



SETON

CATHOLIC SCHOOLS

Family Handbook 2020-2021

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Contact Number: 414-645-4922

COVID Hotline Number: POP (414-465-2698)-Please call to report Covid symptoms

*****This document is an addition to the Archdiocese Policy Guide*****



<https://schools.archmil.org/CentersofExcellence/DOCsPDFs/Schools-Policy-Handbook/ParishandSchoolPolicyManual2020-21.pdf>

Seton Catholic Schools has built a strong Catholic School culture over the past four years, focused on our faith coupled with high level instructional models.

As we work together to navigate this unprecedented time, Seton Catholic Schools remain committed to upholding and growing our belief in a faith based, equitable, high engagement Catholic education.

We will approach this time through two pathways which are based on parent choice. These pathways will mirror one another and the material presented in both will be identical. Both pathways will include live, interactive teacher time as well as prerecorded lessons and academic technology.

Pathways:

Two pathways are offered to families to choose from (Digital and In Person). This provides families with a choice based on their circumstances and risk levels.

Children in the Digital Pathway will participate with their peers and teacher and their schedule will mirror the In-Person Pathway schedule. Their schedules will include both live lessons and prerecorded lessons.

The In-Person learning schedule will either be 5-days a week or an A/B day schedule. 5-day a week schedules are possible if the registration choices of families, staffing and building availability allow. Both 5-day and AB schedules will include modified school day hours and procedures.

The in-person pathway will also include some at-home digital components incorporated into the regular school schedule, and it will allow for transition to fully digital in the event of a student, pod or school quarantine. The A/B day schedule will be implemented at schools that have a high percentage of families choosing the in-person pathway, and/or have staffing or building limitations. This will consist of an “A Group” that attends school in-person on Mondays and Tuesdays and attends the digital learning environment all other school days, and a “B Group” that attends school in-person on Thursdays and Fridays and attends the digital learning environment on all other school days. Wednesday will be held for deep cleaning for a safe transition between groups. In addition, a school may have a combination of both 5-days and AB days based on the in person pathway registration at particular grade levels.

At the close of each trimester, parents will be asked to re-register their pathway choice and based on the numbers of in person registrations, school schedules may change. Below are the trimester dates:

School Trimester Schedule	Begins	Ends	Pathway Registration Periods	Safety, staffing, building plan modifications
Trimester 1	Aug. 31, 2020	November 24, 2020	July 25-31, 2020	August 5, 2020
Trimester 2	November 30, 2020	March 10, 2021	October 26-30, 2020	November 10, 2020
Trimester 3	March 10, 2021	June 11, 2021	Feb. 8-12, 2021	March 1, 2021

Our Social Contract

In order to safely keep our schools open, all members of our community have to commit to maintain health and safety outside of school by following the guidance of health officials. This includes doing the following:

1. Wear a mask
2. Avoid close contact with anyone outside of your household
3. Practice good hygiene & wash hands often
4. Avoid large gatherings
5. If you are sick, stay home

Our ability to offer an in-building option will depend on every adult in our community (teachers, staff and parents) adhering to simple guidelines.

Expectations for Our School Community

SCS Students Will: (both in person and digital pathways)

- Be responsible for knowing their schedule and will be on time each day
- Follow their teacher's guidelines and academic expectations

- Work with integrity, meet deadlines, do your best!
- Treat peers and teachers with respect
- Plan and organize with guidance from teachers and parents
- Use technology respectfully and as guided by teachers
- Have the tools you need each day to participate and be successful (pencils, paper, crayons, etc...)
- Be in uniform daily (digital pathway, uniform shirts)
- (Digital Pathway) Be in an area where you are sitting up and which allows you to engage in learning activities (no laying down, etc...)
- Live and practice the social contract of safe social behaviors when outside of school

Note: Any inappropriate use of technology in both the In Person and Digital Pathways (i.e. including, but not limited to behaviors in chat boxes and/or break out rooms) will result in an immediate meeting between parents and principal and may result in disciplinary action.

SCS Families Will: (both in person and digital)

- Be responsible for knowing their child(ren)s schedule, keeping it posted so that it becomes an internalized and integrated part of each day
- Have their children to school on time daily (if child is ill, communicate illness to office...see attendance policy)
- Establish a home and or school routine that promotes productive learning
- Maintain contact with their child's teacher
- Encourage and ensure students complete the teachers' SeeSaw or Google Classroom required assignments or activities
- Provide opportunities for students to share what they are working on
- Monitor use of technology and communicate any concerns to school principal
- Live and practice the social contract of safe social behaviors when outside of school

SCS Families Will (digital pathway)

- Not record, audio record, live stream or photograph any live classroom sessions- live classroom sessions will not be transmitted in any way, this includes posting to any social media site.
- Create a space for their children to engage in lessons- this space should be visible to adults (ages 4-11) and should mirror what a school setting would look like (i.e. students should be sitting up in a chair at a table which allows them to organize work, solve problems and write answers)

- Create a student work space that is free of distractions.
- Check-in often. This is the best way to ensure that the student is engaged and meeting expectations around the quality of work and submission timelines.
- Respect the live learning sessions and should not interrupt during these times. This includes not talking with your child during any live classroom session. If a parent/family member has a question about the lesson, they should email the teacher.
- Ensure student Zoom window is free from any personal identifying items (student name, address, family names in background, etc)
- Live and practice the social contract of safe social behaviors when outside of school

SCS Teachers and Leaders Will:

- Engage with students both In Person and Digitally in synchronous and asynchronous ways
- Deliver lessons, tasks and activities that are standards aligned, engaging, encourage participation and develop critical thinking (teachers)
- Offer timely feedback on student work (teachers)
- Communicate in a consistent fashion, reply to emails promptly
- Provide office hours via phone, Zoom or email (Leaders: daily; Teachers: weekly)
- Uphold the SCS Layers of Protection to ensure student and staff safety while in school
- Offer parent education resources that assist with the digital component of each pathway
- Be present and all in each day to provide students consistency
- Live and practice the social contract of safe social behaviors when outside of school

MASKS and Other PPE

Face Coverings: Face masks will be required for all students, staff, and visitors in the school building. Face shields or other alternatives may be identified as acceptable only for students or staff with documented special needs or health conditions, requiring advanced, written approval by the school Principal. The Principal and accommodations team can use the CDC face covering adaptation guidance. An excellent fully-online digital learning pathway is available for parents/guardians who do not want their child to wear a mask.

Masks are required under the following circumstances:

- Inside at all times except while eating, drinking, participating in physical activities, or when working alone in a personal office or other non-shared space. For younger children who nap during the school day, masks will not be worn during nap time.
- Outside during arrival and dismissal, and whenever six-foot social distancing cannot be maintained.

Students and staff members will be provided with two cloth masks but may opt to bring their own instead. Extra masks will be made available in each classroom in case of a lost or forgotten mask. ***Mask designs are subject to the school uniform policy and must be appropriate for our Catholic school environment.***

Students and staff members will be provided with training on how to properly wear face masks at the beginning of the school year and regularly throughout the school year. We will include face mask coverings as a core focus of our school communication regarding prevention of COVID spread in our community. SCS will incorporate support from partners such as Ignatian Volunteers and Marquette School of Nursing to support in communicating the critical importance of mask wearing. We believe we can help combat any potential bias associated with the use of face coverings.

Families who refuse to comply with the mask requirement will be offered the Digital Pathway.

Protective shields will be installed in the main office or in areas that require direct personal contact or close student interaction, as in the resource room. Personal protective equipment will be provided to staff and students. Every classroom will be equipped with cleaning supplies, hand sanitizer, disinfecting wipes, gloves, and extra masks.

Personal Hygiene

CDC Guidelines:

Hand washing mechanically removes pathogens, and laboratory data demonstrate that ABHR formulations in the range of alcohol concentrations recommended by CDC, inactivate SARS-CoV-2. CDC recommends using ABHR with greater than 60% ethanol. Unless hands are visibly soiled, an alcohol-based hand rub is preferred over soap and water in most clinical situations due to evidence of better compliance compared to soap and water. Hand rubs are generally less irritating to hands and are effective in the absence of a sink. Hands should be washed with soap and water for at least 20 seconds when visibly soiled, before eating, and after using the restroom.

SCS Policy:

- Require all students and staff to wash their hands with soap and water for at least 20 seconds, or use hand sanitizer with at least 60% alcohol at the following times:
 1. upon arrival at school (use hand sanitizer if there is no sink in the classroom), and prior to leaving school for home
 2. after being outside for physical activity
 3. before and after breakfast and lunch
 4. after sneezing, coughing, or blowing nose
- Hand sanitizing stations will be readily available throughout the building
- All classrooms will have a gallon jug of hand sanitizer which will be refilled as it runs low.
- We will train and periodically refresh staff and students on proper hand washing and sanitizing techniques.

Visitors

CDC Guidelines:

Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).

SCS Policy:

Visitors (***including parents***) will not be allowed into the school, with limited specified exceptions. All visitors will be asked to check in at the main office and will be screened upon arrival. There will be no waiting or reception areas to avoid any congregating. Vendors will follow appropriate, predetermined processes to ensure safety.

Standards Based Grading (in person and digital pathways)

Standards-based grading is based on the principle that grades should convey how well students have achieved standards. In other words, grades are not about what students earn; they are about what students learn.

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

Effective grading practices are necessary for improved teaching and learning. Schools will adopt local grading policies that will support the following guiding principles:

- Assessment and grading are ongoing processes that guide continuous learning.
- Grading should be standards-based and reflect what students know and are able to do.
- Grading should be transparent and promote common understanding between students, parents, teachers, and schools.
- Grading should support a growth mindset.
- Grading should only reflect student achievement.
- The purpose of homework is to check for understanding, provide feedback, and prepare students for summative assessments.

Grades 1-3 Proficiency Scale

3 Proficient	<ul style="list-style-type: none"> • Student demonstrates consistent understanding and application of concepts and skills aligned with grade level standards. • Student can complete assigned tasks independently.
2 Developing	<ul style="list-style-type: none"> • Student demonstrates partial understanding of grade level standards. • Student can sometimes complete learning activities without assistance.
1 Emerging	<ul style="list-style-type: none"> • Student needs more time to develop understanding of grade level standards. • Student can complete learning activities with assistance.

Grades 4-8 Proficiency Scale

4 Advanced	<ul style="list-style-type: none"> • Student demonstrates understanding of concepts and skills extending beyond grade level standards. • Student can independently complete self-directed studies.
3 Proficient	<ul style="list-style-type: none"> • Student demonstrates consistent understanding and application of concepts and skills aligned with grade level standards. • Student can complete assigned tasks independently.
2 Developing	<ul style="list-style-type: none"> • Student demonstrates partial understanding of grade level standards. • Student can sometimes complete learning tasks without assistance.
1 Emerging	<ul style="list-style-type: none"> • Student needs more time to develop understanding of grade level standards. • Student can complete learning activities with assistance.

** Note for the 2020-2021 school year insufficient evidence is the term used for a 1

- “Insufficient Evidence” should be used for any standard for which instruction was provided and assignments given for purposes of assessing proficiency, regardless of content area, but not enough evidence was submitted for proficiency to be determined. ‘

3K, 4K and 5K use a narrative reporting tool that is sent home at semester (January and June).

Arrival Procedures (in person pathway)

Parents/guardians will conduct SCS screening protocol on their children prior to leaving for school in the morning to ensure their child is asymptomatic of COVID-19 and has a temperature in normal range (< 100.4).

Upon arrival, your child’s temperature will be taken, and symptoms will be evaluated by the designated screener. Students that have temperatures 100.4 and above will not be allowed to attend school that day. (On hot days, students who test near the threshold will be allowed to ‘cool down’ before a final decision is made to send them home).

Screeners will wear PPE, including a mask, face shield and gloves.

A one-way entry system for arrival will ensure all students and adults entering campus will be screened.

Signage will be posted to remind parents/students/staff about symptoms and our hygienic practices.

SCS screening methods are consistent with CDC Examples of Screening Methods.

Prince of Peace's Arrival Procedures (in-person pathway)

Arrival time: 7:30 AM to 8:00 AM

***All students, parents and staff required to wear a mask on school property.

Students arriving by car into the school parking lot:

1. As vehicles pull into the parking lot they will form into two lines and pull forward to the two staff members waiting for them.
2. Staff members will perform a temperature check on the first two vehicles and then proceed to the next two, etc.
3. One staff member at the gate will direct traffic.
4. Staff members waiting for vehicles will have a copy of the class pod list for that school.
5. Staff members will perform a temperature check of each student in the vehicle.
6. Temperature check should be done outside of the vehicle, so the vehicle's temperature does not affect the student's temperature.
7. Staff will mark checks on the class list.
8. If a student passes the temperature check, they will be sent to their classroom after using hand sanitizer at the entrance of the school.
9. If a student fails the test, a parent can re-enter line for another check or the student will be sent home with the parent.
10. Staff (with class lists) will be strategically placed throughout school to ensure social distancing and direct students to their classroom.

Students walking/dropped off on street:

1. At the 22nd Street Campus, these students will enter school grounds at the front sidewalk gate on 22nd Street.
2. A third staff member will be there performing temperature checks.
3. Students will have markers to stand on for social distancing while awaiting temperature check.
4. If a student passes the temperature check, they will be sent to their assigned class pod area to await transition into school.
5. If there is a student who fails the temperature check and the parent and/or person dropping them off is still with them, they will be informed of temperature failure and be required to take the student home.

6. A staff member will make a notation of the failed temperature check on the class pod list. If a student is alone and fails the temperature check, they will be sent to the isolation area and the parent will be contacted.

Prince Of Peace Dismissal Procedures

PLAN: We will use what we call our "Field Day Dismissal Procedure."

1. The gate to the parking lot will be closed 15 minutes prior to dismissal.
2. Each class will be dismissed from their class per a dismissal schedule.
3. Each class will then go to their designated class pod area outside.
4. As each pod goes outside they will dismiss their walkers down the sidewalk in front of school.
5. Walkers are required to leave school property and the surrounding area immediately.
6. After all class pods are in their assigned area, the gate to the parking lot will be open to allow parents in their vehicle to enter the parking lot.
7. At each campus, we will have one lane for vehicles to line up in and then pull up to staff waiting for them.
8. There will be 3-4 staff members assigned.
9. As each vehicle stops at the pick up area, the staff member will ask the driver whom they are picking up.
10. Staff members will then call for those students to come and get in the vehicle.

Attendance (in person and digital pathways)

All SCS will have the following in person school day hours for the 2020-2021 school year. The hours are:

- 7:30 a.m. Drop Off Begins
- 8:00 a.m. Instructional Day begins
- 8:05 a.m. Students marked tardy
- 11:15 a.m. Students arriving after this time are counted ½ day absent
- 2:15 p.m. Dismissal Begins
- 2:30 p.m. Dismissal Ends

After Dismissal: Prerecorded Specials classes must be accessed by students at home

Attendance Policy for all SCS:

During the 2020-2021 school year, two learning pathways will be offered to families. Students in the in-person pathway are expected to attend school daily during the scheduled school hours from 8:00 - 2:15 p.m. Students in the virtual pathway must access live and/or recorded online curriculum daily during the virtual schedule.

Present

- In-person students are considered present when they are in school for greater than 50% of the school day which is 3 ¼ hours or 11:15 a.m.
- Virtual students are considered present when they attend live sessions and/or accesses and engages in coursework through Clever before the end of the day.

Absent

- In-person students are considered absent when they are not present for greater than 50% of the school day. (Students will be marked absent half day if they arrive at school after 11:15 a.m. and attend until the end of the day; Students will be marked absent half day if they miss about half the school day, or 3.25 hours)
 - *Excused absences include illness, family emergency, medical appointments, legal appointments, funeral or religious services, and documented technical issues*
 - *Unexcused absences include no notification from parent, slept in, and traffic*
- Virtual students are considered absent when they do not attend live sessions and/or access coursework through Clever and do not complete the recorded work before the start of the next day's live teaching sessions.

Tardy

- In-person students are tardy when they arrive at school after the start time of 8:00 a.m.
- Virtual students will not be tracked for tardies.

Parents of in-person students must communicate with the school office regarding their child's attendance based on the following:

- Call the school office before 8:00 a.m. if their child will not be present and state reason for absence (*see above for what constitutes an excused/unexcused absence*)
- Call the school office if their child will be leaving early or coming in late and state reason

- Call the school office upon arrival to pick up a child early, so that a staff member can walk the child to meet the parent/guardian outside

Parents of virtual students must communicate with the school office regarding their child's attendance based on the following:

- Call the school office before 8:00 a.m. if their child will not be present OR completing assigned digital work at all during the course of that day, and state reason for absence (*see above for what constitutes an excused/unexcused absence*)

In accordance with Wis. Stat. § 118.15, a parent must be sent a written notification when the child has been **absent or tardy without an acceptable excuse** for a total of five days. A second notice regarding habitual truancy shall be sent when a student has been absent ten or more days in the school year. This applies to both in-person and virtual students.

Five Unexcused absences result in:

- A letter is sent to parents notifying them of the number of unexcused absences
- School Counselor/Administration contacts parents to discuss nature both the nature of the unexcused absences and offer support or help
- If unexcused absences continue, school counselor and/or administration schedules in-person or Zoom meeting and develops an attendance plan with the parents

Ten Unexcused absences result in:

- A letter is sent to parents notifying them of the number of unexcused absences
- School Counselor and/or administration schedules a mandatory meeting with parents to discuss the nature of unexcused absences with intent to help and support; a formal plan is developed. The satisfactory completion of said plan of action may be used as criteria for enrollment of the student in the school for the succeeding school year.
- School reserves the right to unenroll a student who is not present for 7 consecutive days of the school year and no contact has been made with parent and/or guardian. This is documented through phone calls, emails, and certified letter. If school implements this policy, a certified letter is sent to the parent/guardian notifying their child has been unenrolled.

Social Emotional Learning (in person and digital pathways)

Rationale - Our school places a high priority on social emotional learning through the following platforms:

- Provide high quality counseling services to Seton students.
- Support counseling instruction (Mind Up, Restorative Justice, mindfulness, wellness) in both the in-person and digital pathway curriculum.
- Provide a synchronous, asynchronous, and equitable counseling curriculum and experience in local schools and across Seton schools.
- Build a student – counselor/counselor designate/teacher relationship in counseling classes with SEL expression, student interaction, regular contact, and social-emotional support.

Additional Counseling school-based services include:

“Usual” school counseling services

1. Student clients
2. CPS referrals / emergency or concerning situations
3. Small group sessions, topic related
4. Grade level / pod needs

School Services

1. SEL check-ins with students during school and assist teachers on what to look for with student SEL concerns.
2. Contact students and families that “fall through the engagement cracks” with teachers or school.

2020-21 School reopening needs

1. Building School Community
2. On-line internet safety

3. Cyber-bullying

Resources

1. Student Services website
2. DPI resources

Communication

1. Student Services website <https://sites.google.com/stromanschool.com/school-counseling-website/community-resources?authuser=0>

Religion and Mass

Components of Seton 2020 Religion Program

- A. Parish Pastor provides a weekly introductory talk focusing on the religion theme for the week, a scripture verse/story/parable, a character virtue, and a prayer.
- B. Twice weekly classroom religion lessons based on Archdiocesan standards, developed by our religion master teachers and delivered by classroom/pod teachers.
- C. A third weekly additional religion lesson based on one of these elements:
 - Seton grade level Service Learning units (as able)
 - Archdiocesan SafeGuarding God's Family grade level curriculum
 - Archdiocesan Theology of the Body grade level Family Life curriculum
 - Catholic Saints Poster unit
 - Seton-based virtues or characteristics layered in all school programs

Specials

Specials will be taught digitally to all students after the regular school day ends by master specials teachers. They will deliver the specials curriculum on-line via recorded Zoom lessons that students will access with technology. The Zoom lesson will last approximately 15-20 minutes and student participation/work/assignment will last 20-30 minutes for a total of a 45 minute specials lesson. Students can access these lessons at a time convenient for them. A sample schedule could look like this:

Specials/Counseling – Students access after 2:30 dismissal on their own with technology

Monday	Tuesday	Wednesday	Thursday	Friday
Music Monday	Physical Education	Wellness Wednesday	Physical Education	Head to the Weekend Art

Cadence Learning Overview (Formerly NSSI): 3rd-8th Instructional Model in person and digital pathways)

For our academic program (ELA and Math) NSSI will provide: high-quality curriculum (unit overviews, daily lesson plans, and student-facing materials), mentor teacher videos (edited for each portion of the lesson with the Google Slide), Google Slides with clear teaching notes, and professional development.

Math

NSSI’s Math program builds students’ conceptual understanding through problem-solving, mastery-based lessons, fluency routines, and cumulative review. Together, these components push students to become nimble problem-solvers, articulate the why behind the math, see mathematical relationships, and derive conjectures through exposure to all grade-level Common Core State Standards.

ELA

NSSI’s literature block centers around engaging, quality novel study with a focus on understanding the central ideas and themes of the text through rich discourse and writing. Supplemental readings will work to provide background knowledge related to the ideas and context of the novels, and ample time will be spent on close reading sections of the novel as well as supplemental readings so that students build the skills of understanding the core meaning of any text and an appreciation of the author’s craft. The literature block also incorporates writing assignments within and culminating in each unit of study.

SELF-DIRECTED LEARNING

Effective schools also supplement this synchronous instruction with the best self-directed, computer-based programs on the market. This combination of synchronous instruction and computer-based programs enables schools to run a full day of high-quality remote learning.

Non-Discrimination Statement

USDA Nondiscrimination Statement Update

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

Fax:

(202) 690-7442

Email:

program.intake@usda.gov.

Non-Harassment Policy

(Archdiocesan Policy 5131.1)

Bullying and Harassment It is imperative to maintain an educational environment that encourages optimum human growth and development. Respect for the dignity of each person is essential to Catholic tradition. It is vital that each school and religious education program maintain an environment free of any form of harassment, bullying, or intimidation. Bullying and harassment may be defined as a single incident or a pattern of behavior wherein the purpose or effect is to create a hostile, offensive, or intimidating environment. Bullying and harassment

behaviors are prohibited in all school and parish buildings, property, and educational environments, including any property or vehicle owned, leased, or used by the parish/school. This includes public transportation regularly used by students to go to and from school.

Educational environments include, but are not limited to, every activity under school and parish supervision. Bullying and harassment encompass a broad range of physical or verbal behavior which can include, but is not limited to, the following:

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

All staff members and parish/school officials who observe or become aware of bullying are required to report these acts to the administration. Any other person, including a student who is either a victim of the bullying or aware of the bullying or any other concerned individual is encouraged to report the conduct to the staff or administration. Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously. A clear account of the incident is to be documented. A written record of the report will be made by the recipient of the report.

There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action. If it is determined that students participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, the administration shall take disciplinary action, up to and including suspension, expulsion, and/or referral to law enforcement officials for possible legal action as appropriate.

Reporting Procedure:

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

Appropriate action could include, but is not limited to:

- Written documentation of the incident
- Disciplinary sanction(s)
- Peer mediation ©2020 – Archdiocese of Milwaukee 103

- Professional counseling • Referral to outside agencies
- Probation/Suspension/Expulsion

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

Suspension/Expulsion Policy

Probation (Archdiocesan Policy 5144[a, b, c, d, e])

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

Such action may be of three kinds:

1. Probation
2. Suspension
3. Expulsion (See Regulations)

Action taken to suspend or expel students must be preceded by internal school procedures, and supported by defensible records. The actions and procedures for probation, suspension or expulsion must be published in the school handbooks. Final decision to expel a student rests with the secondary school Principal or elementary school pastor (in Catholic schools not connected to a parish, the Principal takes the role of pastor).

Probation

A student may be placed on probation for a trial period by the school Principal. After conferences are held with the student's parents or guardian and relevant school personnel, the Principal sets conditions for release from probation. The Principal's decisions are final.

Suspension

1. Suspension is justified only in unusual circumstances and is normally an in school suspension.
2. Prior to any suspension, the student must be advised of the reason for the proposed suspension. The parent or guardian of a suspended student is given prompt notice of the suspension and the reasons for the action.
3. In School suspension can be directed for varying lengths of time as decided by the Principal but should not exceed five days. In-school suspension conditions are to be determined by the building Principal. In School suspension students remain the responsibility of the school.

4. Out Of School suspension is considered a rarity and is the responsibility of the Principal. A maximum of five days can be imposed unless a written notice of an expulsion hearing is scheduled. Such notice shall allow not more than a total of fifteen consecutive school days to be served in suspension until the expulsion hearing is held. Out Of School suspension may be given by the Principal immediately following a serious disciplinary offense. Such a suspension is for investigative purposes.

Expulsion

As a definition, expulsion is considered a termination of enrollment, permanently or for an extended period of time. Expulsion shall be considered as a rarity and used only as a very last measure. Expulsion results from repeated refusal to obey school rules or from conduct which endangers property, health, or safety of others, and is deemed to be in the best interest of the school. An extremely serious single offense may also be cause for expulsion. Students asked not to return the following year for behavior reasons are considered to be expelled. Students not allowed to return due to failure to meet required academic standards are not considered to be expelled. These academic requirements are well articulated in the student handbook. The Archdiocesan Superintendent of Schools/designee is to be informed before any action leading to expulsion is taken.

Expulsion Procedures

1. The actions and procedures for probations, suspension or expulsion shall be published in the school handbook.
2. Actions taken to suspend or expel students shall be preceded by internal school procedures and supported by defensible records.
3. Expulsion can take place only after an expulsion hearing has been held. Parents/legal guardians shall be notified in writing at least five days before the hearing is to take place; this notification period can be waived by mutual consent of the parents and the school if an expedited hearing date is advisable. The hearing committee composition should be such as to insure objectivity and procedures should be clearly identified in the school handbook.
4. The hearing committee makes a recommendation to the secondary school Principal/elementary school pastor. The recommendation will be to:
 - a. expel
 - b. suggest other disciplinary actions in lieu of expulsion
 - c. exonerate the student of any wrongdoing
5. Before the hearing is held the parents and student are informed that the student may be voluntarily withdrawn up until the time that the final disciplinary action that is approved takes effect
6. If the decision to expel the student is made, parents are notified, in writing, of the action. The right to appeal is made known to the parents

Appeals Process:

The student, or his/her parent or guardian, may within five school days following notification of the expulsion, appeal to the Superintendent of Schools in writing with rationale for appeal. The Superintendent will investigate that correct procedures were followed as defined by Archdiocesan policy. If they were not followed, the Superintendent will refer the issue back to the parish/secondary school with a recommendation about at which step of the procedure needs to be further processed.

School Staff and Emails:

Title	Name	Email
Principal	Ryan Krienke	krienker@princeofpeaceschool.org
Assistant Principal	Andrea Bergmann	bergmanna@princeofpeaceschool.org
Dean of Operations	Dan Seitz	seitzd@princeofpeaceschool.org
School Guidance Counselor	Geraldine Green	greeng@princeofpeaceschool.org
Office Manager	Diana Ramirez	ramirezd@princeofpeaceschool.org
Admissions Coordinator/Manager	Lirse Jones	jonesl@princeofpeaceschool.org
Administrative Assistant	Paulita Barron	barronp@princeofpeaceschool.org
Administrative Assistant	Margaret Garcia	garciam@princeofpeaceschool.org
Administrative Assistant	Sosima Arista	aristas@princeofpeaceschool.org
Grade 4K	Linda Gyax	gygaxl@princeofpeaceschool.org
Grade 4K	Diana Brophy	bropheyd@princeofpeaceschool.org
Grade 5K	Malena Torres- <i>Master Teacher</i>	torresm@princeofpeaceschool.org
Grade 5K	Alaina Meidl	meidla@princeofpeaceschool.org
Grade 1	Aimee Monsees	monseesa@princeofpeaceschool.org
Grade 1	Brianne Kashak	kashakb@princeofpeaceschool.org
Grade 2	Jennifer Wood	bartolottaj@princeofpeaceschool.org
Grade 2	Stephanie Stone	cobys@princeofpeaceschool.org

Grade 3	Alyssa Rudd	rudda@princeofpeaceschool.org
Grade 3	Mallory Brown	brownm@princeofpeaceschool.org
Grade 4	Gina Maas	maasg@princeofpeaceschool.org
Grade 4	Jessica Werner	wernerj@princeofpeaceschool.org
Grade 5	John Matthews	matthewsj@princeofpeaceschool.org
Grade 5	Karen Saller	sallerk@princeofpeaceschool.org
Grade 6	Michael Kent	kentm@princeofpeaceschool.org
Grade 6	Open	
Grade 7	Peter Harrison	harrisonp@princeofpeaceschool.org
Grade 7	Noah Sumner	sumnern@princeofpeaceschool.org
Grade 8	Flannery Crain	crainf@princeofpeaceschool.org
Grade 8	Michael Skinkis- <i>Master Teacher</i>	skinkism@princeofpeaceschool.org
Reading Specialist	Wanda Foy	foyw@princeofpeaceschool.org
English as a Second Language	Noami Stewart	stewartn@princeofpeaceschool.org
Art Specialist	Gabriela Bustos	bustosg@princeofpeaceschool.org
Music Specialist	Nicholas Hartmann	hartmannn@princeofpeaceschool.org
Physical Education Specialist	Jesse Stewart	stewartj@princeofpeaceschool.org
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Educational Assistant	Zenaida Guzman	guzmanz@princeofpeaceschool.org
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Educational Assistant	Rebecca Larson	larsonr@princeofpeaceschool.org
Educational Assistant	Jose Guzman	guzmanj@princeofpeaceschool.org
Educational Assistant	Mirna Valadez	valadezm@princeofpeaceschool.org

Educational Assistant	Antonio Lopez	lopeza@princeofpeaceschool.org
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