

# FAMILY HANDBOOK



**ST. COLETTA DAY SCHOOL  
OF MILWAUKEE**

**2019 – 2020  
SCHOOL YEAR**





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## **WELCOME**

St. Coletta Day School of Milwaukee, a non-profit educational facility, is proud to have you and your child/children here with us. Our school is as unique as each student who attends. We provide an exemplary program for students with mild to moderate intellectual and/or developmental disabilities. Providing elementary and secondary classrooms, our students receive both social and academic education.

The Transition Program that was implemented in 2017 is an expansion of St. Coletta Day School. It is designed for students ages 18-21. The focus is on further development of the functional living skills, employment skills and social skills that will aid the participants preparing them for independent/supportive living and eventual employment.

Students are taught using many strategies and techniques to facilitate optimum learning. Lessons are differentiated, so each student receives instruction on his/her level. In addition, the school advocates community experiences such as The Urban Ecology Center, Farmer's Market, and the Symphony. Additionally, students participate in physical education, in music therapy and art. Service projects in the community are instrumental in educating our students to give back to the community.

We believe that our students' educational experience is enhanced by the use of creative expression. This is achieved by including significant artistic endeavors related to specific curricular lessons. The pride our students exude is overwhelming. Much of their artwork is on display for our annual fundraiser, ColettaScope. The fundraiser features all student artistic creations.

Our students are included with St. Sebastian School students for a number of activities including field trips, gym class, mass, recess, and lunch. Some students, where appropriate, will have the opportunity to study alongside their neuro-typical peers in the academic offerings throughout St. Sebastian school.

We support a strong school and family relationship. It is important to keep an open line of communication between school and home for the benefit of the student. You are encouraged to converse by phone, email, or person-to-person with any staff member. We want you to feel comfortable speaking to the staff, so we can address your specific concerns.

Please take some time to look over this handbook with your child. It is full of important information concerning our school, its rules, and expectations. As part of our ongoing accreditation and quality process, when procedures or policies are updated you will receive an addendum.

William A Koehn  
*Administrator, St Coletta Day School of Milwaukee*



## **PHILOSOPHY**

St. Coletta Day School of Milwaukee is committed to facilitating all students to achieve their ultimate potential both academically and socially thereby enabling them to feel self-confident and assured with the tools provided to them to meet the future challenges.

These tools include academics, self-esteem, life skills, community involvement and moral conscience. We subscribe to, support and teach the “Covenant” values, which include honesty, responsibility, peace-making, respect and kindness. These values, developed by our host school, St. Sebastian’s, fit collaboratively with our philosophy.

## **MISSION**

St Coletta Day School of Milwaukee Will provide an academic, social and life skills curriculum within an engaging environment to meet the needs of students with intellectual and/or developmental disabilities to prepare them to realize their full learning potential and become valued and contributing citizens.

## **VISION**

St. Coletta Day School of Milwaukee is:

- A place of excellence where exceptional learners can achieve full potential in their academic, creative, personal, and physical development.
- A caring place where children and adults feel they make a contribution and are valued as individuals
- A place of Christian values where children learn respect for themselves and others.
- A partnership between children, parents, staff and the community as a whole.

## **VALUES**

- Integrating moral values into the curriculum
- Respecting and promoting an individual’s uniqueness
- Instilling a responsibility to serve others
- Inspiring a lifelong love of learning
- Recognizing religious, cultural and learning differences
- Fostering a caring atmosphere for the entire school community
- Maintaining ongoing communication and cooperation between the school staff and families

## **CLASS SIZE**

St. Coletta Day School of Milwaukee will have an average of twelve elementary students, twelve secondary students, and six Transition Students during the school year.

Student Code of Conduct

- At St. Coletta Day School of Milwaukee, it is the responsibility of the Board of Directors, administration, teachers and school staff to safeguard the safety and health of the students. The Board of Directors and the school personnel comprise the professional community that is St. Coletta Day School.



## **CODE OF CONDUCT**

The St. Coletta Day School community recognizes its responsibility to meet the educational needs of the students while enrolled in our school. This responsibility is also in effect when representing the school while attending school outings as well as school-sanctioned activities that may occur after typical school hours.

Our students are a reflection of our school and thus, student conduct and behavior expectations extend to our host school as well.

## **STUDENT CODE OF CONDUCT**

The Student Code of Conduct is in effect from the time a student boards the bus, or parent transportation at the beginning of the day until the student gets off the bus or parent transportation at the end of the day, and at all times when students are participating in school-sponsored activities.

Parent/guardian involvement and cooperation is vital in the discipline process.

The discipline procedures will apply and be consistently enforced.

School staff/personnel and parents/guardians will work cooperatively to correct the misbehavior of the student and to maintain a written record of incidents of serious misbehavior.

Measures to correct misbehavior will depend on the nature of the behavior, the frequency and the willingness of the student to correct the undesirable behavior. The use of these measures is intended to encourage acceptable and appropriate behavior. Corrective action will follow the procedures outlined in the Family Handbook.

## **BEHAVIOR EXPECTATIONS**

As a student:

- Your first priority at school is to learn
- Be in the assigned place with appropriate materials at the designated time that class begins
- Show respect and courtesy to others at all times
- Show respect for property inside and outside the building
- Behave in a manner that does not endanger themselves or others
- Use school-appropriate language at all times
- Follow teacher/staff instructions, classroom rules and expectations
- Set the example to be kind, honest, respectful, responsible, and a peacemaker; in other words, do not be a bully.
- Participate in class and come to school on-time, every day
- Represent yourself so that you are proud of yourself



## **SCHOOL AND FAMILY CONTACT INFORMATION AND VISITORS**

### **STAFF CONTACT INFORMATION**

|   |   |
|---|---|
| <b>School Office</b>  | scdsmke@gmail.com   414-453-1850                  |
| Mr. William Koehn, <i>Administrator</i>                     | wkoehn.scdsmke@gmail.com   (414) 453-1850 x-8185  |
| Ms. Rachel Lustig, <i>Teacher</i>                           | rlustig.scdsmke@gmail.com   (414) 453-1850 x-8187 |
| Ms. Courtney Roskos, <i>Teacher</i>                         | crokos.scdsmke@gmail.com   (414) 453-1850 x-8188  |
| Ms. CindySue Nielsen, <i>Transition Program Coordinator</i> | cnielsen.scdsmke@gmail.com                        |
| Ms. Traci Schneider, <i>Teaching Assistant</i>              | tschneider.scdsmke@gmail.com                      |
| Ms. Sarah Bechitsao, <i>Teaching Assistant</i>              | sbechitsao.scdsmke@gmail.com                      |
| Ms. Jennifer Sowinski, <i>Administrative Assistant</i>      | jsowinski.scdsmke@gmail.com                       |

\*\* Between 7:00 am & 7:00 pm

### **WEBSITE**

www.scdsmke.org

### **MAILING ADDRESS**

#### **School | Classrooms**

St. Coletta Day School of Milwaukee  
1740 North 55<sup>th</sup> Street  
Milwaukee, WI 53208

#### **School Office**

St Coletta Day School of Milwaukee  
5400 W. Washington BLVD, 3<sup>rd</sup> FLR  
Milwaukee, WI 53208

### **CHANGE OF FAMILY CONTACT INFORMATION**

Please keep the school informed of your correct home address, business address, email and telephone numbers. This is important in case of emergencies and for keeping school records up to date. Please inform the school office by email; jsowinski.scdsmke@gmail.com, or phone; (414) 453-1850 as soon as the change happens.

### **VISITORS**

A doorbell is located outside of the main entrance (Door #16) of St. Sebastian School building. The intercom/door release is connected to the telephone system in the office, which may result in a slight delay before the office staff is able to respond to the bell. For security reasons, visitors may be questioned before being allowed to enter the building.

All visitors to the school must report to the St. Sebastian school office immediately upon arrival. They will sign in and receive a specific area visitor badge to wear while in the school building. They will sign out and return the badge when they depart.

### **PARENTS**

Parents and therapists visiting and dropping off or picking up students may use the door closest to the St. Coletta classrooms (Door #15). This door is identified as "St. Coletta Day School". A doorbell is placed high and to the right of the door for your convenience.



## **BOARD OF DIRECTORS**

**Zach Rieboldt, President**

RSM US LLP

phone: (414) 758-8928

2<sup>nd</sup> term 2017 - 2020

**Dan Nolde, Vice-President**

HUB International

phone: (414) 507-8957

2<sup>nd</sup> term 2017 - 2020

**Susan Schoenfeld, Secretary**

Consulting, Coaching and Curriculum Design

email: sschoenfeld3@gmail.com

1<sup>st</sup> term 2016 - 2019

**Tracy Wright, Treasurer**

Medical College of WI

email: twright1971@yahoo.com

1<sup>st</sup> term 2017 - 2020

**William Koehn, Ex-officio**

Administrator | Teacher, St. Coletta Day School

phone: (414) 793-3622, email: wkoehn@tds.net

**Linda Kenney**

Children's Hospital of WI

1<sup>st</sup> term 2017 - 2020

**Gerard Washington**

City of Milwaukee Fire Department

1<sup>st</sup> term 2017 - 2020

**Jacob Bidwell, MD**

Aurora Healthcare

phone: (414) 331-5439

1<sup>st</sup> term 2017 - 2020



## **ATTENDANCE POLICY**

It is the belief of St. Coletta Day School that students/participants being late, tardy or absent have a negative effect on the learning environment.

In accordance with state law, Wisconsin State Statutes, Sections 118.15 and 118.16 - Students are expected to attend school every day. The evidence is clear: **students with good attendance are more likely to be successful in school.** High attendance rates are linked to high student achievement. This is true for every grade – elementary, middle, high school students and Transition Students.

## **HOURS OF INSTRUCTION**

St. Coletta Day School of Milwaukee meets the Wisconsin Department of Public Instruction required number of instructional hours at both the elementary and secondary levels.

## **SCHOOL PROGRAM HOURS**

Monday through Friday from 7:35 am to 2:45 pm. Students **must** be dropped off no earlier than 7:25 am and picked up no later than 3:00 pm. Strict adherence to, and attendance during these program hours is expected. Staff Supervision is only available to students during these hours.

## **TRANSITION PROGRAM HOURS**

Monday through Friday from 9:00 am to 2:00 pm. Participants **must** be dropped off no earlier than 8:30 am and picked up no later than 2:00 pm. Strict adherence to, and attendance during these program hours is expected. Staff Supervision is only available to participants during these hours.

## **ABSENCES**

Whether “excused” or “unexcused”, In accordance with Wisconsin Statutes, Section 118.15(3)(c), a student may not be excused by the parent for any reason more than 10 days in a school year

**Excused Absences:** Serious or communicable illness, death in the family, special circumstances approved by the administrator. The administrator may request a doctor’s note for a medically-related absence when the student has a serious or communicable illness or as determined by the administration.

**Unexcused Absences:** Vacation during school days, failing to contact the school office at (414-453-1850) when a student or participant is absent.

**Illness:** Please do not allow your student to miss school, unless in the event of serious illness. Though school attendance is important, students who are sick should remain at home, especially if your student has a contagious illness. This includes but is not limited to: having a fever, vomiting and/or rash. There is not a school nurse on staff.

**Special Circumstances:** There are special circumstances that may arise and warrant your student’s absence from school. When this happens, we encourage you to work with the school administrator to answer any questions you might have, and develop a plan up to and including, homework completion and to address future absences or attendance concerns.



## **Notification of an Absence:**

The safety and well-being of the students is our first priority. When a student will be absent from school, the parent is **expected** to call the **St. Coletta school office (414-453-1850) or email the classroom teacher** before 7:30 a.m. If a staff member is not available, a message may be left on the school voice mail. When calling please be sure to indicate your name, the student name, and the reason for the absence. If a parent/guardian or adult student does not contact the school office by 7:30 a.m. to notify staff of your student's absence, your student is considered unexcused. After 7:30 a.m., parent/guardian or adult student will be contacted if the absence has not been reported by an adult to ensure your student's safety and whereabouts. and the absence is **still** unexcused.

When a student is absent for any portion of a day(s), please send a written note with the student indicating the date, time and the reason for the absence. This would also include any late arrival or early dismissal plans. In the case of planned absences (e.g. vacation, funeral), prior written notice should be provided.

## **HABITUAL TRUANCY**

A student who is absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester is considered a habitual truant [WI Statutes, Section 118.16(1)(a) and (c)].

**Under Wisconsin State Law, a student may not be excused by a parent for more than 10 days in a school year (Wis. Stats Sec. 118.15 (3)(c)).**

**Once a student reaches (5) absences - Family receives a written notification**

**After (8) absences - Family is contacted and a meeting is required with the Administrator**

**After (10) absences - The Student may be placed on a probationary status for the remainder of the school year and may impact their eligibility to re-enroll the following school year.**

**Additionally students with 10 or more absences is at risk of not being promoted to the next grade in school.**

Vacations are considered "unexcused absences" and should ideally be scheduled outside of the school schedule. Teachers are not required nor expected to provide students traveling on a vacation their homework ahead of time. All work is expected to be made up with the help outside of the school and submitted as arrangements are made with student's teachers upon their return.

It is understandable that circumstances may arise when the need to be absent from school exists. In the case of planned absences (such as vacation, death in the family, etc.) prior notice is required.



## **APPOINTMENTS**

Doctor, dentist, or other personal appointments should be scheduled after school or on a day that the school and transition programs are not in session. Families are asked to schedule appointments outside of the school day or on days off of school. If it is unavoidable to schedule a student's appointment during the school day, it is expected that your student will not be absent for the entire school day.

**For scheduled appointments during the school day that are unavoidable, parents must send a note or email a note to the classroom teacher at least a week ahead of time and include departure time, reason for the absence, and the name of the individual who is authorized to pick up the student.**

Arriving late or leaving early for any reason, including appointments, is subject to the consequences listed below.

### **Tardies/Late Arrivals / Early Departures**

Although there may be times that late arrivals and/or early departures of students are unavoidable, understand these instances cause disruptions to your student, fellow students, teachers, and classroom environment. We strongly encourage families to schedule appointments outside of school hours. If a student will be out of school during the regular school hours, written notice is required stating the time of departure, the reason for the absence, and the name of the individual who is authorized to pick up the student. Students will not be dismissed early from the school day without a parent or guardian's ability to provide a doctor's note the following school day, as this, again, is a disruption to many.

Arriving to school on time is essential, teaching student's effective habits of punctuality, which allows them to maximize their learning and information conveyed by the teacher. Additionally, teaching punctuality is a beneficial life-long skill that will point towards their success in forming long-term habits.

**Tardies: Arriving at school late without a previous teacher notification.**

**Late Arrivals: Arriving at school late due to a previously scheduled appointment and/or previous teacher notification via email.**

**Early Departures: Leaving school early due to a previously scheduled appointment and/or previous teacher notification via email.**

- **Once a student reaches five (5) tardies or early departures - Family receives a written notification**
- **After eight (8) tardies or early departures - Family is contacted and a meeting is required with the Administrator**
- **After ten (10) tardies or early departures - The Student may be placed on a probationary status for the remainder of the school year and may impact their eligibility to re-enroll the following school year**

**Additionally, a student with ten (10), or more absences is at risk of not being promoted to the next grade.**



**DAILY (SAMPLE) SCHEDULE**

This is a sample of what our daily schedule for a week looks like...

| Monday                               | Tuesday                     | Wednesday                               | Thursday                                 | Friday                           |
|--------------------------------------|-----------------------------|---|--|----------------------------------|
| 7:45 Arrival                         | 7:45 Arrival                | 7:45 Arrival                            | 7:45 Arrival                             | 7:45 Arrival                     |
| 7:45 Morning Routine                 | 7:45 Morning Routine        | 7:45 Morning Routine<br>Morning Meeting | 7:45 Morning Routine                     | 7:45 Morning Routine             |
| 8:00 Morning Meeting                 | 8:00 Morning Meeting        | 8:00 Church                             | 8:00 Morning Meeting                     | 8:00 Morning Meeting             |
| 8:45 Reading                         | 8:45 Reading                | 8:45 Church                             | 8:45 Reading                             | 8:45 Reading                     |
| 9:45 Bathroom                        | 9:45 Bathroom               | 9:30 MM 1<br>Social Skills 2            | 9:45 Bathroom                            | 9:45 Bathroom                    |
| 10:00 Math                           | 10:00 Math                  | 10:10 MM 2<br>Social Skills 1           | 10:00 Math                               | 10:00 Math/cooking               |
| 11:00 Recess                         | 11:00 Recess                | 11:00 Recess                            | 11:00 Recess                             | 11:00 Recess                     |
| 11:25 Lunch                          | 11:25 Lunch                 | 11:25 Lunch                             | 11:25 Lunch                              | 11:25 Lunch                      |
| 11:45 Bathroom                       | 11:45 Bathroom              | 11:45 Bathroom                          | 11:45 Bathroom                           | 11:45 Bathroom                   |
| 12:00 DEAR (silent reading)          | 12:00 DEAR (silent reading) | 12:00<br>Adventure Club                 | 12:00 DEAR (silent reading)              | 12:00 DEAR (silent reading)      |
| 12:15 Read Aloud                     | 12:15 Read Aloud            |   | 12:15 Read Aloud                         | 12:15                            |
| 12:45 ELA                            | 12:45 ELA                   | 1:00 Check In                           | 12:45 ELA                                | Read Aloud                       |
| 1:15 Library GP1<br>1:40 Library GP2 | 1:15 Social Studies         | 1:45 Gym                                | 1:15 UEC/Health/Career Development class | 1:00<br>● Music GP1<br>● Art GP2 |
| 2:00 End of Day Routine              | 2:00 End of Day Routine     | 2:00 End of Day Routine                 | 2:00 End of Day Routine                  | 1:30<br>● Music GP2<br>● Art GP1 |
| 2:15 Choice Time                     | 2:15 Choice Time            | 2:15 End of Day Routine                 | 2:15 Choice Time                         | 2:30 End of Day Routine          |
| 2:45 Departure                       | 2:45 Departure              | 2:45 Departure                          | 2:45 Departure                           | 2:45 Departure                   |



## **EMERGENCY CLOSING**

If school will not be in session due to inclement weather or other emergency conditions, local radio stations and local television stations will be notified to broadcast the news of the closing. The Milwaukee Archdiocese makes the decision to close. The message would be broadcast as "All Archdiocesan Schools in the City of Milwaukee will be closed today." Also, if Milwaukee Public Schools (MPS) or the Wauwatosa School District closes, St. Coletta Day School of Milwaukee will also close. The radio and/or television notices should be considered as the official notice. Please note: St. Sebastian School/St. Coletta Day School will not be listed by name on the radio unless there is some unique emergency, other than the weather, that would necessitate the cancellation of classes for the day. The school office will not be open during inclement weather or emergency conditions.

## **PARENT - TEACHER COMMUNICATION POLICY**

Frequent communication is strongly encouraged. There are a number of appropriate ways to communicate with the school's Administrator, teachers, and staff. We provide a folder that students are required to take back and forth between home and school on a daily basis. The purpose is to disseminate school information, special dates, requests and permission slips. In addition, we use the email system to share information. There will be several email lists; one for all families with pertinent information, and two additional, but separate lists: one for the School families, and one for the Transition Program families. We can also use the telephone to communicate ideas, questions, or to discuss any concerns.

If a concern arises and a parent wishes to discuss it with the school's Administrator, teachers, or staff, the following protocol should be followed:

- Parent will call, email, or use the student folder to make a request to meet with a school employee.
- An appointment must be made to meet with a school employee to discuss an issue or concern.
- Parents will not be permitted to simply show up at school and expect to meet with a school employee. It needs to be understood that the schedule is structured, so that the staff is busy educating your children during the school day.
- If an issue/concern should arise and needs an immediate response, a parent may call the school administrator to request to be seen and/or heard as soon as possible.

## **SCHOOL PROGRAM PARENT-TEACHER CONFERENCES**

Conferences will be held in the Fall and Spring semesters. Conferences are very important in the social and educational growth of your child. We have a great deal of information to share in the form of a progress report concerning your child's learning and how he/she socializes with others. In addition, the teacher may have standardized/normed testing results, which contain achievement analysis results.

## **CRISIS INTERVENTION & SAFETY POLICY AND PROCEDURE**

### **General Procedures**

The following procedures are common to all emergencies.

1. Make sure that all students and staff are safe.
2. Get the specific facts - Who, What, Where, When, Why, and How.
3. Contact office or administration immediately.
4. If necessary, contact the police, fire department, or other emergency agencies.



5. Administration will decide emergency procedures and notices such as closing the school or dealing with the media.

A crisis is defined as a significant event, whether emotional or physical, which impacts persons within the school's community to an extent that the normal school routine becomes affected. These may include, but are not limited to the following:

- A medical emergency
- Crisis relating to a death or suicide
- Terminal illness of student or family member
- Natural disaster Serious injury or accident
- Presence of unauthorized person(s) in the building
- Threats including bomb or violence
- Building Crisis such as fire

## **SAFETY POLICIES**

The following policies are taken directly from our host school, St. Sebastian School, "Family Handbook." St. Coletta Day School of Milwaukee (SCDS) accepts and practices these policies.

### **Behavior Crisis Plan:**

One staff takes all of the other students out of the classroom when another child is in a Crisis. Once the other students have been delivered to the other room, one other staff member will join the staff that is monitoring the crisis. The student will be repetitively told in a calm voice to go to the break area to calm down. Staff will also if possible communicate with the child in writing so that no conversations are taking place when the child is in crisis. The staff will also quietly state or write, that when the child is back under control a conversation can take place. We will continue to try to de-escalate the situation as long as the student is not harming themselves or staff members. If de-escalation does not happen after 15 minutes, staff will contact the parents. If the student is harming themselves or staff members, staff will remove any items that could be used as a device to hurt anyone. Restraint will be the last resort. Isolation and restraint will be documented in an incident report and parents and the school Administrator will be notified. Re-establishing rapport with the student will be number one priority once crisis has been alleviated.

### **Tornado Warning**

Staff will lead students to the tornado shelter location, the cafeteria. The specific spot is on a map located by the door to the classroom. Students and staff sit, and cover their head with crossed hands till all clear announced.

### **Fire Crisis**

Staff will lead students out the closest door to where they currently are in the buildings. One staff will grab the red emergency bag located by the classroom door and bring it with them. If students are in one of the two St. Coletta Classrooms they will exit the St. Coletta main door and leave the building. Once outside of the building the staff will lead the students down 54th street until they reach the corner of 54th and Washington Blvd. Staff will account for all students and hold up a green card if all students are accounted for. Staff will wait for St. Sebastian School staff to notify if the building is all clear or if the staff and students need to go to Mount Olive school across the street to wait for the all clear. Once staff and students are at Mt. Olive, the Staff will notify the parents following the crisis notification procedures.



### **Medical Crisis**

One staff takes students upstairs and while the other staff attends to the student in crisis. A second staff joins the crisis as soon as possible. If needed, EPIpen is administered. If needed 911 is dialed and the office at St. Sebastian is notified. One staff member from St. Sebastian will go wait on Washington Blvd for paramedics to direct them where to go. A staff member will stay with the student and provide appropriate care and reassurance while help is on the way. Staff will call parents and inform them of the situation.

### **Shelter in Place**

All staff and students will shelter where they are at the moment of the crisis. The staff will lock the classroom door and not let anyone in after they have become aware of a crisis. Students and staff not in the classroom should go into any classroom that is unlocked. All students and staff will keep themselves quiet and away from any doors and windows. Staff will wait for St. Sebastian staff or the police to notify that all is clear. The staff will notify the parents following the crisis notification procedures.

### **Crisis Notification Procedures**

1. Email
2. Phone call

If, in the case of an emergency, we cannot reach the parents, the police will be contacted to locate the parents according to Archdiocesan policy.

## **EMERGENCY PROCEDURES**

### **Fire Drills**

The school has an established procedure to provide a quick and safe evacuation of the building. These drills are practiced throughout the school year by students and staff.

### **Tornadoes**

The school has an indoor emergency shelter procedure that is practiced monthly during the school year by students and staff. Students are taken to the lower level of the school.

## **EMERGENCY RESPONSE PROCEDURES-LOCKDOWN**

Examples include intruders in the school, threat from a person outside of the school, or emergency within the school.

Three kinds of lockdowns have been created:

- Area lockdown to limit access
- A suspicion of safety lockdown- gather students and lock doors
- Danger lockdown- immediate lockdown and stay away from windows and doors

### **Staging Areas**

Situations may occur where an evacuation may take place. Various staging areas have been created to assure staff and student safety. Emphasis should be placed on student safety, silence, alertness and rapid movement. A class roster will always be taken to monitor attendance.



### **Staging Areas include**

1. Sidewalk on 54th Street. Used during a minor fire or emergency.
2. Mount Olive School on Washington Blvd. Used when total evacuation is needed.
3. Neeskara School on 54th Street. Used when distant evacuation is needed.
4. Mount Olive School on Washington Blvd will be used as a parent collection area as needed.

If parents are contacted about collecting children after an emergency evacuation takes place, one of the above staging areas will be noted as the pick-up location. Parents must check-out their child with the supervising adult, usually the teacher. Students may not leave unless checked out for dismissal.

### **Injuries (FIRST AID)**

When a child experiences a serious injury or illness during the course of the school day, the parent will be notified. In case of a serious emergency, the principal or principal's designee will contact the Police and/or Fire Department in addition to contacting the parent.

If, in the case of an emergency, we cannot reach the parents, the police will be contacted to locate the parents according to Archdiocesan policy.

### **Medication**

The school will not prescribe or have any medication on hand to dispense to students. Any medication to be dispensed must be brought to school by the student along with the completed forms as described below.

1. Medication must be in original container
2. The student and parent assume full responsibility for the student to report to the office at the designated time.
3. If a student needs to take prescription medication during the school day, and we do not have proper written permission, the parent will need to come and dispense the medication.
4. Neither handwritten nor verbal instruction from a parent is acceptable for prescription medication.
5. The principal or the principal's designee will dispense medication.

Any prescription medications that must be dispensed during the school day must be accompanied by the proper form and completed by the doctor.

Any over-the counter medication that must be dispensed during the school day must be accompanied by the proper form completed by the parents/guardian.

### **Asthma Inhalers**

We recognize the importance and necessity of students being allowed to carry asthma inhalers. Inhalers may be kept in the office with completed prescription form or the student may self-administer under the supervision of school staff. The inhaler release form must be completed and on file in the office to allow a student to carry an asthma inhaler. 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. The school will not prescribe or have medications on hand to dispense to students.



## **SCHOOL PROGRAM DRESS CODE POLICY**

The dress code at St. Coletta Day School of Milwaukee reflects the colors/style of clothing used at St. Sebastian School. This decision was made to garner a cohesiveness within the entire school culture thereby making school life easier for St. Coletta students particularly when involved in inclusionary activities such as lunch, gym, recess, and field trips. The dress code applies to all students enrolled in St. Coletta Day School. There may be non-uniform days scheduled throughout the school year. On those days, and Urban Ecology Center field trip days, students may wear weather-appropriate clothing including jeans, shirts and blouses of any color. When the dress code is in effect, students are to wear the following:

### **Tops**

- Colors:
  - White
  - Light blue
  - Navy blue
  - Yellow/Gold
  - Forest Green
  - Cardinal Red



- Styles;
  - Shirt/Blouse
    - Long or short sleeved polos
    - Long or short sleeved blouses or button-down shirts with a collar
    - Long or short sleeved turtlenecks.

### **Sweaters and Sweatshirts:**

- Solid colored, St Coletta's logo OR logo-free red, white, navy, light blue sweatshirt, sweater/vest or cardigan may be worn over the uniform shirt (no hoods).
- A plain white t-shirt or a collared shirt of uniform color can be worn under the uniform sweater or sweatshirt and should be tucked into one's skirt, pants, or shorts, or does not exceed the length of the sweater or sweatshirt.
- St. Coletta Day School or St. Sebastian School are the only acceptable logos. This is an optional feature but is highly encouraged.
- Special all-yellow t-shirts with the school logo, and SCDS Spirit-wear may be worn every Friday.

### **Bottoms**

- Pants or Shorts:
  - NAVY and /or TAN dress pants - free of rips and/or holes, nor cuffed or rolled at the ankle.
  - NAVY and/or Tan tailored, uniform shorts or navy-blue or tan capris may be worn seasonally, weather-permitting.



- Dresses/skirts:
  - Girls may wear a Navy-blue jumper, skirt, or skort
    - No slits and is appropriate and modest in length. The guideline for appropriate length will be defined as no higher than 4 inches above the knee.
- Leggings: Solid red, white, navy, or black leggings may be worn under uniform skirts/dresses
- These are **not** permitted on regular uniform days:
  - denim, jeans, non-tailored knit, parachute, fleece, terry cloth, or nylon material
  - a contrasting color of top-stitching or stripes
  - stirrups, deck pants, wind pants, tear away/breakaway pants, hip-huggers or low-riders
  - monograms or decorative emblems
  - Bib overalls, lounge/sleeping pants.

### Jewelry

- Post earrings alone are allowed. No dangling or hoop earrings are permitted.
- A single necklace with a Christian symbol (small crucifix, cross, saint medal) or a medical ID.
- A watch, medical ID bracelet, and/or a limit of two bracelets may be worn
- No rings are permitted.

### Hair

- Hair should be neat and clean. Hairstyles bordering on the extreme are not permitted.
- Only natural hair coloring is permitted.
  - This is determined by administration. If questions, please ask ahead of time.

### Hair Accessories

- Hair accessories worn must be functional and not ornamental, not large, nor costume-like.
- For long hair, accessories must be used to keep one's hair out of one's face for learning purposes.
- Hair ties, headbands, & small accessories must be school uniform colors: navy, red, black, white, or of a natural hair color.

### Footwear

- Proper footwear should be worn every day. (Toes and heel should be covered)
  - For days students have PE class, tennis shoes must be worn.
- Flip-Flops, Light-up or shoes with wheels are not permitted.
- Sandals (with backs) with socks are allowed as appropriate weather permits on uniform days.
  - Dressy sandals without socks are permitted for dress-up days, weather permitting.

### Socks/tights

- Solid (one color only) red, white, navy, black or white socks or tights, worn at all times.
- Socks may also have a small, single logo (Nike swoosh, Adidas stripe, ex.).

### Make-up

- No makeup or tattoos are allowed, unless permitted for a Spirit Day.

### Nails

- Fingernails should be clean and kept neatly trimmed.
- No nail polishes





### **Items not permitted under the dress code include**

- Clothing styles and length must match the uniform policy -
  - shirts must have sleeves, at least 2 inches thick.
  - Shorts, and skirts should be no shorter than 4 inches above the knee.Leggings may be worn, only if a student's bottom is completely covered throughout the school day by a long - tunic style top, jacket/sweater or a skirt.
- No pajama pants, leggings (worn as pants), or lounge wear—unless indicated for Spirit Days

### **Please remember!**

- Clothing must be clean and in good repair—no distressed, ripped, torn clothing is permitted.
- Clothing is to be modest (not tight-fitting or revealing) no rips or holes and must have sleeves.

Students are encouraged to think of the dress code to develop lifelong skills in presenting one's self at school, work, etc.

\*Students and families requesting exceptions to this policy should contact the administrator. The administrator will adjust policy on an at need basis.

\*\*All decisions regarding compliance to dress code are ultimately made by the Teaching Staff and/or Administrator. If a student is found to be "out of dress code", the Teaching staff and/or Administrator will have the student change using the extra clothes the student has at school. If the student does not have extra clothes at school, the student can look in the school's "extra clothes" for clothes to wear. If the student does not have their own extra clothes or if they cannot find "extra clothes", the parents will be contacted and expected to bring appropriate dress code compliant clothes to school.

### **Transition Program Dress Code Policy**

It is necessary for our Students to project a professional image for our customers, potential Students, community visitors, and the Transition Program place partnerships. Business casual dress is the standard for this dress code.

Because all casual clothing is not suitable for the Transition Program, these guidelines will help you determine what is appropriate to wear to the Transition Program. Clothing that works well for the beach, backyard, dance clubs, exercise sessions, and sports contests may not be appropriate for a professional appearance at the Transition Program.

Clothing that reveals too much cleavage, your back, your chest, your feet, your stomach or your underwear is not appropriate for the Transition program or the Transition Program experiences inside the St. Sebastian / St. Coletta campus and within the community, including in a business casual setting.

In a casual Transition Program environment, clothing should be pressed and never wrinkled. Torn, dirty, or frayed clothing is unacceptable. All seams must be finished. Any clothing that has words, terms, or pictures that may be offensive to others is unacceptable.

Clothing that has the St. Coletta's logo is acceptable. Sports team, university, and fashion brand names on clothing are generally unacceptable.

Certain days can be declared as non-uniform days. Jeans and other more casual clothing are acceptable on these days. However, clothing that is potentially offensive to others is not allowed. Specific instructions will be given as to the clothing allowed for these days.



## **Guide to Business Casual Dressing for The Transition Program**

This is a general overview of appropriate business casual attire. Items that are not appropriate for the Transition Program / the Transition Program experience are listed, too. Neither list is all-inclusive and both are open to change. The lists tell you what is and is not generally acceptable as business casual attire.

No dress code can cover all circumstances, so Transition Students must use a certain amount of judgment in their choice of clothing to wear to the Transition Program. If you experience uncertainty about acceptable, professional business casual attire for program, please ask your supervisor or your Human Resources staff.

### **Slacks, Pants, and Suit Pants**

Slacks that are like Dockers™ brand and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy capris, and nice-looking dress synthetic pants, jeans (that are free from tears, frayed bottoms) are acceptable. Inappropriate slacks or pants include sweatpants, exercise pants, Bermuda shorts, short shorts, bib-overalls, leggings, and any spandex or other form-fitting pants such as people wear for biking.

### **Exceptions for the YMCA include:**

Sweatpants and/or exercise pants. Participants should dress for the YMCA at home, and bring “street clothes” with them, in a gym bag. Other exceptions: Shorts that are at knee length Skirts, Dresses, and Skirted Suits Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably in public. Short, tight skirts that ride halfway up the thigh are inappropriate for the Transition Program. Mini-skirts, skorts, sun dresses, beach dresses, and spaghetti-strap dresses are inappropriate for the Transition Program.

### **Shirts, Tops, Blouses, and Jackets**

Casual shirts, dress shirts, sweaters, tops, golf-type shirts, and turtlenecks are acceptable attire for the Transition Program. Most suit jackets or sports jackets are also acceptable attire for the Transition Program if they violate none of the listed guidelines. Inappropriate attire for the Transition Program includes tank tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops; tops with bare shoulders; sweatshirts, and t-shirts unless worn under another blouse, shirt, jacket, or dress.

### **Shoes and Footwear**

Conservative athletic or walking shoes are strongly encouraged. Loafers, sneakers, and leather deck-type shoes are acceptable for the Transition Program. Dress heels, boots, flats, clogs, flashy athletic shoes, thongs, flip-flops, slippers, and any shoe with an open toe are not acceptable in the Transition Program. Closed toe and closed heel shoes are required in most vocational settings. Jewelry, Makeup, Perfume, and Cologne Should be in good taste, with limited visible body piercing. Remember, that some Students are allergic to the chemicals in perfumes and makeup, so wear these substances with restraint.

### **Hats and Head Covering**

Hats are not appropriate in the Transition Program. Head covers that are required for religious purposes or to honor cultural traditions are allowed.



## **Conclusion**

If clothing fails to meet these standards, as determined by the Transition Program Coordinator, Administrator or other school staff, the student will be asked not to wear the inappropriate item to the Transition Program again. If the problem persists, the student may be sent home to change clothes and will receive a verbal warning for the first offense. Progressive disciplinary action will be applied if dress code violations continue.

## **BUS POLICY**

Acceptable behavior on the bus is an important matter due to safety issues. The bus driver is the only adult on the bus. Students are expected to obey the rules. Students are to stay in their seats, keep their hands and feet inside of the bus and to themselves, talk quietly, and follow the instructions of the driver.

If your child breaks any of the bus rules, the driver will inform the school of the incident by writing a bus complaint.

The disciplinary action which would occur for such a violation would be immediate suspension and a possible expulsion hearing (as outlined in Archdiocesan policies). In addition, where applicable, the matter would be referred to law enforcement officials.

### **Bus Driver**

1. Will safely transport students to and from school as designated from a pre-approved rider list.
2. Will notify school staff of any misbehavior by the students on the bus in both verbal and written form.

#### **Use of Illegal or hazardous materials on the bus:**

3. The misuse of drugs, including alcohol, is illegal and a health hazard.  
The Bus Company strives to protect students from harmful drugs and chemicals and from those who sell or dispense these substances. Students may not possess, dispense, sell, or be under the influence of such substances or any substance represented to be a drug or controlled substance on the bus.

### **Bus Company**

1. Will advise the school of significant delays in the delivery or pick-up of students.
2. Will handle forms related to mandatory restraints while a student is being transported.
3. Will keep abreast of any days the students do not attend school.

### **School Staff**

1. Will be available to receive/deliver students to the busses every school day.
2. Will process written complaints concerning student behavior on the bus by advising parents of said complaint and discussing strategies to correct inappropriate conduct.
3. Will notify Milwaukee Public Schools of any days the students are not required to attend school.

### **Students**

Will be respectful to the bus driver and other passengers at all times.

1. Will be seat-belted into their seats at all times while riding the bus.
2. Will comply with reasonable requests made by the bus driver as they relate to safety issues.



### **Consequences for Inappropriate Behavior**

|                          |   |
|--------------------------|---|
| 1st documented complaint | Student is counseled and redirected   |
| 2nd documented complaint | Student is given a written warning. Parent is contacted   |
| 3rd documented complaint | Student is given a recess detention. Parent is contacted  |
| 4th documented complaint | One (1) to two (2) day bus suspension. Parent is contacted  |
| 5th documented complaint | Three (3) day bus suspension. Parent is contacted   |
| 6th documented complaint | Parent conference is required. School may require that your child be permanently suspended from the bus for the rest of the school year |

- \*\* Blatant disrespect, fighting, drugs, alcohol or weapons will result in a suspension from the bus
- \*\* The school administrator has the authority to amend any consequences as he/she sees fit.

Students who are suspended from the school bus will be expected to be transported by parents/relatives.

Please discuss this policy with your child, Thank you for your continued cooperation. Please feel free to call the school with any questions or concerns.

### **TRANSITION STUDENT TRANSPORTATION**

Transportation for students enrolled in the St Coletta's Transition Program will be determined on an individual basis between: Parent/Guardian, DVR and school.

### **LIBRARY - SCHOOL PROGRAM ONLY**

Both the elementary and secondary students use the St. Sebastian School library once a week during scheduled periods of time. Students visit the library in classroom groups and individually to choose books, listen to stories, and develop their library skills. Books are checked out for a one-week period. The fine for overdue books is fifty cents (\$ .50) per day. Students are also expected to cover the cost of lost or damaged materials. A parent can support his/her child's library use by encouraging him/her to withdraw and read library books and then return them on time. St. Coletta staff requests that any materials checked out of the St Sebastian library remain at school in the building/classroom and not be taken home.

### **HOT LUNCH - SCHOOL PROGRAM ONLY**

St. Sebastian School provides a hot lunch service that is partially supported by the Federal Government. The cost of a nutritionally balanced meal is determined by the cafeteria staff and prices are subject to change. Lunch is \$3.00 and includes milk. Additional milk maybe purchased for \$0.60/ea. Students who need a substitution for milk can replace it with juice if a doctor's note and allergy form is on file. Assistance is available for free or reduced lunches to families who qualify and apply. Application forms are available at registration and in the school office. A computerized purchase system program is being



used. You purchase lunches or milks by sending money to school in a sealed envelope. Indicate the child's name, room number (elementary students Room 1, secondary students Room 101), and the amount of money enclosed. The money will be credited to your child's account. When going through the lunch line, your child will key code in his/her personal PIN number, and your account will be deducted the appropriate amount. Two IOU lunches may be purchased on credit, but after that, no credits will be issued, and further lunch purchases will be cold sandwiches. Reports will periodically be sent home to communicate the account status. Checks are to be made payable to “**St. Sebastian Hot Lunch.**” The menu, although subject to occasional change, is published each month. Students who bring a bag lunch may also purchase milk. The price per carton is \$0.60 and is subject to change. Credit for milk may be purchased through the envelope system. Please note: No cash will be accepted in the lunch line. All lunch or milk purchases must be handled on a per credit basis only with purchases done through envelopes delivered to the cafeteria with student name, homeroom and amount listed. For inquiries regarding the lunch program or student lunch account, please call the cafeteria at 414-453-6850, or online at: <http://school.saintsebastianonline.net>

### **HARASSMENT - ZERO TOLERANCE POLICY**

Harassment is defined as a single incident or pattern of behavior wherein the purpose or effect is to create a hostile, offensive, or intimidating environment. Harassment encompasses a broad range of physical and/or verbal behavior which is unacceptable. St. Coletta Day School joins with St. Sebastian School in offering a variety of proactive programs to help educate students in working out their differences in a non-threatening manner. In the event that a harassment situation takes place, it should be immediately reported to the administrator or staff member. A fact-finding investigation will take place. An attempt will be made to work out a solution that is beneficial to all. If, however, no solution can be reached, the administrator will set up a formal meeting with the employee(s), student (s) and parent or guardian to discuss the issue and come to a responsible resolution. If complainant is not comfortable reporting any situation to the Administrator or staff member, they should contact one of the Board members listed in either the Employee or Family Handbooks.

### **IMMORAL CONDUCT POLICY**

*Immoral Conduct* is defined as “conduct or behavior that is contrary to commonly accepted moral or ethical standards and that endangers the health, safety, welfare or education of any pupil.”

Immoral conduct includes, but is not limited to:

- The intentional use of School’s equipment or property to download, view or solicit, seek, display and/or distribute pornographic material.
- The use of profanity, obscene, lewd or coarse language, behavior or materials in the presence of any pupil.

Violation of this policy may be subject to disciplinary action up to and including dismissal as an employee. The school reserves the right to examine, at any time, and without prior notice or consent, all directories, emails, downloaded text, images, audio and visual files, and other information (business related or personal) stored on phones, disks, computers and /or other media found on school property to safeguard against the intentional or unintentional exploitation of the children within the School.



## **NON-DISCRIMINATION POLICY**

St. Coletta Day School of Milwaukee, Inc.(SCDS) is an equal opportunity school. Student enrollment decisions are based on merit and student needs, and not on race, ethnicity, culture, color, citizenship status, national origin, ancestry, gender, sexual orientation, age, religion, creed, physical or mental disability, marital status, veteran status, political affiliation, or any other factor protected by law. SCDS complies with the law regarding reasonable accommodation for handicapped and disabled students.

It is the policy of SCDS to comply with all relevant and applicable provisions of the Americans with Disabilities Act (ADA). SCDS will not discriminate against any qualified student applicant with respect to any terms, privileges, or conditions because of a student's physical or mental disability. SCDS will also make reasonable accommodation wherever necessary for all applicants with disabilities, provided that the individual is otherwise qualified for enrollment in the school, and provided that any accommodations made do not impose an undue hardship on SCDS.

Equal opportunity notices are posted at student gathering places and are provided to parents of prospective and enrolled students. These notices summarize the rights of students to equal opportunity in enrollment and list the names and addresses of various government agencies that may be contacted in the event a student or parent believes he or she has been discriminated against.

The board of directors is primarily responsible for seeing that SCDS's equal opportunity policies are implemented, but all members of the staff share in the responsibility for ensuring that by their personal actions the policies are effective and apply uniformly to everyone.

## **BEHAVIOR POLICY**

### **Overview**

The expectation of student behavior is to be responsible, respectful, kind, honest and peacemakers. Both teachers and students share the relationship of behavior, in and out of the classroom.

### **Discipline**

Teachers and administrators have the responsibility to demonstrate care and concern for all students and their families. This is shown in the manner in which certain procedures are enforced should disciplinary action be required. All disciplinary actions are based on the premise that the purpose of discipline is training that develops self control and character, encourages self-discipline, and contributes to attributes and values that will affect life-decision.

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

Whenever a student's conduct is such that it endangers the property, health, and/or safety of others or disrupts the learning environment, action may be taken to restrict his/her privileges and rights of school attendance. Such actions may include the following:

- Probation
- Suspension
- Expulsion



***Per DPI standards, Endangering behavior is defined as: "Endangering Behavior" is behavior causing the threat of or potential for bodily harm to another person, due to circumstances which show utter disregard for the well being of such individuals. To use this incident type as a reason for removal the behavior must occur while on school grounds or while under the supervision of school authorities.***

### **Student Consequences/Behavior Modification**

Forms of consequences to actions are used to deter inappropriate behaviors and seek to reinforce a positive student environment for all. Therefore, the following regulations will be determined and enforced:

- Corporal punishment is never allowed for any purpose of infraction.
- Consequence is the natural outgrowth or logical sequencing of unacceptable behavior(s).
- The severity of the consequence will be in direct proportion to the gravity of the offense.
- Denial of a student's participation in activities, or limited seclusion from the group (time-out) follows a thorough analysis of the personality/disability of the student and how this might affect him/her.

### **Probation**

A student may be placed on probation as a consequence of inappropriate actions/behaviors such as continual verbal abuse (threats/swearing) toward staff and or/peers, significant breaking of classroom or school rules, and/or habitual non-compliance to directives from staff. The action must include the following procedures:

1. Parent or guardian is contacted and advised of the situation either by telephone or in-person.
2. The administrator will prepare a behavioral contract which must be signed by the administrator, student, and parent or guardian.
3. The period of behavioral probation is at the sole discretion of the school administrator.
4. If the student does not honor the behavior contract, the school administrator may seek to impose further consequences up to and including suspension.

### **Suspension**

A student may be suspended in extreme circumstances such as:

- The student causes repeated physical harm to others, including peers and/or staff
- The student causes significant damage to school property, repeated or habitual.
- The student does not conform to or complete probationary behavioral contracts repeated or habitual.

This action will include the following:

1. The school administrator will determine any student suspension. The administrator's decision is final and will be documented in the student's school file. In all instances of suspension, the gravity of the offense will be the determining factor as to how many days student is suspended over 10 days per school year, an MDR (manifestation determination review) must be held, followed by a revised EP.



2. Parent or guardian will be notified by telephone and informed of the situation and consequences thereof.
3. Upon completing the number of suspension days, a student reinstatement conference with a parent or guardian is mandatory before the student will be permitted to return to school. This conference may result in a written behavior contract.

### **Expulsion**

***As defined: 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.***

A student may be expelled in extreme circumstances such as

- The student causes repeated refusal to obey school rules and/or repeated physical harm to others including peers and/or staff.
- The student does not comply with all attempts of behavior modification.

### **This action will include the following**

1. Expulsion results from repeated refusal to obey the school rules or behavior that endangers the property, health, or safety of others, and is deemed to be in the best interest of the school.
2. Expulsion will be recommended by the school administrator; however, the final determination will be made by the St. Coletta's Board of Directors. The determination will be the result of an expulsion hearing that will include Board members, Administrator, parent(s) and/or guardian(s), student and legal counsel as decided by the parent(s) and/or guardian(s).

## **SECLUSION AND RESTRAINT POLICY**

### **Use of seclusion and restraint**

Per Wisconsin Department of Public Instruction (DPI), "Seclusion and/or physical restraint may be used only when a student's behavior presents a clear, present and imminent risk to the physical safety of the student or others, and it is the least restrictive intervention feasible. Certain maneuvers and techniques are prohibited, and mechanical or chemical restraints may not be used. Seclusion rooms may not have locks, and rooms must be free of any objects or fixtures that may injure the student. If it is reasonably anticipated that restraint or seclusion may be used with a student with a disability, it must be included in the student's Individualized Education Program (IEP) and the IEP must also include positive interventions, supports and other strategies based on a functional behavioral assessment." (DPI, 2012)

School staff strive to be proactive when addressing inappropriate and unacceptable behaviors. They use many different strategies to achieve positive behavior modification including the teaching of calming skills, cueing, self-reflection strategies, giving students reasonable choices to meet his/her personal preferences.

In addition, a positive classroom environment is essential in teaching positive behavioral strategies that students will use both in school and the community.

School staff will only use seclusion or physical restraint:

1. When least restrictive or alternative approaches have been considered and attempted, or considered and deemed inappropriate for the current situation
2. In a humane, safe and effective manner



3. Without intent to harm or create undue discomfort (physical or emotional)
4. Consistent with known medical or psychological limitations and the student's IEP and Behavior Intervention Plan (BIP) (DPI, 2005)

It should be noted that when it becomes necessary to seclude a student, a staff member is with him/her at all times. When the student regains control, the staff person will then process the situation with the student and the student and his classmates are rejoined.

St. Coletta Day School of Milwaukee staff keeps a log of incidents of seclusion, restraint, and time-out in the classroom. This data is used to thoroughly review our procedures and give the students and parents a tangible way to review behavior for future IEP/BIP (Behavior Intervention Plan) documents. The criteria for ending a seclusion period and returning the student to his/her least restrictive environment will be when the student regains enough self-control that he/she is no longer a danger to self, staff or peers.

## **EXPECTATIONS FOR LEARNER / STUDENT BEHAVIOR**

### **Introduction:**

This document describes a progressive behavior management system that involves students and staff as shareholders. The expectations, and management of those expectations is a shared activity between the staff and the students. All students will participate in the creation of the school behavior expectations. All students will monitor their own behavior as independently as possible. The monitoring of these behaviors will be as formal or informal as needed depending on each individual student. A separate document contains the precise procedures for monitoring students who are using a behavior sheet to help in monitoring of their behavior. This document also includes the procedure for utilizing the behavior sheets so that the complete behavior system can be looked at as a comprehensive system. This document also includes the classroom climate and positive behavior system for St. Coletta Day School of Milwaukee. This outline of the Behavior Expectations is an attempt to make sure that the students and the staff understand the shared relationship both in and outside of the classroom.

### **Climate**

The staff will set a climate that is filled with respect and kindness, from the moment the students arrive at school. From the minute the student arrives, they will know that they are respected and that the staff cares about them. The staff will display this by being present and greeting them every morning. The support staff will greet the students in the parking lot and model respect and kindness. Whenever possible, the teachers will also stop outside before the bell rings to also greet the students. The staff will say, "hi" to the students, listen to their stories and let them know that they are truly interested in details of their lives. Listening to the stories from home and acknowledging the emotions that the students feel in accordance with these stories, really helps deepen the caring relationship that the staff strive to have with each of the students.



We begin the day by showing each child that we respect them and want to be present for them, starting the day off on a good note. This continues as we enter school and begin each day with our classroom meeting. After we perform our morning routine we say our class mantra out loud together with the class leader leading us giving us a feeling of community.

*Today is a new day.  
Today I will try to do my best.  
Today I will try to follow the rules.  
Today I will try to get along with everyone.  
Today I will try to make better choices.*

The staff are showing the students that they too need to try their best, follow the rules, get along with everyone and make better choices.

We must also live as examples of the mantra. Throughout the day the staff will take multiple opportunities to show the students where they themselves could have tried better or where they did or did not try the best. We discuss as a class throughout the day where we see each other making good choices and where we see that we could have made better choices. Thus our mantra is more than a daily saying, it is an expectation that everyone in the classroom strives and tries to uphold. The word “Try” is very significant and it is throughout the mantra. The students know, since we discuss this daily, that no one is perfect and that all we are asking is that everyone tries to do their best.

The staff model for the students how to “Try”, how to support each other and how to encourage each other positively. When a classmate is struggling to following the rules on a particular day, the other students remember and reflect on a day when they may have had a hard day. We point out a situation that has happened for a staff where they too struggled. We all think back on our own past and the students can actually be seen having an ‘ah ha!’ moment where they do remember that they too have had to make better choices. Over time the students see this thinking and trying as a team effort and group support. The students also remember when the staff have encouraged them to make better choices and how they appreciated that kindness and support. This builds compassion which really helps the climate of the room be one of respect and understanding. Often students can be heard telling their classmates they can do it, they can make better choices and the classmate struggling frequently accepts this support and tries harder.

### **Clear Expectations/Rules**

The staff at St. Coletta have spent a great deal of time modeling respect and kindness for the students, making sure to choose consistent words and phrases, knowing that the desired result is to have the students copy what is said. We have also spent a lot of time explicitly teaching how to be respectful and kind. Our school has five virtues- St. Coletta Covenant that all staff and students are expected to try to exemplify.



## The 5 Virtues Responsibility, Honesty, Peacemaking, Kindness and Respect

We have extensively worked with each student to develop what each of these five (5) Virtues look like and does not look like.

At the beginning of each year during social skills class, we roleplay what each of 5 Virtues looks like and did not look like. Then we work as a team to develop a chart of our expectations (attached) and is hung in the classroom, it is sent home with each student and each student also has a copy of it on their classroom binder which they keep in their desk. We have the copy in their binder because discussing these expectations needs to happen on a daily basis and should not just be limited to the beginning of the year or just to social skills class. These expectations are examples of how staff and students can show that they are responsible, respectful, kind, honest and a peacemaker. The poster in the classroom contains exactly what the students developed for what each of the virtues look like and do not look like. We want the students to see what they developed and what expectations we all feel are needed to be successful in school. So many of the expectations focus on all of us respecting each other and helping to keep the classroom a place filled with responsibility, honesty, peacemaking, kindness and respect. The chart is sent home to parents so that they can be partners in these expectations too. We try everyday to include discussion of the 5 Virtues and how we can have behaviors that are in line with these 5 Virtues during our morning meeting. We also point out when we see students and staff exhibiting behaviors that look like responsibility, respect, kindness, honesty and peacemaking. By being more positive and consistently pointing out when our students and staff are doing the right thing, we have found out that the need to discuss poor choices has diminished.

### **Positive Behavior Support System**

There will always be a need to discuss with a student their behavior as privately as possible. How they could have made better choices, and how they can change and make better choices so that they are doing things that look like respect, responsibility, kindness, honesty or peacemaking. This falls under the category of 'my positive behavior support system'. All students will use a behavior sheet so that the staff and the student can work together to see where, when and how the expectations are not being met. Students may also have a behavior sheet because they have a behavior goal on their IEP and/or their parent has asked their behavior to be monitored.

The behavior sheet is a tool used to help the students achieve the goal of being able to participate in daily lesson plans and activities. It is expected that the students will daily demonstrate understanding and use of the 5 Virtues and behavioral expectations in all aspects of their daily interactions. It is also an expectation that the students will learn to accept responsibility for their actions while they will learn



acceptable behavior in numerous settings. Finally, the students will utilize all the information gained above and meet behavior sheet percentage goals at 80%, which is considered proficient.

The procedure of the behavior sheets should whenever possible, have the student completing their behavior sheets independently and take responsibility for its completion. This begins with the student will pulling one blank Daily Behavior Monitoring sheet for themselves at the beginning of each school day. The student will write their full name and date on the behavior monitoring sheet.

The monitoring documentation is completed every 45 minutes by the student (educator will assist when appropriate). The student has either earned a (+) or (-) mark for that 45-minute time frame in the unique categories of the St. Coletta 5 Virtues including: being respectful, being honest, being a peacemaker, being kind and responsibility. The student will be aware of the mark they have earned during that period based on their adherence and implementation of the 5 Virtues. Educators will give input into the mark student chose and how they could modify their behavior in the future to negate (-) marks and reenforce (+) behavior . This monitoring continues every 45 minutes throughout the day.

The Behavior Monitoring sheets are finalized at the end of the day by totaling the behavior summary daily totals. In most cases there are 40 opportunities for the student to monitor and give input into their behavior throughout the day. The scoring of Behavior Monitoring is accomplished according to the number of (+) marks they have earned. The student themselves can count the number of (+) marks on their behavior sheet and use a calculator to determine the percentages. For example: the sheet shows 35 times out of 40 the student made an appropriate choice in the covenant areas.  $35/40 = 87.5\%$  rounds up to 88%.

Students can earn 20 minutes of free time a day by following the expectations. For each minute of (-) behavior a minute of free time is lost. At the end of the day any child who did not earn all 20 minutes will sit with another staff member in a designated space for the entire free time.

Once the score is determined the student will photocopy the Behavior Monitoring sheet on the classroom printer. The copy then goes home with the student and the original is placed in the mailbox of the staff entering the data into the progress reports. Students will then discuss with the staff the free time they have earned for the day. They then use the free time minutes once their end of day procedures are done.

Additionally, since the expectation is for everyone to be respectful, honest, kind, responsible and a peacemaker, all students are informally monitored throughout the day by the staff. If a student displays a behavior that is not in line with the expectations, that student, regardless of the fact that they do or do not have a Behavior Monitoring sheet, will not earn free time for the amount of time their behavior was not following the expectations. If there are repetitive behaviors that are not the expected behaviors, the staff will meet and discuss the student's need for the support of the Behavior Monitoring sheet. The staff



will also discuss with the parents how they think the student needs the support of the Behavior Monitoring sheet to be successful at school and meet the expectations agreed upon by staff, students and parents.

Since it is always the effort of the staff to show the students that they respect them, the staff lets the students choose the activities that they can do at the end of the day for free time. They decided as a group to have Legos, board games, iPad games, dancing and drawing as the activities that they can each choose to do during the free time they have earned. Each student gets to choose their own activity and each day we make sure that all students get to use the minutes they have earned. We provide assistance to those students that need it in order to perform their end of the day procedures to assure they can use their free time. The support is not required by many students since these activities have meaning for the students. They understand that if they get their end of the day procedures done, then they get free time and they really love having free time. The students understand that to get free time they have to have earned their 20 minutes. We have seen students change their behavior during the day because they want to earn their free time.

Likewise, we have seen that the rewards of free time that we offer matter to the students. When a student does not earn all of their 20 minutes they must sit at their desk quietly. The students know that if they sit quietly and wait, then when the few minutes have passed that have been lost due to poor choices, they too get to go do their desired activity. If a student did not earn his or her minutes during the day, we set the timer in the classroom and then they have to sit out for 3 minutes of free time and they only get 17 minutes of free time. This may seem like a very small amount of time and that the students might think this to be inconsequential. However, we have noticed over the years that the students really do notice when they do not get all their minutes. Of course their peers notice too, more importantly though it seems to ring a bell for the individual. We record the behavior sheets in our progress monitoring notes for each individual student and have been able to see how the students have progressed. Likewise, we look at the all the students and see how, when and where these students are not earning their minutes and have tweaked our schedules as an attempt to help each student be more successful. One modification we made was to eliminate some of the time between classes so that there is less down time during transitions.

We believe that this system works for our classrooms. We have spent a lot of time considering how to implement this system and feel that we are meeting the needs of the students, parents and staff. Annually and throughout the year, we reevaluate how our system is working and make sure that it continues to be positive in nature and effective in our settings. The Annual Review form is included in this document. Most importantly we ask our students for feedback on the system, its rewards and how we are implementing it. By seeking the opinions of our students, we are again showing our students with our actions that we care about them, and respect them as individuals and as members of our classrooms and school.



## **“Out of Bounds” Consequences to Address Major Inappropriate Behavior**

A formal behavior policy and a written set of consequences for specific actions is included in the school/family handbook. There is a list of “Out of Bounds” behaviors that warrant immediate consequences and removal from the group. The list of “Out of Bounds/Inappropriate Behaviors” is listed below. For example, if a student physically hurts another student or a staff member they will not be given a warning. The student will be directed to go to the designated break area for a couple of minutes to think about what they have done. They will fill out a “Think” sheet and then discuss with the teacher what they have done and what they need to do to reenter the group. This helps start a dialogue with the student about the behavior and how to change it. The Think sheet will be used by the student to also explain to their parents what has happened. Think sheets are also used when a student does not acknowledge that their action was inappropriate. These sheets give the student time to really think about if their actions or words were Honest, Kind, Respectful, Responsible, and that of a Peacemaker.

If a student repeats the “Out of Bounds” behavior, the teacher will call the parent to tell them what has happened. Any student being sent to the break area will miss that amount of free time at the end of the day. Staff will refer to the procedures established in the Behavior Policy and Family Handbook for “Out of Bounds” behaviors.

### **A Daily Report**

Students fill out a daily report in their folders. We look at these reports and add notes. Additionally, students also fill out their own behavior sheet and these also work as a daily report. Positive comments are added in both so that the parent knows how their student is doing and what they are doing well. We also communicate via text, email and face to face and an attempt is made to personally talk to each parent at least once a week.

### **FIELD TRIPS**

There are a number of field trips the students participate in during the academic year. All field trips have both academic and social significance for the students. Permission slips will be provided and need to be signed by a parent/guardian in order for a student to participate in the field trip. Transportation to and from field trips may be accomplished in one of several ways including walking, public transportation, charter bus, or parent/staff private vehicles.

### **PICTURES | YEARBOOK**

Pictures of each student are taken on an annual basis by a photography studio. Parents have the option to purchase the pictures of their children. Purchase of a yearbook, which contains pictures and highlights of the school year, is also available for purchase.

### **PAL PROGRAM**

Students of St. Coletta Day School of Milwaukee may have access to St. Sebastian’s PAL Program (Parents Alternative to Latchkey) with the approval of PAL director. It is a before and after school care program. With a nominal fee schedule, the program provides a safe and supervised environment for the



students. Care is available from 6:30 a.m. to 6:00 p.m. For further information or registration contact the PAL program director at 414-453-8944.

## **LEARNER PROFICIENCY & ACHIEVEMENT MEASUREMENT POLICY**

### **Overview**

St. Coletta Day School's goal is to give the student and his/her parent/guardian a comprehensive description of the learner's content mastery and application, and personal and social skills.

### **Reporting system for academic achievement**

The administrator, in cooperation with the professional instructional staff, develops a reporting system which gives the student and his/her parent/guardian a comprehensive description of the learner's content mastery and application, and personal and social skills.

- NWEA's Measures of Academic Progress (MAP) test is administered to the students of the elementary, middle and high school programs of St. Coletta Day School three times a year: Fall, Winter and Spring

### **Assessment Process**

Professional instructional staff provides a systematic and clearly understood process of learner assessment, which includes a norm referenced/standardized test.

### **Data Decision Making**

The administrator, in cooperation with the professional instructional staff, regularly evaluates the results of learner assessment, formative and summative to improve curriculum, assessment, and instruction, resulting in student learning and growth.

### **Procedure for Student Assessment**

NWEA's Measures of Academic Progress (MAP) test is administered to the students of the elementary, middle and high school programs of St. Coletta Day School three times a year: Fall, Winter, Spring. Every student will attempt to take this computer based assessment that is designed to assess a student's Math and Reading levels. Once a baseline score is established, students will take subsequent tests that will only be used as a reference to their own progress. There are three versions of the Math and three versions of the Reading test for the MAP test. These are K-2nd grade, 2nd-5th grade, and 6th grade and up. The students will take the test that corresponds to their actual grade level whenever possible. However, the teacher in charge of testing will assign the test that corresponds to the student's academic levels when appropriate. The test has a text to speech feature so that the test can be read to the students. The teacher in charge of managing testing, will decide based on classroom performance, previous assessments, and personal observations, which test is appropriate for each student. When two tests may be appropriate for a student, the teacher in charge of managing testing will assume competence and have the student take the higher leveled test.

State Standardized assessments such as the Wisconsin Forward Exam, Dynamic Learning Maps, ACT Aspire, ACT Plus Writing and ACT Workkeys, have a schedule that is mandated by the Wisconsin Department of Instruction. If you choose to have your child not take and opt out of these state standardized tests, an Opt Out of Testing form must be filled out and signed by the parent or legal guardian.



## **CERTIFICATE OF ADVANCEMENT POLICY**

Students with disabilities who have been students at SCDS have an opportunity to earn a Certificate of Advancement at the end of the school year when they are 18 years old. This determination is based on the student having completed the school program. Receipt of this certificate does not imply acceptance into the Transition program or graduation / completion of any degree.

## **ADMISSION POLICY - CRITERIA FOR HOMEROOM PLACEMENT**

### **Overview**

Admissions policies and procedures are developed and implemented in accordance with legal, ethical and professional acceptable standards, including a statement of non-discrimination.

The Admission Policy for St. Coletta Day School of Milwaukee is based on the following criteria for each classroom and/or program at the school.

### **Criteria for room 1-Elementary Classroom Homeroom**

- Students must be in at least grade two and but no older than grade eight on the date that they applied or on September 1 whichever is earlier.
- Students must have either an intellectual or developmental disability.
- At the time of admission, students must have a valid IEP that is being implemented in their current district.
- For continued enrollment, students must have a re-evaluation from their former district, every three years.
- Students must be able to toilet and perform personal cares independently.
- Students will be able to function in a school setting and be able to participate in academic instruction and social interactions.

### **Criteria for room 101-Middle School And High School Homeroom**

- Students will be in a range between grade six and grade twelve but no older than 18 on the date that they applied or on September 1 whichever is earlier.
- Students must have either an intellectual or developmental disability.
- At the time of admission, students must have a valid IEP that is being implemented in their current district.
- For continued enrollment, students must have a re-evaluation from their former district, every three years.
- Students must be able to toilet and perform personal cares independently.
- Students will demonstrate an ability to interact more independently following the values of SCDS.



### **Criteria for Transition Program**

- Students in the school based program must be 18 years old before the start of the 1st school day. Students will not be older than 20 years old on the date they applied or on September 1st, whichever is earlier.
- Students must be able to toilet and perform personal cares independently.
- Students must have either an intellectual or developmental disability.
- Students must have a certificate of completion from St. Coletta Day School of Milwaukee. For continued enrollment, students must have a re-evaluation from their former district, every three years.
- Students must demonstrate the desire to attend college and the Transition program independent of family or parent encouragement, and adhere to the policies regarding attendance and participation in all aspects of the program.
- The student must have paid, integrated, competitive employment as a primary desired outcome upon completion.
- The student must demonstrate sufficient social/emotional skills to navigate the demands of this environment.
- The student must demonstrate the ability to follow reasonable rules and expectations and treat others (staff, students, faculty) with dignity and respect.
- The student must have the potential to successfully achieve his/her goals within the context of the Transition program's content and setting.
- The student must be able to navigate independently within the environment and between the two campuses.

***Note: The program does not have the personnel to supervise students with difficult and challenging behaviors, or provide 1:1 care.***

### **Determination for Homeroom Placement**

**Program:** Students will be eligible to move to the Middle/High School homeroom, room 101 dependent on the available seats, what grade they are in and depending on who the staff determines is the most appropriate student(s) to move to homeroom 101, the Middle/High School homeroom.

- Criteria will be used to determine who is eligible to move between rooms and programs, however, these are guidelines and not steadfast rules.
- Consideration will be given to the current makeup of each room and the students ability to interact according to the covenant values consistently with the students and educators.
- Staff will examine all students in the School program first starting with the Middle/High School Homeroom.
- The students in Homeroom 101 the Middle/High School homeroom who will be 18 before first day of school are eligible to move to the Transition program.
- Depending on how many students move to the Transition Program or left the school for an alternate High School or Middle School program will determine how many seats are available in Homeroom 101 or the Middle/High School homeroom. Once the staff figures out how many seats are available, then the staff will examine all the students in 6th,7th or 8th grade, focusing on the oldest group of students in Homeroom 1 the Elementary.



## **TRANSFER CREDIT POLICY**

Under 119.23(6m)(a)(8) all schools in the Milwaukee Parental Choice Program (MPCP) must provide to every MPCP applicant “A copy of the policy used by the private school for accepting or denying the transfer of credits earned by a student attending a private school under this section for the satisfactory completion of coursework at another school.” The following is St. Coletta Day School of Milwaukee’s policy adopted by our school board on February 9, 2010 to satisfy the requirements of 119.23(6m)(a)(8): St. Coletta Day School of Milwaukee will consider accepting school credit from other institutions to the extent that coursework at the previous institution is documented and in accordance with St. Coletta Day School of Milwaukee’s Board adopted academic standards. All final determinations for the acceptance or rejection of transfer credits shall be made at the discretion of the school’s administrator.

## **STAFF CREDENTIALS**

Staff degrees, licensures, and proof of required Wisconsin Department of Public Instruction (DPI) training are available for review upon written request to the school Administrator.

## **SPECIAL NEEDS POLICY**

St. Coletta Day School is a specialized school for students with developmental disabilities. A student’s special needs are identified as part of the screening process. After those needs are identified, the school works toward that student’s continued success through a process of Collaboration, Instruction and Review of Progress. This process is one of the characteristics of our program that classifies St. Coletta Day School as different and unique.

High quality instruction responds to individual differences in a learning community/classroom. Inherent to high quality instruction is rigorous content delivered through differentiated instruction. Instructional activities are culturally relevant and put the student at the center of academic and social learning, with the student’s needs driving instruction. Informing parents, teachers and any additional support staff is vital to the educational success.

## **MPCP/SNSP APPEALS PROCESS POLICY**

Under 119.23(6m)(a)(4) all schools in the Milwaukee Parental Choice Program (MPCP) must provide to every MPCP applicant “A copy of the appeals process used if the private school rejects the applicant.” The following is St. Coletta Day School of Milwaukee’s policy adopted by our school board on February 9, 2010 to satisfy the requirements of 119.23(6m)(a)(4):

Under 119.23(2)(a) a pupil must reside in the City of Milwaukee and meet the income requirements defined below to qualify for the MPCP:

For the 2019-20 school year, the family income of a student new to a choice program must be at or below the amount listed in the table below for the program the student is applying. All students must apply each year at [dpi.wi.gov/choice](http://dpi.wi.gov/choice). If a student is continuing in any of the choice programs or was on the choice waiting list for the same Choice program in the prior year, he or she does not need to meet the income limits. Family income includes the income of the student’s parent(s)/legal guardian(s) that reside in the same household as the student applicant. If the student’s parents/legal guardians that reside in the same household are married, their income is reduced by \$7,000 when determining income eligibility for the program (i.e. married family income minus \$7,000). For example, if a family of four with parents that are married has an income of \$60,000, subtract \$7,000 from their income and compare that amount (\$53,000) to the income limit for a family of four in the appropriate table below. Family size includes parents/legal guardians and their children by birth, marriage or adoption that reside in the same household as the student applicant



**Table 1**

(300% of the Federal Poverty Level for 2019-2020)

| <u>Family Size</u> | <u>Yearly Income*</u> |
|--------------------|-----------------------|
| 1                  | \$36,420              |
| 2                  | \$49,380              |
| 3                  | \$62,340              |
| 4                  | \$75,300              |
| 5                  | \$88,260              |
| 6                  | \$101,220             |

*For each additional member, add \$12,960.*

119.23(3)(a) states that a school must, “Within 60 days after receiving the application...notify the applicant, in writing, whether the application has been accepted. If the private school rejects an application, the notice shall include the reason.” A school may only reject an applicant for not meeting income and residency requirements, or for losing a random selection lottery.

Under St. Coletta Day School of Milwaukee’s appeals process, a rejected applicant has five working days

from the date of receipt of their notice of rejection to provide written evidence to the Board that the applicant was improperly rejected. The evidence must include income and residency documentation. The school administrator or president of the Board shall respond to the applicant’s appeal within five working days of receipt of the appeal notifying him or her of the acceptance or rejection of the appeal.

## **MPCP REQUIRED MEETINGS SCHEDULE**

St. Coletta Day School of Milwaukee will schedule two meetings at which members of the Board will be present, and at which all pupils and parents/guardians of pupils, applying to attend or are already attending the school, may meet and communicate with the governing body. DPI will be made aware of the scheduled meeting dates within 30 days after the start of the school year. At least 30 days before the scheduled meeting date, the school must notify in writing each pupil or parent/guardian of each minor pupil, applying to attend or already attending the school, of the upcoming meeting. The written notice must include the meeting date, time and location. The aforementioned meetings will take place on the following days, times and locations:

- Board meeting in October and in January in either the Multipurpose Room or the Adult Formation Room of St Sebastian Parish. Both meetings start at 5:30pm.

## **ACCEPTABLE USE OF TECHNOLOGY POLICY**

### **Internet Rules**

Students are responsible for good behavior on school computer networks just as they are in a classroom of a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others via email and world wide web searches for current local, state and national and world events. Independent access to network services is provided to students who agree to act in a considerate and responsible manner. Parent’s/Guardian’s permission is required for minors. Access is a privilege, not a right. Access entails responsibility.

Individual users of the school computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with the school/parish standards and will honor the agreements they have signed.



Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on school servers will always be private.

During school, teachers of students in elementary and middle school classes will guide them toward appropriate materials. Outside of school, families bear responsibility for such guidance as they must also exercise with information sources such as television, phones, movies, radio, and other potentially offensive media.

**The Following are not permitted**

- Apps and websites that are not approved by the school, including but not limited to, apps and websites that contain weapons, violence and sexual content.
- Sending or displaying offensive messages or pictures
- Harassing, insulting or attacking others
- Damaging computers, devices, computer systems or networks
- Trespassing in others' folders, work, files or email
- The creation, propagation, and/or computer viruses
- Employing the network for commercial purposes
- Using obscene language
- Violating copyright laws
- Using other's passwords
- Intentionally wasting limited resources

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

1. Suspension or loss of privileges
2. Notification of parent/guardian
3. Loss of access to equipment
4. Additional disciplinary action
5. Notification to law enforcement agencies

\*\* This agreement also applies to the student's personal devices while on school property, or at school events.

St Coletta Day School of Milwaukee has chosen to permit students access to computers, other devices as well as telecommunications resources to further its educational goals and objectives. Reasonable care has been taken to assure the appropriateness and educational quality of the materials available through the use of educational software and telecommunications. However, parents and guardians are warned that this school does not have control of the information on the internet. Parents and guardians are the primary authority responsible for imparting the standards of ethical and legal conduct their child should follow. Therefore, this school supports and respects each family's right to decide whether or not their child may have access to this resource.



### **iPad Acceptable Use**

- I will take good care of my iPad!
- I will not leave my iPad unattended.
- I will never loan out my iPad to other individuals.
- I will know where my iPad is at all times.
- I will charge my iPad battery every night
- I will keep food and beverages away from my iPad since they may cause damage.
- I will not disassemble any part of my iPad or attempt any repairs.
- I will protect my iPad by keeping it in a protective case.
- I will use my iPad in ways that are appropriate, meet St Coletta Day School of Milwaukee's expectations, and are educational in nature.
- I will not place decorations (such as stickers, markers, etc.) on the iPad.
- I will not deface the serial number.
- I understand that my iPad is subject to inspection at any time without notice and remains the property of the St Coletta Day School of Milwaukee.
- I will follow the policies outlined in the Acceptable Use Policy, (Student Handbook) while at school, as well as outside the school day.
- I will file a police report in case of theft, vandalism, and other acts covered by insurance.
- I will be financially responsible for all damage or loss caused by neglect or abuse.
- I agree to return the School's iPad and accessories in good working condition.
  
- I will not utilize photos, video, and/or audio recordings of anyone, (myself or any other person) in an inappropriate manner. (*I will only use the camera or the microphone in the classroom when directed to do so by my teacher.*)
- Individual school iPads and accessories must be returned to the School at the end of each school year. Students who complete early, withdraw, are suspended or expelled, or terminate enrollment at St Coletta Day School of Milwaukee for any other reason must return their individual school iPad on the date of termination. Replacement cost of iPad and related accessories is \$450.00.

### **BLOOD-BORNE PATHOGEN POLICY**

#### **Definitions**

Bloodborne pathogens: Microorganisms that can cause diseases such as human immunodeficiency virus (HIV) and hepatitis B (HBV), which are spread through contact with infected blood or blood products.

Medical Wastes/Infectious Wastes: Blood, blood products, bodily fluids, any waste from human and animal tissues; tissue and cell cultures; human or animal body parts removed by means of surgery or autopsy.

#### **Universal Precautions**

Preventing exposure to bloodborne pathogens by assuming all blood and bodily fluids to be potentially infectious, and taking appropriate protective measures.

In order to maintain a safe school environment, it is necessary to implement the following policy.

Each classroom will have the supplies necessary to respond to incidents involving bodily fluids:

- Three (3) pairs of latex/synthetic gloves (in the proper size for the staff that will use them)
- Three (3) of masks with eye shields
- Three rolls of paper toweling
- One bottle of antimicrobial disinfectant spray
- A supply of red plastic biohazard bags



If an incident occurs involving spillage of blood, urine or vomit you must follow this procedure:

1. Place gloves on your hands before attending to the student/bodily fluids.
2. Then sop up the fluid with paper towel, dispose of the paper towel in a plastic bag.
3. Remove the gloves carefully without touching the exposed area and place them in a red plastic biohazard bag.
4. Put on a new pair of gloves.
5. Spray the contaminated area with an anti-microbial disinfectant spray and thoroughly wipe with clean paper toweling, place in the same plastic bag.
6. When the area has been sanitized, carefully remove your gloves without touching the fluid exposed area, place in the same plastic bag.
7. Tie the plastic bag and contact maintenance personnel to remove the plastic bag.
8. Proceed to the nearest sink area and thoroughly wash your hands with soap and water.

If an incident occurs involving a large spillage of blood, urine or vomit you must follow this procedure:

1. Remove yourself and students from the spillage area.
2. Contact maintenance personnel to clean and disinfect the area.
3. Once the area has been disinfected, you and the students may return.

If an incident occurs involving contact with a spillage of blood, urine or vomit you must follow this procedure:

1. Wash your hands and any area that came in contact as soon as possible after handling potentially infectious materials, and after removing protective clothing and equipment.
2. Remove all protective equipment when leaving the work area and, if the equipment is contaminated, place it in a proper storage container for washing, decontamination or disposal.
3. Remove contaminated clothing before entering other areas of the building or leaving the building.

A training session must be held each year before September 30<sup>th</sup> for all “at-risk” personnel; i.e. those who may in the normal course of their work be exposed to blood or other bodily fluids. This training will be documented and recorded in the personnel files.

## **Contagious Condition Policy**

### **Rationale**

As a school, it is incumbent upon us to provide a caring and safe environment in which the students can learn. Students and staff will, from time to time; come in contact with a malady, infectious disease, or condition that is contagious to others. It is therefore reasonable and responsible that everyone be protected to the best of the school’s ability.

Any employee, student, volunteer, MPS itinerant personnel (speech and language, special education, etc.), outside therapist, wrap-around or other student service provider who has been diagnosed with an infectious disease or other contagious condition will adhere to the following action plan:

1. All school staff are required to attend mandatory DPI training on infection control and communicable diseases and utilize universal precautions at all times.
2. All school staff will follow DPI policies and procedures with respect to managing and reporting communicable diseases.



3. The school administrator will be immediately notified upon diagnosis of a contagious condition.
4. If an individual has been diagnosed or suspects they have a contagious condition outside of the school setting, the individual should seek appropriate treatment and notify the school administrator. The individual and family should not come to school until cleared by a licensed health care provider to return.
5. If an individual is diagnosed with a contagious condition at school by a healthcare professional, the individual will be expected to leave the school as soon as possible thereafter and seek appropriate treatment. Transportation issues must be taken into account concerning students.
6. The administrator will advise the school staff to use appropriate precautions when interacting with the individual.
7. The administrator will advise the St. Sebastian School administrator and maintenance staff, which will then disinfect any areas exposed to a contagion.
8. If there is a possibility that any of the above mentioned people have been exposed to a contagious condition, the school administrator will be obligated to advise everyone, including parents regarding the potential exposure. Due to confidentiality concerns, the diagnosed individual's name will not be disclosed.
9. No person will be permitted to return to school until he/she is seen by a doctor or other licensed health care provider post-treatment to determine/verify that the person is no longer contagious and may return to school/ work.

## **CALENDAR POLICY**

St. Coletta Day School follows the school calendar that is established by our host school with a few minor changes. The start date and end date for each school year is determined with the host school's calendar in mind.

The school calendar is created in a format that is provided by the Wisconsin Department of Public Instruction, Hours of Instruction. The school is in compliance with the required number of instructional hours.

## **CHILD ABUSE REPORTING POLICY**

### **Child Abuse Reporting**

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

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



other than poverty, to provide necessary care, food, clothing medical/dental care, and/or shelter to the child. Mandatory Reporters Wisconsin law lists many specific professionals who are mandated to report child abuse and neglect. Included among the list of mandatory reporters are the following:

3. School teachers, administrators, counselors, substitute teachers, school employees.
4. Child-care worker or day care provider/center, childcare provider, in or out of the child's home.
5. A member of the clergy must report if the member of the clergy has reasonable cause to suspect that child seen by the member of the clergy in the course of his or her professional duties is being abused or threatened with abuse or has reason to believe that another member of the clergy is abusing a child or threatening a child of abuse.
6. Mental health professionals, social workers, marriage and family therapists, professional counselors, alcohol or other drug abuse counselor.
7. Administrators of social service agencies.
8. Speech-language pathologist, audiologist.
9. Physician, nurse, physical therapist, occupational therapist; dentist, chiropractor, optometrist, acupuncturist, dietitian.
10. Police or law enforcement officer, emergency medical technician; first responder.
11. Public assistance worker, including a financial and employment planner, mediator.

## **STUDENT SERVICES RECORDS POLICY**

There shall be an orderly, systematic method of filing information in the Student Services Record of individuals supported that complies with DPI requirements and SCDS procedures.

## **Eligible Educational Expenses Policy**

This policy is written for the purpose of establishing the eligible educational expenses policy of St. Coletta Day School of Milwaukee as required under Wisconsin statutes 118.60 (7)(am) and 119.23 (7)(am) and Wisconsin administrative code PI 35.13 (5) (h) and PI 48.10 for private schools participating in Wisconsin's private school choice programs. The eligible educational expenses of St. Coletta Day School of Milwaukee will not include any items specifically prohibited in the aforementioned statutes or administrative rules.

The eligible educational programming expenses of St. Coletta Day School of Milwaukee include but are not limited to, all direct and indirect costs associated with educational programming, extracurricular activities and programs, transportation, facilities, equipment, insurance, development, as well as any additional expenditures that are determined by management as reasonable and necessary for St. Coletta Day School of Milwaukee to achieve its educational mission.

All of our expenses are 100% allocated for educational instruction.



## **Reimbursement Policy - Procedure**

Any employee, who makes an administration approved purchase, will make a copy of the receipt and present the original and copy to the school administrator for purchase reimbursement.

The administrator will file the copy in the school “line item” folder for future reference.

The original receipt, accompanied by a reimbursement request will be sent to BPA, school accountant. A check will be prepared and sent back to the school administrator for disbursement to the employee.

## **Curriculum Disagreement Policy**

Staff and Parents/Guardians have an opportunity to evaluate and agree or disagree with the curriculum. The administrator along with the instructional staff have a procedure that staff and Parents/Guardians can follow when they disagree with the curriculum. All curriculum is reviewed, and all curriculum reviews are available for Staff and Parent/Guardians to review.