philosophy we have developed this Code of Christian Conduct.

This Code of Christian Conduct identifies the four cornerstone behaviors Respect, Responsibility, Honesty and Kindness, along with related rules and examples of practice. All students are expected to practice these cornerstone behaviors with the support of teachers, parents and administrators. Failure to uphold the Code of Christian Conduct will result in appropriate and consistent consequences.

A safe, positive environment is a prerequisite to learning. The members of our SKDS community of learners have the right to a safe learning environment and have responsibility to help create that environment. Pope John Paul II proclaimed in his resolution that: *"Community is at the heart of all Catholic education, not simply as a concept to be taught, but as a reality to be lived."* And as Pope Francis has stated, *"A little bit of mercy makes the world less cold and more just."*

We understand that each person is called to live and build community, hence, standards of behavior apply not only to students, but also to all individuals involved in our school system; parents or guardians, volunteers, and all parish school employees-whether they are on school property, on school buses or at any school-authorized event or activity.

Support for the Code of Christian Conduct is expected and parents and students are asked to acknowledge their commitment in writing on the Acknowledgement of Receipt and Review of Code of Christian Conduct form.

Cornerstone Behavior:	Rules:	Expected practices include:
R E S P E C T	1. Show respect for yourself.	<ul style="list-style-type: none"> <li>a. Students must dress appropriately for all school related/sponsored functions. Student dress or appearance must not contribute to the disruption of the educational process.</li> <li>b. Students must follow the dress code and the full discipline policy as stated in the handbook.</li> <li>c. Students must not use or possess drugs, alcohol, tobacco or explosive/flammable materials. Improper use of prescription medications or other substances and other substances that would harm your body are not allowed.</li> </ul>
	2. Show respect for all adults.	<ul style="list-style-type: none"> <li>a. Student actions with fellow adults must reflect courtesy and kindness.</li> <li>b. Students must obey adult instructions/directions.</li> <li>c. Disobedience, verbal abuse, and assault will not be tolerated.</li> </ul>
	3. Show respect for fellow students.	<ul style="list-style-type: none"> <li>a. Students must keep hands, feet and objects to themselves.</li> <li>b. Student interactions with fellow students must reflect courtesy and kindness.</li> <li>c. Students must use appropriate language.</li> <li>d. Students must have permission to use another's possessions.</li> <li>e. Physical and verbal abuse, fighting, harassment, bullying, threats, or intimidation will not be tolerated.</li> </ul>
	4. Show respect for school property.	<ul style="list-style-type: none"> <li>a. Lockers must be maintained properly.</li> <li>b. School equipment must be used as directed.</li> <li>c. Physical environment must not be misused.</li> <li>d. Destruction of school property is not acceptable.</li> </ul>

Cornerstone Behavior:	Rules:	Expected practices include:
RESPONSIBILITY	1. Attend school and participate as expected.	a. Come to school and all classes on time and sit in assigned seat. b. Participate in an appropriate manner.
	2. Accept rules and respect authority.	a. Adhere to the rules of each classroom and all common areas inside and outside of school. b. Chewing gum is not allowed in school. c. Follow directions as given. d. Food and candy are not allowed in class without teacher approval. e. Move between classes and campuses in an orderly and non-disruptive manner.
	3. Accept responsibility for your own learning.	a. Come to class with all homework completed. b. Come to school with all necessary supplies. c. Use materials for their intended use.
	4. Be responsible for your safety and that of others.	a. Report unsafe situations to an adult immediately. b. Do not engage in any behavior that endangers your safety and/or the safety of others. c. Laser pointers are not allowed in school at any time, and cell phones must remain in backpacks; if seen or used they will be confiscated. d. Students must not use, possess, sell or distribute weapons, look-alike weapons or explosive/flammable materials.

Cornerstone Behavior:	Rules:	Expected practices include:
H O N E S T Y	1. Tell the truth.	<ul style="list-style-type: none"> <li>a. Tell the whole truth, with no omissions. (Is it kind? Is it true? Is it necessary?)</li> <li>b. Do not deny guilt when guilty.</li> <li>c. Do not deny others the right to tell the truth.</li> </ul>
	2. Do not steal.	<ul style="list-style-type: none"> <li>a. Ask permission before borrowing.</li> <li>b. Return borrowed materials.</li> <li>c. All forms of stealing are prohibited.</li> </ul>
	3. Do not cheat.	<ul style="list-style-type: none"> <li>a. Do not discuss test/quiz questions and answers with someone who has not taken the test/quiz.</li> <li>b. Do not take or give answers on homework.</li> <li>c. Do not represent others' work as your own; do not plagiarize.</li> <li>d. Do not cheat on tests or quizzes.</li> </ul>
	4. Promote honesty in others.	<ul style="list-style-type: none"> <li>a. Students are expected to report to an adult serious violations of the Code of Conduct.</li> </ul>



Cornerstone Behavior:	Rules:	Expected practices include:
K I N D N E S S	1. Be courteous, helpful and cooperative.	<ul style="list-style-type: none"> <li>a. When you share, share with everyone fairly.</li> <li>b. Accept individual differences, for example, by not bullying, teasing or harassing.</li> </ul>
	2. Support others with positive words and actions.	<ul style="list-style-type: none"> <li>a. Be inclusive in your school interactions, for example, school birthday celebrations.</li> <li>b. Encourage others to do their personal best. Example: You can do it!</li> <li>c. Voice legitimate praise for jobs well done. Example: That was a great speech!</li> <li>d. Do not name call, mock, use put downs, or laugh maliciously at others.</li> </ul>
	3. Accept both success and disappointment.	<ul style="list-style-type: none"> <li>a. Practice good sportsmanship.</li> <li>b. Do not be boastful.</li> <li>c. Control your temper.</li> </ul>

## Procedures and Consequences

Positive behavior will be reinforced daily, as we travel on our journey of intentional discipleship. Students who fail to uphold the Code of Christian Conduct will be held accountable for their actions by teachers and administrators through the application of appropriate and consistent consequences, which may be formal or informal contingent upon the nature of the misbehavior.

This practice is not designed to punish students. Rather, its intent is to focus students' attention on the primary objectives of their academic growth and appropriate conduct. This will be enforced so students will be responsible for their own behavior and will not neglect their academic responsibilities.

## Levels of Consequences

The level of the consequence is dependent upon the nature and/or frequency of the misconduct.

### Level I

- Warnings
- Call Home
- Brief conference with teacher
- Time out (Limited 5-10 minutes)

### Level II

- Time out (Extended-all recess/noon hour)
- Detentions/after school
- Parent contact
- Problem Solving
- Behavior Plan

### Level III

- Teacher sets up conference with parent(s), student and appropriate staff
- Behavior plan
- Withdraw privileges
- Recommendation for counseling
- Restitution/Service
- In school/out of school suspension
- Disqualification from school sponsored events/activities

### Level IV Formal Mandated

- Expulsion

## SCHOOL EVENTS

During ALL school events including extra-curriculars, concerts, meetings, etc. students are expected to follow ALL school rules (See Discipline Policy, General Procedures, and Code of Conduct). At these events children must remain seated with their parents. If children are found elsewhere or are engaged in any sort of prohibited behavior, you can expect school staff to step in to discipline or remind as needed.

## BULLYING AND HARASSMENT (5131.1)

Recognizing that all students, faculty and staff strive for a community based on love and respect, harassment of any kind is unacceptable and contrary to our Christian calling. Saint Katharine Drexel School maintains an educational environment that encourages optimum human growth and development. Respect for the dignity of each individual is essential. Therefore, it is imperative that SKDS maintains a learning environment that is free from any form of harassment.

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 and parish buildings, property, and educational environments, including any property or vehicle owned, leased, or used by the parish/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 and parish 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 parish/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.

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.

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.

## Reporting Procedure

When a parent feels that a student has been a victim of harassment or bullying, s/h may initiate Harassment Intervention by contacting the school office and filing a Harassment Intervention Request.

### Harassment Intervention Request

- The parent of the victim will be asked to provide a description of event(s) which constitute harassment.
- Upon receipt of the request, the principal/designee shall schedule and mediate a meeting involving the victim along with his/her parents and the individual who is accused of harassment along with his/her parents.
- The principal shall also inform appropriate school personnel regarding the situation.
- If substantiated, a plan will be established to prevent further harassment and a notice of the harassment intervention will be placed in the offender's cumulative record.
- Repeat offenders may face further disciplinary actions including suspension and expulsion.
- School personnel report and/or investigate all incidents of harassment and take appropriate action, whether they personally observe these incidents or are made aware of them by other means

- Any student who feels s/he has been subjected to harassment should contact any adult on the school or parish staff. The person who has been notified of the incident must immediately report this information to the Principal/Administrator, pastor, or appropriate supervisor. According to Archdiocesan protocol, any case involving sexual misconduct also must be reported to the director or the Archdiocesan Response to Sexual Abuse (414-758-2232.) An investigation shall be conducted immediately. If the allegation is confirmed, appropriate action will be taken.
- In a Nutshell:
  - Written documentation of the incident
  - Disciplinary sanction(s)
  - Peer mediation
  - Professional counseling
  - Referral to outside agencies
  - Probation/Suspension/Expulsion
  - Probation/Termination

To the extent a complaint of sexual harassment involves sexual contact or the apparent infliction of physical or emotional damage on the student, the appropriate civil authorities will be notified pursuant to Section 48.981 of the Wisconsin Statutes. No retaliation against a student or adult for reporting harassment will be tolerated.

### BULLYING

Bullying is generally defined as “an intentional act that causes harm to others, and may involve verbal harassment, verbal or nonverbal threats, physical assault, stalking, or other methods of coercion such as manipulation, blackmail, or extortion. It is aggressive behavior that intends to hurt, threaten or frighten another person.” Bullying will not be tolerated at St. Katharine Drexel School. Students need to tell a teacher or other staff member if they are bullied or if they are aware of someone being bullied.

Bullying behavior is prohibited in all schools, 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.

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

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 and 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. (See Harassment Intervention Request above.)

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 school administration shall take disciplinary action, up to and including suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate.

#### *Excerpts from Wisconsin Model Bullying Policy*

Any form of Bullying is prohibited and will be dealt with as soon as it is brought to the school staff's attention. We cannot deal with issues of which we are unaware. Anti Bullying practices/behaviors/procedures are addressed throughout the year as appropriate per grade level. Bullying includes such behaviors as the following.

- |                        |                                                                                                                                                                                                        |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ○ Physical Aggression: | Hitting, kicking, destroying property                                                                                                                                                                  |
| ○ Social Aggression:   | Spreading rumors, excluding from group, silent treatment                                                                                                                                               |
| ○ Verbal Aggression:   | Name calling, teasing, threatening, intimidating phone calls, indirect threats                                                                                                                         |
| ○ Intimidation:        | Graffiti, dirty tricks, taking possession, coercion, gestures, social exclusion                                                                                                                        |
| ○ Written Aggression:  | Note writing, graffiti, slamming books                                                                                                                                                                 |
| ○ Cyber Bullying:      | The sending of insulting messages or pictures by mobile phone or by use of the internet                                                                                                                |
| ○ Sexual Harassment:   | Comments or actions of a sexual nature which are unwelcome and make the recipient uncomfortable. Examples: Rumors of a sexual nature, inappropriate touching, grabbing, comments about someone's body. |

- Racial and Ethnic Harassment:

Comments or actions containing racial or ethnic content which are unwelcome and make the recipient uncomfortable.

Examples: Ethnic jokes, racial name calling, racial slurs

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

#### CHILD ABUSE AND NEGLECT (5140.1)

All school and parish employees are required to report cases of suspected child abuse or neglect to the appropriate authority/agency as provided by Wisconsin Statute 48.981.

To report a case of child abuse or neglect, call Dodge County Social Services in Juneau (920-386-3750).

Our school counselor and our faculty also address abuse issues as part of our instructional program.

#### FIELD TRIP PROCEDURES/GUEST SPEAKERS/COMMUNITY SERVICE (6153)

Each year proposed field trips are taken and guest speakers are invited to classes. These experiences provide an extension of the classroom in a practical setting. Properly planned field trips, community service, and guest speakers are an integral part of our program of classroom instruction. Field trips, community service, and speakers using the above criteria are encouraged. Families are encouraged to read the information sent home which explains how the trip, service, or speaker relates to the curriculum. *The school may not authorize any field trip that is strictly recreational in nature.* The 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 principal must approve the planning of the field trip and 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. A class IS NOT guaranteed a designated trip at any student grade level. A field trip is a privilege and will be treated as such. Students may be denied this privilege dependent upon behavior.

Class visits to places of cultural or educational significance give enrichment to the lessons of the classroom. To insure the desired outcomes of such trips, teachers should prepare the pupils for the place that is to be visited and the things that are to be seen. A discussion should be held regarding the purpose(s) and goal(s) of the trip. An advance trip by the teacher is suggested. The administration may place restrictions upon a student's participation in such programs. The written consent of parents must be obtained for every child participating in a field trip. Permission slips must inform parents of the following:

1. Name, location and date(s) of the event.
2. Cost to the student.
3. Mode of transportation to be used.
4. Name of supervisor overseeing the activity.
5. Parents' responsibility.

Field Trips begin and end with the regular school day and should not interfere with regularly scheduled transportation. Students are not allowed to leave the field trip unless signed out and removed by a parent. Students who do not participate in a field trip per parent request, will be assigned an appropriate educational experience/activity.

No student may participate unless a signed parent permission slip for the specific event is on file with the principal. **NO SLIP! NO GO!**

**PLEASE NOTE:** Administration of medication to a student while on a field trip must be done by a trained staff member or the student's parent.

**Chaperones:** In addition to teachers who accompany students on all field trips and assume responsibility for student safety and behavior,

1. Must be 21 years of age or older;
2. Assigned, 1 adult to every 10-15 students, depending on need; and
3. Have completed Safeguarding Training and fulfilled all the accompanying requirements.
4. While on a field trip, chaperones and students will not take photos of students, other than their own child, or post any photos of children other than their own, on social media. We need to protect the privacy of all students; some families do not wish to have their children's photos published therefore we are taking extra precautions. Once a photo is published, it is neither private nor temporary. The teacher(s) responsible for the field trip may take photos which can be shared with families at a later date. (Revised 7/2019)

Whenever possible, bus transportation should be provided. The use of private vehicles is discouraged. If a private passenger vehicle must be used, the following must be followed:

**Private Vehicle Transportation:**

1. The driver must be 23 years of age or older, unless 21-22 and approved by Catholic Mutual Group.
2. The driver must have a valid, non-probationary driver's license and no physical disability that may impair the ability to drive safely.
3. The vehicle must have a valid registration.
4. The vehicle must have a valid state inspection sticker, if required.
5. Personal vehicles **MUST BE INSURED** for the following minimum limits: **\$100,000 PERSON AND \$300,000 PER ACCIDENT**
6. A privately owned 10-15 passenger van may not be used to transport school-aged children on field trips.
7. All driver licenses must be provided to Catholic Mutual to check driver abstract with the DMV.

For any vehicle used for parish/school business, the following must be verified;

1. The driver must be 23 years of age or older, unless 21-22 and approved by Catholic Mutual Group.
2. The driver must have a valid, non-probationary driver's license and no physical disability that may impair the ability to safely drive the vehicle.
3. The parish or school will submit the name and driver license number of any driver to Catholic Mutual Group. Catholic Mutual will check the driving record through the state and communicate the results to the parish. **THE EMPLOYEE/VOLUNTEER DRIVER INFORMATION SHEET** will be completed for each drive and kept in parish/school files. This is especially important for anyone transporting youth.
4. Drivers must complete the on-line video, "BE SMART – DRIVE SAFE" found on Catholic Mutual's home page at [www.catholicmutual.org](http://www.catholicmutual.org).
5. A leased or rented 10-15 passenger van **MAY NOT BE USED** to transport school-aged children on field trips.

Drivers must complete the **VOLUNTEER DRIVER INFORMATION SHEET - FORM 6153 (C)** and submit it to the principal. If the same autos are used in one or more events prior to the auto insurance expiration date on the sheet, a new sheet will only be required if a change occurs in information provided. A new sheet will be required at the policy expiration date.

Parishes/Schools should complete the Request for Driver's Record Check Form 6153 (e) and submit it to Catholic Mutual Group for frequent drivers and any drivers on extended and overnight trips. Catholic Mutual will obtain the driver record from the Wisconsin Department of Motor Vehicles and make a determination on acceptable drivers.

While this field trip policy is tailored expressly and particularly, both grade and high schools, the content of the policy is used for all Archdiocesan field trips, athletic events and other sanctioned activities where private transportation is used.

Each driver and/or chaperone should be given a copy of the approved itinerary including the route(s) to be followed and a summary of their responsibilities. For trips other than interschool athletics, supervision of one (1) adult per ten (10) to fifteen (15) students is required.

Both the Parent Permission Form and Volunteer Driver Information Sheet should be kept on file for three years after date of event.

Parent/guardian Volunteers often accompany students and teachers on field trips to help chaperone the students. Since the safety and security of our students is of primary concern, children who are not of school age or part of the class taking the field trip **MAY NOT** accompany a parent/guardian chaperone. A chaperone's undivided attention must be for the students being watched and not for his/her other children. At least one adult is required for every ten (10) students. The total number of chaperones is based on the needs of the field trip and the class pursuant to the above requirement. Permission slips with emergency numbers and information are carried with the teacher during the field trip. Bus transportation will be provided.

#### **CHILD SAFETY RESTRAINT LAWS**

In addition, a February 2006 Assembly Bill known as the 2005 Wisconsin Act 106 was passed modifying child safety restraint laws in the State.

Act 106 creates a tiered structure of restraint requirements for transporting children under the age of 8 in motor vehicle according to size and weight. The structure is as follows:

Under the Act, a child who is:

1. Less than one year old or who weighs less than 20 pounds must be "properly restrained" (defined in the Act) in a rear-facing child safety seat in the back seat of the vehicle if the vehicle is equipped with a back seat.
2. At least one year old and weighs at least 20 pounds but is less than four years old or weighs less than 40 pounds must be properly restrained in a forward-facing child safety seat in the back seat of the vehicle if the vehicle is equipped with a back seat.
3. At least four years old but less than eight years old, weighs at least 40 but not more than 80 pounds, and is not more than 57 inches (4'9") tall must be properly restrained in a "child booster seat" (defined in the Act).

4. Under the age of eight and exceeds the weight or height limits specified in item 3, above, must be properly restrained by a seat belt.

The Act prohibits a person from transporting a child under the age of 8 in a motor vehicle unless (1) child is restrained as described above, and (2) the restraint system meets the standards established by the Department of Transportation and is appropriate to the child's age and size.

St. Katharine Drexel School will take whatever steps are necessary to be in compliance with the law if private vehicles are used for transporting students for school events.

Archdiocese of Milwaukee

Policy adopted: 4-14-87  
4/2/1990, 5/4/2004, 5/11/2006

#### HOMEWORK (6154)

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.

The purposes of homework are threefold: to deepen students' understanding and skills relative to content that has been initially presented to them, to prepare students for new content, or to have them elaborate on content that has been introduced. In most cases homework should be formative, allowing students to apply what they have learned in order to determine their level of understanding and need for further instruction.

Homework is a developmental learning activity which should increase in complexity with the maturity and capability of the student. As students mature, learning should become an increasingly independent activity. This should be established through consistent assignments, which encourage students to investigate for themselves and to work independently as well as with others.

Teachers should establish and communicate a homework policy, design homework assignments that clearly articulate the purpose and outcome, and provide feedback to foster growth.

Homework, properly planned and purposeful in nature, should:

- Support growth toward identified standards and learning targets
- Support individual learning needs
- Be designed to check for understanding and provide feedback to foster growth
- Generally not be graded, but used to inform instruction and assessment

Homework assignments should be coordinated among teachers and should be within the limit of expected probability for accomplishment by the student. Homework is not to be used as a form of punishment under any circumstances.

The following should guide teachers in the use of homework:

- The amount of homework assigned to students should be different from elementary to middle school to high school.

Level	Maximum Time
K (optional)	10 minutes
Primary	30 minutes
Upper Elementary	60 minutes
Middle School	90 minutes
Secondary	150 minutes

- Students should not be required to exceed the maximum amount of time for their developmental level.
- Parent involvement in homework should be kept at a minimum.
- The purpose of homework should be identified and articulated.

ADOPTED: 3/11/1975; REVISED: 7/15/2019

#### Helpful Hints for Establishing a Healthy Homework Routine:

1. Encourage your child to talk about his/her day and share the fruits of his/her labors! S/he is proud of his/her accomplishments.
2. For upper grades, make a habit of looking over student's assignment notebook to make sure homework is completed. This aids children in valuing and developing organizational skills as well as responsibility.
3. Every child needs to have a quiet place clearly established for completing homework assignments and keeping track of school items. Routine (and help in establishing the routine) is pivotal to success. Provide a special place, time and space for homework.
  - a. Monitor what your child is doing but allow for growing independence with the age of your child.
  - b. Limit access to gaming, TV, computer, music sources.
  - c. Take away the cell phone.
  - d. Set a timer to help establish good time management and avoid procrastination.

4. On a regular basis
  - a. Review weekly spelling words as needed
  - b. Review basic math facts as needed
5. Oral or silent recreational reading is an important part of a child's evening routine. You can enhance your child's comprehension skills by asking "how" and "why" questions about stories s/he reads.
6. To help children see the real-life applications of reading and writing skills learned in school, encourage and help them look up answers to their questions in reference materials. In addition, the use of written messages and the expectation of written responses from children will help them to further develop these skills.
7. Discuss current events. Use them to relate your values and listen to his/hers.
8. Read, Read, and Read, to your children.
9. Model the Gospel Values we share.

#### MAKE-UP WORK DUE TO ANY ABSENCE

See Attendance Policy: Missed work.

#### PROMOTION AND RETENTION

Whenever it appears that a student will benefit from another year at the same grade placement, parent/guardians will be informed of the student's specific academic needs by the teacher. Retention of a student at the same grade level will be made as a committee decision. The committee shall involve the parent/guardian(s), teacher and Principal/Administrator. Notification to parent/guardians of possible retention shall begin in January and continue through April.

Promotion/Retention Students: (Regulation 5123)

#### **GUIDELINES FOR CONSIDERING RETENTION OF STUDENTS**

1. Chronological Age - The student who is in the younger half of the class is less likely to be penalized by adding a year to his/her academic life.
2. Intellectual Ability - The slow learning student (I.Q. 70-90) may achieve below grade level and retention will only temporarily alleviate this discrepancy. In addition, the slow learning student often drops out of school because of increased chronological age.
3. Physical Size - The early maturing student, already larger than his or her peers, might well suffer indignities if placed with smaller students or may inflict such indignities on others.
4. Present Grade Placement - Retention should normally take place during kindergarten, first, or second grade. Retention beyond this point usually compounds the student's problems.
5. Siblings - Family difficulties often arise when retention causes the placement of siblings in the same grade.
6. Peer Relationships - Retention may adversely affect the relationship of the student within the community/neighborhood group with which he or she closely identifies.
7. Group Decision - The school principal, teachers, school support personnel, and parents should be involved in a decision to retain the student.
8. Child's Attitude - Ideally the student should be a partner in the group decision for retention or promotion. When the student is part of the planning, a more favorable attitude results.
9. Parental Involvement - When retention is being considered, parents are to be contacted several times during the year to be appraised of the student's progress and needs.
10. Individual School Procedures - Each school should incorporate these guidelines into a standard procedure to be followed when considering the retention/promotion of students. A student should not be retained more than once during the elementary years.
11. The school must ascertain whether the retention will help or hinder the learning deficit.



### ACCELERATION: (REGULATION 5123.1)

Acceleration may be granted in exceptional cases upon the recommendation of the teachers and principal, and with the approval of parents.

Utilization of all available local resources within the school and community in the assessment and educational program modifications for the student(s) in question needs to be a part of the process.

Intellectual, developmental, social, and emotional factors must be taken into consideration before any final decisions are made. Any arrangements for acceleration are on a trial basis for a mutually agreed upon amount of time before becoming permanent.

### COUNSELOR

Counseling Services are provided through Catholic Charities. Students may be referred through parent/guardians, teachers, administration, or self-referral. The counselor sees individual students, works with small group interactions and makes large group presentations.

### TEXTBOOKS AND CARE OF SCHOOL PROPERTY

All textbooks and workbooks are issued to each child at SKDS and are covered by the instructional fee. Children use the issued books during the school year and are responsible for them. Students who damage or lose textbooks and/or library books will be charged a replacement or repair fee.

### STUDENT LOCKERS AND DESKS (5145.2)

The school reserves the right to search anything brought onto school property. The principal and staff members specifically delegated by the principal shall inspect the student lockers and desks and any items in the lockers and desks periodically, without consent, and without notice.

The principal/designee shall have the right to access any content, including text messages, photos, or address books on cell phones confiscated from students.

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

All contraband items such as alcoholic beverages, controlled substances, knives and weapons shall be deposited with the principal. Illegal or contraband materials 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. The school attorney should be informed as soon as possible and consulted in regard to any questions of legality.

### TERRORISM, ACTS OF VIOLENCE AND THREATS (5139)

Basic Christian values call for behavior which is respectful of other persons and property. An actual act of terrorism and/or violence is to be considered as a most grievous offense against the school faith community. Likewise, a threat of terrorism and/or act of violence is as equally grievous as the intended action in that such a threat contradicts our Christian calling.

Terrorism and/or acts of violence are defined in this setting as participating or conspiring with others in behaviors that indicate the intention to seriously injure, degrade, frighten, threaten, intimidate or disgrace others, or cause severe damage to property. These acts may include, but are not limited to, possession and/or use of weapons, development of plans for violence, and communications which have the intent to seriously disrupt the school setting.

Students engaged in or making threats of terrorism and/or violence shall be referred to the principal or designee. In situations deemed to be substantial and serious in nature, the principal will contact the student's parent. The student may be isolated while parent contact is being established. If appropriate, the principal will meet with the student and parent(s) to determine whether further disciplinary action is warranted; the principal shall make the final determination regarding any disciplinary course of action. The principal may also refer the situation to the Beaver Dam Police Department.

The safety and security of all members of the school community as well as school property must be considered the responsibility of every member of the community. Therefore, persons with information regarding the intent of students to engage in terrorism and/or acts of violence are required to contact a teacher or school administrator regarding the information. Likewise, information concerning threats of terrorism and/or acts of violence shall be made known to school personnel immediately. Failure to make such information known to school authorities may implicate the individual as a participant.

## VIOLENCE

Any type of suggestion or threat of violence toward other students or faculty cannot be tolerated. All such instances will be dealt with most seriously and authorities will be notified. It is important that our children and youth are made aware of this.

As prime teachers of your children, it is extremely important for you to discuss this issue with your children. It is critical that they know that such issues are no joking matter. While we do not want to introduce an atmosphere of fear or overreaction, we do have policies that handle behavioral difficulties. (See Discipline Policy and Terrorism/Violence/Threats above.)

## VANDALISM (5131.5)

Parent/guardians of students are responsible for any vandalism caused by their children.

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

## ACADEMIC STANDARDS

SKDS follows the Academic standards developed by the Archdiocese of Milwaukee which can be found by visiting the web address below:  
<https://www.archmil.org/Education/Curriculum.htm>

## STANDARDS-BASED CURRICULUM, INSTRUCTION, AND ASSESSMENT (6140)

The curriculum for the Archdiocese of Milwaukee adheres to appropriate, delineated standards that are aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on standards and rooted in Catholic values. (NSBECC Benchmark 7.1)

Curriculum documents are designed to:

- Prioritize standards and integrate the religious, spiritual, moral, and ethical dimensions of learning;
- Identify learning targets to guide decisions on instructional strategies, materials, and resources; and
- Articulate how students will demonstrate their learning.

The school shall provide a wide range of instructional strategies and assessment methods based on the unique needs of each student.

The Grade Specific Religion Curriculum and Family Life Curriculum have been reviewed and approved by the Archbishop. Schools must adhere to the approved curriculum and resource lists in these areas.

Instructional strategies and materials/resources shall be determined at the school level according to the curriculum being delivered and the needs of the students being served.

Alignment of curriculum, instruction, and assessment shall be documented and monitored to ensure students have the knowledge, understanding, and skills to become creative, reflective, literate, critical, and moral evaluators, problem solver, decision makers, and socially responsible global citizens. (NSBECC Benchmark 7.3)

ADOPTED: 3/11/1975; REVISED: 7/15/2019

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## CURRICULUM

St. Katharine Drexel School Curriculum includes learning experiences designed to facilitate spiritual, intellectual, social, psychological, and psychomotor growth. Individual student needs, abilities, and interests are considered in shaping and implementing the curriculum, which will develop a student's relationship with God, self, and world. Teachers, administrators, parents, and students are involved in developing, planning, implementing, evaluating, and revising the curriculum.

SKDS curriculum reflects the stated Catholic mission, vision, philosophy, and goals of our school.

1. SKDS curriculum takes account of the ideals, the realities, and the diversity of American culture as well as global awareness.
2. SKDS curriculum reflects the fundamental principles of growth and development and best practices implemented by schools. It recognizes and makes provisions for faith formation, diverse cultures, special needs, and learning styles.
3. SKDS continually evaluates and revises its curriculum. Annually, a different area is reviewed.
4. The SKDS curriculum provides for a wide range of instructional strategies and assessment methods in the building of faith community and the development of all curricular areas.
5. SKDS uses the exit expectation and alignment grids provided by the Office for Schools. SKDS staff has developed an on-going plan to align curriculum, instruction, and assessment in all content areas. Specific written curriculum includes philosophy, goals, grade level exit expectations, instructional strategies, and assessment methods which are aligned with state and national standards.

6. SKDS is required to and follows the Academic Standards as developed by Archdiocese of Milwaukee.
7. Technology is integrated into the SKDS curriculum. As a result teaching and learning are enhanced resulting in improved achievement.

### GRADES AND REPORT CARDS

St. Katharine Drexel School uses the Archdiocesan Report Card which is a Standards Based report. Report cards are issued four (4) times during the year (one per quarter). All reports should be considered confidential. The student is given the report to hand-carry to parent/guardians. The signature sheet must be returned to the school with the parent/guardian's signature after the first, second and third grading periods. The final fourth quarter report card is picked up at the Elementary School Office in June. The exact date is placed in the newsletter. Progress Reports are sent home at interim periods when there is a need to communicate an important educational matter to the child's family.

**Incompletes:** Unfinished work resulting in an Incomplete on the report card must be completed within two weeks after the quarter ends unless there are extenuating circumstances which prevent a timely completion. Students who do not address this in a responsible manner will be required to stay after school at the convenience of the teacher. Unless there are extenuating circumstances, students can expect a reduction in the grade earned.

As you familiarize yourself with the report card, you will want to attend to three specific focus areas: an, **CONTENT STANDARD STATEMENTS**, and **PERSONAL/SOCIAL GROWTH/LEARNER BEHAVIORS/EFFORT**. Each subject lists the teacher of that subject next to it. The attendance report (note: recorded in half days) and comments are included. Your child's report card is in an envelope accompanied by a signature sheet. On the signature sheet, the teacher or the parent/guardian may request a conference.

### REPORT CARDS

At SKDS we use an all electronically produced report card for grades K – 8 using the services of Power School, beginning with the 2015-2016 school year. It is part of a student information system a growing number of schools in the Archdiocese use. The report card emphasizes standards. Grades 1-8 will show only standards assessment and will not give a single letter achievement grade.


#### **What is standards-based grading?**

Standards-based grading communicates how students are performing using the Archdiocesan Exit Expectation Standards. The purpose of standards based grading is to identify what a student knows, understands and is able to do, in each subject/content area with greater detail than the traditional letter grade. The report provides information on specific learning goals so student and parent/ guardian understand how the student is progressing. Teachers are able to focus on areas of strength as well as on areas for improvement. All of this provides much clearer understanding for all parties.

#### **Important points to remember:**

- ❖ The report card is one of many important sources of information about what a student knows and how s/he learns. Teachers use various forms of assessment (formative which provides feedback to a student while s/he is learning to identify strengths and weaknesses, to identify and address problems immediately and summative which evaluates student learning at the end of a unit against some standard or benchmark) as well as observation and student and parent/guardian insights.
- ❖ Every child is an individual who grows and develops at his/her own rate.
- ❖ Students within a grade level may vary widely from others within the same class but still be progressing appropriately.
- ❖ Every learning standard may not be assessed or evaluated for each quarter.
- ❖ It may seem that the learning standards are the same for different grade levels. However, it is important to remember the rigor and relevance needed to meet the academic expectation increase as the student progresses from grade to grade.

### PRIMARY REPORT CARD LANGUAGE

STANDARDS PROFICIENCY KEY (Performance Levels and Descriptions) Grades 1-3		
Performance Level	Descriptor	Characteristics/Examples
3	Proficient	<b>Demonstrates consistent understanding &amp; application</b> <i>Student achievement reflects understanding &amp; application of the grade-level expectations:</i> <ul style="list-style-type: none"> <li>Shows learning of taught concepts through completed tasks without major errors or omissions</li> <li>Completes the task independently without guidance or support</li> <li>Uses appropriate strategies and thinking skills to show evidence of learning</li> </ul>
2	Basic (Progressing)	<b>Demonstrates a general understanding but an inconsistent application of the information</b> <i>Student achievement reflects emerging understanding of grade-level expectations:</i> <ul style="list-style-type: none"> <li>Shows learning of taught concepts through completed task with multiple errors or partially completed</li> <li>Completes task with guidance or support</li> <li>Attempts to use appropriate strategies and thinking skills, but needs guidance to apply the information to show evidence of learning</li> </ul>
1	Minimal (Beginning)	<b>Demonstrates a lack of understanding of key concepts/skills</b> <i>Student needs development of foundational skills to achieve grade-level expectations:</i> <ul style="list-style-type: none"> <li>Shows learning of taught concepts with step by step guidance from beginning to end</li> <li>Shows no attempts to use appropriate strategies or thinking skills independently to show evidence of learning</li> </ul>
	Not assessed at this time (evaluated in a different quarter)	<ul style="list-style-type: none"> <li>Student is not assessed on the report card at this time</li> <li>Learning goal was not a focus during this quarter</li> </ul>

PERSONAL/SOCIAL GROWTH/LEARNER BEHAVIORS GRADES 5K-3		
LEARNER BEHAVIOR/EFFORT KEY	MEANING	EXPLANATION
S	Successful	Student displays successful learner behaviors appropriate for the grade level
P	Progressing	Student has shown progress with behavior
N	Needs Improvement	Student is not displaying behavior that leads to successful learning
<input type="checkbox"/>	Not applicable	
Look closely at the statements and explanation in this area of the report card. The statements are self-explanatory		

### REPORT CARD LANGUAGE GRADES 4-8

STANDARDS PROFICIENCY KEY(Performance Levels & Descriptions) Grades 4-8		
Performance Level	Descriptor	Characteristics/Examples
4	Advanced	<p>Demonstrates exemplary understanding &amp; application</p> <p><i>Student achievement reflects in depth understanding &amp; application that goes beyond the grade-level expectations:</i></p> <ul style="list-style-type: none"> <li>Evaluates, analyzes, &amp; interprets concepts to develop new understanding</li> <li>Uses concepts &amp; critical-thinking skills to extend learning &amp; understanding</li> <li>Identifies &amp; uses understanding of key concepts &amp; skills in decision-making &amp; problem-solving consistently &amp; independently</li> </ul>
3	Proficient	<p>Demonstrates consistent understanding &amp; application</p> <p><i>Student achievement reflects understanding &amp; application of the grade-level expectations:</i></p> <ul style="list-style-type: none"> <li>Uses understanding of concepts to produce work or solve problems</li> <li>Asks &amp; answers a variety of complex questions that reflect understanding of key concepts</li> <li>Identifies &amp; uses understanding of key concepts skills in decision-making &amp; problem-solving consistently</li> </ul>
2	Basic (Progressing)	<p>Demonstrates a general understanding but an inconsistent application of the information</p> <p><i>Student achievement reflects emerging understanding of grade-level expectations:</i></p> <ul style="list-style-type: none"> <li>Uses understanding of concepts to produce work or solve problems with support &amp; guidance</li> <li>Asks &amp; answers a variety of questions that reflect emerging understanding of key concepts with support &amp; guidance</li> <li>Communicates understanding of key concepts, skills, &amp; content knowledge in decision-making &amp; problem-solving inconsistently</li> </ul>
1	Minimal (Beginning)	<p>Demonstrates a lack of understanding of key concepts/skills</p> <p><i>Student needs development of foundational skills to achieve grade-level expectations:</i></p> <ul style="list-style-type: none"> <li>Applies concepts to produce work or solve problems with significant intervention</li> <li>Asks &amp; answers questions that demonstrate partial understanding with significant intervention</li> <li>Communicates key concepts, skills, &amp; content knowledge with significant intervention</li> </ul>
<input type="checkbox"/>	Not assessed at this time (Evaluated in a different quarter)	<ul style="list-style-type: none"> <li>Student is not assessed on the report card at this time</li> <li>Learning goal was not a focus during this quarter</li> </ul>

PERSONAL/SOCIAL GROWTH/LEARNER BEHAVIORS GRADES 5K-5		
LEARNER BEHAVIOR/EFFORT KEY	MEANING	EXPLANATION
O	Outstanding	Student displays superior learner behaviors
S	Successful	Student displays successful learner behaviors appropriate for the grade level
P	Progressing	Student has shown progress with behavior
N	Needs Improvement	Student is not displaying behavior that leads to successful learning
<input type="checkbox"/>	Not applicable	
Look closely at the statements and explanation in this area of the report card. The statements are self-explanatory		

### GRADES 6-8

For the Middle School Grades, you will see a series of comments. The comments pertaining to your child's learner behaviors will be found in the comment section of the report card for each quarter.

PUBLISHERS AND COPYRIGHTS FOLLOW:

<u>SUBJECT</u>	<u>PUBLISHER</u>	<u>COPYRIGHT</u>
Religion	(Pre) Our Sunday Visitor (K-8) Pflaum Sacrament Prep ~ Grade 2 Dynamic Catholic	2005 2014
Family Life	(K-8) Benziger	2019
Language Arts	(6-8) Houghton Mifflin (Collections) (3) Expeditionary Learning Journeys (Houghton Mifflin Harcourt)	2015 2015 2016
Reading	(K-2) SuperKids, Rowland Reading (K-2) Expeditionary Learning (3) Journeys (Houghton Mifflin Harcourt) (6-8) Houghton Mifflin (Collections)	2014 2015 2016 2015
Science	Pearson Science Elevate Grades 5K-8	2019
Social Studies	(K-5) Houghton Mifflin (6-8) Glencoe	2005 2007
Spelling	Primary (accompanies reading series) Grades 4-8 (accompanying reading)	2006
Music (new 09/10)	(K-6) Silver Burdette The above also use sheet music and various music publications.	2008
Spanish	Max & Max Spanish K-3	2019
Health (new 09/10)	Glencoe/McGraw-Hill	2009
Math	Houghton/Mifflin/Harcourt Go Math K-5 Big Ideas 6-8	2012 2012
Technology	Interactive Smart Boards 4 purchased 2 purchased 4 purchased 1 purchased 1 purchased 1 purchased 30 ChromeBooks 20 ChromeBooks 10 ChromeBooks 16 iPads	2010 2011  2012 2014 2015 2016 2015 2018 2019 2019

## VOLUNTEERS

Volunteer help from parent/guardians is a vital component for the successful operation of SKDS. Parent/guardians are welcome in school for a variety of support functions. They support the instructional program in many ways. A call to the school office or completion of an interest form volunteering for any of a variety of services is always appreciated. Noon hour lunchroom food servers, health screenings, library-media aides, computer aides, and classroom support helpers are some of the functions volunteers can provide. Volunteers work under the direction of the school staff. A Volunteer Handbook has been created for your convenience. If you do not receive one, please ask for a copy. All volunteers must fulfill the following requirements:

- ❖ Attend a **SAFEGUARDING ALL GOD'S FAMILY** In-Service (currently a one-time requirement)
  - At this time, you need only take the in-service once.
  - You must be present from beginning to end of the 3 hour session in order to receive credit.
  - Do **NOT** bring children to the training
  - The material presented is worthwhile. If it prevents even one child from being sexually abused, it is worth the 3 hours spent at the session.
- ❖ All volunteers and employees are required to take the Safeguarding class.
- ❖ Registration **REQUIRED** ONLINE at  
<https://milwaukee.cmgconnect.org/>
- ❖ You can also find the link at [www.skds.org](http://www.skds.org)
- ❖ Create an account to take the class, to register for the criminal background check (Required every 5 years.) and read the Code of Ethics.
- ❖ Pick up instruction sheet in the office.
- ❖ Fill out a Volunteer Application (currently a one-time requirement)
- ❖ **THESE REQUIREMENTS MUST BE FULFILLED BEFORE AN INDIVIDUAL MAY PROVIDE VOLUNTEER SERVICES.**

Failure to fulfill these requirements will prevent you from volunteering. We value our volunteers but we are required to follow these guidelines which help ensure the safety and well-being of our students.

## SAFEGUARDING ALL GOD'S FAMILY EDUCATION REGISTRATION PROCESS

1. Go to <https://milwaukee.cmgconnect.org/>
2. Online registration is required.
3. Follow the prompts to create an account. (You can pick up an instruction sheet in the office.)
4. Questions: call the school office at 885-5558. Or—call the Parish Center at 887-2082.

## SAFEGUARDING ALL GOD'S FAMILY FAQ

### What is Safeguarding All of God's Family?

All efforts and programs in the Archdiocese of Milwaukee that relate to protecting God's children and creating a safe environment come under the umbrella of *Safeguarding All of God's Family*.

As a faith-filled people, we respect and value each and every individual, as we are created in the image and likeness of God. This is why the *Safeguarding All of God's Family* program has been established. The Archdiocese of Milwaukee is committed to creating a safe environment where all of God's family – children, their parents and relatives, parish and school personnel, volunteers, clergy and archdiocesan central office personnel – will be able to work, live, and play in an environment where healthy and responsible relationships prevail.

### Why do I have to participate in this program?

The *Charter for the Protection of Children and Young People* requires that dioceses/eparchies establish "safe environment" programs. Article 12 of the Charter states:

"Dioceses/eparchies will establish "safe environment" programs. They will cooperate with parents, civil authorities, educators and community organizations to provide education and training for children, youth, parents, ministers, educators and others about ways to make and maintain a safe environment for children.

Dioceses/eparchies will make clear to clergy and members of the community the standards of conduct for clergy and other persons in positions of trust with regard to sexual abuse.”

Our children are precious, and all adults need to better understand the injustice of sexual abuse in society. There is a need for creating a greater awareness about this problem. *Safeguarding All of God's Family* is the program of the Archdiocese of Milwaukee dedicated to creating awareness and understanding of abuse of children and youth.

**What is the Charter for the Protection of Children and Young People?**

The *Charter* is a comprehensive set of norms established by the United States Conference of Catholic Bishops (USCCB) in June 2002 that addresses allegations of sexual abuse of minors by Catholic clergy. The *Charter* also includes guidelines for reconciliation, healing, accountability and prevention of future acts of abuse.

**Do you really think this program will make a difference?**

Absolutely. This program offers an opportunity for all of God's family to increase our awareness and knowledge of child sexual abuse in order to prevent any child from suffering this trauma, whether from school or Church personnel, family member or other person. Statistics show that most abuse occurs by a person known to the victim. Participating in this program will help all who work with children be more attuned to the warning signs of abuse and identify ways to respond. Awareness is the first step in understanding our responsibilities as members of God's family to our children and young people.

**Who must participate?**

All those who share their many talents and treasures within the Church atmosphere, paying particular attention to those whose ministry calls them to demonstrate their gifts through work with children and youth.

The following must join the Archdiocese of Milwaukee's mission to Safeguard All of God's Family:

- All diocesan priests and deacons (active or retired) in the Archdiocese of Milwaukee.
- All priests who are members of religious communities and extern priests (priests from other dioceses) who minister within the Archdiocese of Milwaukee.
- Women religious and religious brothers working in the Archdiocese, its parishes or schools.
- Seminarians and those enrolled in the Diaconate Formation Program or Lay Formation Program.
- All paid personnel, whether employed in areas of ministry or other kinds of services provided by the Archdiocese, its parishes, schools or other agencies.
- All volunteers who enter into ministry involving regular contact with children and young people.

**What determines “regular contact” with children?**

“Regular contact” can be defined as follows:

1. Any individual who works, volunteers, or has contact with minors within the Archdiocese of Milwaukee's parishes, schools or institutions **more than once a semester**.
2. Any individual who goes on a field trip (or any outing away from the parish, school or institution) with minors from any parish, school or institution within the Archdiocese of Milwaukee **even once a year**.

**What if a person doesn't fit into one of these categories?**

If they can answer “yes” to any one of the following questions, then they are considered to have “regular contact” with children:

1. Is the person's contact with minors is direct and/or frequent (as opposed to indirect, occasional or infrequent)?
2. Do the person's duties frequently bring them into a school or locations where minors are present (such as, day care, religious education or youth ministry programs)?
3. Do the person's duties permit them to have face-to-face contact with minors?
4. Does the person have the opportunity to be with minors in private (as opposed to having contact with minors in public and under the supervision of others)?
5. Does the person ever have direct supervisory responsibility over minors?
6. Do minors ever come into the person's private workspace?



#### What about employees or volunteers under the age of 18?

Employees or volunteers who are under the age of 18 may be in regular contact with minors if they are directly supervised by an adult (over the age of 21) who is in full compliance with all safe environment requirements and is present at all times.

#### What must I do to Safeguard All of God's Family?

Priests, parish directors, deacons, DREs, DYMs, school and parish staff, archdiocesan central office staff, and other paid and unpaid Church employees who have any contact with children or youth:

- You will read and sign the Code of Ethical Standards and read the Mandatory Reporting Statement.
- A criminal background check will be completed. (If you are a diocesan priest, these documents will be filed with the Chancery Office; for all others, they will be filed at your parish or school.)
- You will participate in a Safe Environment Education session.
- You will receive continued training regarding Safeguarding All of God's Family.

Catechists, athletic team coaches, Girl Scout leaders, chaperones for overnight activities, and other Church volunteers who have regular contact with children or youth:

- You will read and sign the Code of Ethical Standards and read the Mandatory Reporting Statement.
- A criminal background check will be completed. (If you are a diocesan priest, these documents will be filed with the Chancery Office; for all others, they will be filed at your parish or school.)
- You will participate in a Safe Environment Education session.

Boy Scout leaders are exempt because they are held accountable through a similar program required by the Boy Scouts. They will need to submit to the pastor, administrator, parish director, or parish/school safe environment coordinator verification that they have completed the program.

#### How long will a new hire or new volunteer have to complete this program?

According to the policies of the Archdiocese of Milwaukee, individuals MUST attend a Safe Environment Education session prior to employment or any volunteer service where they will be in regular contact with children.

#### When and how do I register for Protecting God's Children Safe Environment Education?

Training sessions for Protecting God's Children Safe Environment Education are offered throughout the year all around the Archdiocese of Milwaukee. To register for a Safe Environment Education session go to the [Safeguarding All of God's Family](#) page.

#### Why is a criminal background check conducted?

The Archdiocese of Milwaukee is following the requirements of the United States Conference of Catholic Bishops' *Charter for the Protection of Children and Young People*: "Dioceses/eparchies will evaluate the background of all diocesan/eparchial and parish personnel who have regular contact with minors. Specifically, they will utilize the resources of law enforcement and other community agencies."

**What if someone refuses to participate?** All Church personnel, as well as volunteers who work with children, are required to participate in Safeguarding All of God's Family for continued employment or to be considered a volunteer. If a person feels he or she has a grave reason for not participating, the person may write to the Archbishop of Milwaukee to explain the situation. A reasonable alternative to the requirement will be considered on an individual basis. The questions and answers above are taken from the [Safeguarding All God's Family Page on the Archdiocesan website](#).

### Volunteer Opportunities

We strongly encourage all parents to get involved in volunteering. It creates essential relationships, helps your child's school, and allows your child to understand and appreciate the important connection between home and school and parish.

Bowl-A-Thon  
Special Events Volunteer  
Planned Giving Volunteer  
Staff End of Year Luncheon  
Family Carnival Volunteer  
Calling Committee  
Graduation Reception Volunteer  
Classroom Aide  
Baptismal Class Coordinator  
School Board and Committees  
Pastoral Council  
Cougar's Closet

Football Mania  
Donor / Alumni Committee  
Crossing Paths Alumni Newsletter  
Foundation / Grant Committee  
BoxTops Labels  
SKDS Apparel  
Lunch Room Volunteer  
Library Aide  
Marriage Class Coordinator  
Computer Lab Volunteer  
Scrip (Contact Scrip Office)

Builders Club (per advisor request)  
Athletic Program: Concessions & Athletic Board  
Faculty Appreciation  
Glitz  
Chili Supper Committee  
Home and School Board  
Forensics (per advisor request)  
Tutor  
Catechists  
In-School Event Volunteer  
Parish Event Volunteer

QUESTIONS: Call the school office at 920-885-5558.

GET INVOLVED: Become part of the PR/Marketing Committee which meets monthly.

### SCHOOLS AS WEAPONS FREE ZONES (6114.6)

SKDS is a weapons free zone in protection of the safety of students, staff and visitors and in accordance with Wisconsin State Statutes. (Signs are posted on the school doors.)

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 parent/guardians of any student who is in possession of a weapon and advise them of pending disciplinary action.

### SMOKE FREE CAMPUS

St. Katharine Drexel provides a smoke-free environment for all its employees, parishioners, volunteers, and students. Smoking is prohibited throughout all parish facilities. Smoking is not allowed near the entrances of any buildings.

### STUDENTS WITH EXCEPTIONAL EDUCATIONAL NEEDS (6164)

Catholic schools/parishes 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 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 (will) be referred to the Beaver Dam Public School to determine whether the child is eligible for services.

The final decision for 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.

Our Mission Statement, Philosophy, and Goals state that at "SKDS we teach the whole child, Spiritually, Emotionally, Intellectually, Physically, Socially and Culturally". Therefore, our aim is to develop individual and appropriate responses to the needs of our students.

In order to meet the needs of children who are experiencing temporary or long term problems and/or academic challenges, SKDS has undertaken the following procedures:

- Teachers are knowledgeable with regard to Wisconsin Statutes addressing Children with Exceptional Educational Needs (115.76) and Children At Risk (118.153).
- Each teacher has received definitions and descriptions of and suggestions for working with students having Learning Disabilities (LD), Perceptual - Motor Skill Difficulties, Emotional/Behavioral Disability, Attention Deficit Disorder (ADD), etc.
- Teachers continue to develop individual strategies and activities to assist students.
- Volunteers are encouraged to assist teachers in working with individual students in tutoring, small group work or paper correcting.
- Teachers contact parents to discuss student school issues as necessary.

**I. Student identification is accomplished via:**

- A. Daily observation by the homeroom teacher, subject/class teacher, and/or other school staff
- B. Parent/guardian
- C. Student him/herself
- D. School counselor
- E. School psychologist (Beaver Dam Unified School District)
- F. Testing

**II. Possible Indicators Include:**

**Academic Indicators**

- A. Constant test failure
- B. Poor quality work
- C. Disorganization
- D. Repeated unfinished assignments
- E. Lack of motivation
- F. Little class participation
- G. Below average/failing report card grades
- H. Negative progress reports
- I. Consistent exemplary work in one or more subject areas

**Life and Family Change Indicators**

- A. Recent divorce/separation
- B. Death/illness
- C. Loss of job
- D. Substance abuse
- E. Domestic violence/abuse
- F. Incarceration of a parent
- G. Recent move

**Behavioral Indicators**

- A. Negative attitude
- B. Inability to work with other students
- C. Shunned by peers/poor social skills
- D. Incessant talking
- E. Anger
- F. High office referrals
- G. Boredom
- H. Withdrawal/depression
- I. Mood swings
- J. Extreme fatigue
- K. Anxiety
- L. Constant attention getting behavior
- M. Sudden change in appetite
- N. Constant lack of focus
- O. Change in daily interest
- P. Excessive absences

### III. Procedures for Help Include the Following:

- A. Student is identified by one or several of the above (refer to Roman Numeral I) who request a meeting asking for assistance on behalf of the student.
- B. The person initiating the request for assistance will be expected to bring to the meeting, pertinent information such as examples of student work and/or anecdotes of behavior.
- C. **HOMEROOM TEACHER IS THE TEAM LEADER.** S/he:
  - Takes the lead in initiating and writing a plan for the student
  - Communicates with the family and school faculty, and
  - Coordinates plan details to ensure the plan is implemented throughout the student's day.
- D. Campus Administrative Assistant, Counselor, and/or Principal enter into conference with student's teachers (TEAM).
- E. Fill out a Student At Risk Intervention Checklist, Accommodations Plan, Differentiated Instruction Plan, or Modification Plan
- F. Action Plan Possibilities include
  - 1. Student's assignment notebook is carefully monitored by homeroom teacher.
  - 2. Student may be assigned to Learning Zone (LZ) for additional help.
  - 3. Study buddies may be used.
  - 4. A behavior modification plan may be put into place.
  - 5. Alternative methods of teaching, testing, and classroom discipline may be used.
  - 6. Student may be assigned to a volunteer for additional help.
  - 7. Assignments may be modified and/or report card may be altered.
  - 8. Testing may be recommended to determine if a learning disability or other factors are hindering learning.
  - 9. Tutoring may be recommended.
  - 10. Independent study may be recommended.
  - 11. Student may be assigned to work with Reading or Learning Resource Teacher/Aide.
- G. Parental notification regarding plan, intervention, and progress is handled by the Homeroom Teacher.
- H. Follow-up evaluation will occur after a predetermined period of time.
- I. The following services are also available through the Beaver Dam Public Schools:
  - 1. Title I
  - 2. Learning Disabilities: Diagnosis and assistance
  - 3. Speech Handicaps: Diagnosis and assistance
  - 4. Auditory Handicaps: Diagnosis
- J. A School Counselor is provided at SKDS.

### IV. Desired Goals Consist of:

- A. Increased motivation
- B. Increased interest in learning
- C. Improved academic skills
- D. Improved study skills
- E. Improved social skills
- F. Increased self esteem
- G. Acquired/Learned coping strategies
- H. The student is empowered to take personal responsibility for organization, learning, and time management.
- I. Exemplary students are effectively challenged
- J. Students become self-guided in their learning
- K. Students develop an intrinsic desire for lifelong learning.

\* The Learning Zone helps students with Exceptional Educational Needs.

The faculty at SKDS realizes timely attention and action is imperative. Every effort will be made to identify students with exceptional needs and put an action plan in place as quickly as possible with input from all pertinent parties including teachers, parents, tutors, and the affected student. Serious concerns may require immediate attention.

However, when the needs of an individual student with suspected exceptional educational needs (EEN) or identified EEN cannot be appropriately addressed by our school staff, the student is referred to the local public school for an EEN evaluation and placement if appropriate. (6164)

## FUNDRAISING POLICY AND PROCEDURES/STUDENT

### Philosophy and Objectives:

While the primary objective is to raise funds for the benefit of students involved in organizations or classes, all fundraising projects shall endeavor to provide as much educational benefits for the participants and the school community as the nature of the project shall permit. To enhance the educational benefits to the students in organizations and classes, students shall be involved in the planning and implementation of the fundraising project. (See also Fundraisers, Raffles, Activities.)

### Procedures:

1. All fundraising projects proposed by any SKDS organization in school, class or chartered club must have the approval of the school administration prior to the undertaking of such a project. Band Guild and Athletic Association standing (yearly) fundraisers need only to be scheduled on the fundraising calendar. All fundraising must work in cooperation with the SKDS Development Program.
2. Fundraisers involving a form of work or service project shall be encouraged.
3. The sale or resale of commercially prepared candy products shall be discouraged.
4. To prevent confusion, all accounts/activities must be clearly labeled with the group's name: Band Guild, Athletic Association, Development, Grade \_\_\_\_, etc.
5. All money is turned into the School Office
6. No money is ever taken to an individual's home for counting, processing, etc.
7. A receipt shall be issued for moneys received.

Approved by the School Board February 15, 1988, Rev. 7/01, 8/04

See also Handling and Collecting Money pages 12-13.

## STUDENT PLACEMENT IN CLASS/HOMEROOMS

1. Each child is looked upon as a unique individual with abilities and needs specific to him/her.
2. The classroom environment is not identical to the home environment. Students react differently at school than they do at home. While our goal is to give each student daily individual attention, the quantity of that attention cannot equal that given at home. Therefore, children are called upon to think for themselves, respond appropriately and accept age-appropriate challenges with a certain amount of independence.
3. The teachers and Principal/Administrator have first hand experience with your child in the school atmosphere. We take into account:
  - the learning style of the student;
  - the teaching style of the teacher;
  - student personalities and a combination of personalities within a given class/homeroom;
  - teacher personalities;
  - teacher expertise and experience with specific learning needs, differences and challenges;
  - the intelligence range within the classroom;
  - the number of boys and girls within the group;
  - varying student needs, etc.

It is very important to remember that what one child experiences in a particular classroom will not necessarily be the experience of another child. Children respond differently to similar situations even if they are from the same family.

## SAFETY PROCEDURES/FIRE DRILLS/TORNADO DRILLS

Emergency drill procedures: types of alarm bells are as follows:

1. Fire alarm continuous loud buzz - FIRE DRILL.
2. PA announcement: "We are now having a tornado drill; go to your assigned places." - TORNADO DRILL.

### FIRE DRILL REGULATIONS

One fire drill per month will be held. Fire drills are announced. Teachers direct individual classrooms and are familiar with fire drill instructions. There is an evacuation plan posted in each classroom by the door. Each teacher will instruct children regarding specific procedures. Students will follow directions of the teachers in charge. Students should be clear of building structures. In summer 2016, an entirely new fire alarm system was installed.

### TORNADO DRILL

This alert will be employed in the case of weather alerts for high winds and tornadoes in which the health and safety of students in our buildings may be threatened. Time is not a major factor in this type of alert as in the case of a fire drill alert. The greatest concern is for controlled orderly movement as it is impossible to predict the exact distribution of students in the building at the time the alert may be given.

When the alert is given, each class will move to the assigned protected areas within the building. Upon reaching the assigned area with a teacher, everyone will assume a protective position. This position will be maintained until the "all clear" is given, and a return to class is ordered.

When students are in the tornado position, they will do the following:

1. Sit on the floor facing a wall or main support clear of a straight line of windows, doors or other outside entry/exit.
2. Place head between the knees and cover the head with hands.
3. Remain in the "head between the knees" position until the drill is completed and the all clear is given.

### WEATHER/EMERGENCIES, INCLEMENT

The closing of school will be broadcast on the following stations:

WBEV/WXRO and then on Madison Channel 3, Channel 15, and Channel 27.

Our weather information is posted on the Beaver Dam School District website at

<https://www.bdusd.org/students-families/weather-announcement.cfm>

A mass email/text will be sent to all SKDS families and staff.

The same information will be posted on the SKDS website [www.skds.org](http://www.skds.org)

Our campuses will follow the directions for the Beaver Dam Unified School District in this regard.

In case of a LATE START for inclement weather, Kindergarten-Grade 8 will begin at the announced start time. Preschool, MORNING 4K and Extend A Day (ALL DAY) WILL BE CANCELLED. Usually, this start time will be two hours later. Listen carefully to the information given. Kindergarten-Grade 8 will dismiss at the regularly scheduled time.

### ASBESTOS NOTIFICATION TO PUBLIC

#### **RE: AVAILABILITY OF ASBESTOS MANAGEMENT TO ABATE, REMOVE, COVER, AND MAINTAIN ASBESTOS AREAS IN THE ST. KATHARINE DREXEL SCHOOL**

The public is hereby notified of the availability of the management plans, inspection procedures, re-inspection procedures, response actions, and post-response action activities regarding asbestos control at St. Katharine Drexel School.

The location of the plan is in the main office - Administrator's file and may be inspected on a daily basis, by appointment, from 8:00AM to 11:00AM and 12:00PM to 3:30PM

Member(s) of the EPA, the state government, publics, teachers, and other school personnel may inspect the approved plans following the above criteria and steps. All requests shall be in writing and received five (5) full working days prior to the requested date and time for inspection.

Any area containing asbestos has been properly encapsulated and is maintained. Our maintenance staff annually reviews our buildings to ensure proper maintaining of all areas. In addition, an in house inspection is undertaken every six months by our maintenance staff. SKDS is inspected every 3 years by an outside firm.

### STANDARDIZED TESTING PROGRAM (5120.1)

“An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instruction practices.” -*NSBECS, Standard 8*

Assessment is a comprehensive set of practices that analyze, inform, and drive student learning. Schools will employ a system of integrated assessment that includes:

- Routine, ongoing, and developmentally appropriate formative assessment at the classroom level toward the goal of responsive instruction for each student.
- On-going summative assessments at the classroom level measuring student mastery of content standards and extending the practice of responsive instruction for each student.
- Intermittent schoolwide assessment providing normative data for progress monitoring of individual students, student groups, and school improvement.
- Standardized summative assessment to direct ongoing school improvement.

To receive accreditation, all schools shall administer standardized assessments as required by the Office for Schools and/or legally required by the Parental Choice Program. Results of the testing are reported to staff, parents, students, and school representatives on an annual basis by the principal.

St. Katharine Drexel School administers:

- a) Iowa Test of Basic Skills (ITBS), Riverside Publishing Co. and the
- b) Cognitive Ability Test (CogAt), Riverside Publishing Co.

SKDS gives the survey (a shorter version) to grade 1 and the full complement of ITBS/CogAt to grades 2 through 8.

Tests are administered in the Spring per Archdiocesan directive.

### PARKING

When school events take place, SKDS families need to take special precautions regarding parking. Parking space is available on E. South Street (upper and lower lots) near the church. Parking space is available at the Parish Center at the corner of Spring and Mill Street. **SIGNS INDICATING HANDICAPPED PARKING ARE SPECIFICALLY INTENDED FOR THAT PURPOSE. PLEASE HONOR THEM. SOME DAY YOU MAY BE THE ONE IN NEED. THINK ABOUT THAT BEFORE PARKING ILLEGALLY.**

### ORGANIZATIONS

#### Band

Instrumental Music is an elective subject for grades 5-8, with students receiving quarterly grades at report card time. Initial registration takes place at the fourth (4th) grade level each spring, with mandatory summer lessons for beginners in conjunction with the public schools. Throughout the school year, the Director provides a weekly group lesson, in addition to full band rehearsal 3 times per cycle for Junior Band (grade 5), Mezzo Band (grade 6), or Senior Band (grades 7-8). Students are expected to participate in all scheduled performances, as well as in the summer marching season.

Band Guild's contribution to the general school budget covers part of the instructor's salary. Band Guild expenses are covered by lesson fees, instrumental rental fees, Scrip, and fund-raisers. (All fees must be paid on a timely basis). Band Guild is a parent/guardian organization that plays a primary role in sponsoring the SKDS Band.

#### Home and School Association

Your Home and School Association is here to encourage a close relationship between parents, teachers and staff and to support the education and development of our children. Membership includes all parents, legal guardians and staff of St. Katharine Drexel School (SKDS).

The Home and School Association sponsors activities for teacher appreciation, holds fundraisers for supplemental educational materials and experiences, supports school and family social interaction, and provides a non-biased forum for sharing information on issues that impact our children.

With the team effort of parents and staff, Home and School strives to support the spiritual and academic development of our families and to raise community interest in St. Katharine Drexel. All parents, guardians and staff are encouraged to be actively involved by attending the meetings and participating in the programs.

#### SCRIP PROGRAM, SKDS

The Scrip Program is a funding program sponsored by St. Katharine Drexel School. The goal of this program is to be a third source of funding, to help offset the budgetary needs of the school. The revenue from this program helps keep the rate of increase down, both for parent tuition and parish per pupil cost. In other words, this program benefits EVERY student in our school.

The Scrip funding program began in the late 1980's. It was the brainchild of Monsignor Keys, retired Bishop of the Santa Rosa Diocese in California. His goal was to help Catholic schools raise the funds they needed to give children a quality education, in a Christian environment.

Scrip companies purchase millions of dollars of merchandise certificates and prepaid cards from grocery, department, drug, and retail stores, as well as restaurants and gas stations, all across the nation. Because Scrip companies purchase in such large quantities, the stores will sell their certificates and cards at a reduced rate (2% and up). The Scrip companies in turn, pass this discount on to organizations like ours, when we purchase the certificates and cards through them. Our school families, parishioners, friends, and relatives then purchase these certificates and cards from us at their full face value. For example, when a family purchases a \$10 certificate, it will be worth \$10 when they use it at the store. It does not cost you anything extra to use these certificates instead of cash or checks. A few retail stores also allow the use of certificates when paying a charge account at that store.

We place orders for Scrip every week. Your orders may be turned in after any weekend Mass, or you may turn in your order through your family Scrip envelope. All orders must be received by noon on Monday (or the first school day of the week), for processing that week. Checks made out to SKDS Scrip must accompany your order. Weekly, monthly, every other week, or first and fifteenth of the month standing orders are also available. Payment for standing orders is due immediately after you've received your Scrip.

Families who need more information about the program can receive assistance from a "Scrip Buddy." A "Scrip Buddy" is another parent who uses and understands the Scrip Program. This individual will show you just how easy it is to use Scrip.

Please refer to the information found in your family Scrip envelope and the weekly Newsletter, for additional and updated information. Scrip is truly "a free gift" for our students' education.

We encourage all our families to use Scrip. It is a great way to help our school. If you have questions or need information, ask your child's teacher to assist you or call the Scrip Office 887-2082, Ext. 106.

#### SCRIP PARTICIPATION

Scrip is a funding program created to generate funds for SKDS.

Scrip certificates are ordered and paid for ahead of time for your convenience if you are using a standing order. In order to maintain proper cash flow, your payment is due immediately after each standing Scrip order is received. For non-standing orders, payment must be received at the time the order is placed.

An account balance greater than 7 days is considered delinquent.

*Call 920-887-2082 Ext. 106 or visit the Scrip office in the new Parish Center, 408 S. Spring Street, between the hours of 8AM – 9:30AM on Friday. We can answer questions about your account balance.*

#### CONTACTING THE SCRIP OFFICE

Phone 8:00AM – 9:30AM Friday: 920-887-2082

Voicemail – anytime: 920-887-2082 Ext. 106

E-mail – anytime: [scrip@stkatharinedrexelbd.org](mailto:scrip@stkatharinedrexelbd.org)



### DELINQUENT SCRIP ACCOUNT BALANCES

1. In the event you have an unpaid account balance, you will receive a written notice detailing the amount owed.
2. If your balance goes unpaid greater than 14 days, the Scrip office will attempt to contact you by phone or in person. Standing and special Scrip orders will not be processed until the account balance has been paid in full.
3. If your balance continues to be unpaid at 30 days or if collection issues are persistent, the Scrip Committee will review your account and may exercise the right to discontinue your participation in the program.
4. You will be responsible for any outstanding balance and any bank service charges (for NSF checks) for which the Scrip Program is charged.

BOE Approved 1-18-01

## APPENDIX

The Appendix includes loose sheets/forms that are to be completed and returned to school immediately. Also included in the Appendix are the following:

1. Traditional Catholic Prayers and Lists (Handbook)
2. Extra Curricular Policy (Handbook)  
(Athletic Handbook from Archdiocese is a separate publication.)
3. Social Networking Policy Handbook on our website use this link:  
[https://uploads.weconnect.com/mce/2fdd02f8f1222ac5b66ec221c8ff66d62695b11c/Handbooks/Social\\_Media\\_Booklet\\_Web.pdf](https://uploads.weconnect.com/mce/2fdd02f8f1222ac5b66ec221c8ff66d62695b11c/Handbooks/Social_Media_Booklet_Web.pdf)

### On Line Forms Due September 6, 2019

Dear Family/SKDS Family Handbook receipt/contract\*  
(1 each family)

Child Custody Form (1 each family)\*

Code of Christian Conduct (1 each student)\*

Volunteer Interest Form (1 each family)

Release of Information (1 each family)\*

Health Record Up-Date (1 each student)\*

Student Acceptable Use Policy/Permission  
(1 each student, K-8)\*

Personal Electronic Device Form  
(1 each student, grades 4-8)\*

### On Line Forms Due As Needed

Application for Free/Reduced Price Meals/Milk  
(1 each family)

Prescription Medication Consent Form/Inhaler  
(1 each student)

Non Prescription Medication Form (1 each student)

Health Care Accommodation Plan (1 each student)

### Family Folder Forms Due September 6, 2019

Electronic Information Delivery Form (1each family)\*

Student Immunization & Requirements  
Add any changes from previous year. (1 each student)\*

Emergency Form (1 each family)\*

Student Insurance Form (parent choice) (1 each family)

### Additional On Line Informational Documents (Do Not Return)

Announcements

Safeguarding All God's Family

Sexual Abuse Prevention and Response Services

Calendar

School Lunch Menu

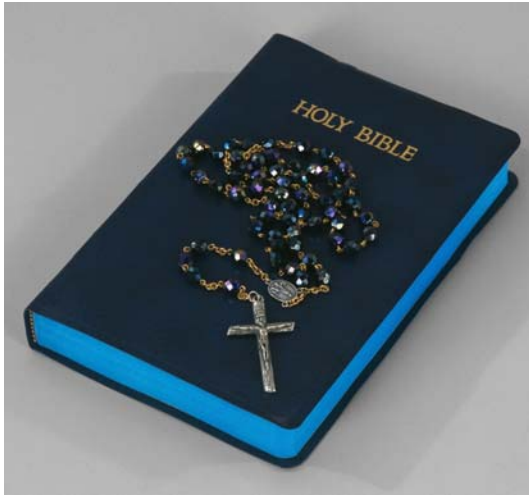
Offer vs Serve

Athletic Policies, separate handbook from Archdiocese  
(See Extra Curricular Policy above.)  
(Grades 5-8 only)

School Supply List

Scrip

\* REQUIRED ALL REQUIRED FORMS MUST BE RETURNED TO THE SCHOOL OFFICE.



## TRADITIONAL PRAYERS AND LISTS

The following pages contain the prayers recommended by the latest Archdiocesan grade specific curriculum. We also included some lists of general “Catholic” information and other traditional prayers with which you may be familiar.

As part of our religion curriculum, there are specific items we expect the children will understand and memorize at certain grade levels. Therefore, we have attached a list of prayers, sacraments, laws of the Church, holy days, mysteries of the rosary, etc. for your convenience. We ask that you help your children learn these. The children will learn these in school as a result of repeatedly saying them and reviewing them in the classroom.

Memorized prayers/lists provide us with a common ground for prayer and discussion. These formal prayers/lists give all of us a common means (words/language) by which we can pray together.

Sometimes, especially during times of great distress, it is very comforting to fall back on formal repetitious prayer. During these times, it is often too difficult to be creative with prayer or even conjure up our own thoughts. Then, too, these other “lists” of knowledge are part of our Catholic tradition. In order to fully appreciate the future, we must have knowledge of our past. In other words, we must know from where it is we’ve come.

However, these prayers and “lists” are only one part of how we worship, pray, and learn. We provide our children with a variety of experiences. In addition, we create times for silent personal prayer, meditation on some part of scripture, spontaneous prayer, and song.

Each successive grade provides a review of the grade preceding it. It is expected that material learned in a prior grade will not have to be repeated. Any reinforcement you give at home is greatly appreciated. If you have any questions and for more specifics regarding the alleged curriculum at your child’s grade level, ask your child’s/children’s teacher (s).

After each grade level, the prayers/lists on which that grade will focus are listed. The actual prayers/lists follow as a group. After these items have been introduced/learned at a specific grade level, students will review/use them as appropriate.



## GRADE SPECIFIC PRAYERS

### Kindergarten

Sign of the Cross, The Glory Be

### Grade 1

Our Father, Hail Mary, Before Meal Prayer,  
Prayer (listening/talking to God)

### Grade 2

The Rosary  
Prayer of Sorrow (Act of Contrition),

### Grade 3

Rosary Mysteries, Apostles Creed, Psalms,  
Prayers of Petition, Blessing, and Sorrow

### Grade 4

Prayer of St. Francis

### Grade 5

Nicene Creed

### Grade 6

Distinguish Mass from Prayer Service

### Grade 7

Individual Prayer, Meditation, and  
Spontaneous Prayer

### Grade 8

Morning Offering



1  
Sign of the Cross

In the name of the Father and of the Son and of the Holy Spirit. Amen.

2  
Our Father

Our Father, who art in heaven, hallowed be Thy name; Thy Kingdom come, Thy will be done on earth as it is in heaven. Give us this day our daily bread; and forgive us our trespasses as we forgive those who trespass against us; and lead us not into temptation but deliver us from evil. Amen.

3  
Hail Mary

Hail Mary, full of grace; the Lord is with you; blessed are you among women, and blessed is the fruit of your womb, Jesus. Holy Mary, Mother of God, Pray for us sinners, now and at the hour of our death. Amen

4  
Glory Be

Glory be to the Father, and to the Son, and to the Holy Spirit. As it was in the beginning, is now and ever shall be, world without end. Amen.

5  
Guardian Angel Prayer

Angel of God, My Guardian Dear, to whom God's love commits me here, ever this day be at my side, to light and guard, to rule and guide. Amen.

6  
The Blessing Before Meals

Bless us O Lord, and these your gifts, which we are about to receive from your bounty, through Christ Our Lord. Amen.

7  
Prayer After a Meal

We give you thanks O Lord, for these and all your gifts, which we have received, through Christ, Our Lord. Amen.

8  
Morning Offering

O Jesus through the Immaculate Heart of Mary, I offer you my Prayers, works, joys and suffering of this day in union with the holy sacrifice of the mass throughout the world. I offer them for the intentions of your Sacred Heart: the salvation of souls, reparation for sin, and the union of all Christians. I offer them for the intentions of our bishops, and in particular for those recommended by our Holy Father this month.

9  
Apostles' Creed

I believe in God, the Father almighty, creator of heaven and earth.  
and in Jesus Christ, his only Son, our Lord.  
who was conceived by the Holy Spirit  
born of the Virgin Mary.  
suffered under Pontius Pilate, was crucified, died,  
and was buried;  
He descended into hell;  
On the third day he rose again from the dead;  
He ascended into heaven, and is seated at the right  
hand of God the Father almighty;  
From there he will come to judge the living and the  
dead.  
I believe in the Holy Spirit, the holy Catholic Church, the  
communion of saints, the forgiveness of sins, the  
resurrection of the body, and the life everlasting.  
Amen



10  
Nicene Creed

I believe in one God,  
The Father almighty,  
maker of heaven and earth,  
of all things visible and invisible.

I believe in one Lord, Jesus Christ,  
The Only Begotten Son of God,  
Born of the Father before all ages.

God from God, Light from Light, true God from true God,  
begotten, not made,  
consubstantial with the Father.  
Through him all things were made.  
For us men and for our salvation  
he came down from heaven:  
and by the Holy Spirit  
was incarnate of the Virgin Mary,  
and became man.

For our sake he was crucified under Pontius Pilate  
He suffered death and was buried.  
And rose again on the third day  
In accordance with the Scriptures.

He ascended into heaven  
and is seated at the right hand of the Father.  
He will come again in glory  
to judge the living and the dead,  
and his kingdom will have no end.

I believe in the Holy Spirit,  
the Lord, the giver of life,  
who proceeds from the Father and the Son,  
who with the Father and the Son  
is adored and glorified.  
Who has spoken through the Prophets.

I believe in one, holy, catholic and apostolic Church.  
I confess one baptism for the forgiveness of sins.  
and I look forward to the resurrection of the dead, and  
the life of the world to come.  
Amen.

11  
Act of Faith

O my God, I firmly believe that You are one God  
in Three Divine Persons: the Father, the Son, and  
the Holy Spirit. I believe in Jesus Christ, Your  
Son, who became a Man and died for our sins, and  
who will come to judge the living and the dead.

I believe these and all the truths, which the holy  
Catholic Church teaches, because You who know  
all have revealed them. Amen

12  
Act of Hope

O my God, trusting in Your goodness and promises, I  
hope to obtain pardon of my sins, the help of Your grace,  
and life everlasting, through the merits of Jesus Christ, my  
Lord and Redeemer. Amen.

13  
Act of Love

O my God, I love You above all things, because You are  
all-good and worthy of my love. I love my neighbor as  
myself for love of You. I forgive all who have injured me,  
and I ask pardon for all whom I have injured.  
Amen.

14  
An Act of Contrition

My God, I am sorry for my sins with all my heart. In  
choosing to do wrong and failing to do good, I have sinned  
against you whom I should love above all things. I firmly  
intend, with your help, to do penance, to sin no more, and  
to avoid whatever leads me to sin.

Jesus Christ suffered and died for us. In his name, dear  
Father, forgive me. Amen.

15  
The Memorare

Remember, O most gracious Virgin Mary, that never was  
it known that anyone who fled to your protection, implored  
your help, or sought your intercession was left unaided.  
Inspired with this confidence, I fly unto you, O Virgin of  
Virgins, my Mother.  
To you I come, before you I stand, sinful and sorrowful.  
O Mother of the Word Incarnate, despise not my petitions  
but in your mercy, hear and answer me.  
Amen.



16  
The Rosary

Joyful Mysteries

(Prayed on Monday and Saturday)

1. Mary finds out she is going to be God's Mother. (The Annunciation)
2. Mary visits her cousin Elizabeth. (The Visitation)
3. Jesus is born in a stable. (The Nativity)
4. Mary and Joseph take Jesus to the Temple for the first time. (The Presentation)
5. Mary and Joseph find Jesus after He had been lost. (The Finding of Jesus in the Temple)

Sorrowful Mysteries

(Prayed on Tuesday and Friday)

1. Jesus prays in the garden. (The Agony in the Garden)
2. Jesus is beaten. (The Scourging at the Pillar)
3. Jesus is crowned with thorns.
4. Jesus carries the cross. (The Carrying of the Cross)
5. Jesus dies on the cross. (The Crucifixion)

Glorious Mysteries

(Prayed on Sunday and Wednesday)

1. Jesus rises from the dead. (The Resurrection)
2. Jesus returns to His Father. (The Ascension)
3. The Holy Spirit comes to the friends of Jesus. (The Descent of the Holy Spirit Upon the Apostles)
4. Mary goes to heaven to be with Jesus. (The Assumption)
5. Mary is called the Queen of Heaven and Earth. (The Coronation of Mary)

Luminous Mysteries

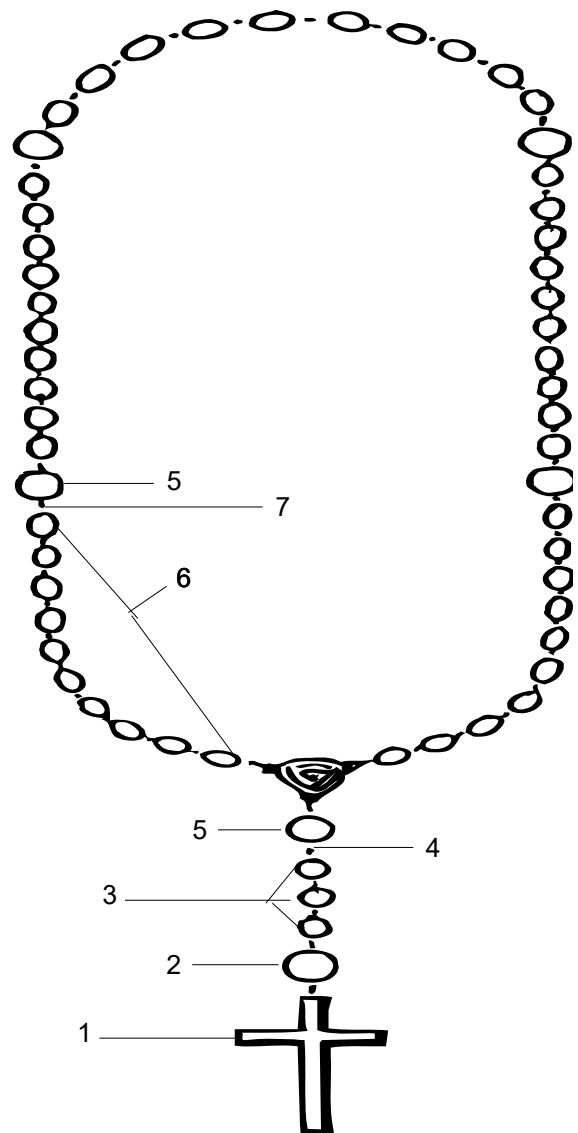
(Prayed on Thursday)

Per Pope John Paul II (2002)

1. Our Lord's Baptism in the Jordan
2. Our Lord's Self-Manifestation at the Wedding of Cana
3. Our Lord Proclaims the Kingdom of God and calls us to conversion
4. Our Lord's Transfiguration
5. Our Lord's Institution of the Eucharist as the Sacramental Expression of the Paschal Mystery

17  
Praying the Rosary

1. Sign of the cross and Apostles' Creed
  2. Our Father
  3. Three Hail Mary's
  4. Glory be to the Father
  5. Announce the first Mystery; Our Father
  6. Ten (10) Hail Mary's
  7. Glory be to the Father
- Repeat last three steps, meditating on the other mysteries of the rosary.



18  
Prayer of St. Francis

Lord, make me an instrument of Your Peace

Where there is hatred, let me sow love,  
Where there is injury, pardon,  
Where there is doubt, faith,  
Where there is despair, hope  
Where there is darkness, light  
Where there is sadness, joy.

O Divine Master, grant that I may seek not so much to be  
consoled as to console; to be understood as to  
understand; to be loved as to love; for it is in giving that  
we receive; it is in pardoning that we are pardoned, and it  
is in dying that we are born to Eternal Life.  
Amen.

19  
The Ten Commandments

1. I am the Lord your God; you shall have no other gods besides Me.
2. You shall not take the name of the Lord, your God, in vain.
3. Remember to keep holy the Lord's Day.
4. Honor your mother and father.
5. You shall not murder.
6. You shall not commit adultery.
7. You shall not steal.
8. You shall not lie.
9. You shall not desire your neighbor's wife.
10. You shall not desire anything that belongs to your neighbor.

20  
The Two Great Commandments

You shall love the Lord your God with your whole heart,  
and with your whole soul, and with all you're your mind.  
This is the greatest and first commandment. And the  
second is like it: you shall love your neighbor as yourself.

21  
The Rules of the Church

1. Take part in the Eucharist every Sunday and holy day.  
Do no unnecessary work on Sunday.
2. Receive the sacraments frequently.
3. Study about the Good News of Jesus.
4. Follow the marriage laws of the Church.
5. Support the People of God.
6. Do penance on certain days.
7. Reach out to other people. Support the missionary effort of the Church.

22  
The Way of the Cross

1. Jesus is condemned to death.
2. Jesus receives the cross.
3. Jesus falls the first time under the weight of the cross.
4. Jesus is met by His Blessed Mother.
5. The cross is carried by Simon of Cyrene.
6. The face of Jesus is wiped by Veronica.
7. Jesus falls the second time.
8. The women of Jerusalem mourn for Jesus.
9. Jesus falls the third time.
10. Jesus is stripped of His garments.
11. Jesus is nailed to the cross.
12. Jesus dies upon the cross.
13. Jesus is laid in the arms of His Blessed Mother.
14. Jesus is laid in the tomb.

23  
Gifts of the Holy Spirit

Wisdom	Knowledge
Understanding	Reverence
Counsel	Awe/Wonder
	Courage





24

Seven Sacraments  
Sacraments of Initiation:

Baptism  
Holy Eucharist  
Confirmation

Sacraments of Healing:

Reconciliation  
Anointing of the Sick

Sacraments of Service/Commitment:

Holy Matrimony  
Holy Orders

25

The Structure of the Mass

1. Introductory rites
  - a. Entrance song
  - b. Greeting
  - c. Penitential rite
  - d. Glory to God (Gloria)
  - e. Opening prayer
2. Liturgy of the Word
  - a. First reading (Old Testament)
  - b. Second reading (New Testament) and response
  - c. Third reading (Gospel) and response
  - d. Homily
  - e. Profession of Faith
  - f. Prayer of the faithful
3. Liturgy of the Eucharist
  - a. Preparation of the gifts
  - b. Prayer over the gifts
  - c. Eucharistic Prayer: preface, Holy, Holy, prayer, memorial acclamation, amen.
  - d. Communion: the Lord's Prayer, sign of peace, breaking of the Bread, Lamb of God, Communion song, prayer after Communion
  - e. Concluding rite: greeting, blessing, dismissal

26

Rules of Fast and Abstinence

Fasting: Limitations of food and drink

Abstinence: Refraining from meat (with reference to Lent)

27

Days of Fast and Abstinence

1. Ash Wednesday and Good Friday are days of fast and abstinence.
2. All Fridays in Lent are days of abstinence only.
3. Church Law binds as follows:
  - a. The Law of Abstinence (not eating meat) obliges those who have completed their 14<sup>th</sup> year.
  - b. The law of fast (only one full meal each day, nothing between meals) obliges those who have completed their 21<sup>st</sup> year until the beginning of their 60<sup>th</sup> year.
  - c. Proportionately grave inconvenience excuse from the laws of fast and abstinence.

28

Special Holy Days in the U.S.

The Solemnity of Mary, Mother of God  
(January 1) \*

Ascension Thursday (Forty days after Easter) (now celebrated on Sunday)

The Feast of the Assumption of Mary  
(August 15) \*

All Saints' Day (November 1)

The Feast of the Immaculate Conception of Mary  
(December 8)

Christmas (December 25)

\* Mass obligation is not binding when these days fall on a Saturday or Monday

29

Four Marks of the Catholic Church

One  
Holy  
Catholic  
Apostolic

30  
The Works of Mercy

**Corporal Works of Mercy (For the Body)**

Feed the hungry.  
Give drink to the thirsty.  
Clothe the naked.  
Shelter the homeless.  
Visit the sick.  
Visit the imprisoned.  
Bury the dead.

**Spiritual Works of Mercy (For the Heart)**

Help the sinner.  
Teach the ignorant.  
Counsel the doubtful.  
Comfort the sorrowful  
Bear wrongs patiently.  
Forgive injuries  
Pray for the living and the dead.

31  
The Beatitudes

Blest are those lowly who seek God; the reign of God is theirs.  
Blest are the sorrowing; they shall be consoled.  
Blest are the lowly; they shall inherit the land.  
Blest are they who hunger and thirst for what is right; they shall have their fill.  
Blest are they who show mercy; mercy shall be theirs.  
Blest are those who serve God with all their heart; they shall see God.  
Blest are the peacemakers; they shall be called children of God.  
Blest are those persecuted for doing the right thing; the reign of God is theirs.

32  
The Liturgical Year

Advent: Preparing the way  
Begins on Sunday closest to November 30.

Christmas: The Feast of the Nativity of the Lord.  
December 25 through the Feast of Baptism of the Lord.

Ordinary Time: Consists of thirty-three or thirty-four weeks in the course of the year which celebrate no particular aspect of the Mystery of Christ.  
(Catechist January 94) Begins after the Feast of the Baptism of the Lord and ends with the Tuesday before Ash Wednesday.

Lent: Lasts for Forty Days  
Ash Wednesday to Holy Saturday, a special time of prayer and preparation.

Easter: The greatest celebration in the Liturgical year.  
Celebrates the Lord's Resurrection and ends with Pentecost.

Ordinary Time: Continues after Pentecost Sunday until Advent begins again.

33  
Fruits of the Spirit

Love	Joy	Peace
Patience	Kindness	
Goodness	Faithfulness	
Gentleness	Self-Control	



# **EXTRA CURRICULAR ACTIVITIES**



**The following pages**

**Contain the SKDS**

**Extra curricular activities policy**

**For the**

**Athletic Archdiocesan policies**

**See the separate handbook.  
(Included)**

## EXTRA-CURRICULAR ACTIVITIES POLICY

Extra-curricular activities are:

1. Those activities that are associated with SKDS but are not part of the required curriculum.
2. These activities help to meet the interests and needs of the students.

"The Principal/Administrator has the ultimate responsibility for all extra-curricular school activities; parents and other adults who serve as coaches, moderators, and chaperones are accountable to the Principal/Administrator in all activities that are school based." (6145)

Extra-curricular activities at SKDS include:

Basketball	Builders Club	Forensics	Jazz Band
Track	Volleyball	Yearbook	

**Builders Club** is a service oriented club that is part of Kiwanis International. They have lock ins occasionally, do service projects (campus clean up, bake sales, parish and city projects such as collections of various items for those in need—food, clothing, etc.) and provide student leadership. The teacher advisor sends home information and invitations about this organization.

**Forensics** is public speaking in competition: storytelling, poetry, acting, commercials, to name a few. The advisor sends home information at the beginning of the school year with detailed information

**Yearbook** is a middle school memory book covering activities, candid photos, remember when, etc. Students work with faculty advisors and create all the work in the computer lab.

At the end of the school year, students are asked about potential interest for the upcoming year for planning purposes. Actual sign up takes during the school year. All of the above are extra-curricular activities that give middle school students an opportunity to express themselves in ways that provide interest to the middle school student. They tend to be hands-on activities.

In order to participate in extra-curricular activities, a student must:

1. Maintain a report card that is devoid of U's; nor may the student have 2 D's; (Grades 7 & 8)
2. Students and parents/guardians keep track of grades online through Power School. (Grades 6 – 8 only)
3. Follow the rules and regulations and disciplinary policy as presented in the Student/Family Handbook;
4. Practice exemplary behavior for the duration of the specific activity or event (example: tournaments, meets, etc.). This includes practicing good sportsmanship;
5. Follow the rules and regulations of the specific activity/organization, and attend practices;
6. Be in attendance at school for a full day in order to participate in the extra-curricular activity that day or on the weekend. (Normally if a student is absent on a Friday, s/he may attend the extra-curricular event on Saturday, but may not participate until the following day, Sunday. However, each case will be looked at on an individual basis.) See also, section on Vacations/Pre Arranged Absences.
7. Sign (along with the parent/guardian) agreement stating you will follow and support the extra-curricular activity policy.

**NOTE:** 8. 5<sup>th</sup> and 6<sup>th</sup> graders are exempted from the grade rule #1. However, behavior, attitude, and compliance with rules will be reviewed when determining if a student is eligible to play.

Extra-curricular activities are in place as a result of being a part of SKDS. Therefore, each student participant represents SKDS. This representation must always and only take place in a positive manner.

Participating in extra-curricular activities is a privilege. If the student does not follow the above and chooses to represent SKDS in a negative manner, s/he will be removed from participation. The final decision rests with the Principal/Administrator.

Students will be given an opportunity to improve grades and/or behavior. During a suspension, the student must be at practice, must suit up, and must attend meets, but will not play the specific sport or participate in the specific extra-curricular activity. At Progress Report time (halfway through the quarter), approximately four weeks, the student will be evaluated again. If there is no improvement, the student will be removed from the given activity for the remainder of the season. Again, the final decision rests with the Principal/Administrator.

Each student will be viewed as an individual but is expected to adhere to the Extra-curricular policy as stated.

- All sports have to occur in the defined sports seasons.
- By definition and regulations tournaments are only for Grades 5-8.
- Sports in grades 2-4 are instructional and developmental. Games can be interrupted for instruction. It is not a competitive sport in these grades.

At all times, SKDS is subject to and follows Archdiocesan Policy. See separate Archdiocesan Handbook for athletics.

#### SKDS Extra-curricular Activities Supervision

1. At no time, will students be left alone on the premises to await the arrival of a ride.
2. No students other than your own team members are allowed to be in the gym/school while you are in charge, without the presence of their own coach or assistant coach.
3. Team members will be told when practice starts. Students will not be allowed in the gym/school unless a coach is present.
4. Team members will be told when practices end so that their parents will be on time to pick them up.
5. Students will be dropped off and picked up in the parking lot, and not in front of the school.
6. Students will not use the lobby restrooms. The locker restrooms are available for athletic practice.
7. The inside front doors of the gym are to remain closed and locked.
8. No braces will be used on any doors to keep them open.
9. At no time will anyone be allowed in the building unless that person has a legitimate purpose for being in the building. (To put it simply, using the restrooms is not a legitimate purpose, except in cases of grave emergency.)
10. In cases of SCHOOL CANCELLATION, because of snow, ice, extreme cold or other serious weather conditions, or a breakdown of mechanical equipment, ALL EVENTS scheduled for the facilities will also be cancelled. This does pertain to Extra-curricular events.
11. Responsibilities for Supervision of Children and Youth (4116.4 & 5140.1)  
Only responsible adults, age 21 or older, shall be allowed to function in an independent supervisory capacity with minors in any parish/school program. Adults between the ages of 18-21 may assist in the supervision of minors when in a joint relationship with an adult supervisor over the age of 21. Minors under the age of 18 may assist with activities involving other minors, but shall not have supervisory responsibilities. In addition, all such personnel shall have appropriate skills, qualifications, training, and orientation to supervise minors.

All parish/school personnel who have on-going contact with minors, whether paid employees or volunteers shall:

- ❖ Attend a **SAFEGUARDING ALL GOD'S FAMILY** In-Service (currently a one-time requirement)
  - At this time, you need only take the in-service once.
  - You must be present from beginning to end of the 3 hour session in order to receive credit.
  - Do **NOT** bring children to the training
  - The material presented is worthwhile. If it prevents even one child from being sexually abused, it is worth the 3 hours spent at the session.
- ❖ All volunteers and employees are required to take the Safeguarding class.
- ❖ Registration **REQUIRED** ONLINE at <https://milwaukee.cmgconnect.org/>
- ❖ You can also find the link at [www.skds.org](http://www.skds.org)
- ❖ Create an account to take the class, to register for the criminal background check (Required every 5 years.) and read

- ❖ the Code of Ethics.
- ❖ Pick up instruction sheet in the office.
- ❖ Fill out a Volunteer Application (currently a one-time requirement)
- ❖ **THESE REQUIREMENTS MUST BE FULFILLED BEFORE AN INDIVIDUAL MAY PROVIDE VOLUNTEER SERVICES.**

Failure to fulfill these requirements will prevent you from volunteering. We value our volunteers but we are required to follow these guidelines which help ensure the safety and well-being of our students.

#### **SAFEGUARDING ALL GOD'S FAMILY EDUCATION REGISTRATION PROCESS**

1. Go to <https://milwaukee.cmgconnect.org/> Online registration is required.
2. Follow the prompts to create an account. (You can pick up an instruction sheet in the office.)
3. Questions: call the school office at 885-5558. Or—call the Parish Center at 887-2082.

The number of adult supervisors should be appropriate for the attendance; with an ideal ratio of not more than (10) ten minors per supervisor. A minimum of two adults will always be present in a supervisory capacity. If an event has both male and female minors in attendance, there must be both male and female responsible adults also present.

#### **School Events**

During ALL school events including extra-curricular, concerts, meetings, etc. students are expected to follow ALL school rules (See Discipline Policy and General Procedures). At these events children must remain seated with their parents. If children are found elsewhere or are engaged in any sort of prohibited behavior, you can expect school staff to step in to discipline or remind as needed.

Please note: Chaperones and students will not take photos of students on field trips or post any photos on social media of field trips. We need to protect the privacy of all students; some families do not wish to have their children's photos published therefore we are taking extra precautions. Once a photo is published, it is neither private nor temporary. Until and/or if we can develop a better policy, this is the policy to which we will adhere.





# KNOW YOUR CONCUSSION ABCs

Assess  
the  
situation

Be alert for  
signs and  
symptoms

Contact a  
health care  
professional

## A Fact Sheet for Athletes

### What is a concussion?

A concussion is a type of brain injury that changes the way the brain normally works. A concussion is caused by a bump, blow, or jolt to the head. Concussions can also occur from a blow to the body that causes the head and brain to move rapidly back and forth. Even what seems to be a mild bump to the head can be serious. Concussions can occur during practices or games in any sport or recreational activity.

### What are the signs and symptoms of a concussion?

Unlike a broken arm, you can't see a concussion. Most concussions occur without loss of consciousness. Signs and symptoms of concussion can show up right after an injury or may not appear or be noticed until hours or days after the injury. It is important to watch for changes in how you are feeling, if symptoms are getting worse, or if you just "don't feel right." If you think you or a teammate may have a concussion, it is important to tell someone.

### COMMON SYMPTOMS OF A CONCUSSION:

Tell someone if you see a teammate with any of these symptoms:

- Appears dazed or stunned
- Forgets sports plays
- Is confused about assignment or position
- Moves clumsily
- Answers questions slowly
- Repeats questions
- Can't recall events prior to the hit, bump, or fall
- Can't recall events after the hit, bump, or fall
- Loses consciousness (even briefly)
- Shows behavior or personality changes

Tell someone if you feel any of the following:

#### Thinking/Remembering:

- Difficulty thinking clearly
- Difficulty concentrating or remembering
- Feeling more slowed down
- Feeling sluggish, hazy, foggy, or groggy

#### Physical:

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Fatigue or feeling tired
- Blurry or double vision
- Sensitivity to light or noise
- Numbness or tingling
- Does not "feel right"

#### Emotional:

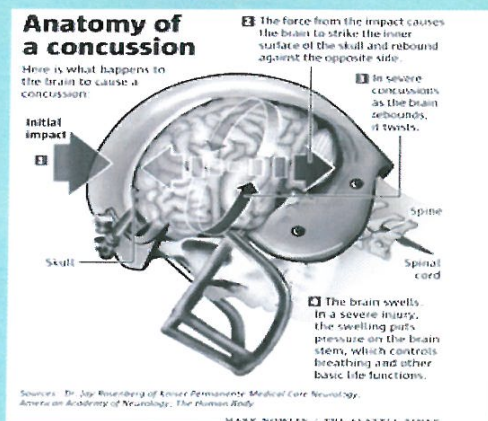
- Irritable
- Sad
- More emotional than usual
- Nervous

Changes in your normal sleep patterns.





- \*Wear the proper equipment for each sport and make sure it fits well.
- \*Follow the rules of the sport and the coach's rule for safety.
- \*Use proper technique.



If you have a suspected concussion, you should NEVER return to sports or recreational activities on the same day the injury occurred. You should not return to activities until you are symptom-free and a health care provider experienced in managing concussion provides written clearance allowing return to activity. This means, until permitted, not returning to:

- Physical Education (PE) class,
- Sports conditioning, weight lifting, practices and games, or
- Physical activity at recess.

## What should you do if you think you have a concussion?

1. Tell your coaches and parents right away. Never ignore a bump or blow to the head even if you feel fine. If you experience symptoms of a concussion, you should immediately remove yourself from practice/play. Tell your coach right away if you think you or one of your teammates might have a concussion.
2. Get evaluated by a health care provider. A health care provider experienced in evaluating for concussion can determine if you have a concussion, help guide management and safe return to normal activities, including school (concentration and learning) and physical activity. If you have been removed from a youth athletic activity because of a suspected or confirmed concussion, you may not participate again until evaluated by a health care provider and receive written clearance to return to activity. You must provide this written clearance to your coach.
3. Give yourself time to get better. If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have a repeat concussion. It is important to rest until you receive written clearance from a health care provider to return to practice and play.

## Why should you tell someone about your symptoms?

1. Your chances of sustaining a life altering injury are greatly increased if you aren't fully recovered from a concussion.
2. Practicing/playing with concussion symptoms can prolong your recovery.
3. Practicing/playing with a concussion can increase your chances of getting another concussion.
4. Telling someone could save your life or the life of a teammate!

## Tell your teachers

Tell your teachers if you have suffered a concussion or head injury. Concussions often impair school performance. In order to properly rest, many students often need to miss a few days of school immediately following a concussion. When you return to school after a concussion you may need to:

- Take rest breaks as needed,
- Spend fewer hours at school,
- Have more time allowed to take tests or complete assignments,
- Suspend your physical activity (PE class and/or recess)
- Suspend your extracurricular activities (band, choir, dance, etc)
- Reduce time spent reading, writing, or on the computer.



To learn more about concussion, go to:

[www.cdc.gov/Concussion](http://www.cdc.gov/Concussion); [www.wiaawi.org](http://www.wiaawi.org); [www.nfhs.org](http://www.nfhs.org)





# KNOW YOUR CONCUSSION ABCs

Assess  
the  
situation      Be alert for  
signs and  
symptoms      Contact a  
health care  
professional

## A Fact Sheet for Parents

### What is a concussion?

A concussion is a type of brain injury that changes the way the brain normally works. A concussion is caused by a bump, blow, or jolt to the head and can also occur from a blow to the body that causes the head and brain to move rapidly back and forth. Even what seems to be a mild bump to the head can be serious.

Concussions can have a more serious effect on a young, developing brain and need to be addressed correctly.

### What are the signs and symptoms of a concussion?

You can't see a concussion. Signs and symptoms of concussion can show up right after an injury or may not appear or be noticed until hours or days after the injury. It is important to watch for changes in how your child or teen is acting or feeling, if symptoms are getting worse, or if s/he just "doesn't feel right." Most concussions occur without loss of consciousness.

If your child or teen reports **one or more** of the symptoms of concussion listed below, or if you notice the symptoms yourself, seek medical attention right away. Children and teens are among those at greatest risk for concussion.

### SIGNS AND SYMPTOMS OF A CONCUSSION

#### SIGNS OBSERVED BY PARENTS OR GUARDIANS

- Appears dazed or stunned
- Is confused about events
- Answers questions slowly
- Repeats questions
- Can't recall events prior to the hit, bump, or fall
- Can't recall events after the hit, bump, or fall
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Forgets class schedule or assignments

#### SYMPTOMS REPORTED BY YOUR CHILD

##### Thinking/Remembering:

- Difficulty thinking clearly
- Difficulty concentrating or remembering
- Feeling more slowed down
- Feeling sluggish, hazy, foggy, or groggy

##### Physical:

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Fatigue or feeling tired
- Blurry or double vision
- Sensitivity to light or noise
- Numbness or tingling
- Does not "feel right"

##### Emotional:

- Irritable
- Sad
- More emotional than usual
- Nervous

##### Sleep\*:

- Drowsy
- Sleeps less than usual
- Sleeps more than usual
- Has trouble falling asleep

\*Only ask about sleep symptoms if the injury occurred on a prior day.

To download this fact sheet in Spanish, please visit: [www.cdc.gov/Concussion](http://www.cdc.gov/Concussion). Para obtener una copia electrónica de esta hoja de información en español, por favor visite: [www.cdc.gov/Concussion](http://www.cdc.gov/Concussion)








## DANGER SIGNS

Be alert for symptoms that worsen over time. Your child or teen should be seen in an emergency department right away if s/he has:

- One pupil (the black part in the middle of the eye) larger than the other
- Difficult to arouse
- Severe headache or worsening headache
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Difficulty recognizing people or places
- Increasing confusion, restlessness, or agitation
- Unusual behavior
- Loss of consciousness (even a brief loss of consciousness should be taken seriously)



Children and teens with a concussion should NEVER return to sports or recreation activities on the same day the injury occurred. They should delay returning to their activities until a health care provider experienced in evaluating for concussion says they are symptom-free and provide written clearance to return to activity. This means, until permitted, not returning to:

- Physical Education (PE) class,
- Sports practices or games, or
- Physical activity at recess.

## What should I do if my child or teen has a concussion?

1. Seek medical attention. A health care provider experienced in evaluating for concussions can direct concussion management and review when it is safe for your child to return to normal activities, including school (concentration and learning activities) and physical activity. If your child or teen has been removed from a youth athletic activity because of a suspected concussion or head injury, they may not participate again until he/she is evaluated by a health care provider and receives written clearance to participate in the activity from the health care provider.
2. Help them take time to get better. If your child or teen has a concussion, her or his brain needs time to heal. Your child or teen should limit activities while **he/she** is recovering from a concussion. Exercising or doing activities that involve a lot of concentration, such as studying, using a computer, texting, or playing video games may worsen or prolong concussion symptoms (such as headache or tiredness). Rest will help your child recover more quickly. Your child may become upset that he/she cannot participate in activities.

3. Together with your child or teen, learn more about concussions. Talk about the potential long-term effects of concussion and the problems caused by returning to daily activities too quickly (especially physical activity and learning/concentration).

## How can I help my child return to school safely after a concussion?

Help your child or teen get needed support when returning to school after a concussion. Talk with your child's school administrators, teachers, school nurse, coach, and counselor about your child's concussion and symptoms. Your child may feel frustrated, sad, and even angry because s/he cannot keep up with school work and learn as well after a concussion. Your child may also feel isolated from peers and social networks. Talk often with your child about these issues and offer your support and encouragement. As your child's symptoms decrease, the extra help or support can be removed gradually. Children and teens who return to school after a concussion may need to:

- Take rest breaks as needed,
- Spend fewer hours at school,
- Be given more time to take tests or complete assignments,
- Receive help with schoolwork, and/or
- Reduce time spent reading, writing, or on the computer.



→ To learn more about concussion go to :

[www.cdc.gov/Concussion](http://www.cdc.gov/Concussion) or call 1.800.CDC.INFO.



Form  
5141 (b)  
6145.2 (I)

## Parent and Athlete Concussion Acknowledgement Form

**As a Parent and as an Athlete it is important to recognize the signs, symptoms, and behaviors of concussions.** By signing this form you are stating that you understand the importance of recognizing and responding to the signs, symptoms, and behaviors of a concussion or head injury. *This form must be completed for every sports season and every youth athletic organization the athlete is involved with.*

### Parent Agreement:

I, \_\_\_\_\_ have **read** the Concussion Fact Sheet for Parents and **understand** what a concussion is and how it may be caused. I also understand the common signs, symptoms, and behaviors. I agree that my child must be removed from practice/play if a concussion is suspected.

I understand that it is my responsibility to seek medical treatment if a suspected concussion is reported to me.

I understand that my child cannot return to practice/play until providing written clearance from an appropriate health care provider to his/her coach.

I understand the possible consequences of my child returning to practice/play too soon.

Parent/Guardian

Signature \_\_\_\_\_ Date \_\_\_\_\_

### Athlete Agreement:

I, \_\_\_\_\_ have **read** the Concussion Fact Sheet for Athletes and **understand** what a concussion is and how it may be caused.

I understand the importance of reporting a suspected concussion to my coaches and my parents/guardian.

I understand that I must be removed from practice/play if a concussion is suspected. I understand that I must provide written clearance from an appropriate health care provider to my coach before returning to practice/play.

I understand the possible consequence of returning to practice/play too soon and that my brain needs time to heal.

Athlete

Signature \_\_\_\_\_ Date \_\_\_\_\_