



Processes and Procedures

2021-2022

Seton Catholic Schools Processes and Procedures are designed to provide consistent staff and student expectations in all Seton Catholic Schools. Mary Queen of Saints Catholic Academy, as a member of the Seton Catholic School district, adheres to all of Seton Catholic School's processes and procedures while maintaining its own identity. This identity is preserved while continuing to work toward Seton Catholic School's mission of providing the highest caliber academic and spiritual formation programs for all students.

Content

Attendance Policy

Conferences

Communication

Cell Phone Policy

Chromebook Policy

Discipline

Dress Code

Field Trip Procedures

PowerSchool Guidelines

Student Leadership Council

School Covenant

Attendance Policy

Absences

Attendance is the first step in ensuring academic achievement. In order for students to reach their God-given potential, they must be at school, an active participant in the classroom and make their strongest effort at school each and every day. **Mary Queen of Saints Catholic Academy** requires regular attendance. Parents/guardians are expected to ensure that their children are in school. Please do not allow your child to miss a day of school except for serious illnesses. Schools enrolled in the Archdiocese of Milwaukee are required to maintain an attendance rate of at least 95%.

All Absences – “Excused” and “Unexcused” – Are Considered Absences: Any day your child does not attend school is considered an absence.

Missing School for Appointments: Parents/guardians are asked to schedule medical appointments outside of school time. In the case when a student has a medical appointment during school, s/he should not be absent for the entire school day. Students missing three or more days in a row need to bring a signed doctor’s note to the school.

Missing School for Family Vacation: Parents/guardians are asked to schedule family vacations when school is not in session. If parents choose to excuse their student from school for a family vacation they are allowed up to 10 days. Parents/guardians must schedule a meeting with school administration for approval and academic plan, all other attendance policies are in effect.

Suspensions Are Considered Absences: If students are absent from school due to suspension, these days will be considered absences.

Reporting Absences: If a student is absent, the parent/guardian must report the absence to the school office by 8:30 AM. If a student is absent without an excuse and/or phone call from the parent/guardian a phone call will be made by the school.

Consequences for Excused:

- **Five Absences in a Year:** Parent/Guardian will receive a call from a school administrator
- **Eight Absences in a Year:** Parent/Guardian will be notified by a letter about the seriousness of the issue
- **Twelve Absences in a Year:** Parent/Guardian will be called to the school to meet with the school counselor to discuss the absences and develop an attendance plan.
- **Fifteen Absences in a Year:** Parent/Guardian will be called to the school to meet with school administrators. At this point, the student is considered truant and is at risk of not being

promoted to the next grade. A student may face expulsion. In addition, a report may be filed with the District Attorney's office

- **Twenty Absences in a Year:** At this point, the student will be considered habitually truant. School administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs.

Consequences for UNEXCUSED absences:

- **One unexcused absence:** A phone call home from school.
- **Three unexcused absences:** A phone call from a school administrator.
- **Five Unexcused Absences:** A certified letter will be sent to your house. With this letter, a meeting is required with a school administrator.

Tardiness

Getting to school on time is key to your child's success – at school and in life. Parents/guardians are expected to ensure that their children are in school on time. Students who are late often miss essential math and reading instruction, disrupt the learning of other children, and risk falling behind. We want to teach our students the importance of being on time.

Definition of Tardiness: Students arriving **after 7:46 AM** are marked tardy. If a student will be arriving after 8:30 am with a doctor's excuse or because of a family emergency, the parent must call the office before 8:15 am to notify the school. If there are habitual office calls for tardies the family must meet with the Principal.

Consequences for Tardiness:

- **Five Tardies in a Trimester:** Parent/Guardian will be called by an administrator about the seriousness of the issue.
- **Ten Tardies in a Trimester:** Parent/Guardian will be notified by a letter to meet with a school administrator to discuss the seriousness of the issue.
- **Fifteen Tardies in a Trimester:** School administration, counselor, parent, and the student will develop a contract outlining steps that will be taken to improve the child's promptness to school.
- **Twenty Tardies in a Trimester:** At this point, the student will be considered habitually truant. School administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs. The student may face retention due to time missed.

Conferences

Parents/Guardians and teachers must work collaboratively with the student to help him/her achieve success in school. Conferences are necessary for all parties to discuss the strengths, weaknesses, and plans for the student. Conferences will be scheduled by the individual school. Two conference times are required during the school year.

The first conference will be mandatory for all students. The student must be in attendance at the conference. Teachers must follow-up with families who do not attend. We cannot allow families not to engage in student conferences.

The second conference can be either mandatory for all students or by teacher/parent requests. The school principal will make this determination.

The following criteria are to be used by teachers to determine if a conference is mandatory:

- According to standards-based grading, any student with a majority of minimal standards in one subject area.
- Students with significant behavior patterns.
- Students that are frequently absent or tardy.

Communication

Successful communication is vital for schools. Thoughtful and planned communication is necessary at all levels of a school. The following communication plan must be followed.

Communication to Families

1. There will be monthly communication sent to school families from the school office. The monthly newsletter will inform families of topics being taught, upcoming special events, field trips, tests, and other information parents need to know. This newsletter will go home on the weekly communication day closest to the first of the month.
2. The principal will send a newsletter to families in monthly communication.

Cell Phone and Electronic Devices Policy

Students are encouraged to keep expensive items such as cell phones, iPods, “smartwatches,” MP3 players, handheld video game systems, etc at home. If a student chooses to bring a cell phone or electronic device to school, students will be expected to follow the following procedure:

- Cell phones and electronic devices are not to be used during the school day unless directed by a teacher/administrator for academic purposes.
- Cell phones and electronic devices are to be turned off, stored and secured during the school day.
- Students are not allowed to use telephones in bathrooms, cafeteria, hallways, etc.
- Phones and electronic devices that are audible, visible or used in any other way during the school day will be confiscated and turned in to the Dean of Student’s office.
- Students who fail to immediately comply with the direction to hand over an electronic device will receive further disciplinary action.
- Each confiscated phone and/or electronic device will be kept in the main office until a parent or legal guardian picks up the phone from the main office and signs for the cell phone/electronic device.
- All cell phones/electronic devices will be labeled with the student’s full name and grade.

*The school is not responsible for any lost, stolen or damaged items.

Chromebook Policy

In order to protect all students and classroom technology, students need to follow some important rules and procedures. The choice of a student to violate these requirements will result in the student not being allowed to use technology or continue to be part of this elective.

- NO food/drinks should be near our classroom technology at any time.
- Chromebooks should remain on a desk or table at all times. If needed to move, close the Chromebook and carry with two hands.
- All technology in our classroom should be treated with RESPECT. Students should use them gently and for educational purposes only!
- Students must NOT change the “settings” on any devices; unless specifically asked to by their teacher.
- Students must respect the files of others by refraining from using, altering, reading, or deleting another student’s file(s). If a file is left open on any device, the students should alert the teacher or creator of the file, or save and close the file.

- Students must **ONLY** use apps or websites in which the teacher has instructed them to use.
- Students are **NOT** to check personal email or browse the internet freely for personal entertainment purposes.
- The use of the camera or video on any device must only be utilized for educational purposes.
- All technology should be properly turned off and put away at the charge station safely prior to class dismissal unless otherwise noted by the teacher.

Discipline

Seton Catholic Schools are committed to providing a safe and orderly environment in which students can improve their academic achievement and social behavior. We believe that the learning environment is sacred, and we will do whatever it takes to ensure that every child is safe (physically, emotionally, mentally, and intellectually) and ensure that every child has the opportunity to learn without needless interruptions.

Students attending Seton Catholic Schools are representatives of the civic community the school resides in and the parishes connected to the school. We expect all students to represent the school through their behavior, attitude, and speech both in and outside of the school day.

We have high expectations for student behavior, and we “sweat the small stuff” to create and preserve a focused learning environment. We believe students need to be respectful, responsible and ready to learn in the classroom, the playground, the hallways, the cafeteria, the bathroom, the bus, and in the Church. **Mary Queen of Saints Catholic Academy** staff, students, and families will develop and consistently model, teach, expect, and enforce the School Covenant.

One of the most important facets of education involves the learning of inner discipline and the wise use of freedom. At all stages of development, young people need to experience freedom and control. In keeping with this philosophy, every attempt is made to help students develop self-discipline, which will help them grow in freedom and responsibility.

Seton Catholic School faculty uses a large array of strategies to promote positive behavior and to correct disruptive behavior. The faculty also does their best to “catch students doing the right thing.” We recognize and celebrate student successes at every opportunity.

However, when behavioral problems become evident, we also use consequences and problem-solving approaches to shape future behaviors. Students may lose privileges when they violate the rules. Our goal is for students to accept responsibility for their actions.

Classroom Management System

ALL GRADES (K4-8)

ClassDojo Classroom Management System: Students will follow general behavioral expectations laid out by our R.I.S.E. UP acronym (Respect, Integrity, Service, Empathy, Unity, Perseverance). Classroom teachers will use ClassDojo to help students learn to take responsibility for their personal actions and academic progress. In addition, students will further develop coping skills and build a sense of internal motivation.

Students will earn or lose points in response to their daily behaviors. All students will earn points for being present and on time, being in full uniform, and turning in homework each day. Throughout the day, students that go above and beyond our school expectations and show R.I.S.E. UP character traits will earn bonus points. We want to recognize and celebrate students who are working hard to show positive character.

Students who show behaviors that are not in accordance with our Catholic values and school-wide expectations will have points taken away, but will always have the opportunity to earn points back by showing R.I.S.E. UP character traits. Students who have negative ClassDojo balances by lunch-time will be required to do community service during recess. Each day a student ends the day with a negative ClassDojo balance, his/her parents will be contacted by the classroom teacher. After three days with negative balances in one trimester, students will be placed on R.I.S.E.

Students can use the ClassDojo points that they have earned to purchase incentives each week. Classrooms will also work together to earn “whole class” points and receive special incentives throughout the year.

Parents can view their student’s ClassDojo records by creating a ClassDojo account. More information will be provided on how to use ClassDojo at home by your student’s classroom teacher.
www.classdojo.com

ClassDojo Classroom Management System: All Grades (K4-8) ClassDojo Bonuses (+) When a scholar goes above and beyond to exceed one of the school’s core values (R.I.S.E. UP) or classroom expectations, the scholar may receive Class Dojo bonus points which the student can use to purchase an individual incentive.

CHARACTER & BEHAVIORS WHICH MAY EARN BONUSES:

Respect/Responsibility (some examples listed below):

- Voice Level
- Tracking
- Transitions

Integrity (some examples listed below):

- Telling the truth
- Taking a risk
- Doing what is expected even when no one is looking

Service (some examples listed below):

- Helping others
- Picking up garbage that is not yours
- Going above and beyond

Empathy (some examples listed below):

- Spiritual growth and prayer
- Accepting individual differences
- Conflict Resolution

Unity (some examples listed below):

- Leadership
- Encouraging classmates to work together
- Participation

Perseverance (some examples listed below):

- Being persistent in difficult tasks
- Following Directions
- Taking the initiative to fix mistakes (Bounce Back Point)

Other

- Homework
- Uniform
- Attendance

ClassDojo Deductions (-) When a scholar violates one of the school's core values (R.I.S.E. UP) or classroom expectations, teachers will give the scholar opportunities to fix his or her behavior. If the behavior is not fixed, the scholar will receive a ClassDojo deduction.

CHARACTER & BEHAVIOR THAT MAY RESULT IN DEDUCTIONS:

Lack of Respect (some examples listed below):

- Inappropriate voice
- Level Not tracking the speaker
- Disruptive in hallway or transition

Lack of Integrity (some examples listed below):

- Disruptive in specials or recess
- Not telling the truth or lying
- Misbehaving when no one is looking

Lack of Service (some examples listed below):

- Leaving trash on the floor or table
- Misusing or breaking another student's or school property Dean's position is to teach students better strategies to handle situations, not to punish them.
-
- Refusing to help when asked

Lack of Empathy (some examples listed below):

- Laughing when someone makes a mistake or gets hurt
- Saying something unkind or mean to a peer
- Shows lack of interest when peers are talking

Lack of Unity (some examples listed below):

- Intentionally leaving someone out
- Not keeping hands to self (i.e. physical contact with other students, horseplay)
- Disruptive during whole school events (cafeteria, assembly, chapel)

Lack of Perseverance (some examples listed below):

- Refusing to do classwork or giving up
- Off-task in class
- Throwing a fit or tantrum

Teachers will go through the following steps with students whose behavior is disruptive, disrespectful, or unsafe before and when they are sent to the office:

1. Teachers will first try the least invasive form of correction:
 - a. Positive framing or narration
 - b. Non-verbal correction
 - c. Positive group correction
 - d. Anonymous individual correction
 - e. Private individual correction
 - f. Lightning-quick public correction
 - g. Reflection Desk
2. If the behavior continues, a natural consequence and ClassDojo deduction will be given. Natural consequences depend on the type and severity of the behavior. For example, a student who has been extremely disruptive during class may be asked to stay inside during recess to make up the time. For any student who receives more than five deductions in one day, the teacher will continue to step 3.

3. The teacher will have a one-on-one critical conversation with the student regarding his/her behavior and parent contact will be made via phone call, followed up with documentation by admistration. If the behavior continues, the teacher will continue to step 4.
4. Teachers will make an office referral for any student whose behavior does not change. The student will report to the office to have a conversation with the Principal. The Principal will also call home to inform parents of what took place.
 - a. Behaviors such as disruptive defiance, tantrums, stealing, physical confrontations, vandalism, and other extreme behaviors warrant an office referral and Principal intervention immediately.
5. After an office referral has been made, the Principal will go through the following steps, with consideration given to the individual student and his/her situation. As often as possible, the Principal will try to resolve the conflict through problem-solving techniques and natural consequences.
6. Please note, the

Lunch Detentions for All Grades

K4-8th-grade students who have negative ClassDojo balances by lunch-time each day will be issued lunch detention. After the third lunch detention in one trimester, an after-school detention to be served on Wednesday from 3:30-4: 30 pm. If the after-school detention is not served, the student will be issued a suspension until the detention has been rescheduled and served.

Consequences for Non-Negotiable Behaviors:

All Grades (K4-8) “Non-Negotiable Behaviors” are actions that Mary Queen of Saints Catholic Academy considered a threat to any school member’s safety or learning environment. Students who exhibit the following non-negotiable behaviors or any other behavior that threatens the safety of our scholars will be given the following consequences, in addition to a mandatory parent contact (phone call or meeting in person depending on the situation), without exception.

Leaving Class Without Permission

- 1st Offense: Lunch Detention & Reflection
- 2nd Offense: After School Detention and Behavior Contract
- 3rd Offense: Suspension & Continuation of Behavior Contract

Threatening or Causing Intentional Physical Harm to Another Person or Property

- 1st Offense: Suspension & Behavior Contract
- 2nd Offense: Suspension & Final Behavior Contract
- 3rd Offense: Suspension (pending expulsion)

R.I.S.E.: Restoring Individual Scholar Excellence

Vision: The behavioral intervention program Restoring Individual Student Excellence, or R.I.S.E., is designed to mentor students to make choices aligned with our behavioral expectations. R.I.S.E. provides students with the time needed to reflect on the impact of their behavior on themselves, their peers, and the rest of the MQSCA learning community.

Rationale: Upholding high expectations for behavior is fundamental to the success of every student on campus. Through consistency in our expectations and consequences at the school-wide level, we can create an environment in which student learning can be the central focus of both students and teachers. Should a student consistently make choices that harm the community, the R.I.S.E. system provides a structure for behavioral consequences, goal-setting, and feedback on behavior through which the student may demonstrate they are ready to be a MQSCA student again.

R.I.S.E. is meant to be a challenge for students, and thus, the expectations for R.I.S.E. students must be managed with consistency across the entire school. Students will be placed on R.I.S.E. if they exhibit or have a negative ClassDojo balance for three or more days in any trimester.

R.I.S.E. is an opportunity for scholars to re-learn the expectations of being a member of the MQSCA community, and it is a consequence that reinforces the values of making good decisions. A student may also be put on R.I.S.E. in the case of a serious behavior infraction.

There are three reasons why we have R.I.S.E.

1. R.I.S.E. reflects the basic reward and consequence system of MQSCA: Positive things happen when individuals make the right choices, and negative things happen when an individual makes the wrong choices. In other words, demonstrating responsibility earns freedom, while demonstrating a lack of responsibility loses freedom.
2. MQSCA places an extremely high value on the concept of team, which means students are expected to contribute positively to the classroom and those around them.
3. MQSCA believes that in order to ensure students success we must help students by teaching them strategies, such as growth-mindset, that they can use to help them be successful problem-solvers. Students are expected to contribute to the MQSCA team by respecting others and doing their share of the work.

What Happens During R.I.S.E.?

While on R.I.S.E., students will receive the same instruction as the others and will be expected to complete the same classwork and homework.

When a student earns R.I.S.E., parents will be notified by phone with an explanation of the actions that led to R.I.S.E. as well as what the student must do to earn her/his way off R.I.S.E. When a student is having a difficult time, it is vital that teachers and parents work as a team to ensure improvement. The student on R.I.S.E. will be removed from the team and family for reflection time and he/she will be asked to reflect on his/her behavior with the teacher or Principal.

General Scholar Requirements:

- A student on R.I.S.E. is not permitted to speak to other students in the school. He/she may only interact with MQSCA teachers and staff. The student will still participate in all instructions.
- The student will sit at the isolated desk near the teacher while on R.I.S.E.
- A student on R.I.S.E. must complete community service chores around the school during his/her recess.
- The student must participate in a restorative justice circle with his/her class once he/she has earned his/her way off of R.I.S.E.
- In the event that a student continues to make poor choices and does not reach his/her daily R.I.S.E. goal, the student will receive an out-of-school suspension. Upon return to school, the student will begin the R.I.S.E. level over again.
- If a student continues to be placed on R.I.S.E. further consequences will be given as outlined in the R.I.S.E. levels.

While Mary Queen of Saints Catholic Academy believes that the classroom is the best place for every student to be during the school day, a student may be removed from the classroom environment through in-school or out-of-school suspension. Another discipline may include community service, parent observation hours, or a step up to the next level of R.I.S.E. if his/her behavior is a significant, ongoing distraction to the other scholars.

Parent Meeting and Observation Hours

- All parent/guardian meetings for R.I.S.E. must occur in-person within 5 school days. Each R.I.S.E. referral will communicate the deadline for meetings to occur.
- All parent observations must be scheduled 24 hours in advance.
- In the event that a parent fails to complete the meeting and observations by the deadline, the student may not return to school until a parent/guardian meets with the principal. After the meeting, the child may return to school and the parent/guardian must complete all observation hours upon return.

- In the event that a parent/guardian continues to fail to meet the deadlines and observations outlined by Mary Queen of Saints Catholic Academy, the child may be placed on a final contract or expelled from school.

R.I.S.E. Levels and Requirements

<p>Students serving R.I.S.E. Level I:</p> <ol style="list-style-type: none"> 1) 1-day community service during recess 2) 1-day reflection assignment during specials 3) 1-day isolated desk and silent lunch 4) Community meeting within 5 school days 5) Restorative justice circle
<p>Students serving R.I.S.E. Level II:</p> <ol style="list-style-type: none"> 1) 2 days community service during recess 2) 2 days writing assignment during specials 3) 2 days isolated desk and silent lunch 4) Community meeting within 5 school days 5) Restorative justice circle 6) 1 hour of parent observation within 5 school days
<p>Students serving R.I.S.E. Level III:</p> <ol style="list-style-type: none"> 1) 1-day out-of-school suspension and final behavior contract 2) 3 days community service during recess 3) 3 days writing assignment during specials 4) 3 days isolated desk and silent lunch 5) Community meeting within 5 school days 6) Restorative justice circle 7) 2 hours of parent observation within 5 school days
<p>Students serving R.I.S.E. Level IV or higher:</p> <ol style="list-style-type: none"> 1) Out-of-school suspension pending re-commitment project or expulsion 2) Community meeting within 5 school days

Probation, Suspension, and Expulsion

Probation, suspension and expulsion procedures may be exercised when a student’s conduct endangers health or safety of others, property, or is disruptive to the learning process. Examples of serious behaviors include, but are not limited to, the following:

- Possession or use of weapons or possession or use of “look-alike” weapon
- Possession or use of illegal drugs or alcohol

- Possession or use of any object deemed potentially harmful to others
Vandalism
- Gang activity [including but not limited to: writing, clothing, hand or other signals, displays, declarations and or inquiries]
- Fighting
- Verbal abuse
- Harassment
- Any severe or inappropriate conduct on school premises or at school-related activities that endangers the life or safety of another.
- Threats, verbal, written or through the use of body language, which implies physical or mental harm.

* A pattern of behavior (e.g., neglect of duties, truancy, or opposition of authority) that shows persistent resistance to making the changes which enable the students to prosper from the instruction available

Probation

A student may be placed on probation if in the judgment of the administration he/she has experienced chronic behavioral problems and or/is new to the school. During the probation time, no serious misconduct will be tolerated, and the student is expected to show positive behaviors and attitudes. At the end of the probationary period, a student may be removed from probation, may have the probationary period extended, or may be dismissed from the school.

All students new to the school are considered on probation for a minimum of one semester.

Suspension

The suspension is justified only in unusual circumstances and is normally an in-school suspension. Prior to any suspension, the student is advised of the reason for the suspension. The parent or guardian of a suspended student is given prompt notice of the suspension and the reasons for the action.

In-school suspension can be directed for varying lengths of time as decided by the Administration 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.

Students serving in-school suspension are not allowed to participate in any activities until after they have returned to the regular classroom setting. A student is considered suspended from school when advised of the decision.

Out-of-school suspension is considered a rarity and is the responsibility of the Principal or Assistant 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. suspensions may be given by the Principal immediately following a serious disciplinary offense. Such a suspension is for investigative purposes.

Parents must meet with an administrator before a student can be admitted back to class after a suspension has occurred.

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

Expulsion procedures

1. 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.
2. The hearing committee makes a recommendation to the pastor. The recommendation will be to:
 - a. expel
 - b. suggest other disciplinary actions in lieu of expulsion
 - c. Exonerate the student of any wrongdoing
3. Before the hearing is held, the parents and students are informed that the student may be voluntarily withdrawn up until the time that the final disciplinary action that is approved takes effect.
4. 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.

Appeal

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 the appeal. The superintendent will investigate that the correct procedures were followed as defined by the Archdiocesan policy. If procedures were not followed, the superintendent will refer the issue back to the parish school with a recommendation about at which step of the procedure needs to be further processed.

Procedural Guidelines for Expulsion Hearings in Elementary Schools

- MQSCA ensures that elements of the Expulsion policy have been followed. The school's disciplinary code and policies are consistent with those of the Archdiocese.

- The expulsion hearing committee is composed of 3-4 people. Members, chosen by the pastor or his designee, are from various sources within the parish. Those chosen are determined by the pastor to be a good “fit” for the situation. One of these hearing committee members will chair and facilitate the hearing, not the pastor.
- An expulsion hearing is not a legal proceeding; therefore neither party may have an attorney present during the hearing.
- The pastor is present for the entire hearing and the deliberations of the hearing committee.
- The school is represented by the Principal, Assistant Principal, along with any teachers if appropriate. The school gets a certain amount of time [a maximum of 30 minutes] to present the chronology of events that lead up to the initiation of the expulsion process along with the supportive documentation and rationale as to why the expulsion is being sought.
- The student who is the subject of the hearing and his/her parents/guardians are given equal time to present their side of the story and reasons as to why expulsion is not warranted.
- Committee members can ask clarifying questions at the end of each presentation time. Representatives of the two sides are not to interrupt the other side during their respective presentations.
- A brief amount of time [5-7 minutes] is given to both sides for questions, responses, and final summative comments. Any last questions from the hearing committee can occur at this time also.
- The hearing is ended and the school representative and the student/parents leave. The hearing committee weighs the facts and issues that were presented and gives the pastor a recommendation as to what it believes is appropriate disciplinary action; this recommendation should be briefly summarized in writing.
- The pastor can accept the recommendation totally, in part, or reject it altogether. The pastor has final responsibility for the decision to expel or not.
- The family of the student is informed of the final decision within 24 hours. A formal letter is sent by certified mail detailing the final action and signed by the pastor and principal no later than the day after the hearing. If the decision to expel is upheld, the date and time by which the expulsion becomes official are also indicated in the letter.
Parents/guardians of the student are informed in the letter that the right to appeal to the The Superintendent of Schools exists. The parent is given the right to still withdraw the student from the school before the deadline; this withdrawal must be done through a written notice signed by the parent/guardian.

Student Dress Code

Grooming and clothing make a statement about who we are. At Mary Queen of Saints Catholic Academy we promote a positive statement that respects the dignity of each person and directs attention to learning. Our Student Dress Code helps make this statement. Cleanliness, neatness, and appropriateness are required for students’ grooming and clothing.

Boys:

- Long or short-sleeved polo shirts with collars in white, red or navy shirts

- MQSCA sweatshirt or plain white, red or navy sweatshirt or sweater (no hoodies)
- Undershirts must be white
- Navy, black, or Khaki colored uniform pants
- Navy, black, or Khaki colored uniform shorts
- Belt
- Gym shoes

Girls:

- Long or short-sleeved polo shirts with collars in white, red or navy
- MQSCA sweatshirt or plain white, red, or navy sweatshirt or sweater (no hoodies)
- Undershirts must be white
- Navy, black, or Khaki colored uniform pants
- Navy, black, or Khaki colored uniform skirts or shorts, skorts are acceptable.
- Belt
- Gym shoes

In addition to the clothing policy for our Student Dress Code, the following also apply:

- One set of Earrings (No larger than a dime, no longer than 1/2 inch below earlobe)
- Wrist and neck jewelry must be tasteful and modest
- No Makeup, grades K4-5th grade
- The jewelry policy will be enforced on the uniform and non-uniform days.

Appearance:

- All shirts must be tucked in.
- All pants must be worn at the waist.
- All shoes must be tied.

Things to watch out for:

- Pants **must** be of khaki dress material, in women's also known as twill pants. Colors include both Tan/Light Brown, black, and Navy Blue only.
- Scholars coming to school in pants not deemed fit by administration will be asked to call home for a new pair of pants. If a new pair cannot be brought to school, a pair from the school will be given to the student to change into. This includes pants that are deemed too tight.
- Jeans (pants made of denim material, have rivets) that look like khaki because of color **are not** part of the dress code.
- Athletic pants (drawstrings around the waist) that look khaki color **are not** part of the dress code.
- Pants that are dark brown are not part of the dress code.
- Pants with elastic at the ankles are not part of the dress code.
- Pants that are too tight (skinny jeans for males, tight form-fitting pants for the young ladies) should allow for a "pinch" of material at least two inches should be able to be pulled.

- Stores like Walmart (Men's: George Dockers, Hagger; Women's: Dickies), Target (Men's: Hagger, Dickies; Women's: A New Day, Ava Viv), Kohl's (Men: Dockers, Hagger, Van Heusen; Women's: Croft and Barrow, Dana Buchman, Apt. 9) all carry a variety of khaki pants that meet the schools dress codes.
- Stay away from brands such as Lee, Levi, and other jean manufacturing companies, they may be brown colored denim rather than the khaki material that is part of the dress code policy.
- The shirt must be a polo shirt. Shirts that are worn to school with an emblem of the manufacturer that is larger than a 50 cent piece, the student will be asked to call home for a new shirt or be given one from the uniform closet.

Out of Dress Code Days (birthdays, special events, fundraisers)

- Clothing must be appropriate for a Catholic school.
- If leggings are worn, a top long enough to reach mid-thigh must be worn.
- If 'skinny jeans/pants' are worn, a top long enough to reach mid-thigh must be worn.

IMPORTANT: The following are not allowed:

- Cargo style pants
- Knit pants
- Tattoos
- Piercings other than the ear
- Designs cut in or created with dye in the hair or eyebrows
- Makeup, K4-5th grade
- Shoulders must be covered.

NOTE: The above list is not complete. Administration reserves the right to make the determination of appropriate school clothing/apparel. ***Anything that is distracting from the school's learning environment is not allowed.****

If you have any questions concerning our dress code policy please call the school office.

Consequences for Students out of Uniform

The following consequences will be applied at the discretion of the school administration.

- **1st Violation-** Conversation with the student about how dress violates school dress code policy, provide the student with proper attire that conforms to the dress code.

- **2nd Violation-** Phone call home to parent/guardian explaining the importance of dress code policy and how their child was in violation. Parents will be asked to bring in proper dress code clothing or students will be provided with proper attire that conforms to the dress code.
- **3rd/4th Violation-** Loss of recess and follow-up phone call to parent/guardian. Parents will be asked to bring in proper dress code clothing or students will be provided with proper attire that conforms to the dress code.
- **5th Violation-** After school Detention and follow up meeting with student and parent/guardian. Parents will be asked to bring in proper dress code clothing or students will be provided with proper attire that conforms to the dress code.

Field Trip Procedures

Field trips are an opportunity for students to experience the curriculum they are studying. All field trips must be connected to the curriculum. It is important for teachers to plan field trips early to be certain they align with the curriculum being taught at that time as well as to plan the event. The planning needs to include an adequate number of chaperones, tickets/reservations with the organization to be visited, securing a bus, and requesting checks.

All teachers should fill out the Field Trip planning form. This form will allow the office to request checks, secure a bus, and be sure all planning is set for that day. This form must be submitted a minimum of five weeks before a field trip. Seton Catholic Schools needs 30 days before a field trip for payment.

PowerSchool Guidelines

All Seton Catholic Schools will use PowerSchool. This is a valuable tool, and we will work to implement its use to the fullest level. PowerSchool is a great way for parents to be kept up-to-date on the progress of their child(ren) have made, but it is the responsibility of the school and teachers to make sure it is up-to-date.

The following PowerSchool guidelines must be used.

1. PowerSchool will be open for all parents.
2. Teachers must update grades in PowerSchool each week. This is vital for parents to have an accurate view of their child's progress.
3. PowerSchool will be used to document student discipline and parent communication.

Student Leadership

Students should have a voice in their school. There should be a structured way for students to bring ideas for improvement to the administration and for them to be involved in activities at the school. Students need to be given the opportunity, with guidance from an adult, to plan and follow through with activities.

There are a variety of ways to structure this committee or council. Depending on the needs/scheduling of the school, meetings could be held after school or during the lunch hour. MQSCA is proud to have a student council for an active student voice.

1. Student Council
 - Sample forms can be found at <http://www.naesp.org/naesp-foundation/student-leadership>.
 - This set up allows for the students to learn the traditional student government set up.
2. Student Leadership
 - This would be a group of volunteer students who work together to plan events/services at the school.
 - The group would vote or nominate students into leadership positions.
 - The group could plan service projects, assist with parent nights, and be an avenue for ideas for school improvement.

School Covenant

A successful school relies on the partnership of all parties. The School Covenant outlines what is expected of the different groups in a school: staff, students, families. It is a wonderful way for teachers and parents to discuss with students what their active role is in a school.

All Seton Catholic Schools must have a School Covenant that addresses the role of the parent/guardian/family, the student and the staff of the school. Each school must review or write their own covenant to be sure it is aligned to the mission of Seton Catholic Schools. Every family, student, and staff member must sign the covenant. This must be followed up by the classroom teacher to be sure all have been turned in.

The covenant should be posted in each classroom.

**MQSCA School Covenant
Scholar**

Parent/Guardian

Staff

<p>I will as: a leaner:</p> <ul style="list-style-type: none"> • Transition effectively between activities. • Demonstrate persistence in learning tasks. • Collaborates effectively to achieve defined outcomes. • Accepts and applies constructive feedback. • Completes learning tasks efficiently and independently. • Engages in learning in various settings. • Sets goals and monitors progress. <p>a citizen:</p> <ul style="list-style-type: none"> • Demonstrate respect for people and property. • Engages in active listening. • Demonstrates honesty. • Uses socially appropriate language. • Demonstrates empathy and kindness. • Practices appropriate conflict resolution skills. • Consider the impact of the behavior of others. <p>a disciple:</p> <ul style="list-style-type: none"> • Demonstrate care for God’s creation. service. • Demonstrates a spirit of selfless. • Expresses forgiveness in word and action. • Manifests a willingness to grow in faith and share beliefs (Middle School only). <p>Student signature</p> <p>-----</p>	<p>We fully commit to MQSCA in the following ways in support of shared goals, missions, and growth of my child/ren:</p> <ul style="list-style-type: none"> • Make the school a safe and orderly environment by supporting the school as it enforces the school’s code of conduct, as outlined by the handbook. • Ensure that my child arrives at school by 7:45 a.m. and attends school regularly. I have read and agree with the school’s policy regarding tardiness and absences. • Ensure that my child wears the appropriate uniform daily, as explained in the uniform section of the handbook. • Communicate regularly with my child’s teachers regarding my child’s academic and behavioral performance and attend a minimum of <u>two</u> parent conferences, and any specifically requested conferences. • Read the weekly Odyssey Newsletter, to keep informed of updates/ information from the school. • I attest that the information given on all registration forms is true and understand that false information may result in my child being dismissed from MQSCA. • I give permission to have my child’s picture taken at school or school events and for it to appear in school booklets, brochures, videos, newspaper, social media or television. • I will allow my child to attend MQSCA field trips. • Keep current with the invoices sent home. • I have read and understood the policies and expectations as stated in the handbook. <p>Parent/Guardian Signature</p> <p>-----</p>	<p>I fully commit to MQSCA in the following ways:</p> <ul style="list-style-type: none"> • Make the school a safe and orderly environment by enforcing school rules as consistently as possible and by doing my part to instruct our students regarding appropriate and inappropriate behavior in school. • Ensure that valuable school time is utilized thoughtfully and efficiently so that the school can provide our students with an education that is academically rigorous and that meets or exceeds the requirements of the Wisconsin State Standards. • Communicate regularly with parents regarding their child’s behavioral and academic performance through progress reports, report cards, parent conferences, telephone contacts, Class Dojo, and by welcoming parents to the school. • Assign, collect, and evaluate all student work designed to support classroom instruction and teach responsibility, and ensure that students are held accountable for finishing those assignments on a daily basis. • Constantly monitor the strengths, weaknesses, and progress of our students, both academically and behaviorally, provide extra academic and homework help to our students on a regular basis, and consistently enforce the code of conduct as a means of holding students accountable for their behavior at school. • I have read and understood the policies and expectations as stated in the handbook. <p>Staff Signature</p> <p>-----</p>
---	---	--