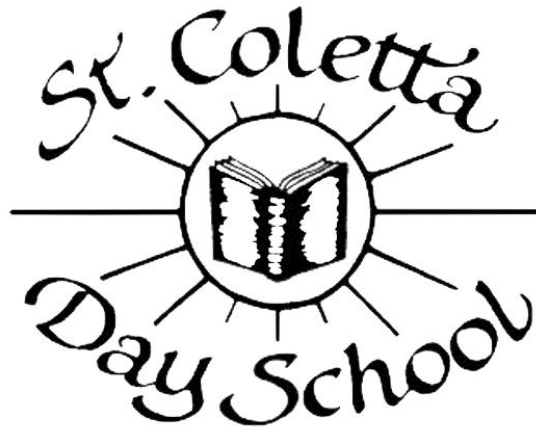


FAMILY HANDBOOK



**ST. COLETTA DAY SCHOOL
OF MILWAUKEE**

**2020-2021
SCHOOL YEAR**



WELCOME

St. Coletta Day School of Milwaukee, a non-profit educational facility, is proud to have you and your student 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/secondary classrooms and a transition program, 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 and other off-campus outings. Additionally, students participate in physical education, 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 student's 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's students, where applicable, 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 the St. Sebastian/St. Coletta's Day School campus.

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 student. There have been changes, and in some cases, significant changes. It is full of important information concerning our school, its rules, procedures and expectations. As part of our ongoing accreditation and quality process, when procedures or policies are updated you will receive notification.

William A Koehn

Administrator, St Coletta Day School of Milwaukee



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CONTACT INFORMATION

Staff Contact Information

School Office - General Email

Mr. William Koehn, *Administrator*

Ms. Rachel Lustig, *Teacher*

Ms. Courtney Roskos, *Teacher*

Ms. CindySue Nielsen, *Transition Program Coordinator*

Ms. Traci Fischer, *Teaching Assistant*

Ms. Sarah Bechitsao, *Teaching Assistant*

Ms. Jennifer Sowinski, *Administrative Assistant*

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Website

www.scdsmke.org

St. Coletta Day School-Facebook page

<https://www.facebook.com/St.Coletta.Day.School>

Colettascope - Facebook page

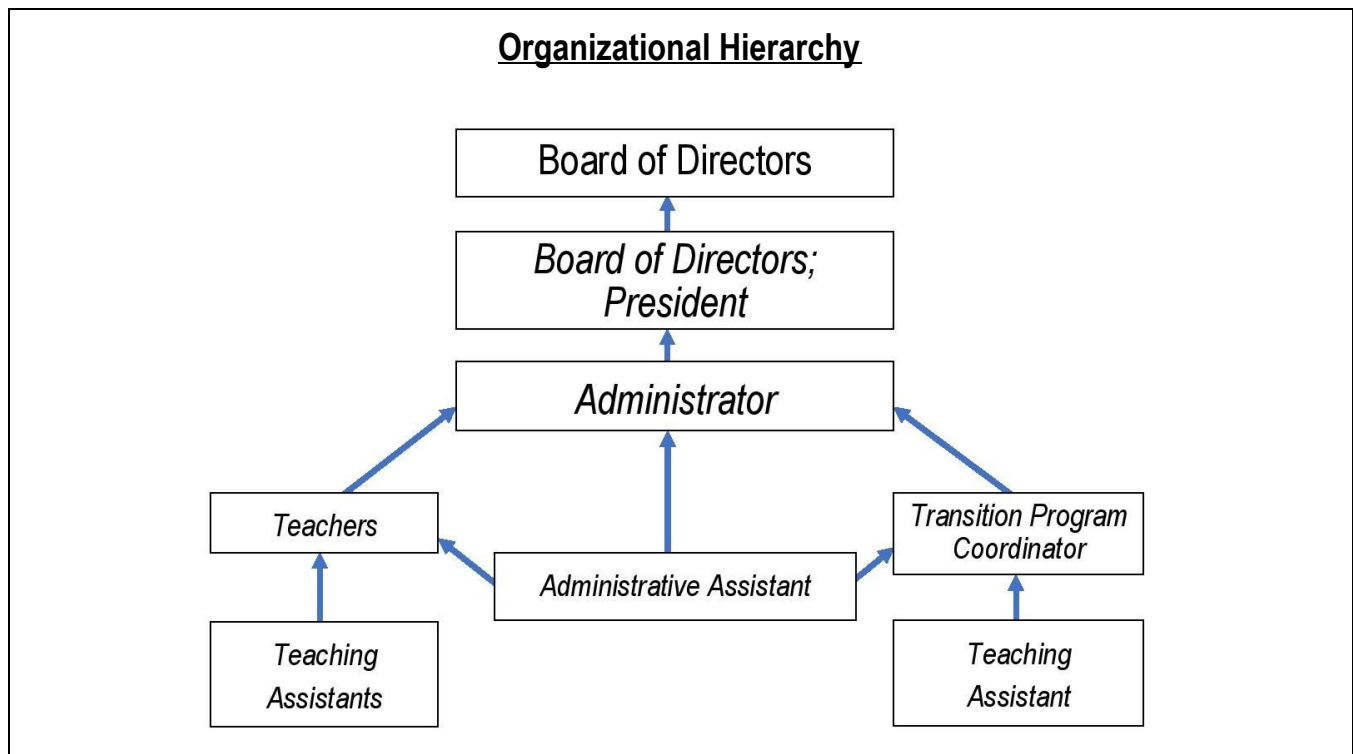
<https://www.facebook.com/Colettascope/>

Mailing Address

St. Coletta Day School of Milwaukee

1740 North 55th Street

Milwaukee, WI 53208





BOARD OF DIRECTORS

Zach Rieboldt, President phone: (414) 758-8928 2nd term 2017 - 2020
RSM US LLP

Susan Schoenfeld, Secretary 2nd term 2019 - 2022
Consulting, Coaching and Curriculum Design

Tracy Wright, Treasurer 1st term 5/2018 - 5/2021
Medical College of WI

William Koehn, Ex-officio
Administrator, St. Coletta Day School

Gerard Washington 1st term 2017 - 2020
City of Milwaukee Fire Department

Jacob Bidwell, MD 1st term 5/2018 - 5/2021
Aurora Healthcare

John Bowen 1st term 8/2019 - 8/2022
MedPartners, Inc

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.
- ❖ 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 also use the telephone to communicate ideas, questions, or to discuss any concerns.

Parents/guardians 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 student during the school day.

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



- **First**, the parents/guardians will call, email, or use the student folder to make a request to meet with the school employee that is directly involved in the situation.
- **Second**, school employees will have up to 48 hours or two business days to respond. Parents/guardians should allow this time for school employees to adequately address the situation.
- **Third**, you will work with the school employee involved to resolve the concern to an agreed upon completion.
- **If after several attempts** and a significant amount of time you feel the solution hasn't met its natural resolution and still require further assistance you may contact the administrator. The administrator will verify that you have already worked with the school employee that the situation involved.

VISITOR PROCEDURE

In order to best support- your needs please notify staff prior to a planned visit. All visitors including parents and guardians must use the main door to St. Sebastian's School office and report to the St. Coletta's Day School 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.

TEACHER CONFERENCES PROCEDURE - Parent/Guardian

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

ABOUT US

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 students/participants and adults feel they make a contribution and are valued as individuals



- A place of values: respect, responsibility, honesty, kindness and peacemaking, where students learn to implement these values in their daily life.
- A partnership between students/participants, parents/guardians, staff and the community as a whole.

Values

- Integrating the values of respect, responsibility, honesty, kindness and peacemaking into the curriculum
- Respecting and promoting an individual's uniqueness
- Instilling a responsibility to serve others
- Inspiring a lifelong love of learning
- Recognizing learning differences while supporting ethical, cultural and gender inclusivity.
- Fostering a caring atmosphere for the entire school community
- Maintaining ongoing communication and cooperation between the school staff and families

CLASS SIZE PROCEDURE

St. Coletta Day School of Milwaukee will have an average of twelve elementary students, twelve secondary students, and six participants in the transition program during the school year.

ADMISSION POLICY

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 HOMEROOM PLACEMENT

Criteria for room 1-Elementary Classroom Homeroom

- Students may be in a range between 9 years old and 15 years old on September 1
- 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.
- Student must be able to sustain engagement with modeling and prompting for at least 15 minutes

Criteria for room 101-Middle School And High School Homeroom

- Students may be in a range of 13 years 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.
- Student must be able to sustain engagement independently for at least 15 minutes

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

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 parents/guardians 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 participants 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 the 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.

ATTENDANCE POLICY

It is the belief of St. Coletta Day School that students/participants being 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 2:45 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 for **ANY REASON** more than 10 days in a school year.

Excused Absences

Serious or communicable illness or death in the family, The administrator will 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

Any absence that is not communicated with St. Coletta Day School. Illness without a doctor's note, Vacation during school days, failing to contact the school office 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

The Administrator may excuse students who are temporarily not in proper physical or mental condition to attend school but can be expected to return to school upon termination or abatement of the illness or condition, Wis. Stat. sec. 118.15(3)(a). An excuse shall be in writing and shall state the time period for which it is valid not to exceed 30 days. You will 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 a Day of Absence

The safety and well-being of the students is our first priority. When a student will be absent from school or , the parents/guardians are expected to call the **St. Coletta school office** before 7:30 a.m. a message must 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 by 7:30 a.m. notification of an absence is not received, emergency contacts and the police may be contacted to verify the student's safety and whereabouts.**

Appointments

Doctor, dentist, or other medical appointments should be scheduled after school or on a day that the school and transition programs are not in session. 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 and that their absence does not disrupt the learning environment.

All pre-planned appointments must be communicated via email with both the classroom teacher and school office at least a week ahead of time. Email must include: departure time, reason for the absence, when the student will return to school and the name of the individual on the student's emergency information sheet who is authorized to pick up. Text messages will not be accepted.

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

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 parents/guardians 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 are at risk of not being promoted to the next grade in school, found to be habitually truant and parents/guardians could be fined \$500 for a first misdemeanor offense (Wis. Stats Sec 948.45).

Vacations are considered “unexcused absences” and must 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 the student's teachers upon their return.

Tardies | Late Arrivals | Early Departures

As with absences or appointments, all late arrivals or early departures must be communicated via email with both the classroom teacher and school office at least a week ahead of time. Email must include: departure time, reason for the absence, when the student will return to school and the name of the individual who is authorized to pick up the student. Text messages will not be accepted.

Excused Tardy

- Arriving at school late due to a previously scheduled appointment and/or previous teacher notification via email. Text messages will not be accepted.

Unexcused Tardy

- Arriving at school late without a previous teacher notification.

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.

CHANGE OF FAMILY CONTACT INFORMATION PROCEDURE

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 through the general email as soon as the change happens.



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.

EMERGENCY CLOSING PROCEDURE

An emergency closing takes place if school (including school office) will not be in session due to inclement weather or other emergency conditions. Primary notification will happen in the following way via local television stations and is considered the official notice.

- 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."
- If either Milwaukee Public Schools (MPS) or the Wauwatosa School District closes, St. Coletta Day School of Milwaukee will also close.

Please note: St. Coletta's Day School /St. Sebastian's School will not be listed by name unless there is some unique (non-weather) emergency that would necessitate the cancellation of classes for the day.

Additional notification will be made on both the SCDS website and facebook page and through the BrightArrow (powerschool attendance program).

ACADEMICS/CURRICULUM PROCEDURES

The students of both the School Program and the Transition Program at St. Coletta Day School of Milwaukee and their goals and progress towards their goals will guide the academics and curriculum at St. Coletta Day School. The mission, vision and values of St. Coletta Day School also guide what curriculum is used at St. Coletta Day School. Curriculum for the School Program includes the basic curriculum of reading, mathematics, social studies, science, and ELA (English/Language arts). In addition, St. Coletta Day School students also may have opportunities to experience classes in music, art, social skills, health, career development, vocational training and physical education.

- Annually, the Curriculum Committee will look at the current student population and their IEP goals and decide what curriculum and what teaching methods will best help these students reach their goals.
- The staff will also look at the progress that the students from the previous school had using the current curriculum and current teaching methods, then evaluate if the curriculum and teaching methods were effective.
- Curriculum reviews involve analyzing all current curriculum and teaching methods and verifying that both curriculum and teaching methods are researched based and peer reviewed.
- The review of instructional resources and materials are also done yearly cooperatively by the administrator and the professional instructional staff.
- This process and cycle to review the instructional resources and materials is directly connected to our curriculum review since most of the instructional materials that are used are provided by the curriculum.
- In addition to relying on the curriculum companies to supply instructional materials that are ethnically, culturally and gender inclusive and appropriate for this current social climate, the



administrator and staff will ensure that all instructional materials and resources are ethically, culturally and gender inclusive.

- All curricular and instructional reviews are available upon request.

PROGRESS REPORTS

Progress Reports are distributed four times a year and reflect the progress made towards the students approved amended goals. Data is collected by staff on a routine basis. St. Coletta Day School uses the following grading scale:

S=Secure or Proficient level = 80% - 100%

- Consider extension activities to build high level skill and knowledge

D=Developing or Progressing knowledge development = 60% - 79%

- General presentation of lessons should provide continued growth

E=Emerging Skills or Intensive Intervention - <59%

- Continue to work on early prerequisite skills to support the identified objective.

ASSESSMENTS

Formative and summative assessments and observation are used in the classroom within units and lessons on a daily and ongoing basis by teachers in order to assess student understanding of content, learning needs and/or readiness to progress forward, and/or student performance. This Data is part of the progress monitoring of the students. Students are assessed in a variety of ways to measure their academic growth throughout the course of the school year which is divided into four grading periods.

Academic progress requires a commitment to be in attendance at school, give your best effort in school on your school work, and complete homework using good study habits and effort. I . Students are required to complete and submit all assigned work in each class and ask for extra help as needed.

HOMEWORK

Although tasks and times vary from grade to grade, all homework assignments should provide reinforcement, practice, or independent study for students. All efforts should be made by the student to complete homework as independently as possible. Concerns about the amount or type of homework should be addressed to the teacher of the class that assigned the homework.

If materials for homework are forgotten at school, students must wait to retrieve until the next school day. Students and family members are not permitted to return to the classroom outside of school hours or during PAL hours, for reasons including student safety and confidentiality of materials in the classroom.

Homework Procedure for Vacations / Missed School

Homework is not provided in advance for absences unless a teacher determines otherwise.

Homework Procedure for Illnesses or Appointments/ Missed School

When a student is not in school for an excused absence such as illness, extra time is given to make up work upon the student's return to school. Parents or siblings may pick up homework for a sick student if arrangements have been made with the student's teacher. If a student misses part of the day for an appointment, it is expected that he/she will complete any homework assigned that evening for the following day.





LEARNER PROFICIENCY & ACHIEVEMENT MEASUREMENT POLICY

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

- Renaissance's Star Assessment 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

Renaissance's Star Assessment 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/Literacy levels. Once a baseline score is established, students will take subsequent tests that will only be used as a reference to their own progress.

Per the Renaissance Corporation, the Reading/Literacy test is "one comprehensive assessment that provides all the insights needed to guide literacy growth for emergent readers, struggling readers, English Learners, and high achievers. From skills data for day-to-day instruction to year-over-year growth, Star Reading helps educators accelerate learning for all. "With Star Math, one test provides essential insights to help all students get on track for math success: which students are struggling, the specific skills and subskills they're struggling with, and resources and practice activities to remedy those skill gaps. Plus, Star Math tracks progress over time—throughout the school year and from grade to grade—as students respond to instruction and intervention."

(<https://www.renaissance.com/products/star-assessments/>)

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



FIELD TRIP PROCEDURE

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 parents/guardians 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 parents/guardians/staff private vehicles.

LIBRARY PROCEDURE - SCHOOL PROGRAM ONLY

Both the elementary and secondary students use the St. Coletta's Day 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/guardian can support his/her student's library use by encouraging him/her to withdraw and read library books and then return them on time. St. Coletta staff prefers that any materials checked out of the St Sebastian library remain at school in the building/classroom and not be taken home.

CURRICULUM DISAGREEMENT POLICY

Staff and parents/guardian(s) 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 parents/guardians to review.

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.

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.

TRANSFER CREDIT POLICY

Under 119.23(6m)(a)(8) all schools in the Milwaukee parents/guardians 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.



DAILY (SAMPLE) SCHEDULE

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

Monday	Tuesday	Wednesday	Thursday	Friday
7:35 Arrival	7:35 Arrival	7:35 Arrival	7:35 Arrival	7:35 Arrival
7:45 Morning Routine	7:45 Morning Routine	7:45 Morning Routine 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 Social Skills 2	9:45 Bathroom	9:45 Bathroom
10:00 Math	10:00 Math	10:10 MM 2 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 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 1:40 Library GP2	1:15 Social Studies	1:45 Gym	1:15 UEC/Health/Career Development class	1:00 ● Music GP1 ● 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 ● Music GP2 ● 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



EXPECTATIONS OF STUDENT BEHAVIOR PROCEDURES

St. Coletta Day School utilizes a progressive behavior management system that involves students and staff as shareholders. Emphasis is placed on creating a classroom climate and culture that developed the individual as part of a community. Focus is placed on a positive behavior system where 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. Procedures are used for monitoring student use of behavior sheets. All students will monitor their own behavior as independently as possible. 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 respectful and kind.
- The classroom belongs to the students and the staff.
- Staff will listen to student and acknowledging their emotions
- Staff will attempt to establish a caring relationship with each of the students.
- Each day will begin with the School Mantra
 - *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 mantra will be modeled by the staff throughout the day
- Students and staff will be encouraged to “try” to live the matra in their words and actions.

Clear Expectations/Rules

- The Five Virtues of Respect, Responsibility, Kindness, Honesty and Peacemaking are the foundation of the classroom expectations.
- All staff and students are expected to try to display the five virtues in their words and actions.
- Staff and students will establish what the 5 Virtues look like and what they do not look like
 - Examples of what the Five Virtues looks like and do not look like are displayed on a poster in each classroom .
 - Student will participate in the creation of this list
 - Students and staff will review this list throughout the year.
- Staff will explicitly teach the Five Virtues throughout the school year
 - Staff use the morning meeting, social skills class and check in to explicitly teach the virtues.
 - Positive examples will be pointed out to the whole class throughout the day showing how the words and actions of the staff and students are respectful, responsible, kind, honest and peacemaking
 - Negative examples will either be privately discussed with students or discussed in neutral terms with the whole class.
- Staff will model the Five Virtues
 - Staff will use language that continually infuses the concepts of respect, responsibility, honesty, kindness and peacemaking into all parts of the schedule throughout the day.
 - The staff will use consistent words and phrases when modeling.



Positive Behavior Support System

- Staff will make every effort to discuss with a student their behavior as privately as possible.
- Staff will utilize the calm down procedures and positive affirmations to help the student focus on the behavior being an action not a reflection of who they are as a person.
- Staff will emphasize how the behavior can be changed by showing...
 - how the student could have made better choices
 - how they can still change the behavior and make better choices
 - how the behavior could be changed so that it is respectful, responsible, kind, honest and peacemaking.

Behavior Sheet

- 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.
- Students will daily demonstrate understanding and use of the 5 Virtues and behavioral expectations in all aspects of their daily interactions.
- Students will learn to accept responsibility for their actions while they will learn acceptable behavior in numerous settings.
- Students will utilize all the information gained above and meet behavior sheet percentage goals at 80%, which is considered proficient.
- Students and staff will follow the procedure for behavior sheets.
 - Whenever possible, the student should complete their behavior sheets independently and take responsibility for its completion.
 - 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, honest, a peacemaker, kind and responsible.
 - The student will be aware of the mark they have earned during that period based on their adherence and implementation of the 5 Virtues.
 - Staff will give input into the mark the student chose and how they could modify their behavior in the future to negate (-) marks and reinforce (+) behavior. This monitoring continues every 45 minutes throughout the day.
 - The Behavior sheets are finalized at the end of the day by totaling the behavior summary daily totals.
 - The scoring of the Behavior Sheet 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 30 times out of 35 the student made an appropriate choice. $30/35 = 85.7\%$ rounds up to 86%.
 - The student will photocopy the Behavior Sheet and take a copy home to discuss with their parents/guardians. The original Behavior sheet is used to record the data on the student's progress report.
 - Students can earn 20 minutes of free time a day by following the expectations and earning at least 80% on their Behavior Sheet



A Daily Report

- Students fill out a daily report in their folders.
- Staff will look at these reports and add notes.
- Staff can also add comments to the Behavior Sheet

“Out of Bounds” Consequences to Address Major Inappropriate Behavior

- A formal behavior policy and a written set of consequences is included in the Behavior Policy.
- “Out of Bounds” Behavior is defined as student’s behavior that it endangers the property, health, and/or safety of others or disrupts the learning environment,
- Staff will use behavior procedures when a student displays “Out of Bounds” behaviors.
- Students will earn minuses on their Behavior Sheet based on their inappropriate behavior
- Student Break areas and “Think Sheet” are utilized to help students think about what they have done.
- The “Think Sheet” is a tool to help students address and change their behavior.
 - “Think Sheets” are also used when a student does not acknowledge that their action was inappropriate.
 - “Think Sheets” give the student time to think about if their actions or words were Honest, Kind, Respectful, Responsible, and that of a Peacemaker.
 - Students fill out a “Think Sheet” which is a tool to
 - Students will discuss with the teacher what they have done
 - Students will discuss what they need to do to reenter the group.
 - The “Think Sheet” will be copied and sent home for parents/guardians signature.

If a student repeats the “Out of Bounds” behavior, the teacher will continue to follow the behavior policy and procedures. Parents/guardians will be contacted regarding the behavior. Students may lose free time at the discretion of the staff.

BEHAVIOR POLICY

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.

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 **consequences** be required. All actions are based on the premise that the purpose of teaching students skills that develops self control and character, encourages self-discipline, and contributes to attributes and values that will affect life-decision.

New Student Probationary Period

The first thirty days of a student’s attendance during the school year are probationary.

The organization is committed to working with families in order to accommodate individual differences. In the best interests of establishing a successful environment for the student, the probationary period may be extended or reinstated.

Students who have individual needs that cannot be accommodated within the program may have their enrollment terminated prior to the end of a probationary period.



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. parents/guardians are 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 parents/guardians.
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 a student is suspended over 10 days per school year, an MDR (manifestation determination review) must be held

2. parents/guardians 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 parents/guardians 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, parents/guardian(s) and/or guardian(s), student and legal counsel as decided by the parents/guardian(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 documents incidents of seclusion and restraint, in the classroom. This data is used to thoroughly review our procedures and give students and parents/guardians 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.

SAFETY POLICY

It is in the best interest of all individuals to consider health and safety in every activity with conscious effort given to the daily schedule, routine, procedures and operations at St. Coletta Day School. All individual's safety is considered equitably. Decisions are made with safety in mind. All policies and procedures are regularly evaluated and modified to promote continued health and safety of all individuals.

CRISIS INTERVENTION PROCEDURES AND PLANS

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
- *Terminal illness of student or family member
- *Presence of unauthorized people in the building
- *Building Crisis such as fire
- *Crisis relating to a death or suicide
- *Natural disaster
- *Threats including bomb or violence
- *Serious injury or accident

Crisis Notification Procedures

1. BrightArrow-Power School System notification
2. Text
3. Phone call

If, in the case of an emergency, we cannot reach the parents/guardians, the police will be contacted to locate the parents/guardians.

Staff Procedures for all Crises and Emergencies

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 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.



Behavior Crisis Plan

When a student is having a behavioral challenge that does not injure themselves or classmates, the student will be directed to use the calm down space and will continue to be supported to deescalate the behavior until such time that it resolves itself or includes other students or staff.

When a student is displaying a behavior that hinders the education, safety or security of the other students, then the remaining class will be removed to another location. Staff will remove any items that could be used as a device to hurt anyone. Once the class has been removed, one other staff member will join the staff to monitor the crisis. The staff will de-escalate the student using calm down procedures, breathing techniques and other techniques specific to the need of the student.

Tornado Warning Plan

Staff will follow the tornado warning procedure. Staff will lead students to the tornado shelter location. 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 Plan

Staff will follow the fire crisis procedure. Staff will lead students out the door closest to where they currently are in the buildings, staff will grab the red emergency bag and lead students to a designated safe location. Staff will take attendance and communicate with administration.

Medical Crisis Plan

Staff will follow the medical crisis procedure. Assuring the student in crisis by providing appropriate care and reassurance. If needed, 911 is dialed and Administration is contacted. Parents/guardians will be contacted and informed of the situation.

Seizure Crisis Plan

Staff will follow the seizure crisis procedure.

Blood-Borne Pathogen and Universal Precautions

Staff will follow the Blood-Borne Pathogen and Universal Precautions Policy.

Contagious Condition Procedure

Staff will follow the Contagious Condition Policy.

Shelter in Place Crisis Plan

Staff will follow the shelter in place crisis procedure. All staff and students will shelter where they are at the moment of the crisis, locking and securing the location. Staff will wait for Administration staff or the police to notify that all is clear. Parents/guardians will be notified following the crisis notification procedures.



EMERGENCY DRILL PROCEDURES

Fire / Evacuation 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.

Tornado Drills

The school has an indoor emergency shelter procedure that is practiced monthly during the school year by students and staff.

Lockdown/Shelter in Place Drill

The school has an indoor emergency shelter in place procedure that is practiced monthly during the school year by students and staff.

EMERGENCY RESPONSE PLAN

Staging Areas

Situations may occur where an evacuation may take place. Various staging areas have been created to assure staff and student safety. When parents/guardians are contacted about collecting students after an emergency evacuation takes place, they will be informed of the staging area being utilized at that time.

Injuries (FIRST AID)

Staff will follow the injury/first aid procedure. When a student experiences a serious injury or illness during the course of the school day, the parents/guardians will be notified. If they cannot be reached, the police will be contacted to locate the parents/guardians. In case of a serious emergency, 911 may also be called.

Medication Procedure

Prescription (RX) medications must be in original containers, clearly marked with the student's name and dosage instructions. Non-prescriptions (OTC) medications must be in a sealed container in the manufacturer's original packaging including cardboard box.

- Parents/Guardians return a completed 'Medical Provider Authorization Form Prescription (RX) Medication' form signed by physician and parents/guardians.
- Parents/Guardians return a completed 'Over the Counter (OTC), Non Prescription Medication Parent/Guardian Consent Form'
- Student medication will be stored in a secured location
- Staff will follow medication administration procedures.
- Staff will contact parents/guardians as additional medication is needed to administer per the dosage instructions.
- Staff may contact parents/guardians before administering 'Over the Counter' (OTC), Non Prescription Medication to verify last dosage.
- The school will not prescribe or have any medication on hand.

In order for your students' medication to be administered by a trained staff we must have signed documentation.

Asthma Inhalers

Inhalers will be kept secured with completed prescription form and the student may self-administer under the supervision of school staff.



DRESS CODE POLICY

School Program Dress Code Policy

The dress code at St. Coletta Day School of Milwaukee is effective on the first day of school unless otherwise announced, and reflects the colors/style of clothing used at St. Coletta's Day 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.

Clothing must be clean and in good repair. Students are expected to wear uniform clothing free of holes, tears, odor, or other signs of wear. This includes no distressed, ripped, torn or stained clothing is permitted. Clothing is to be modest (not tight-fitting or revealing) no rips or holes and all tops must have sleeves.

Tops

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



- **Styles:**

Shirts/Blouses

- o Long or short sleeved polos
- o Long or short sleeved blouses or button-down shirts with a collar
- o Long or short sleeved turtlenecks.
- o Special t-shirts with the school logo and SCDS Spirit-wear

Sweaters/Sweatshirts

- o Solid colored, St Coletta's / St. Sebastian logo OR logo-free red, white, navy, light blue sweatshirt, sweater/vest or cardigan may be worn over the uniform shirt (no hoods).
- o 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.
- o shirts must have sleeves, at least 2 inches in length

Tops not Permitted

- No tops with attached hood
- Clothing that reveals cleavage, back, stomach, or any undergarment
- Tops without sleeves



Bottoms

- **Pants or Shorts:**
 - NAVY or TAN dress pants - free of rips and/or holes, nor cuffed or rolled at the ankle.
 - NAVY or TAN tailored, uniform shorts or navy-blue or tan capris may be worn before October 15th and after May 15th, seasonally and weather-permitting.
 - Shorts, and skirts should be no shorter than 4 inches above the knee.
- **Dresses/skirts:**
 - Girls may wear a Navy-blue jumper, skirt, or skort
 - No slits and is appropriate and modest in length. Skirts and skorts should be no shorter than 4 inches above the knee.
- **Leggings:**
 - Solid white, navy, or black leggings may be worn under uniform skirts/dresses
 - 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. Not as pants.
 - Clothing that reveals too much cleavage, your back, your chest, your stomach or any undergarment is not appropriate.

Bottoms not permitted

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.
- No pajama pants, leggings worn as pants, or lounge wear—unless indicated for Spirit Days

Jewelry

- Post earrings alone are allowed. No dangling or hoop earrings are permitted.
- A single necklace with a small modest charm 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 solid, one color, and school uniform colors: or of a natural hair color.



Footwear

- Boots are weather dependent, for outside wear only, and must be removed prior to entering the classroom.
- 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) school uniform colors 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

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

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 something to wear. If the student does not have their own extra clothes or refuses to wear clothing provided by the school, the parents/guardians will be contacted and expected to bring appropriate dress code compliant clothing to school.

The student will receive a verbal warning for the first offense and an "out of dress code" slip will be sent home. In addition, the student will earn a minus on their behavior report for responsibility. Progressive disciplinary action will be applied if dress code violations continue.

Transition Program Dress Code Policy

It is necessary for our participants to project a professional image for our customers, potential students, community visitors, and the Transition Program vocational placement 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 the 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.

Skirts, dresses, and casual suits:

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.

Exceptions for the YMCA include:

Sweatpants and/or exercise pants may be worn. 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. Ladies must have a modest one piece swimming suit that shows minimal cleavage.

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 student 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 possible expulsion hearing as aligned with MPS 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/guardians 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

1. Will be respectful to the bus driver and other passengers at all times.
2. Will be seat-belted into their seats at all times while riding the bus.
3. 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/guardian is contacted
3rd documented complaint	Student is given a recess detention. parent/guardian is contacted
4th documented complaint	One (1) to two (2) day bus suspension. parent/guardian is contacted
5th documented complaint	Three (3) day bus suspension. parent/guardian is contacted
6th documented complaint	parent/guardian conference is required. School may require that your student be permanently suspended from the bus for the rest of the school year

** Blatant disrespect, fighting, drugs, alcohol or weapons will result in an immediate 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/guardians/relatives.

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

TRANSITION STUDENT TRANSPORTATION

Transportation arrangements for students enrolled in the St Coletta's Transition Program are the responsibility of the parents/guardians or adult participant.

HOT LUNCH - SCHOOL PROGRAM ONLY

St. Coletta's Day School through an association with St. Sebastian's school, provides a hot lunch service that is partially supported by the Federal Government.

Assistance is available for free or reduced lunches to families who qualify and apply. Applications are in the annual back to school school folder and available all year in the St. Sebastians office. 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>



Cost

- 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 may be purchased for \$0.60/ea.

Payment

- A computerized purchase system program is being used.
- Parents/Guardians must purchase lunches in advance on-line. Checks are to be made payable to “**St. Sebastian Hot Lunch**”.
- If a student’s lunch balance exceeds \$10 an alternate lunch of cheese sandwich and milk will be served.
- If a balance of \$20 or more will result in no hot lunch for the student.
- Reports will periodically be sent home to communicate the account status.
- No cash will be accepted in the lunch line.

Menu

- The menu is printed on the back of the monthly SCDS calendar and on the St. Sebs website.
- The menu, although subject to occasional change, is published each month.
- Students who bring a bag lunch may also purchase milk for \$0.60 per carton.

PICTURES | YEARBOOK

Pictures of each student are taken on an annual basis by a photography studio. Parents/guardians have the option to purchase the pictures of their student. 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/guardians Alternative to Latchkey) with the approval of the 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.

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/guardians, teachers and any additional support staff is vital to educational success.



MPCP/SNSP APPEALS PROCESS POLICY

Under 119.23(6m)(a)(4) all schools in the Milwaukee parents/guardians 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. 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 parents/guardian(s)/legal guardian(s) that reside in the same household as the student applicant. If the student’s parents/guardians/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/guardians 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/guardians/legal guardians and their children by birth, marriage or adoption that reside in the same household as the student applicant

<u>Family Size</u>	<u>Yearly Income*</u>
1	\$37,470
2	\$50,730
3	\$63,990
4	\$77,250
5	\$90,510
6	\$103,770

For each additional member, add \$13,260

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 parents/guardians 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.



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

ACCEPTABLE USE OF TECHNOLOGY POLICY

Students are responsible for good behavior on school computer networks just as they are in a classroom or 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. Parents/guardians 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.

These expectations also apply to the student's personal devices while on school property, at school events or when communicating with any individual associated with St. Coletta Day School.

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
- Modification to settings or apps or In app purchases

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

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

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/guardians are warned that this school does not have control of the information on the internet. Parents/guardians are the primary authority responsible for imparting the standards of ethical and legal conduct their student should follow.

Student iPad Acceptable Use

I will take good care of the iPad assigned to me

I will not leave the iPad assigned to me unattended

I will not download any programs, or change passwords without permission from my teachers.

I will not loan out the iPad assigned to me to other people, without permission from my teachers.

I will know where the iPad assigned to me is at all times

I will charge the iPad assigned to me every night

I will keep food and drinks away from the iPad assigned to me, since they may cause damage

I will not take apart any part of the iPad assigned to me, nor attempt any repairs.

I will keep the iPad assigned to me in the protective case provided with the iPad

I will use the iPad assigned to me in ways that are appropriate, meet St Coletta Day School's expectations, and are educational.

I will not decorate (with stickers, markers,etc...) the iPad assigned to me

I will not deface the serial number, or any other identification marks on the iPad assigned to me

I understand that any staff member from St Coletta Day School may inspect the iPad assigned to me, at any time, without notice.



I understand that the iPad assigned to me is the property of St Coletta Day School of Milwaukee.

I understand that if an iPad is loaned to me for home use I will use the iPad appropriately, and will return the iPad and all accessories issued to St Coletta Day School at the end of the loan period.

Parents/Guardians

I understand that I may be held financially responsible for all damage to, or loss of an iPad and/or it's accessories, assigned to my student or another student, that is caused by my student and is the result of neglect or abuse.

I understand that the approximate replacement cost of an iPad and it's related accessories (charger, protective case, etc...) is \$450, and I may be held financially responsible for any costs related to the repair or replacement of the iPad, and/or it's accessories, up to \$450.

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. ** This agreement also applies to the student's personal devices while on school property, at school events or when communicating with any individual associated with St. Coletta Day School.

STUDENT HARASSMENT - ZERO TOLERANCE POLICY

Staff will follow student harassment procedures in accordance utilizing the communication hierarchy. 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 offers 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 staff member.

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/guardians 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 parents/guardians 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.

CHILD ABUSE REPORTING POLICY

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 a 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.

ST. COLETTA DAY SCHOOL CODES OF CONDUCT

The purpose of the code of conduct is to foster a culture of integrity, inclusivity, respect and excellence along with the highest degree of ethical conduct between its students, school staff / volunteers, parents/guardians, visitors and individuals working on behalf of the parents/guardians.

Student Code of Conduct

- Students will be dressed in proper uniform at all times.
- Students will arrive and depart school at the designated times.
- Students will fully participate in educational studies both at school and/or during remote learning.
- Students will walk quietly in hallways.



- Students will keep their hands, feet and objects to themselves at all times.
- Students will be kind and respectful in their words (e.g., no swearing, no threats).
- Students will be kind and respectful in their actions (e.g., no physical violence, no threats).
- Students will listen when others are talking.
- Students will follow directions and classroom rules.
- Students will work quietly, not disturb others, and foster a conducive learning environment.
- Students will show respect for school and personal property (e.g., no vandalism, no stealing).
- Students will work and play in a safe manner.
- Students will never possess drugs or alcohol.
- Students will never possess weapons or any object deemed potentially harmful to others.
- Students will not engage in harassing, hazing or bullying behaviors.
- Students will not engage in inappropriate use of school computers.
- Students will not use electronic communication devices during school hours without explicit permission from a staff member.
- Students will not engage in severe, illegal, or inappropriate conduct that endangers the safety of another.
- Students will not engage in any actions that have the potential to cause harm to St. Coletta, its staff, or any member of the school community.

Parent/Guardian Code of Conduct

The purpose of the Parent/Guardian Code of Conduct is to provide a mutual understanding to all parents/guardians, visitors and individuals acting on behalf of parents/guardians to our school regarding conduct and the expectations while on school property, at school events and when interacting with employees and/or students.

We expect parents/guardians, visitors and individuals acting on behalf of parents/guardians to have a fundamental understanding and commitment to the following general propositions:

- The school should be provided an opportunity to resolve issues of concern before public criticism.
- Teachers, administrators and parents/guardians want all student to succeed
- Teachers, administrators and parents/guardians must work together for the benefit of the students
- All parents/guardians and visitors, as well as all members of the school community, deserve to be treated with dignity

In order to provide a peaceful and safe school environment, the school prohibits the following behaviors by parents/guardians and visitors:

- Abusive, threatening, profane or harassing communication, either in person, by e-mail or text/voicemail/phone or other written or verbal communication
- Defamatory, offensive or derogatory comments regarding the school or school staff made publicly to others.
- Disruptive behavior that interferes or threatens to interfere with school operations, including the effective operation of a classroom, an employee's office or duty station, a campus lobby, or school grounds, including sporting events, parking lots and car-pickup
- Threatening to do bodily harm to a employee, visitor, fellow parents/guardians or
- Threatening to damage the property of a school employee, visitor, fellow parents/guardians or student.
- Damaging or destruction of school
- Excessive unscheduled campus visits, e-mails, text/voicemail/phone messages outside of designated hours or other written or oral communication



- School staff and administration may not always be immediately available to speak with you. The only way to *ensure* that you are able to speak with a staff member or administrator is to schedule an appointment. Staff and administrators have a practice of attempting to return all phone calls/emails within 48 hours, or 2 business days, with great success. Your calls and visits will be responded to consistently with this practice if someone is not immediately available to speak with
- Any concerns that you may have regarding these matters must be made through the appropriate channels and follow the communication hierarchy so they can be dealt with fairly, appropriately, and effectively for all
- This includes use of any social media medium, including but not limited to: websites, blogs, wikis, social networking sites such as Google+, Facebook, Instagram, Snapchat, LinkedIn, Twitter, Flickr, and any other source of social media.

Consequences

In situations involving lesser infractions or where remediation is viable, a warning will be provided, either verbal or in writing, prior to the filing of trespass and issuance of a formal ban. Should a parents/guardian or visitor fail to heed the direction issued in the warning, a ban or other restrictions designed to deter the conduct will follow. Depending upon the severity of the incident, parents/guardians or visitors may be removed from or otherwise banned from campus and participation in school sponsored events under the criminal trespass laws, liaison positions, chaperoning field trips or other volunteer positions as necessary. No restriction, however, will prevent the parents/guardian from working collaboratively with the school to meet the student's educational needs, nor will a parents/guardian be excluded from a student's IEP meeting.

Staff Code of Conduct

Staff have a code of conduct that outlines how staff will behave in a respectful, responsible, kind, honest and peacemaking way. This emphasizes that the student is first and supports an attitude of inclusion and acceptance of all.

The professional educator accepts personal responsibility for teaching students character qualities that will help them evaluate the consequences of and accept the responsibility for their actions and choices. We strongly affirm parents/guardians as the primary moral educators of their students. Nevertheless, we believe all educators are obligated to help foster civic virtues such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect-for the law, for human life, for others, and for self.

Mutual Understanding of Support Between School and Home

The school recognizes that parents/guardians are the first educators of students in academics and life. At SCDS we believe that together we nurture and inspire our richly diverse student body to grow and persevere as critical thinkers, problem-solvers, and peacemakers, utilizing their unique gifts to become productive citizens in society and to serve others. By your acknowledgement, we mutually understand that: St. Coletta Day School provides a high-quality educational experience for our students' social and academic development, firmly rooted in our five virtues. We believe that all parties must support this centrality by the active practice of the five virtues in your home and in the community so we may serve as effective models and partners in promoting our students' social and academic growth. We recognize this is an educational institution where the needs of the students are prioritized through the cooperation of school, families, and staff. We recognize that on-going communication and active participation between home and school builds this spirit of cooperation. Furthermore, we affirm our adherence to school policies, established by school staff, school administration, and board. I/We understand that the



policies and procedures contained within the School Handbook are a necessary means of fostering standards of excellence so that all students may learn, grow, and excel.

Please review the following criteria of what it means to have a shared and vested interest, as well as fully engaged commitment to the quality of the educational experience of your student/s - and all of our students - receive as students of St. Coletta Day School:

Please initial your acknowledgement of the following expectations as partners in education:

- I/We agree to adhere to the policies outlined in the St. Coletta Day School Family Handbook Family Handbook. _____
- I/We agree to actively participate in my student's educational experience, allowing for his/her growth and autonomy as a learner, while engaged in how to best provide appropriate developmental support. _____
- I/We agree to prioritize my student's school attendance, including arriving and picking up on-time. _____
- I/We agree to attend the All Parent Meetings, traditionally held monthly. _____
- I/We agree to attend my student's Parent-Teacher conferences as an active participant _____
- I/We receive the school's weekly update, read it, and keep in communication with school information. _____
- If interested in volunteering, I/We agree to take (or have taken) an Archdiocesan Safeguarding class, pursue a background check through the parish, and complete a volunteer orientation enabling me to volunteer in my student's educational experiences and community life at St. Coletta Day School. _____
- I/We agree to take a positive, proactive approach with my student's teacher(s) if I have any questions or concerns regarding my student. _____
- I/We agree to instill in my student and foster in our family a respect for all others in the community, modeling how to manage relationships through positive approaches and interactions. _____
- I/We agree to pay all applicable financial balances by the final day of the school year, including any educational fees, services from the PAL program, lunch fees, and miscellaneous fees due. _____