



ST. BERNARD CATHOLIC SCHOOL

2025-2026
STUDENT
HANDBOOK

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1 SCHOOL AND ADMINISTRATION

St. Bernard Catholic School reserves the right to change any of the guidelines set forth in this Handbook with or without notice when, in its sole discretion, St. Bernard Catholic School believes it is necessary. This set of guidelines does not constitute a contract between any student and the school, parent, and the school.

Throughout this document, the word “parent” is used to represent the adult with whom the student resides. This includes the “legal guardian.”

St. Bernard Catholic School will be referred to as SBCS throughout the document. St. Bernard Catholic School, effective May 2024, adopts the Archdiocese of Omaha School policies and revised policies.

Philosophy

SBCS will serve the educational, cultural, social, spiritual, emotional, and physical needs of the children enrolled in the school. SBCS will provide a loving and supportive environment that will allow the child to reach full potential as a child of God. SBCS believes that with the “whole person” approach, children can adopt for themselves values which flow from the teachings of Jesus Christ as taught by the Catholic Church. This whole person approach encourages children to strive to achieve academic excellence. SBCS will prepare each student as an individual, graced by God, to live a faithful, creative, humane, and compassionate life and to contribute to human society.

Mission Statement

Making Christ Present in all we say and do by:

- Serving Others
- Growing in Knowledge
- Preparing for the future

Belief Statements

1. We strive to exemplify our mission and vision statements first and foremost by personal example.
2. We believe in accountability wherein each of us is responsible for our own actions and our results.
3. We believe in the value of every person, and we treat people with dignity and professionalism.
4. We believe in building trust through responsible actions and healthy relationships.
5. We believe that we achieve more when we collaborate and work together.
6. We believe in showing grace, patience, and compassion in all interactions.
7. We believe in building a Christ-centered community in support of the St. Bernard stakeholders.
8. We believe that all students and staff are capable of learning and developing their minds, hearts, spirits, and God-given gifts to become the integrated person they are called to be now and in the future.

Faith Development

All that the school provides is meant to complement the efforts of parents in providing similar faith development experiences at home. When both the family and the school community make continuous efforts to assist students in the formation of their faith, students grow and become committed to their faith. The Church is strengthened in its mission of proclaiming the Gospel.

SBCS asks that parents continue their efforts in all the above areas and continue to model for their children the discipleship of Christ, which is the fruit of this community's adult faith. Parents' own commitment to prayer, to the Eucharistic liturgy, to the sacrament of Reconciliation, to service to others, and to compassion and assistance to those in need will form children in ritual and practices that will enable them to deepen their relationship with God

Non-Catholic Parents

Parents of SBCS students are welcomed at SBCS, and parents are invited to attend liturgies with their child on days that they are scheduled to attend as a school community. Catholics believe that Jesus Christ is truly present under the appearances of bread and wine at the consecration of the Mass and in the Eucharist. Because SBCS believes in the REAL presence, people who are not Catholic are not invited to receive our Lord in the Eucharist. SBCS does invite parents to offer prayers for the peace and the unity of the human family. In the spirit of the communion of the human family, parents may approach the minister for the Eucharist or the priest, with arms crossed over one's chest, and the blessing of unity will be given.

All SBCS students, regardless of religious affiliation, are required to participate in the school's religious opportunities including classes and Mass. Non-Catholic students are unable to enter the sanctuary of the altar, according to Catholic teachings, therefore non-Catholic students do not read from the pulpit. Non-Catholic students are able to bring up the gifts of bread and wine.

Accreditation

SBCS has earned accreditation status. Because we are an accredited school, we are required to follow Rule 10 from the Nebraska Department of Education.

2 ADMISSIONS

Nondiscriminatory Policy

SBCS admits students of any color, national, and ethnic origins to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. SBCS does not discriminate based on race, color, national, and ethnic origin in the administration of its educational policies, admissions policies, scholarship loan programs, athletic, and other school-administered programs.

Gender Policy

ARCHDIOCESE OF OMAHA
GENDER POLICY FOR SCHOOLS

All efforts to form and accompany young people, especially in relation to human gender, must recall the intrinsic dignity of the human person. It is necessary to affirm that “the dignity of the human person is rooted in [their] creation in the image and likeness of God.”¹ Image and likeness find their expression in each of the two sexes as they provide an “image of the power and tenderness of God, with equal dignity though in a different way.”² Thus, male and female are unique and complementary. Moreover, “biological sex and the socio-cultural role of sex (gender) can be distinguished but not separated.”³

Today, this reality of creation, sex, and gender is sometimes misunderstood and ignored. Parents have the first responsibility for the education of their children; therefore, Catholic schools partner with parents in communicating the Gospel and drawing young people closer to Jesus Christ. The Archdiocese of Omaha provides this school policy, rooted in the Catholic understanding of gender, to guide the accompaniment offered to those experiencing gender dysphoria and/or incongruence in our school communities.

1. In the Archdiocese of Omaha, all Catholic schools shall respect the biological sex of each student and shall apply all policies and procedures in relation to that student according to each student’s God-given biological sex.
2. All students shall conduct themselves in accord with their God-given biological sex as it relates to the use of personal pronouns, dress code, use of public bathrooms, and participation in school-sponsored activities. All official school documents shall likewise reflect the student’s biological sex.
3. Admission or retention will not be denied based solely on a student’s experience of gender dysphoria. If a student experiences gender dysphoria and/or incongruence, school leaders and pastors shall partner with parents to establish an accompaniment plan. This plan must follow the teachings of the Catholic faith.

4. If at any time, parents, guardians or students desire accommodations or accompaniment that do not follow this policy, it may be necessary to begin the school transfer process for the good of the student and the school community. At every stage of this process, parents and guardians will be invited to their parish for pastoral support.

1 Catechism of the Catholic Church, 1700.

2 Ibid., 2335. 3 Pope Francis, Amoris laetitia, 56.

Policy Approved: December 9, 2022

Implementation Date: August 1, 2023

Admissions to School

All admissions to SBCS are handled through the principal's office. New student admissions are accomplished through a conference between the parent(s) or guardian, the student, the principal, and previous student records if applicable. The principal may also require a placement exam. New student admissions for Pre-K and K begin with "Round-Up" in February or March.

SBCS complies with Nebraska State age requirements for students in Kindergarten and Grade 1.

Pre-Kindergarten: No state requirement. SBCS requirements:

- Child must be age 4 by July 31
- Potty-trained
- Immunizations required
- Birth Certificate on file

Kindergarten Requirements:

- 5 years of age by July 31
- Birth certificate
- Immunizations
- Physical exam

Grade 1 Requirements:

- 6 years of age by July 31
- Successful completion of Kindergarten
- Immunizations
- Eye examination

All students entering Kindergarten and Grade 7 or students coming from out of state must have a physical examination.

New Student Admissions

SBCS admits new students according to the following prioritized guidelines:

1. Currently enrolled families in the school
2. Supportive (active) parish members and school staff members
3. Parish member (non-active)
4. Non-parish member

Admission will be decided on an individual basis, according to the criteria recommended above; openings at the grade level needed; services offered to help the student; grade level placement exams, and a personal interview with the principal.

Registration for the Next School Year

SBCS encourages families intending for their child(ren) to attend school in the fall to complete the online registration process before school ends to ensure your child(ren) has a spot in their class before next school year. Once registration is open to new families, priority is given to families that complete the registration process. Having an accurate picture of how many students will be returning for the following year will ensure every student receives the tools they need on the first day of the new school year. Each year the school will send communication about tuition, enrollment fees, and registration fees.

For those families interested in financial assistance, the Children's Scholarship application form and/or the Financial Aid Independent Review (FAIR) application form must be completed by the deadline to be considered for financial assistance from the parish. These forms and deadlines are communicated in the weekly school newsletter.

*See St. Bernard Tuition Policy

School Supplies/School Fees

A list of needed school supplies is available by the end of May. These items are purchased over the summer months and brought to school on either Back-to-School Night or on the first day of school.

Families may also choose to purchase school supplies through our vendor 1st Day School Supplies. This online store opens in April and closes in July. These supplies are delivered directly to school by Back to School Night

School fees are collected on Back-to-School Night. These fees cover items purchased at school such as partial payment for workbooks, activity fee, computer fee, yearbooks and other operational expenses associated with the education of a student. Families may also pay fees through our student information system, Sycamore.

3 ATTENDANCE/ABSENCES/TARDIES/VACATIONS

SBCS complies with the Nebraska State Law that requires 1,032 hours of instruction per year. The progress of each child depends on the regularity and punctuality of attendance. Attendance is essential in the learning process. It is better that a child be tardy rather than absent.

School Hours

DAILY OPENING/CLOSING SCHEDULE	
pK-8	
7:55 a.m.	Arrival bell
8:00 a.m.	Tardy bell
3:15 p.m.	Dismissal bell
Child Care/Extended Day	
7:00 a.m. – 5:30 p.m.	
Monday-Friday	

Early Dismissal: All early dismissals for faculty meetings will be at 12:00 p.m. No lunch will be served on these early dismissal days. These days are usually marked on the calendar and teachers are involved in in-service projects or reporting responsibilities. Parents are asked to be prompt in picking up students, so the afternoon will be beneficial to the staff. The school will make every attempt to give advanced notice if it will have an early out that was not previously scheduled.

Late Parent Pick up: Arrival and dismissal times are firm. If late pick up occurs more than three times, enrollment into Childcare will be automatic and fees will begin to accrue and be charged accordingly into your tuition/ account.

Absences

Absences require a telephone call to the school office by the parent no later than 9:00 a.m., informing the administrative assistant of said absence as well as a written excuse dated and signed from the parent to the classroom teacher upon the child's return to school. If no contact can be made, a log of attempted contact is maintained.

When a child misses two or more hours any time during the school day, he/she will be considered absent for ½ up to a full day. If a child misses part of the school day due to a doctor appointment, dental appointment, or other valid reason as determined by the administration, he/she will be charged with an excused tardy or absence as long as the office is provided a note from the medical professional.

Continuous unexcused absences will result in the following action(s):

5 unexcused absences in one school year= call and/or letter home

10 unexcused absences in one school year= second call and/or letter home

15 unexcused absences in one school year= meeting with principal, academic probation (section 5-5 of student handbook) until work is caught up

20 unexcused absences in one school year= reported to the county attorney per State of Nebraska guidelines

Arrangements will be made with the parent and the student by the teacher to make up work that was missed during absence. Any student who is habitually, not continuously, absent for 15 school days will be placed on failure status until all schoolwork is made up to the satisfaction of the administration and teacher(s). The work must be completed within one week of the end of the semester. Any child who is absent for more than 15 days continuously because of family crisis or illness must make special arrangements with the administrator and teacher(s) for satisfactory completion of missed work.

Absenteeism resulting from parents taking children on vacation is not encouraged. The student is responsible for the completion of all work assigned during his/her absence. Upon returning, arrangements must be made with the teacher(s) to make up for missing work or tests. **Students will have 2 days for each day missed to make up missed work. Failure to complete missed work will result in a 0.**

Tardiness

Children must be inside the school door by 8:00 a.m. If a child arrives after 8:00 a.m., he/she is considered tardy. If a child is tardy, the parent (or carpool driver) must enter the building and sign the child(ren) in giving the reason for the tardy. (A digital clock in the school office window is the official time for SBCS.) The child will not be allowed to enter his/her classroom without an admit slip.

It is imperative that students are here on time as the academic day starts right at 8:00 am.

Excused absence/tardy

Absences and/or tardies are considered unexcused until proper documentation of the absence/tardy is provided to the office.

Reasons for excused absence or tardiness include:

- a) Student illness/injury;
- b) medical/dental appointment;
- c) death in the family;
- d) previously approved school sponsored event;
- e) other individual student tardiness beyond the control of the parent/guardian or student as determined and approved by the administrators.

Unexcused absence or tardiness do not fall into one of the previous categories listed above.

As stated above, excessive absences or tardies will be reported to the County Attorney as this could be an indication of parental neglect. Schools are required to report child neglect.

As found at: <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=79-209&print=true>

“79-209. Compulsory attendance; nonattendance; school district; duties; remedial services; enforcement.

(3) If the child is absent more than twenty days per year or the hourly equivalent and all of the absences are due to documented illness that makes attendance impossible or impracticable or are otherwise excused by school authorities, the *attendance officer may report such information to the county attorney of the county in which the person resides. If the child is absent more than twenty days per year or the hourly equivalent and any of such absences are not excused, the *attendance officer shall file a report with the county attorney of the county in which the person resides on a form which includes the following two statements, one of which must be designated by the school representative signing the report: (a) The school representative requests additional time to work with the student prior to intervention by the county attorney; and (b) the school representative believes that the school has used all reasonable efforts to resolve the student's excessive absenteeism without success and recommends county attorney intervention. If further action is necessary to address the child's attendance, the initial meeting between the parent or guardian of the child, the school, and the county attorney or his or her designee shall be at a location determined by the school.

(4) Nothing in this section shall preclude a county attorney from being involved at any stage in the process to address excessive absenteeism.

Source: Laws 1901, c. 70, § 2, p. 456; Laws 1903, c. 95, § 2, p. 552; Laws 1905, c. 141, § 1, p. 578; Laws 1909, c. 130, § 1, p. 474; R.S.1913, § 6925; Laws 1919, c. 155, § 9, p. 350; Laws 1921, c. 53, § 2, p. 231; C.S.1922, § 6509; C.S.1929, § 79-1914; R.S.1943, § 79-1922; Laws 1949, c. 256, § 17, p. 696; Laws 1986, LB 528, § 8; Laws 1994, LB 1250, § 5; R.S.1943, (1994), § 79-211; Laws 1996, LB 900, § 13; Laws 1998, Spec. Sess., LB 1, § 6; Laws 1999, LB 272, § 28; Laws 2010, LB800, § 35; Laws 2011, LB463, § 19; Laws 2012, LB933, § 1.

Effective Date: July 19, 2012”

*At SBCS, the principal shall serve as the attendance officer.

Truancy

Truancy is the violation of Nebraska’s Compulsory Attendance Law through excessive absences from school. Truancy occurs when a student is absent from school (for all or part of the day), and no documentation of the absence is provided. If a student is found to be truant, no credit will be given for any academic work provided during that time, and the student will be referred to the office for the behavior.

Staff members carefully review all student absences and communicate with parents whenever absences for reasons other than serious illness occur. They also advise parents of the following guidelines and procedures:

1. Notify parents of the potential report of truancy to legal authority,
2. Work with the parents in documenting a plan to reduce excessive absences.

If the student fails to meet the conditions of the documented plan, the school shall serve written notice to the parent, warning him/her of the must comply with the Nebraska Compulsory Attendance Law and advising

him/her that failure to do so will be reported to the proper legal authority (presently the county attorney). Upon failure to meet the conditions of the plan, the school shall file a report with the county attorney.

Emergency Forms

Before school begins, parents must complete emergency contact information on TADS as part of SBCS's online enrollment process. Parents should update this information via TADS as changes occur throughout the year, including email address changes, home address changes, and phone number changes. It is vitally important that SBCS has complete and accurate information in the office. The school office goes off of the most recent updated information until notified otherwise.

Census Cards

Census cards are required by Omaha Public Schools. They are found with the online registration paperwork given to parents at the beginning of the year and must be completed by Back to School Night. Students receive an identification number since they reside in the school district.

4 PARENTAL ROLE IN EDUCATION

Parents as Partners

As partners in the educational process at SBCS, parents are asked:

- ✚ To set rules, times, and limits so that a student:
 - Gets to bed early on school nights;
 - Arrives at school on time and is picked up on time at the end of the day;
 - Is dressed according to the school dress code;
 - Completes class assignments on time;
 - Has lunch money or a sack lunch every day.
- ✚ To actively participate in school activities such as Parent-Teacher-Student conferences, fundraising, and volunteerism;
- ✚ To see that the student pays for any damage to school books or property due to carelessness or neglect on the part of the student;
- ✚ To notify the school with a written note when the student has been absent or tardy;
- ✚ To meet all financial obligations to the school;
- ✚ To inform the school of any special situation regarding the student's well-being, safety, and health;
- ✚ To complete and return to school any requested information promptly;
- ✚ To read school notes and newsletters and to show interest in the student's total education;
- ✚ To frequently consult the school calendar and menu;
- ✚ To support the religious and educational goals of the school;
- ✚ To support and cooperate with the discipline policy of the school;
- ✚ To treat teachers with respect and courtesy in discussing student issues.

Parent Behavior Expectations

The school has the right to deny enrollment or re-enrollment of a student if a parent or guardian's behavior is deemed inappropriate or does not align with the school's mission, vision, and values. The school has the right to ban and bar parents or guardians and/or unenroll families who display negative behaviors. It is up to the discretion of the principal and/or pastor to determine whether parent/guardian behavior warrants student un-enrollment and/or a ban and bar. These behaviors including but are not limited to:

1. Inappropriate actions or language
2. Physical/emotional abuse or threats to students or staff on campus, off campus, or online
3. Unauthorized entrance into the school building or on school property
4. Harassment of students or staff on campus, off campus, or online
5. Damaging school property
6. Stealing
7. Smoking/taking drugs/selling drugs on school grounds
8. Weapons violation

Rights of Non-Custodial Parents

Unless such rights are restricted by a legally binding instrument or court order, the non-custodial parent

- Is entitled to exercise all parental rights regarding student records;
- May obtain information from the child's records on a regular basis;
- May receive general notices (self-addressed, stamped envelopes are required from the parent);
- May attend regularly scheduled teacher conferences or have separate conferences scheduled.
- A child may not be released during the school day to anyone except the custodial parent unless the custodial parent provides permission. Such permission must specify the type of contact in writing. If the parents are separated and/or neither is the primary custodian of the child, the school may release the child to either parent unless the school has evidence of a legally binding instrument or court order in effect. If the parents have joint custody, each parent shall be afforded all parental rights, unless restricted in some way by a legally binding instrument or court order. The school requires custodial and non-custodial parents to provide a court certified copy of the court document in effect that sets forth the rights and restrictions pertaining to the parent's right.

It is the duty of the custodial parent to provide the documents and to make the school aware of any changes in custodial circumstances.

Records

To emphasize, it is the parents' responsibility to update TADS of any change in home telephone numbers, addresses, or student release information. For emergency purposes, this is crucial information.

Student records are kept on file in the school office, with most information updated electronically and available/accessed in TADS/EDUCATE. SBCS complies with the provisions of the Buckley Amendment regarding student records.

Each student has an official file, which contains the following: 1) academic transcripts, 2) attendance record, 3) records of educational or related testing, 4) emergency information, 5) required health information, and 6) Suspension/Expulsion letters. Only factual, not observational comments will be written in the student files.

Complaint Procedures

A parent who has a question or concern regarding a situation involving his/her child is expected to follow these procedures:

1. Contact the student's teacher to discuss the situation and work with the teacher to arrive at a possible solution. Appointments requesting a conference with the teacher(s) should be made in writing, by e-mail, or by calling the school office.
2. If concerns cannot be resolved with the teacher, the parent/guardian should then request a conference with the principal. After discussing the situation with both parties, the principal will act as a facilitator, making every effort to resolve the problem and initiate reconciliation between the two parties.
3. If the resolution and reconciliation still have not been achieved, and the parent still feels that the complaint has not received proper consideration; the pastor will be asked to assist in resolving the situation and achieving reconciliation.

Every effort should be made to resolve questions, concerns, and problems at the earliest possible date in a manner appropriate for Christians.

Safe Environment

Safe Environment is mandated by the Archdiocese of Omaha. Churches, schools, and youth organizations including sports teams, sponsored by the church, are required by law in most states to ensure that children and youth who worship, study, or participate in activities sponsored therein can do so in the safest and most secure setting possible. The **Charter for the Protection of Children and Youth** also requires that diocese/eparchies establish "safe environment" programs. Article 12 of the charter states: *"Dioceses/eparchies will establish 'safe environment' programs. They will cooperate with the parents, civil authorities, educators, and community organizations to provide education and training for children, youth, parents, minister, educators, and others about ways to make and maintain a safe environment for children. Dioceses/eparchies will make clear to clergy and members of the community the standards of conduct for clergy and other persons in positions of trust with regard to sexual abuse."*

At all grade levels, a special program, "**Circle of Grace**," is taught by respective classroom teachers. This training heightens students' awareness of the dangers of sexual predators and the must report any suspicion of harassment, danger, or inappropriate behavior on the part of an adult or peer.

All salaried personnel are subjected to background checks (not an option; social security number required). All adult volunteers who work with children on a regular basis or who serve in some supervisory capacity (e.g., room parent, field trip driver, cafeteria volunteer, coaches, scout leaders, etc.) are required to take the initial Safe Environment Training. A card is issued after the training, and re-certification is required after three years.

At that time, a shorter training is required. Safe environment status is attained for the next five years, and new cards are issued.

Training costs vary depending on where a volunteer is trained. Dates and locations for trainings and re-trainings are listed in church bulletins and in SBCS's *Take Home Tuesday* (THT).

Child Abuse Laws

SBCS abides by the Child Abuse Prevention, Adoption, and Family Services Act. This law mandates that all cases of suspected abuse and/or neglect be reported to Child Protective Services.

Registered Sex Offenders

This information is available in the *Omaha World Herald* and on the internet from the Highway Patrol:
<http://www.nsp.state.ne.us/sor>.

SBCS complies with the Archdiocesan policies regarding parents/guardians who are registered sex offenders. For information about these policies please contact the office.

Volunteers

Part of the Catholic faith is giving back, and the best way to do that is by volunteering your time and talents.

Each student, or adult representative, is expected to volunteer a minimum of 10 hours to SBCS per year.

Families receiving tuition assistance may be required to complete more hours (see St Bernard Catholic School Tuition Payment and Fee Policy document) The hours can be "bought down" through a donation of \$20 per hour to the school. Tracking of volunteer hours is done in collaboration with Home and School, Athletic Club, School Board, the principal, teachers and parish.

Volunteers are very important to the total operation of many SBCS programs. SBCS welcomes and encourages parent involvement in school and appreciates the help to control costs. Opportunities to volunteer include but are not limited to: serving as room parents, helping in the cafeteria, assisting with student health screening, book fairs, Home and School projects, parish events, and many more. SBCS is grateful to its volunteers for their dedication, time, and talent and encourage ALL to get involved in at least ONE project. Opportunities for volunteer hours are communicated throughout the year via the parish bulletins, Take Home Tuesday.

Volunteers are used extensively in SBCS. In order to comply with requirements of the archdiocese, any person who volunteers must have completed all the requirements of the Archdiocesan Safe Environment training program. (Refer to Safe Environment section previously discussed in this handbook.)

Conversations between parents, teachers, and students in the school are confidential. Volunteers should not discuss these conversations outside of school.

Volunteers should dress appropriately and reflect a positive image for SBCS. Volunteers are expected to adhere to school rules and procedures, perform assigned tasks, and work cooperatively with all staff. Preschool siblings are not allowed to accompany parent volunteers to school.

Room Parents

Parents are asked to volunteer as room parents at the beginning of the school year. Generally, two room parents for each grade are adequate. Responsibilities include arranging the holiday parties, providing a network of outreach when needed, and assisting the classroom teacher as needed. Coordinating other volunteers is the main purpose for room parents. The Home and School officers will often depend on room parents to assist in a variety of school-related activities. Mrs. Brenda Davidson is the Room Parent Coordinator. Please contact her for volunteer, Room Parent and SBCS involvement questions or concerns. Her email is: davidson03cox@gmail.com

At holiday parties, room parents are asked NOT to bring younger children with them since it is difficult to facilitate a party and watch for the safety of a younger child or infant at the same time.

Fundraisers

Families are expected to participate in all fundraising opportunities. In most cases, this involves volunteering time, talent, and/or treasure in support of SBCS and the parish. Volunteer opportunities can be found online on Sycamore or sent out via the school newsletter.

Home and School Association

The goal of the Home and School Association is to serve in community-building and special projects that will directly benefit the students and the school. All parents are invited to be members of this organization. Meetings are scheduled on the school calendar. Benefits of belonging to the Home and School Association include greater involvement with the school community, opportunities for personal involvement, and to keep abreast of the latest news involving our school.

School Board

The SBCS Board consists of the pastor, the principal, one teacher representative, and nine members of the parish. The parish members are voted into office in the spring during parish elections. The school board advises policy setting for the school and strives to foster understanding between the school and home. An in-service for new SBCS Board members is required annually.

5 ACADEMIC INFORMATION

Curriculum

SBCS offers its students opportunities for growth in the following major subjects:

- **Religion**—Catholic Doctrine and tradition, Bible study, social justice, preparation for the reception of the sacraments of Reconciliation, Eucharist, and Confirmation. Liturgical services are held weekly and on holy days of obligation and/or special feast days for all grade levels.
- **Language Arts**—Reading, English, spelling, composition, library skills, appreciation of literature
- **Mathematics**—Mathematical skills, pre-algebra and algebra I, higher level courses offered through local Catholic high schools
- **Physical Education**—Physical fitness program appropriate for grade levels, movement, and health
- **Social Studies**—History, geography, economics, current events, civics
- **Science**—General sciences and laboratory experiences
- **Handwriting**—Manuscript (Pre-K-Grade 2), Cursive (Grades 3-5)
- **Fine Arts**—Music, music history, music appreciation, art, art history, and drama
- **Computer Literacy**—(Pre-K-8) Basic computer skills, keyboarding, Powerpoint, research, and basic word processing
- **STEM/STEAM**—(Grades preK-8) Science, Technology, Engineering, Arts, & math: maker space
- **Spanish**- (Grades 6-8) Spanish language basics, conversational and comprehension skill readiness for high school success

The curriculum from the Archdiocese of Omaha is followed.

Opportunities to broaden knowledge, community awareness, and leadership involvement in the above areas include: spelling and geography bees, service projects, science fair, math competition, speech competition, play acting, large audience performances, talent show, band, essay contests, and local area competitions.

The school band, under the direction of the Music in Catholic Schools program, is available to students in Grades 5-8.

Library

Gifts/Donations

Gifts and donations to the school library are accepted with the understanding that the decision for use and disposition of the materials and/or funds will be determined using the same selection criteria as purchased materials. All materials should support the curriculum and needs of library users. All curricular materials are

vetted per Archdiocesan policy, at the discretion of the principal and librarian, in alignment with our St. Bernard Catholic School mission and vision for education. Gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life.

Lost or Damaged Books

If a student loses a book or returns a book damaged beyond repair, he/she is responsible for replacing the book or paying for a new copy of the same title that was damaged or lost. An invoice will be added electronically through the TADS system. A paper copy will also be sent home with the student. Students will be restricted from library checkout until the invoice is paid in full.

Testing

Standardized exams are given to provide teachers and parents feedback on the child's current level of performance. Comparisons are made each year, and growth is charted. SBCS take the STAR assessment three times per year, and are benchmarked in reading at least two times per year using Fountas and Pinnell.

Students planning on entering Catholic high schools are given the placement test in early January. Parents have this responsibility for registering and arranging attendance for the placement tests at their chosen high school.

Technology

Students are provided hands-on experiences in computer technology as a tool to enhance their learning. In SBCS's Catholic Christian setting, students are expected to conduct themselves in a responsible, ethical, and polite manner whenever or wherever they are using computer technology and its associated hardware and software. Personal accounts for students will not be created by teachers for security reasons.

Families will be liable up to \$250 of any damage occurred to hardware or software used by the student, principal discretion based on circumstance and damage incurred to devices. The principal also holds the right to limit technology access to students based on the following: violations of inappropriate usage/behavior, technology hardware violation, or misconduct with digital citizenship.

Use of the Internet is for specific educational purposes only and shall be monitored at all times by staff members. To have access to the computers and software connected to the Internet, students and parents must agree to abide by the *Acceptable Internet Use Guidelines*. This agreement is included in the online enrollment process prior to Back-to-School Night and can be found in the Appendix.

The use of the Internet is considered a privilege, not a right. Violations of the *Internet Use Guidelines* may result in temporary suspension from computer usage in the school and an in-school suspension. Additional violations may result in loss of computer usage at school for the remainder of the year.

Homework

Formal home study is assigned to help students become self-reliant and self-directed. Assignments are designed to reinforce daily lessons, to supplement and enrich class work, and to prepare for certain lessons through various experiences. Students in grades 2-8 will be given an assignment notebook at the beginning of the year. This is the best means for parents checking assignments and determining whether their student is being responsible.

Homework can contribute toward child development and should be valued as an important part of the total curriculum. Homework is intended to broaden experience, extend knowledge, and develop good study habits. It should be given to help a student overcome a particular difficulty or to broaden a pupil's understanding and to develop specific skills.

Homework will be assigned at the discretion of the classroom teacher. Time dedicated to homework will depend on the student. If a problem arises, please refer to the section titled "**Complaints.**" Parents with questions or complaints are required to first meet with their child's teacher.

The amount of homework/time for completion sometimes becomes an issue for parents. Suggested times are as follows:

- Grades 1-4 20-30 minutes
- Grades 5-6 30-45 minutes
- Grades 7-8 45-60 minutes

When a student misses school due to vacations, sporting events, etc., students are responsible for making up work completed during their absence. Upon returning, tests will not be made up during class time. Arrangements must be made with the teacher to make up the missing work or any tests.

It is the responsibility of the student to complete assigned materials when they were absent. **When a student is absent for more than two days**, a parent/guardian should call the school office before 9:30 a.m. to arrange for homework assignments to be sent home. Homework assignments may be picked up at the office **between 3:15 and 4:00 p.m.** by a parent or sibling. For short absences, students should make arrangements with classmates regarding assignments. (More information is included under "**Attendance.**")

Chronic Absences/Multiple Missed Consecutive Days

When a student misses school for 5+ days consecutively, it is the responsibility of the parent to contact all teachers to gain access to missed assignments, tests, quizzes, projects, etc. Open communication between the parent and teacher is strongly encouraged. However, the responsibility for completing and turning in missed work will land on the parent and student. The standard protocol for missed assignments will be followed.

Assignment Books

Students in grades 2-8 are to develop self regulation, individual accountability and study habits through the use of Assignment books. Teachers will instruct students to use them in developmentally appropriate ways

dependent on grade level and homework. Parents are to check assignment notebooks daily- review or complete homework assignments with their child. Parents should sign the assignment page each day, signaling to the classroom teacher(s) that at home work completion is valued and assignments are completed.

Textbook Loan

By enrolling my child in St. Bernard Catholic School, I hereby authorize the administrator of the school to act as my designated agent for purposes of requesting and borrowing textbooks, pooling per child allocations when requesting textbooks, and representing me in all other matters under 92 NAC 4 (Rule 4).

Cheating

Cheating of any type will not be tolerated. Students who choose to cheat may face a failing grade, detention, suspension, and/or expulsion.

Progress Reports

Progress reports are available mid-Quarter- shared by classroom teachers, Specialists, and Interventionists. These are to inform parents of their child(ren)'s progress to this point. Parents are encouraged to maintain regular contact with their child(ren)'s teacher especially if there are problems at this time. Parents are also encouraged to check EDUCATE regularly for school related information, grades, and classroom newsletters.

Report Cards

Report cards are posted on EDUCATE at the end of each quarter and filed in the cumulative record folder. Students are graded according to achievement. Teachers are expected to be careful and consistent in filling out these cards because they are part of the student's permanent record.

Grading System

As stated above, the students will receive a **report card** each quarter. The students are graded according to achievement. The school, for Grades 3-8, adopted the following marking code:

A+ = 99%-100%	A = 95%-98%	A- = 93%-94%
B+ = 91%-92%	B = 87%-90%	B- = 85%-86%
C+ = 83%-84%	C = 79%-82%	C- = 77%-78%
D+ = 75%-76%	D = 72%-74%	D- = 70%-71%
F = 69% and below		

The following grading scale is used in the primary grades and in some subject areas in the rest of the school:

E = Excellent

S- = Less than Satisfactory

S+ = Student excels

N = Needs improvement

S = Satisfactory

Honor Roll: 6th – 8th grade participate in Honor Roll and 3.5 to 4.0 GPAs are recognized at Mass.

Exit outcomes

For grade level advancement, a student must meet two or more of the following requirements:

- Passing grades for all core classes (two or more failing classes will result in retention discussion)
- At or above grade level for Fountas and Pinnell reading
- At or above grade level for STAR testing

For graduation:

- Passing grades for all core classes (two or more failing grades will not receive a diploma)
- At or above grade level for Fountas and Pinnell reading
- At or above grade level for STAR testing

*Poor attendance and behavior will factor into the advancement/retention decision process

*IEP and accommodation plans are taken into consideration

*Students/families must have completed all required volunteer hours and be in good standing with the business office to be eligible to receive a diploma.

Conferences—Parent/Teacher/Student

Conferences are held in the fall for all students. Conferences in the spring are by request of the teacher and/or the parent. Parents are to sign up for conferences via EDUCATE.

It has been found highly successful for the student to accompany the parent to the conference. The student often has insightful input and is made to feel he/she has a voice in his/her education. If a teacher or parent wishes a portion of the conference to be private, the student can wait outside the classroom.

Title I Program

The Omaha Public Schools offer remedial help in reading and math to qualifying students in Grades K-6 during the school day. Eligibility depends on the standardized test scores (Grades K - 8), a teacher checklist for Grades K-1, and a student's public school attendance area. Those not qualifying according to Title I guidelines who need special assistance are referred to the Reading Specialist at SBCS.

Counseling Services

When circumstances warrant counseling services, Catholic Charities is the school contact. Other agencies are available, and every effort will be made on the part of the school to assist families in determining counseling services, as needed. The faculty, as trained educators, is prepared to give individual students this attention. Through regular in-services, this training is ongoing. In alignment with the Omaha Archdiocese, we utilize the Friendly curriculum weekly to support students and teachers with a variety of counseling needs and topics.

Parents are asked to inform the school if/when their child is receiving these services.

Speech/Language Needs

The local public school district is responsible for meeting the needs of students regarding language deficiencies and/or speech needs. By private contract, a speech/language pathologist is available at SBCS at no charge to the student or the school. Therefore, these needs are being served.

Academic Standing and Participation in Extracurricular Activities

Middle School students participating in SBCS-sponsored extracurricular activities must have satisfactory academic work. Based on progress reports and quarterly report card results, failing one class and/or a combined GPA under 2.00 is considered unsatisfactory and will result in two-week probation. The principal will communicate the probation to the appropriate party and student's parents. At the end of the two-week period, the student's status will be re-evaluated. At that time, the probation will be ended or extended. If extended past the initial two weeks, the student will be completely suspended from the activity; including all practices, meetings, productions, or competition. Once a student is suspended, they will be re-evaluated every two weeks (excluding Christmas and Easter breaks) until becoming eligible to participate again.

At the discretion of the principal, any student may be placed on probation or suspended from school-related activities if the student's behavior or academic performance is judged to be unacceptable. The intent of this policy is to encourage students to achieve their academic potential and enjoy all the benefits of extracurricular activities.

Tuition Delinquency and Extracurricular Activities

If tuition accounts are two months or greater in arrears, students will be removed or restricted from extracurricular activities. Refer to *Saint Bernard Catholic School Tuition Payment and Fee Policy* located in the Documents section in Sycamore for complete details.

Grade Delinquent Tuition and Fees

Eighth grade students with tuition or fees delinquent after May 1 may be denied participation in all 8th grade graduation activities and ceremonies. The pastor/principal may waive this requirement, provided the family enters into a mutually acceptable payment plan and makes an initial payment as a sign of good faith. Refer to *Saint Bernard Catholic School Tuition Payment and Fee Policy* for complete details.

Field Trips

Students are encouraged to participate in field trips and field days that are planned by the school. The field trips are planned as an extension of the classroom learning process. However, they are also a privilege. Students must meet/comply with attendance and behavioral policies to participate in the field trips. If a student is a threat to other students' safety or his/her own safety, he/she may be deterred from going.

Permission slips, which inform the parents of the time of departure and return to school, require a parent's signature. All field trip forms/money must be in by the date designated on the permission form. The school must have a SIGNED parent permission form in order for the child to participate. Any student failing to return the signed permission slip by the deadline will not go on the field trip and may have an assignment to complete under the supervision of a teacher or administrator or will need to stay home. A handwritten note completed at the last minute before the field trip is not acceptable. However, faxing the original form prior to the trip is acceptable.

Chaperones must have completed the Safe Environment Training. They also are required to sign up for the trip with the classroom teacher BEFORE the day of the trip. Parents who volunteer to supervise students on field trips cannot bring younger children or infants as they are too much of a distraction to the supervisor and the students.

Students may be transported home by parents serving as chaperones from the field trip with written permission prior to the field trip date, provided that chronic truancy is not an issue with the student leaving early or missing instructional minutes for the remainder of that school day.

Misconduct during Field Trips

Misbehavior and conduct not representative of St. Bernard Catholic School while on field trips could eliminate the ability of a student(s) to participate in future field trips, per the principal's discretion. Field trips are a privilege and extension of classroom learning objectives, state standards and SBCS expectations. Student conduct should be reflective of our Student Code of Conduct.

6 SCHOOL DISCIPLINE

In accordance with the philosophy of the school, which emphasizes deep respect for the human dignity and uniqueness of every individual, each student will be considerate of the rights of others in the interaction of the school day. All students are expected to cooperate with the mission and policies of the school, which are designed to foster mature development and personal responsibility. This requires courtesy in all personal relationships, promptness in fulfilling obligations, concern for the environment, and many other factors which the students' sense of appropriateness will indicate to them.

The school administration, in accordance with state laws, will determine the appropriate disciplinary measures to be taken concerning an action if any doubt arises.

Positive Behavior Interventions and Supports

Positive Behavior Interventions and Supports (PBIS) focuses on celebrating the positive behavior displayed by students throughout the day. Students are able to earn points and rewards for displaying positive behaviors. Each positive behavior can fit under one or more of the following categories/rules represented in our schools selected acronym ROAR

R= REPRESENT CHRIST

O= OWN IT

A= ACT POSITIVELY

R= RESPECT EVERYONE

Students that display negative behaviors always have the opportunity to earn points or rewards back if they are able to own their mistakes and amend their behavior.

A focus of PBIS is natural consequences. Students who misbehave at a Tier 1 or Tier 2 level (See **Escalation Process**) will earn a natural consequence that would be a logical and realistic consequence outside of school. See Tier 3 behaviors. Natural consequences can be determined by any staff member in the building who witnesses a rule violation.

Restorative practices including restorative circles, restorative conversations, and listening circles are used according to individual circumstances and at the discretion of the teachers and principal.

Tiger Cards

For grades 3-8, a demerit/referral system called the *Tiger Card* is used. Students are given a signature by any teacher who witnesses an infraction. Any staff member can give signatures to any student. Students can receive multiple signatures in a day. The *Tiger Card*, to which is attached a list of missing assignments, requires a weekly parent signature. Extracurricular activities may be jeopardized by frequent misbehavior, and repeated detentions will result in suspension from school. Demerits will refresh at the end of each quarter. Students that consistently earn demerits for the same or similar infractions may be put on a behavior plan.

Students earn positive behavior points on this card, as well. Each grade level has a reward system for these positive points. Students may receive positive points from any staff member in the building.

Students with “Perfect Tiger Cards” are acknowledged at the end of each quarter. Students will receive new Tiger Cards quarterly. At the end of each week, the teacher also attaches “missing/ incomplete assignment” notices to inform parents about what was not handed in during that week. These cards AND the Tiger Card must be signed by the parent each week. No parent signature is an automatic teacher signature at the beginning of the week.

General Escalation Process

In general, the school’s discipline cycle has an escalation process based on a 3-tier system described below:

First Offense: Child phones a parent or guardian with the teacher/administrator present. The student verbalizes what mistake he/she made and what the appropriate behavior should be. Natural consequences may be appropriate to the situation.

Second offense: The teacher phones a parent or guardian with the student present. The teacher and parent agree on a method of intervention. Natural consequences may be appropriate to the situation and loss of privilege may occur.

Third Offense: The teacher and principal will set up a conference with the parent and child. As a result of this meeting, the group may decide on one of the following options: RTI+I referral, counseling, loss of privileges, etc.

Fourth Offense: The principal will determine if an ISS, OSS is necessary.

Fifth Offense: The principal will determine whether St. Bernard is an appropriate educational placement for the student based on need and behavior. Dis-enrollment or expulsion may be suitable at the discretion of the principal.

Harassment

At SBCS, harassment of any type is not tolerated. Verbal or written **threats** made against the physical or emotional well-being of any individual are taken seriously. The age of the student will be a prime consideration. Students making such threats (seriously or in jest) face detention, suspension, and/or expulsion.

Bullying and cyberbullying are forms of harassment. SBCS defines bullying as a repeated pattern of offensive behavior in an environment of an imbalance of power which includes, but is not limited to the following: physical or social intimidation, assault, oral or written threats, or forced isolation. Specific examples of bullying behavior may include, but are not limited to offensive references, gestures, language, jokes based on specific traits of an individual including gender, race, religion, disability, or age; unwelcome physical contact; verbal or written suggestions; name-calling or taunting.

Students involved in harassing behavior face detention, suspension, and/or expulsion. Harassment issues must be reported to the proper authority before investigations can begin. If harassment is determined to have occurred, prompt and remedial action will be taken against the offending person or persons. SBCS will not permit any retaliation against any person who complains of harassment or who participates as a witness or in supplying information regarding a harassment complaint. ***Alignment with Archdiocesan Policy 5032 and 5033.***

Detention

Detentions will be served before or after school. Detentions will be served in the homeroom classes with the teacher present. The student will contact parents for assigned detentions for Tier 1 and Tier 2 offenses. The principal will contact the parents and the student when detentions are assigned due to Tier 3 offenses.

Tier 3 Behavior Referral

Definition: A referral is a written documentation, which results in a student meeting with the principal to discuss the offense. The age of the child, circumstances affecting the situation, and severity of the conduct will determine the level at which the process begins. The exact level of supervision and corresponding punishment will be left to the discretion of the principal. A serious offense may result in an immediate in-school suspension or expulsion. Behaviors leading to a referral/suspension/expulsion include, but are not limited to:

1. physical/emotional abuse or threat
2. inappropriate actions or language
3. disrespect/defiance
4. repeatedly breaking rules
5. cheating
6. harassment
7. damaging school property
8. stealing
9. pulling the fire alarm or setting a fire
10. smoking/taking drugs/selling drugs
11. weapons violation
12. inappropriate displays of affection
13. cyber bullying

Suspension (In-School and Out-of-School)

Definition: **In-school suspension** is a temporary exclusion of a student from his/her classroom and class activities for half of or the entire day.

Parents will be notified if this occurs either by phone or email. If the in-school suspension warrants immediate action, parents will be notified by phone immediately and suspension will begin. Counseling may be considered as a condition for continued enrollment. The principal shall have the right to initiate disciplinary action, suspension, and/or expulsion when a student demonstrates problematic/serious behavior.

Definition: **Out-of-school suspension** is a temporary exclusion of the student from the school as well as school activities. Parents will be involved in a conference at which time the infraction(s) will be explained. At that time, the length of the suspension will be determined. Counseling may be considered as a condition for continued enrollment.

Expulsion

Definition: **Expulsion** is the permanent exclusion of a student from school and school activities.

On occasion, students will be expelled. Reasons for expelling a student include, but are not limited to:

- Multiple Tier 3 offenses
- Behavior of the student which presents a moral danger to other students;
- Behavior that is a hindrance to the welfare and progress of the school community and/or evidences of repeated disregard for the philosophy, policies, rules, and regulations of the school;
- Frequent absences; or
- Any conduct which reflects grave discredit upon the school.

The following procedures/guidelines will be followed prior to expulsion:

1. The student will be removed from the situation and taken to the principal.
2. The principal will investigate by discussing the circumstances and situation with person(s) making the complaint or misbehavior and the student accused of misbehavior.
3. Parents will be involved in the procedures leading to expulsion.
4. Parents have a right to a conference with the principal and pastor.
5. The principal will notify the superintendent of Catholic schools and upon request, provide a record of the evidence justifying the expulsion.
6. The principal will notify the public school authorities.

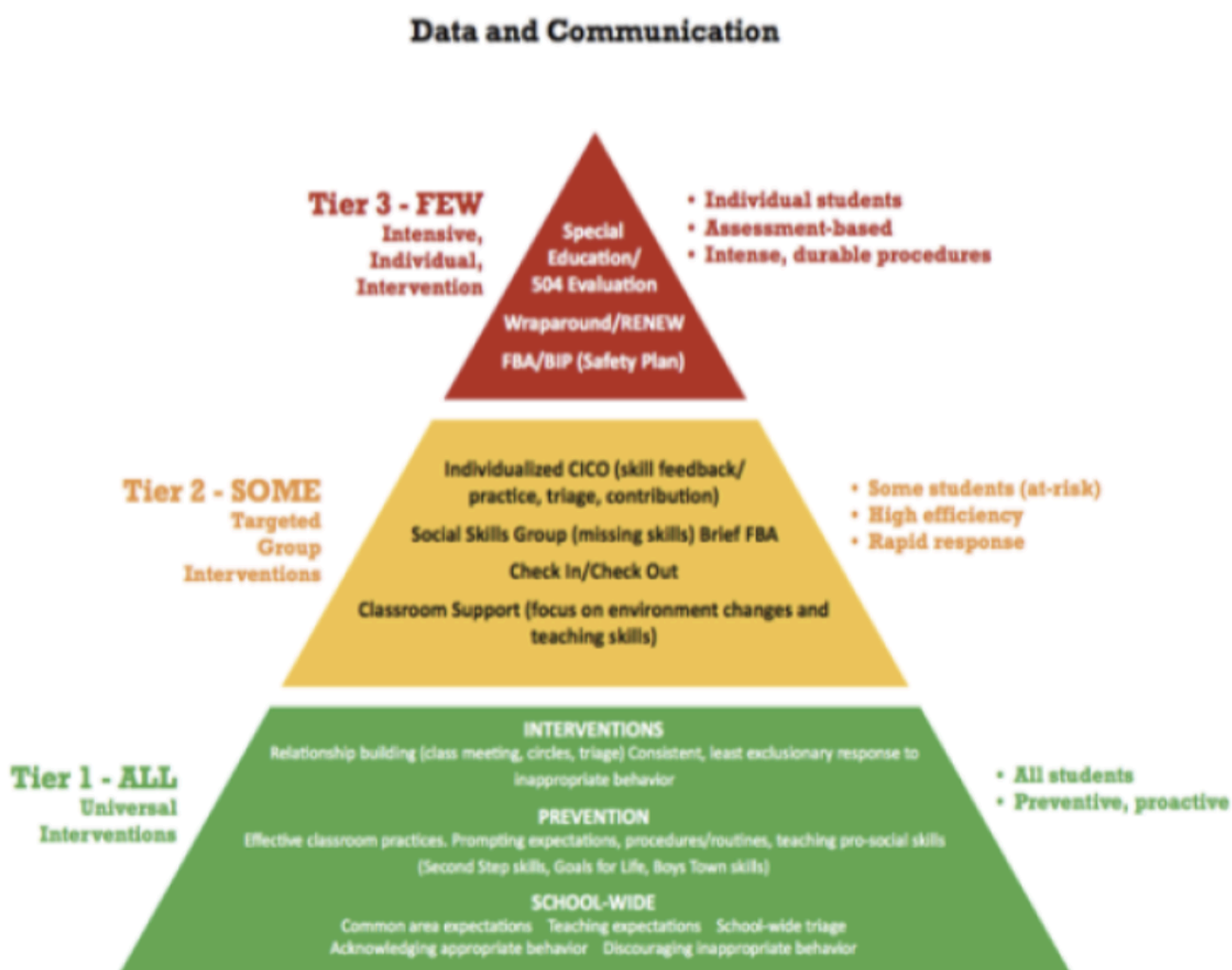
The decision to expel a student rests with the principal and the pastor, and the student's parent will be notified the reasons for the expulsion. Often, the student will be given the choice to withdraw or be expelled.

Multi-tiered Systems of Support

Multi-Tiered systems of support for behavior includes proactive strategies, for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

Research supports that the MTSS framework, implemented with fidelity, provides a school-wide, systematic, tiered approach that leads to increased student achievement and reduced classroom disruptions and student suspensions.

More importantly, MTSS is *not* a curriculum, program, intervention or practice but is a decision-making framework that guides selection and implementation of research based practices and interventions for improving student outcomes for all students.





Minor vs. Major Behavior Matrix

Be Safe, Be Respectful, Be Responsible, Be Ready

Observe and identify the problem behavior. Consider the possible function.		
Decide if the behavior is staff/teacher or office managed. Use the guidelines below.		
Minor Behaviors: Teacher Managed	Behavior Tracking Form	Major Behaviors: Office Managed
<ul style="list-style-type: none"> Making faces, rolling eyes, sighing Arguing, inappropriate response to teacher Cheating Lying 	Disrespect (Including defiance and non-compliance)	<ul style="list-style-type: none"> Repeated minors
<ul style="list-style-type: none"> Repetitive noises, talking, blurting Out of seat Push books off desk, push papers 	Disruption (Interrupts the teaching and learning of others)	<ul style="list-style-type: none"> Screaming/yelling Running around room/climbing Repeated minors
<ul style="list-style-type: none"> Negative talk Minor name calling Swearing 	Inappropriate Language Verbal Aggression	<ul style="list-style-type: none"> Blatant swearing Offensive/harassing language <ul style="list-style-type: none"> Includes racist, sexist, culturally intolerant, or any other negative language focused toward a specific individual or group Language that creates an unsafe climate Repeated minors
<ul style="list-style-type: none"> Refusal to participate Refusal to follow directions Refusal to do work/assigned task 	Lack of Cooperation	<ul style="list-style-type: none"> Repeated minors
<ul style="list-style-type: none"> Hands not to self Rough play on playground Poking Pre-fight aggressive behavior Pushing/shoving/Tripping 	Physical Contact Physical Aggression	<ul style="list-style-type: none"> Hitting/punching Kicking Fighting Spitting Repeated minors
<ul style="list-style-type: none"> Minor vandalism (can be fixed/cleaned) Stealing minor items Throwing Materials misuse Slamming chair, door, materials 	Property Misuse Defacing Property/Theft	<ul style="list-style-type: none"> Vandalism (more permanent) Purposefully damaging property Stealing major item Repeated misuse in one setting (significantly heightened emotions involved) Repeated minors
<ul style="list-style-type: none"> Visiting approved/unapproved sites at the wrong time (still considered appropriate content) Unsafe transportation of technology Changing settings without permission Using technology without permission 	Technology Misuse Technology Violation	<ul style="list-style-type: none"> Damage to any technology Inappropriate content viewed or written Social media use interferes with school climate/learning Using another student's ID/Password Repeated minors
	Drugs Alcohol Weapons	<ul style="list-style-type: none"> Possession of or using alcohol, tobacco, illegal drugs or imitations Possession of actual or look-like gun, knife, or other weapon Repeated minors
	Threats Harassment Bullying Sexual Misconduct	<ul style="list-style-type: none"> Threat/extortion Racist, socio-economic status, sexual, religious, disability, ethnicity, sexual orientation, or cultural remarks Bullying/Cyberbullying (repeated, intentional imbalance of power) Inappropriate, verbal and/or physical gestures of a sexual nature Repeated minors



Behavior Referral Process

Be Safe, Be Respectful, Be Responsible, Be Ready

Minor Behavior Process- Teacher Managed	Major Behavior Process- Office Managed
<p>Step 1: Begin by redirecting the student using one of the following:</p> <ul style="list-style-type: none"> Proximity Physical cue Visual cue (non-verbal) Keep ratio of praise > 4:1 Increase engagement by increasing opportunities to respond Provide instructional choice <p><i>Did the behavior change? If yes, recognize and praise! If not, move to step 2.</i></p>	<p>Step 1: Notify</p> <ul style="list-style-type: none"> Notify the office of the major infraction by calling or Zooming and stating, "I have a Level 3 in room _____." An administrator or other adult will respond within a timely manner
<p>Step 2: If the problem continues, choose one of the following as a next step:</p> <ul style="list-style-type: none"> Private verbal redirect Conference with student about behavior Review expectations Reteach behavior and practice <p><i>Did the behavior change? If yes, recognize and praise! If not, move to step 3.</i></p>	<p>Step 2: Restorative Conference</p> <ul style="list-style-type: none"> Option 1: Student conferences with the responder to process the behavior Option 2: Responder covers the classroom while the teacher processes with the student Re-teach/rehearse behavior <p><i>(Depending on the severity of the behavior, Step 3 may or may not be necessary.)</i></p>
<p>Step 3: Minor Behavior Referral</p> <ul style="list-style-type: none"> Record each behavior on behavior incident log and turn this in Use a Tier 2 Referral form to begin tracking/monitoring strategies you are trying with the student Parent contact made by the teacher Have a restorative chat with the student when he/she is ready. <p><i>Did the behavior change? If yes, recognize and praise! If not, move to step 4.</i></p>	<p>Step 3: Plan for Resolution:</p> <ul style="list-style-type: none"> The responder will work with the teacher to determine an action plan and next steps to repair the harm done. Clear communication maintained throughout the entire process
<p>Step 4: Major Behavior Referral</p> <ul style="list-style-type: none"> If behavior continues after multiple attempts to redirect, this will now be documented as a major. Move to step 1 of Major Behavior Process (right side column) 	<p>Step 4: Documentation/Communication</p> <ul style="list-style-type: none"> Administration will make a phone call to parents and share outcome with teacher Administration enters Incident into Synergy



School-Wide Communication and MTSS-B

Be Safe, Be Respectful, Be Responsible, Be Ready

School-wide Plan for Positive Communication

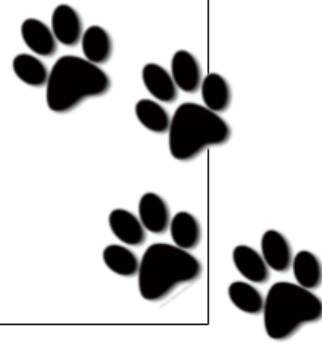
<u>Communication with Student</u>	<u>Communicating Home</u>	<u>Communicating with Administration</u>	<u>Communicating with other Staff</u>
<p>Goal of Ratio of 4:1 Praise</p> <p>Increase use of Tiger ROARss (make a plan to ensure all students receive ROAR pawprint)</p> <p>Greet individual students as they arrive by name</p> <p>Get to know student interests, hobbies, and strengths and use these in your classroom</p> <p>Use students as examples and leaders</p> <p>Write a personal note to the student</p>	<p>Make a plan and document- send at least one positive note, email, or phone call monthly for each student</p> <ul style="list-style-type: none"> Print a class roster and tally/date positive communication Draft an email to yourself to track monthly contacts Use your planner! Print a positive note outline and have them labeled with student names and ready to personalize monthly. Use sticky notes and a folder system to track positives Class Dojo 	<p>Email success stories so that Admin. can reinforce and praise student when they see them</p> <p>Send students to the office with celebration notes or work to show off</p> <p>Have students call the office to share their own celebration</p> <p>If you're emailing parents a positive, add Admin. To the email (Bcc or Cc)</p>	<p>Keep all staff involved with a student up to date! This includes:</p> <ul style="list-style-type: none"> Counselor School Psychologist Coordinator Specialists Former Teachers SE Teachers ELL Teachers Paras Custodians Interventionists Office staff

School-wide Plan for Communication of Problem Behaviors

<u>Communication with Student</u>	<u>Communicating Home</u>	<u>Communicating with Administration</u>	<u>Communicating with other Staff</u>
<p>Actively supervise students in order to address behaviors as they arise</p> <p>Use Restorative Chat language and format to process behavior</p> <p>Ensure your conversations are private</p> <p>Use of Circles to process behaviors with entire class or larger groups</p> <p>Use of booster lessons to reteach entire class as needed</p> <p>Explicitly teach/practice expectations with students if needed</p> <p>Consider student points of view and culture- discuss the difference between home vs. school expectations</p>	<p>Get to you know your families! How do they communicate best? What do they prefer?</p> <ul style="list-style-type: none"> Email Phone Communication Log CICO chart & notes <p>Consider a phone call in many cases. This is much more personal. Tone can get lost in an email!</p> <p>If you have processed a minor behavior more than twice, this needs to be communicated home. The goal is regular communication! We do not want anything to be a surprise!</p>	<p>If a behavior repeats after you've contacted parents once, begin to keep ALL Administration in the loop!</p> <p>If you need support with any parent communication, find an Administrator and we'll do it together!</p> <p>* Review Major vs. Minor matrix to know when Admin. MUST be involved.</p> <ul style="list-style-type: none"> Send them an email with a quick blurb of what's going on Forward them your parent communication just as an FYI CC or BCC them on your emails (Note- CC can be intimidating to parents, so talk to us first!) 	<p>Keep all staff involved with a student up to date! This includes:</p> <ul style="list-style-type: none"> Counselor School Psychologist Coordinator Specialists Former Teachers SE Teachers ELL Teachers Paras Custodians Interventionists Office staff

St. Bernard Levels of Response		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> - When student exhibits a problem behavior (minor) the teacher will use the following strategies to redirect: <ul style="list-style-type: none"> - Praise other students around the student - Attend, "Ignore" and give Effective Praise - Reteach expectation - Increase opportunities to respond - Non-Verbal Cue - Provide Choice - Use Proximity - Use a private Redirect/ Conference 	<ul style="list-style-type: none"> - When student exhibits repeated problem behaviors (minor) - E-mail administration or staff member who has a relationship with the student - Be specific with your email! Include the time/ behavior/ subject area in which the behavior is occurring - Staff will respond as SOON as they can to do a "drop by" to give positive praise 	<ul style="list-style-type: none"> - When student exhibits a major problem behavior - Call or walkie the office, specify that it is a Level 3- and the appropriate staff member will be sent - The assigned staff member will come NOW

Minor Behaviors	Major Behaviors
<ul style="list-style-type: none"> • Disrespect • Disruption • Inappropriate Language • Lack of Cooperation • Physical Contact • Property Misuse • Technology Misuse • Other 	<ul style="list-style-type: none"> • Threats • Harassment • Weapons • Theft/Defacing Property • Bullying • Physical Aggression • Verbal Aggression • Drugs/Alcohol • Technology Violation • Sexual Misconduct • Repeated Minor Behavior



Minor Behavior Referral	
Student Full Name: _____	
Homeroom Teacher: _____	
Date: _____	
Grade: _____	Time: _____
Minor Behavior (Mark one) <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Lack of Cooperation <input type="checkbox"/> Physical Contact <input type="checkbox"/> Property Misuse <input type="checkbox"/> Technology Violation <input type="checkbox"/> Other	
Location <input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Common Area <input type="checkbox"/> Resource <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Other <input type="checkbox"/> Specials	
Subject Area <input type="checkbox"/> Art <input type="checkbox"/> Intervention <input type="checkbox"/> Math <input type="checkbox"/> Media <input type="checkbox"/> Music <input type="checkbox"/> Other <input type="checkbox"/> PE <input type="checkbox"/> Science <input type="checkbox"/> Small Group Reading <input type="checkbox"/> Technology <input type="checkbox"/> Unit Studies <input type="checkbox"/> Whole Group Reading <input type="checkbox"/> Writing <input type="checkbox"/> Transition	
Outcome <input type="checkbox"/> Conference with administrator <input type="checkbox"/> Conference with teacher <input type="checkbox"/> In class movement <input type="checkbox"/> Office <input type="checkbox"/> Other <input type="checkbox"/> Out of class movement	
Time out of Class (Minutes): _____	
Function of Behavior <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Tasks/Activities <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Unknown Motivation	

Minor Behavior Referral	
Student Full Name: _____	
Homeroom Teacher: _____	
Date: _____	
Grade: _____	Time: _____
Minor Behavior (Mark one) <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Lack of Cooperation <input type="checkbox"/> Physical Contact <input type="checkbox"/> Property Misuse <input type="checkbox"/> Technology Violation <input type="checkbox"/> Other	
Location <input type="checkbox"/> Classroom <input type="checkbox"/> Common Area <input type="checkbox"/> Hallway <input type="checkbox"/> Other	
Subject Area <input type="checkbox"/> Art <input type="checkbox"/> Intervention <input type="checkbox"/> Math <input type="checkbox"/> Media <input type="checkbox"/> Music <input type="checkbox"/> Other <input type="checkbox"/> PE <input type="checkbox"/> Science <input type="checkbox"/> Small Group Reading <input type="checkbox"/> Technology <input type="checkbox"/> Unit Studies <input type="checkbox"/> Whole Group Reading <input type="checkbox"/> Writing <input type="checkbox"/> Transition	
Outcome <input type="checkbox"/> Conference with administrator <input type="checkbox"/> Conference with teacher <input type="checkbox"/> In class movement <input type="checkbox"/> Office <input type="checkbox"/> Other <input type="checkbox"/> Out of class movement	
Time out of Class (Minutes): _____	
Function of Behavior <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Tasks/Activities <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Unknown Motivation	

Seclusion and Restraint Policy

Pursuant to Archdiocesan Policy 5040.

Physical restraint and seclusion of students for behavior management shall be used in circumstances and under conditions that are in the best interest of students.

Physical restraint is appropriate when a student is displaying physical behavior which present substantial imminent risk of injury to the student or others, and the student is demonstrating the intent and the ability to cause injury within a matter of seconds or minutes. The degree if physical restriction employed should be in proportion to the circumstances of the incident, the size and condition of the student, and the potential risks for injury to the student or others. Physical restraint does not include: (a) taking away a weapon; or (b) breaking up a fight.

Seclusion is appropriate when a student is displaying physical behavior that presents substantial imminent risk of injury to the student or others, and the threat could be diminished if the student were placed in a safe environment away from other students and staff. Seclusion should only be used as long as necessary and should be discontinued when the student is no longer a threat to himself/herself or others. Time out procedures which do not constitute seclusion are permitted in school.

Immediately after the student has restored emotional and behavior control following the use of physical restraint and/or seclusion, a staff member not involved with the incident shall examine the student to ascertain if the student has sustained any injury. The Principal (or Teacher Facilitator) will verbally notify the parent/guardian as soon as possible (no later than the end of the school day in which the physical restraint or seclusion occurs).

All use of physical restraint or seclusion must be documented in a memorandum within one school day of the incident. The Principal (or Teacher Facilitator) will send a copy of the memorandum to the parent or guardian within two school days following the use of the restraint or seclusion.

School Property

The parent of a child who destroys, damages, or neglects any furniture, equipment, buildings, or anyone's personal property will be obligated to pay the full amount of repairs and labor or replacement.

Textbooks should be properly covered. No writing in or on the textbooks is permitted. The student will pay a fine or replacement fee for damaged or lost textbooks or library books. Technology, including Chromebooks, should be handled with extreme care. Families of students who damage technology equipment are obligated to pay for the repair or replacement of the device.

Off-Campus Conduct

The principal reserves the right to discipline students for off-campus conduct that intentionally defames the school community and/or any off-campus conduct that affects the learning environment during school hours.

The principal can give consequences to students who defame others in the school community. Deliberate defamation of others is not consistent with Christian values, and students will be held accountable for intentional harm to others.

7 SACRAMENTAL PROGRAMS/SPIRITUAL DEVELOPMENT

Mass/Liturgy

The students attend Mass weekly—more frequently should special holy days or special occasions warrant additional Masses. The students help plan and participate in these Masses as lectors, acolytes, and musicians. Only Catholic students may enter the sanctuary of the altar. Parents and other family members are strongly encouraged to attend these celebrations; especially when a parent's child's class prepares the liturgy.

The Sacraments

Children in Grade 2 prepare to receive the sacraments of Reconciliation and First Holy Communion. The program is planned by the Grade 2 teacher in the 5-day school. This program requires parent and student involvement. First Reconciliation is held in the late fall/early winter and First Communion in the spring.

The sacrament of Confirmation is conferred on a schedule determined by the Archbishop. Students in grades 7-8 are prepared every other year to receive this sacrament. The program includes participation in a retreat and service projects for the community, parish, family, and friends.

Spiritual Development

Students are involved with prayer several times throughout the day. They participate in daily religion classes and activities to complement their studies. Students also participate in the Circle of Grace program. This program focuses on the respect and sacredness of personal relationships. Students are required to attend liturgical events held during the school day including but not limited to Mass, Stations of the Cross, Eucharistic Adoration, Penance Services (when age appropriate), and the Rosary.

8 UNIFORM POLICY/SPECIAL DRESS DAYS

A dress code at St. Bernard serves several purposes:

- † To promote a sense of community and pride within SBCS and individual students;
- † To provide a basis for the establishment of a social equalizer;
- † To reduce clothing expenditures;
- † To create uniformity (not meant to suppress individuality);
- † To provide a means for the child to associate dress with behavior.

Uniforms

Uniforms may be purchased at Dennis Uniform Company, 748 N. 109 Court, 496-9911, though this is not an exclusive retailer. The Dennis Uniform order form and a map of its location and hours of operation can be found on Sycamore under the Documents section. A limited amount of used uniforms are available at the school for purchase.

Shorts Season

For Grades Pre-K through 5, shorts may be worn on the opening of school until Fall Daylight Savings Time. Regular Uniform Code is followed from this time until Spring Daylight Savings Time. Shorts season then follows until the end of the school year.

Middle School students are allowed to wear appropriate, uniform dress shorts year-round.

Girls' Dress Code for Regular Uniform Days

Skort/Skirt/Jumper

- School plaid (Grades Pre-K – 8). These can be worn at any time throughout the year. Pre-K-5 must wear black, maroon, navy, gray, or white leggings or tights during the winter. **The length of the skort should be no shorter than 3 inches above the knee. (Dennis Uniform or St. Wenceslaus)

Shirt

- Maroon polo style knit shirt (long- or short-sleeved) with button placket and collar. Shirts must be tucked in at all times. (Dennis Uniform or other retailers)
- An undershirt/T-shirt may be worn under the regular polo. It must be white and have no visible writing or pictures. It may be long- or short-sleeved, crew, or turtle-necked.

Socks/Tights/Full-length Leggings

- Socks must be a single color, with the colors of white, black, maroon, grey, or navy, which are non-distracting in color. Tights or full-length leggings may also be worn; they must also be a single, specified color, black, white, maroon, grey. If "short" socks are worn, they must be easily visible above

the tops of the shoes. A small logo, the Nike swoosh for example, is acceptable on the sock. Tights in sandals may be worn on dress-up days.

Shoes

- Tennis shoes must be clean and fit well. No boots, sandals, flip-flops, clogs, CROCS, shoes without backs, bedroom slippers, sole-less shoes, etc., may be worn in school on uniform days. However, on dress-up, dress-down, or spirit days, sandals may be worn during the warm weather months provided they have a back strap that fits snugly to the heel, and socks must be worn. Shoes shall also be low-heeled for safety.

Slacks

- Navy blue slacks can be worn. The slacks must be devoid of any trim designs or brads, and hemmed to an appropriate length. No denim jeans and no stretch pants may be worn. No cargo pockets.
- Students are to wear their slacks appropriately, no sagging.

Shorts (Shorts Season)

- Navy blue DRESS shorts (NO CARGO PANTS) may be worn. Shorts must be worn with the uniform shirt, and they cannot be denim or athletic shorts. They must be hemmed and devoid of trim or brads.
- Students are to wear their shorts appropriately, no sagging.

Sweatshirts

- Maroon uniform sweatshirts or zip ups with school logo may be worn during the school day. Any approved spirit wear sweater, sweatshirt, fleece or zip up can be worn on **Wednesdays ONLY** unless requested otherwise. Pre Approved plain maroon cardigans may also be worn. Spirit wear is ordered periodically during the school year and is the **ONLY** outerwear allowed in the classroom. They are also available in the used uniform closet.

Boys' Dress Code for Regular Uniform Days

Trousers/Slacks

- Navy blue trousers in twill, polyester, or corduroy can be worn (NO cargo pants). They should not have rivets, trim, or designs. The corduroy must be a true navy blue. No faded or lighter shades are allowed. Slacks/trousers must be hemmed and devoid of trim or brads.

Shirt

(Same as Girls' Code)

Shorts (Shorts Season)

- Navy blue DRESS shorts (NO CARGO PANTS) may be worn. Shorts must be worn with the uniform shirt, and they cannot be denim or athletic shorts. They must be hemmed and devoid of trim or brads.
- Students are to wear their shorts appropriately, no sagging.

Socks

(Same as Girls' Code) Tights and leggings are not acceptable for boys' dress code.

Shoes

(Same as Girls' Code)

Optional Clothing:

(Same as Girls' Code)

Sweatshirts

(Same as Girls' Code)

Spirit Clothes

School t-shirts, sweatshirts, team shirts are sold during the school year. These may be worn on spirit days or dress-down days. Any approved spirit wear sweater, sweatshirt, fleece or zip up can be worn on **Wednesday's ONLY** unless requested otherwise.

Attire for Inclement Weather

It is important for students to get daily exercise and fresh air; however, our Nebraska winters do not always make this possible. Therefore, the following guidelines will be adopted:

Recess will be held indoors in the event of precipitation (rain, snow, sleet, etc.)

Recess will be held indoors if the ***feels-like temperature is below 20 degrees*** Fahrenheit (including wind chill factor).

If, the ***feels-like temperature is 20 or above***, students will go outside for recess. Please dress children appropriately for the weather. Coat, hat, and gloves are a must. This policy is the same for our safety patrol students.

In the event there is a need to stay in for recess, classes will trade off between gym usage for physical activity and hallways/classrooms for games or activity stations.

On days of extremely cold temperatures, students are encouraged to wear snow pants, scarves, hats, gloves, and heavier jackets. Snow boots that provide additional warmth are recommended to step over drifts along the street and for outside recess. Students who are appropriately attired for cold and snow might be allowed to go outside for recess during the winter season. Girls may wear a pair of pants to school for outside recess. They do not wear non-uniform pants with their skorts/skirts in the building. They are encouraged to wear tights in the winter. Snow boots are NOT to be worn in the building during the school day. Students should bring shoes to wear inside the building.

Scout Attire

All Girl Scouts, Brownies, Cub Scouts, and Boy Scouts may wear their particular uniforms on meeting days.

Other Attire

Jeans

Jeans in good condition (no holes, tears, etc.) are allowed only on “dress-down days” that are specifically identified by the administration. Jeans are not appropriate attire for “dress-up days,” field trips (unless specified), or on school picture day. Jeans are to be worn appropriately, no sagging.

Form Fitting/Knit Pants/Leggings

Form fitting/knit pants/leggings may be worn on dress-down days as long as the cover-up shirt is long enough to reach the mid-thigh.

Hair Style

Boys’ hair should be clean and neatly trimmed. All hair color must be within the natural spectrum of hair color for a particular student.

Girls’ hair should be clean and neatly trimmed. All hair color must be within the natural spectrum of hair color for a particular student.

Headgear of any kind is not allowed for boys or girls. This includes caps, helmets, distracting headbands, or accessories. Girls may wear a reasonable headband, clip, fastener, ponytail holders, etc. if it complements the school uniform. The key word is distracting. There may be special days when different headgear is allowed.

Tattoos, writing on skin, painting on skin are not allowed for students.

Jewelry

Boys may not wear earrings to school. A single necklace is allowed. One bracelet on each arm is allowable.

Girls may wear one set of earrings. Small hoops (1 inch in diameter) are acceptable. Bigger hoops or dangling earrings are not allowed for safety reasons.

Necklaces on girls can be a single cord or small-link chain with a medal or pendant. Dog-type collars, multiple necklaces, and chains are not allowed.

Bracelets are limited to one per arm. Headgear, including rubber bands, clasps, ponytail holders, scrunchies, etc., are to be stored elsewhere.

All other accessories including, but not limited to: clip-on bow ties, ties, buttons, etc. are not accepted as part of the uniform.

Make-up is not allowed except on picture day. Make-up brought to school is considered a nuisance item and will be treated as such. Lip balms are an exception but should not be shared.

Artificial nails are not allowed. Nail polish is allowed but must not be chipping off. Nail polish is ONLY acceptable on female students.

Guidelines for Dress-up Days/Dress-down Days/Spirit Days

1. The standard to be observed is to dress with individual choice that is in good taste and appropriate for school. Students should approach dress-down days, dress-up days, and spirit days as opportunities to wear clothes that they enjoy. However, *special dress days* are not opportunities to show off, test the limits of acceptability, or make statements that may be perceived as offensive, immodest, or distracting to students, staff, or members of the community.
2. Shoes and socks are always required. No bedroom slippers, high heels, flip-flops, beach shoes, boots, etc., are allowed. NO CROCS. Tennis shoes are the safest option.
3. Shorts may be worn only if they reach down to three inches above the knee. No low-rider shorts, pants, or jeans are acceptable. Jeans are acceptable for dress-down days. Jeans are defined as pants made from any color denim with brads at the pockets.
4. Bare midriff, cropped, spaghetti-strapped apparel may not be worn to school at any time.
5. Torn, ripped, ragged, fringed, cut-off, tight, or mutilated pants that drag below the shoe (a matter of safety) are not acceptable.
6. No clothing is allowed which promotes or advertises the use of tobacco, alcohol, controlled substances, gang membership, or questionable rock bands or groups, or contains graphics or slogans that are in conflict with values taught at SBCS.
7. When special days are designated (wear red, green, etc., days), the student has the choice of wearing something that plainly fits the theme, or he/she may wear the school uniform.
8. When special days are designated as “theme” days, the same choice is permitted.
9. Dress-up days may occur at Thanksgiving, Christmas, or other special times. The words “dress-up” and “special” are key. No jeans, t-shirts, over-sized pants, old sweatshirts, etc., are to be worn. These generally are days that the students attend Mass, and it is fitting to dress up for these special times.
10. Hats, caps, scarves (other headgear), and visors are never allowed unless it is a theme day.
11. Students do not wear or carry jackets or windbreakers in class or between classes.
12. Spirit Days are designed to generate and support school spirit. Any SBCS t-shirts, sweatshirts, or SBCS athletic uniforms are allowed as long as they are neat and clean.
13. The principal will be the final judge of the acceptability of clothing.

14. Should clothing be deemed unacceptable, the student will be required to change into uniform clothes from the used uniform stock. Parents will not generally be asked to bring appropriate clothes to school.

When in doubt, it's probably inappropriate.

It is the prerogative of the principal and/or teacher to determine when any dress, style, haircut or hair color, or accessories detracts from the educational purposes of the school and its mission and values.

9 GENERAL INFORMATION

Asbestos

With a three-year rotation, SBCS is re-inspected to ensure compliance with all federal regulations regarding asbestos. Please know that all areas containing asbestos have been treated and abated. A management plan is on file in the principal's office.

Athletic Club

The SBCS Athletic Club is a parish organization open to all parish members 18 years of age or older. Its goals are to promote, direct, and fund the athletic programs at SBCS. Money is provided for physical education equipment, program fees, uniforms, and referees. Information regarding the Athletic Club is available through the school and parish. For more information, visit the SBCS Web site.

Sunday Policy

To assure that students and parents are given full opportunity to meet their Sunday Mass attendance/obligation, all scheduled non-religious use of the parish/elementary school/high school in the Archdiocese on Sunday will begin no sooner than 12:00 p.m. Pre-arranged approval may be granted by the pastor or principal. This policy is an Archdiocesan policy.

Child Development Center/Extended Day

SBCS offers a child development program that extends from infants to 12 years of age. It is located on the lower level at the north end of the school. Child Care has its own entrance. It is open all year with the following exceptions: New Year's Day, Good Friday, Memorial Day, July 4th, Labor Day, Thanksgiving, Christmas Eve, and Christmas Day.

Extended Day is offered to enrolled students up to age 12 at SBCS and to others in the community. The hours are 7:00 a.m. to 5:30 p.m. For more information, call (402) 556-4161.

Communication

Take Home Tuesday is the weekly communication between school and home. It contains the yearly calendar, volunteer opportunities, and a variety of items that are extremely important. Parents are encouraged to look at this publication weekly on the school website and sent via email. Report cards, progress reports, field trip permission slips, meeting dates, special programs, etc., are also posted on Sycamore. A well-informed parent means a well-informed student. Reading this communication should be a priority.

The *Church bulletin* is especially important for members of St. Bernard Parish. Often, school news is included in this bulletin.

Sycamore: All families, faculty, and students have access to Sycamore. This is an Internet site that is used as an important communication tool for SBCS. Families are encouraged to check frequently for school news, student grades, and communications from teachers. Please contact the school office for login information.

Telephones/Cell Phones/iPods/etc.: Telephones in the school office are for business or emergency purposes and should not be used by the students for non-emergency purposes or without school staff permission. Students will be sent to the office to call for forgotten assignments, lunch, permission slips, etc when necessary. However, students must take responsibility for these things.

Students are allowed to keep their cell phones in their backpacks, but they cannot be used during the school hours. Cell phones will not be used in changing areas, at lunch, recess, assemblies, in the hallways, etc. Cell phones are not to be used by students for making phone calls or for text messaging during the school day. Students are allowed to use them for calling parents after sports practices, games, etc. If cell phone rules are violated the following protocol will be followed:

1. First offense, confiscated and picked up by student at the end of the day in the office
2. Second offense, confiscated and picked up by parent/guardian at the end of the day in the office
3. Third offense, student turns in phone each morning to the office
4. Fourth offense, detention or suspension

Other forms of technology, or nuisance items, will follow the cell phone protocol.

Lost and Found

Any items found in the school building or on the school grounds should be placed in the bin the office. After approximately 30 days, items still not claimed are donated to charity or placed in the school's used uniform storage.

Nuisance Items

Nuisance items that may cause disruptions in school (e.g., toys, pets, radios, make-up, excessive jewelry, etc.) are not allowed. Any "craze" which can be traded, swapped, etc., must not be brought from home. All nuisance items brought to school will be taken by staff members and returned at an appropriate time according to the teacher's discretion. Most nuisance items will result in a Tier 1 offense. Repeated offenses can lead to a Tier 2 or Tier 3 offense.

Gum is considered a nuisance item. Nowhere, at any time, is gum chewing allowed on school grounds. Outside activities such as ballgames, etc., are not at issue here. SBCS is a gum-free campus.

Weapons: Weapons- real or play - of any sort (e.g., guns, knives, pocket knives, ammunition shells [full or empty], swords, anything that can be used to injure a person) can NEVER be brought to school. This includes Halloween. For plays, a fake (wood or cardboard) "weapon" is allowed but must be preapproved by the director and principal. Bringing a weapon to school could result in a Tier 3 offense, suspension or expulsion.

Parking/Drop-Off/Pick-Up

There are three areas available to parents for parking when entering the school—across the street north of the rectory, south of the school building, and the street in front of school. **Please do NOT park in the red area marked as a Fire Zone.**

At Military and 65th Ave., one-way NORTH traffic begins at designated times of the day. The flow follows down the block and around the corner on Manderson Street. On 65th Street, the traffic flow is one-way SOUTH at designated times during the day.

Students should not arrive before 7:30 a.m., unless they are being dropped off at the daycare entrance for extended school day through the daycare. There is no supervision for non-daycare students before 7:30AM. At 7:30 a.m., students may enter and go directly to the gym where they are supervised during walking club.

No one is allowed to use the playground equipment or participate in football, soccer, or any other games anywhere on the grounds before or after school. Adequate supervision is not available at these times.

Students must not be picked up any later than 3:30. Multiple late pick-ups may result in students that are 4-12 years of age being required to attend St. Bernard Childcare. Registration fees, childcare tuition will be directly charged to the parents account. Students not picked up by 3:30 may also be reported as abandoned minors to authorities.

Parties

Two classroom parties are scheduled during the school year: Halloween and Valentine's Day. Room parents assist with these parties and keep the classroom teacher informed as plans are made. Parents/students are divided into two groups to provide a reasonable treat and paper products. At different levels, parties are handled differently. Room parents will keep parents informed.

*****Halloween costumes should not convey any hostile/violent characters and should reflect our Catholic identity. Toy weapons of any kind are not allowed.***

Birthday Invitations

Our school works hard to avoid exclusions, so we ask that children are not to hand out birthday/party invitations at school unless ALL of the students receive an invitation OR all boys or all girls receive an invitation.

Any flowers or balloons delivered will be kept in the office until the end of the day at which time the student will be called to the office to pick up.

10 HEALTH ISSUES

Health Aide

The school employs a full-time school health aide under the directive of the Catholic Schools Office and the Visiting Nurses Assistant Program. All medical/health communication will be sent to parents via the health aide's office.

Health Screenings

Creighton University Nursing Department has been contracted to perform routine screenings and record keeping. Nursing students, under the direction of their teachers, are involved in these areas. Transfer of health information to school records may be done by volunteer parents who are trained in the field of nursing.

Screenings at designated grade levels include blood pressure, height, weight, hearing, sight, and scoliosis. Parents will be notified if there are apparent problems, and the parents are responsible for further testing and intervention.

Student Medical Requirements

Medical information requested at the beginning of the school year is EXTREMELY IMPORTANT to the faculty and staff. Unless the school is made aware of existing conditions, it is difficult to monitor or intervene should there be an emergency.

The Nebraska Department of Health requires that all students, Pre-K –12, be immunized for measles, mumps, rubella, poliomyelitis, chicken pox (varicella), diphtheria, pertussis, hepatitis, and tetanus. Parents must supply the month and year of immunizations. If parents do not desire their children to be immunized or cannot obtain complete records, a waiver form must be signed.

A child cannot remain in school after **September 15** if health records are incomplete. **All students need 3 doses of Hep B.

The law requires physical exams for children entering Grades K and 7. This includes an eye exam. Any student coming from another state also must have a physical. A form may be requested from the school; a doctor's form is also acceptable. If the parent does not have the child examined, the parent must sign a waiver form.

Pre-K does not need a physical, but their immunizations must be current.

Sick children should not be sent to school. If a child vomits/ has diarrhea in the morning or night prior, they are not well enough for a day at school. **If a child has a fever of 100 degrees or higher, he/she must go home.** Parents are notified and are asked to pick up their child. If parents work or are not at home during the day, the school refers to the emergency card for a referral number. Good judgment on the part of the teacher, health

aide, or principal is used as to whether a child is sent home. Students must be fever free, vomit free, diarrhea free without medication, for 24 consecutive hours before returning to school.

Parents are generally always called when a child has been injured to the point that he/she needed minor treatment, for any head injury, or he/she vomited at school.

If infested with head lice, your child may return to school only after he or she has been treated with head louse shampoo and ALL lice and nits are removed. Please send a note with the child stating he or she has been treated, along with the name of the product used. We ask also for a 24 hour waiting period. SBCS has a no nit policy. If a child is treated for head lice, he/she cannot return to school until he/she is free of nits. A notification will be sent to the parents in any affected classroom.

Heart Safe School

Two **defibrillators** are available in the school, one is stored in the gym area near the calendar case and the other is in the health aide's office. Directions are plainly spelled out. St. Bernard is a Heart Safe School and the emergency response team is trained in responding to cardiac emergencies.

Asthma Protocol

POLICY ON SELF-ADMINISTRATION OF PRESCRIPTION ASTHMA OR ANAPHYLAXIS MEDICATION AT SCHOOL DURING SCHOOL-RELATED ACTIVITIES

Occasionally, a student's parent or guardian will request that the student be allowed to self-manage his or her asthma or anaphylaxis condition while at school during school-related activities. In such instances, the school will adhere to the following steps:

1. Require and receive a written request from the student's parent or guardian that the student be allowed to self-manage his or her asthma or anaphylaxis condition.
2. Develop, with the student's parent or guardian, along with the student's physician, an asthma or anaphylaxis medical management plan for the student for the current school year. This plan must:
 - identify the health care services the student may receive at school relating to such a condition;
 - evaluate the student's understanding of an ability to self-manage his or her asthma or anaphylaxis condition;
 - permit regular monitoring of the student's self-management of his or her asthma or anaphylaxis condition by an appropriately credentialed healthcare professional;
 - include the name, purpose, and dosage of the prescription asthma or anaphylaxis medication prescribed for such student;
 - include procedures for storage and access to backup supplies of such prescription asthma or anaphylaxis medication; and

- be signed by the student's parent or guardian and the physician responsible for treatment of the student's asthma or anaphylaxis condition.
3. The medical management plan must be kept on file at the school.
 4. The student's parent or guardian must sign the *Release and Indemnification* form before the student is allowed to self-administer his or her asthma or anaphylaxis medication.
 5. Once the medical management plan is in place, the student shall notify the principal (or, in the principal's absence, the school secretary) when the student has self-administered prescription asthma or anaphylaxis medication to be used according to the plan.
 6. Once the medical management plan is in place, the student shall be allowed to self-administer his or her asthma or anaphylaxis medication on school grounds, during any school-related activity, or in any private location specified in the plan.
 7. If the concerned student uses his/her prescription asthma or anaphylaxis medication other than as prescribed, he or she will be subject to discipline and his/her parent or guardian will be notified. However, the method of discipline shall not include a restriction or limitation upon the student's access to asthma or anaphylaxis medication.

COVID Recommendations

Students testing positive for COVID-19, will adhere to 5 day isolation from the start of symptoms if testing positive. We strongly encourage precautionary preventative measures if exposure to positive individuals including masking and handwashing with no isolation.

Food Allergies

As food allergies are becoming more common, it is extremely important that parents notify the school of any food related allergies so that the teachers and cafeteria staff are aware. There will be a designated area in the cafeteria to separate students who bring food with potential allergens (ex. peanut butter) from students with allergies.

Medications

The school personnel will dispense no medications (including Tylenol) without permission from a parent and a physician's authorization. The following procedure will be followed:

1. The health aide shall have a written, signed, and dated statement requesting that the student be supervised in the taking of medication during school hours and a written statement from the doctor that includes the name of the drug, the recommended dosage, and the time intervals for medicine to be given. DEADLINE: Sept. 15- Permission forms must be renewed each year by both the parent and the physician. **DEADLINE: All asthma medications and forms must be on file by Aug. 31. For the safety of the student, students without "at school use" asthma medications and up to date forms on file will be excluded from school after this date, until compliance with this policy is achieved.**

2. Medication, prescription and/or otherwise, will be stored in the health office and dispensed from there. No medication (with the exception of cough drops, antacids, and inhalers) shall be kept by the student or teacher in the classroom.
3. **A policy has been issued by the Archdiocese for *the Self-Administration of Prescription Asthma or Anaphylaxis Medication* at school during school-related activities. The *Release and Indemnification Agreement* must be signed by the parent and kept on file in the school office.** This agreement has a list of strict rules to follow should a parent choose for their child to self-administer. This form is on Sycamore and included in the Appendix, and will must be completed and returned to the school.
4. The school does not assume responsibility for non-prescription medications or reactions to prescription medication that are brought to school by the student. It is against school policy for any student to carry unauthorized medications.
5. The school does not have medication in stock. If a child needs medication, including Tylenol, his/her parent must supply it in the appropriate pharmaceutical container (prescription and non-prescription medicines both) with their child's name on it.
6. In the event a child's medical needs change, it is necessary to notify the school office.
7. In the event a child's medicinal dosages change, it is necessary to notify the school office.

Note: Prescription drugs that are to be taken three times daily do not have to be sent to school; they can be given before school, immediately after school, and at bedtime. This would eliminate the possibility of a number of problems.

Note: Every year an update on any special doctor's orders, child's medications, etc., is needed. This is called the *Annual Health Update* and is completed in Sycamore during the online enrollment process.

Monkey Pox

Students exhibiting signs and symptoms similar to chicken pox, will usually present with rash and swollen lymph nodes while chicken pox presents with fever first- both can advance to pustules. Supportive treatment for symptoms will be strongly encouraged as there is no vaccine currently available for monkey pox. Students with signs and symptoms will not be allowed to return to school until pustules are dry and scabbed over.

Drinking and Use of Alcohol/Drugs (Student)

SBCS is concerned about the academic and personal growth of every student in the school. The misuse of alcohol and other drugs can seriously interfere with the growth of any person, including elementary age children. SBCS recognizes that chemical dependency is a treatable disease, and SBCS will work closely with any student to assist him/her in reaching treatment.

Engaging in unlawful possession, selling, disposing, or use of a controlled substance or alcoholic beverage is a violation of Nebraska State Law and consequently, of school rules. A violation of any aspect of the state law or

school rules will result in a conference with the parents to decide on the course of action, which may include suspension or expulsion. A student believed to be under the influence of a controlled substance or alcoholic beverages during the school day will be removed from the classroom and sent to the office. The principal will contact his/her parents and request that the student be taken home. Treatment and counseling will be mandatory for those students with an identified drug or alcohol problem. The principal must have clear documentation of events and statements for legal reasons and to guarantee due process.

Wellness Policy

Nebraska requires an approved wellness policy from each school and school district. The policy must address three areas. These areas include Nutrition Education (in the classroom); Physical Activity (school exercise program); and Nutrition Standards (cafeteria food plan). SBCS has policies set in all three areas and updates as required, see Appendix A for full policy.

11 **HOT LUNCH** PROGRAM

SBCS maintains a hot lunch program whereby the children may purchase a well-balanced lunch planned according to federal guidelines. **Payment by check is preferred providing the check as a receipt. If a parent pays in cash, it must be in a sealed envelope with the child's name and the teacher's name on it.** Parents may pay for more than one student's lunch with the same check, but again, please write the children's names and grade on the memo section of the check. Also, if the parent's last name is different from the student's last name, please indicate this on the check. Teachers collect these envelopes in the classroom and send them to the office each morning. Parents may choose to use a credit/debit card for lunch payments. Parents must contact the business manager at the parish rectory to set up a time to make this financial transaction.

The price of student hot lunch including milk purchased daily is \$3.95. Milk purchased individually for cold lunch is \$.55. Note: Prices listed may be subject to change due to rising food costs. Advance notice will be given if an increase is deemed necessary.

The hot lunch program begins when school begins as full days. A monthly menu is on the backside of the calendar and is published on Sycamore and the St. Bernard Catholic School Website.

Parents are welcome to eat lunch at school with their child(ren). Parents must notify the cafeteria manager a day in advance if they plan to join their child(ren) for lunch. The cost for adults is \$5.00. Students may not have fast food delivered to school by an adult.

Unpaid school meals charge policy

Parents are required to keep a positive balance in their lunch account at all times. As soon as the account balance is zero or below, notification will be sent to the email (as listed on the account). Also, a paper invoice will be sent home with the student once a month, on any account with a negative balance. Please check your account regularly to monitor balance. If the balance is negative, St. Bernard is not required to provide a lunch that day. We will provide a meal to the student, but on the second occurrence, the Health Aide will contact the parent/guardian to submit payment or bring a lunch for their child.

Households can apply for free/reduced lunches at any time during the year. Please re-apply if you have a change in income. We accept credit cards, checks and cash.

Free or Reduced Lunch

Free or reduced priced lunches (CC) are available. The application form and instructions on how to complete the form is available in Sycamore under Documents. Parents may also pick up a Free and Reduced lunch form in the school office. SBCS encourages everyone who thinks they may qualify to complete this form even if the choice is not to accept free or reduced lunch. **The number of families that QUALIFY, not the number receiving these services, determines most of SBCS's limited State funding such as Title I Services.** **This information is kept in strictest confidence. Free and reduced lunch will not only benefit families but also the school. For those families who qualify and receive the program, the reduced lunch cost is \$.40 per day. Since the information is confidential, parents are asked to pay in advance in the same manner all students pay. **Note: These forms can be resubmitted any time during the school year as income status changes.**

Cafeteria

Students may bring lunch and purchase milk. Students should not bring glass containers. Soft drinks, or excessive amounts of candy should be avoided as it promotes unhealthy choices.

While in the cafeteria, students are expected to use the same manners required in the classroom. Loud voices, running, misusing food, kicking, grabbing, etc., are not considered good classroom behavior. Courtesy toward other students and cooperation with the teachers on duty are required at all times. Students in Grades K-5 have a half-hour of recess following their lunch. This allows plenty of time for physical exercise and less restricted behavior.

Note: SBCS does not allow soda pop at school for lunch except for field trips. The decision then will be at the discretion of the homeroom teacher.

Drinks (Students, Except Lunch)

Teachers may let students keep a water bottle on the student desk. This is to cut down on the trips students must make out of the classroom for drinks. Drinks are limited to water only. Students may **NOT** have sports drinks, sodas – pops – or colas, or any other drinks in the classroom. Teachers may not allow students to drink anything other than water during the school day. Allowances are made on rare occasions when cleared by the principal.

Nondiscrimination and Equal Rights Statement

In accordance with Federal civil rights law and the 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) 977-8339. 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 on line 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; or

Email: program.intake@usda.gov

This institution is an equal opportunity provider.

As stated above, all protected bases do not apply to all programs. The first six protected bases of race, color, national origin, age, disability and sex are the six protected bases for applicants and recipients of the Child Nutrition Programs. This institution is an equal opportunity employer.

12 PHYSICAL EDUCATION

A routine schedule is followed for physical education classes. The following gym clothes are acceptable but not required for all boys and girls in Grades 4-8: tennis shoes, shirt (not the school uniform shirt) and gym shorts or exercise pants (not the school pants, pajamas, or jeans). A SBCS Spirit t-shirt is encouraged. Shorts must come to the knee and should be loose fitting to allow more movement.

Clothing must not carry any type of inappropriate saying or logo. Any shirts that contain alcohol, tobacco, drug, gambling, or other questionable sayings will not be allowed. The gym floor can easily be damaged with inappropriate shoes. Only tennis shoes are allowed.

Recess Rules

Each grade using the playground has its specified place to play. No type of rowdiness is condoned on the school grounds. When there is a problem, children are instructed to report immediately to the teachers on duty. Students are not to bring play equipment from home to play with at recess. The reason is that often, personal toys get damaged, lost or taken, and this causes undue problems in the classroom or between classmates. When properly taken care of, there are adequate supplies for play at recess.

Sometimes students will play on the black-top area if they cannot utilize the field.

Unless there is very inclement weather, free periods are spent outside. Therefore, students should be dressed properly for cold weather. This includes a hat, boots, mittens, and a warm coat.

Students may be allowed to play in the snow should they be dressed in appropriate clothing, to include: boots, hat, gloves, coats, and snow pants.

NOTE: Students are NEVER allowed to pick up snow, make snowballs, or throw snow or ice during school hours, or immediately before or after school.

13 SAFETY

Because the school is responsible for children's safety while they are at school, parents are encouraged to discuss the following guidelines with each child(ren):

1. Students should arrive at school between 7:30 and 7:55 a.m. and go home directly after dismissal at 3:15. NO adult supervision outside of the school is possible before and after school hours. ***Any students in ANY grade arriving before 7:55 will come to the gym for walking club and remain there until the bell rings.**
2. The streets around the school are one-way streets before and after school.
3. Students should arrive in time for the patrol members to help them at the crossings.
4. Students should walk on the sidewalk and within the crosswalks marked on the street.
5. Accidents must be reported immediately to the school office, and an attempt will be made to call a parent.
6. Students should help keep the building and grounds free of litter.
7. Students should listen quietly and calmly follow directions during a fire drill, tornado drill, or lockdown.

Parents can help their children in this safety program by:

1. Reviewing the safest way to and from school and reminding them regularly about stranger danger.
2. Observing the "No Parking" area in front of the school.
3. Arriving promptly at dismissal time.
4. Reporting to the school and police immediately any suspicious or dangerous circumstances that might involve the students who are walking to and from school.
5. Calling the school office when information changes regarding WHO may pick up a child after school or in an emergency.

Safety Patrol

Safety Patrol is composed of 6th grade students and staff who assist in promoting the well-being and safety of the students to and from school and in the parking lot. The Safety Patrol is responsible for crossing both parents and students at the designated crosswalks surrounding the building. Students will be on patrol in the mornings from 7:40-7:55 a.m. and in the afternoon from 3:10-3:25 p.m. Safety patrol crossings are determined by the home location and number of walkers. Safety patrol will follow weather guidelines listed in the *inclement weather* section.

Emergency Response System

SBCS utilizes the I Love U Guys protocol for the emergency response system. The school emergency response team in conjunction with local police, fire, and FEMA agents has created and annually reviews the *St. Bernard Safety Manual and Emergency Operations Plan*.

Fire Drills

Fire drills are practiced monthly to prepare the students for a quick reaction in case of a fire emergency. Each class leaves the school in an orderly manner and reports to a designated area.

Tornado Drills

Tornado drills are practiced in the fall and spring. An intercom call throughout the building begins the drill, and teachers and students proceed to the lower level of the building and get into the recommended safe positions.

Tornado Warnings

In the event of a tornado warning, the students are brought to the cafeteria and band room. They will remain in the shelter of the basement level until an all clear is sounded. Parents are discouraged from attempting to enter or leave the school while the warning is in progress.

Intruder Drills

Intruder lock downs and disaster drills are rehearsed. Each teacher has the recommended items should there be an actual problem. Student IDs, first aid equipment, and other means of communication are available. Practices are held within the building and on the playground.

Procedures for special drills are included in the *St. Bernard Safety Manual and Emergency Operations Plan* located in the school office.

Evacuation

If an evacuation is necessary, the school will typically go to the church. However, if there is a danger to both the school and the church, the secondary evacuation site is the Benson Public Library located at 6015 Binney St.

Threats

SBCS utilizes the Nebraska Information Acknowledgement Center, the SBCS emergency response team, local police, and Safe2Help to determine the validity of any threat made towards students, staff, the school, or the parish. All threats are taken seriously.

Visitors

All visitors and volunteers must report to the school office, sign in upon entering the building, and receive a visitor pass that must be displayed while in the building. If parents wish to visit a classroom during the day, prior approval must be granted by the teacher and principal. This is only if their presence will not create a distraction to the learning environment. All visitors are encouraged to drop off anything they are delivering (lunch, books, etc.) with the secretary, and he/she will make sure that the child receives the items.

Visitors/parents cannot bring live animals to the classroom for show-and-tell due to the health hazards and danger of injury. Resource persons may bring animals, birds, reptiles, etc., to teach a lesson.

Drug Free Zone

The primary function of SBCS is the education of young people. Tobacco use/smoking, alcohol, or other substance use is a negative influence in developing social, economic, and healthy behavior in children. It is the policy of St. Bernard Parish that the DRUG FREE ZONE be enforced in the school building during school hours as well as school activities held in the school while children are present. Students who possess drugs and/or alcohol at school or at any school function are subject to suspension and/or expulsion.

School Closings

SBCS follows Omaha Public Schools closings and cancellations. In most circumstances, cancellations are made the night before rather than waiting until morning. Early dismissals are rare because parents have difficulty leaving work, etc., to get to school. Late starts are also rare but can be called in the event of weather impacting the morning commute or below freezing temperatures (considered a “cold day”). All late starts will start at 10:00 am and will be a “COLD lunch” day. Information regarding school closings or cancellations will be communicated via email, Remind app, and Facebook. If the school is closed, the child care will also be closed.

14 ADDITIONAL NOTES

The information contained in this handbook provides a general description of rules and regulations. SBCS reserves the right to add to, modify, or abolish any of the handbook provisions without notice.

Non-enforcement of any of the rules or regulations does not serve as a waiver of their future enforcement.

This handbook does not create any restriction upon SBCS's right to institute any course of disciplinary action that, in SBCS's sole discretion, it believes is necessary and consistent with its Catholic educational mission.

15 APPENDICES

St. Bernard Wellness Policy 2023-2024

St. Bernard Catholic School
3604 N. 65th St.
Omaha, NE. 68104
#280746

Committee:

Sarah Valasek- Principal
Barb Gehringer- Food Service Director
Krista Sorensen- Administrative Assistant & Parent
Lindsey Ridley- Administrative Assistant
Barb Gehringer-Food Service
Neal Stanesick- Physical Education Teacher
Theresa Hays- Health Aide & Parent

We encourage anyone interested in joining the Wellness Committee to contact Dr. Sarah Valasek, (402) 553-4993 or svalasek@stbernardomaha.org

****Wellness Policy adopted on July 26, revisions on Feb. 9, 2024, July 24, 2024, July 15, 2025.**

Nutrition Guidelines

The types and choices of food and beverages available to students influence their lifelong health and nutritious eating habits. St. Bernard Catholic School participates in the National School Lunch Program. All lunches served are Child Nutrition Certified, meeting USDA nutrition standards for reimbursable school meals.

Goal: To serve meals lower in sugar, sodium and fats.

Objectives:

1. All canned fruits (except pineapple & mandarin oranges) are packed in extra light syrup or water.
2. All fruit juice is 100%. No added sugar.
3. All canned vegetables are packed with no added salt.
4. Fresh fruits & vegetables are purchased through the FFAVORS program as well as local family gardens, and meet the required Buy American Provision.
5. When available to purchase through our food distributor, main entrée items are lower in sodium.
6. Lunch meats, such as, turkey and ham are 96-98% fat free.
7. All items served, including condiments and dressings have 0 Trans Fats.
8. White milk offered is 1% and chocolate is non-fat.
9. Unflavored water is available to all students throughout the day and during lunch.

Goal: To increase the consumption of whole grain rich foods (WGR)

Objectives:

1. All breads, buns, noodles, and breadings on main entrees are all WGR.

2. Tortilla chips/chips served are WGR, and meet Smart Snack requirements.
3. Any desserts served are WGR, and meet Smart Snack requirements.

Goal: To decrease food waste and encourage taste testing.

Objectives:

1. To use the Offer vs. Serve lunch plan. All five food components (meat/meat alternative, grain, fruit, vegetable, and 1% white or fat-free chocolate) are offered, but students may decline up to two food components. The three components chosen, a ½ cup serving of fruit or vegetable MUST be taken.
2. Offer vs. Serve will allow students to take smaller portions of a declined food to taste test.
3. Students are given a 30 min. lunch period (5 min. in line, 25 min. seat time) to consume lunch.

Goal: To increase the consumption of healthy foods that reinforces and encourages healthy eating habits.

Objective:

1. Smart Snacks: (what can be sold) All foods and beverages served during the school day are Smart Snack compliant and follow the Nebraska Competitive Food Rule (when they can be sold) See the attached Smart Snack Guidelines and the Nebraska Competitive Food Policy.
2. Encouraging parents and teachers to offer Smart Snack snacks for classroom celebrations and during after school programming and clubs.

Nutrition Education

Educating students about essential nutrients found in foods, and the connection each one has in developing and maintaining a healthy body, provides the knowledge and understanding in helping them make smarter food choices.

Goal: To teach, model and support healthy eating.

Objectives:

1. Classroom participation with Team Nutrition: Serving Up My Plate, A Yummy Curriculum, which integrates nutrition in Math, Science, English, Language Arts, and Health.
2. Classroom participation with Farm to School activities/worksheets.
3. Music participation with Team Nutrition: Serving Up My Plate, A Yummy Curriculum, music CD's.
4. Display My Plate, Team Nutrition, and Farm to School posters throughout the cafeteria.
5. Display students' nutrition projects/worksheets in the cafeteria.
6. Monthly lunch menu located in classrooms, in the cafeteria and Sycamore.
7. Teachers' knowledge of and commitment to Nutrition Education.
8. Monthly information, ideas, suggestions, activities and recipes located in Take Home Tuesday, to encourage family participation.

Nutrition Promotion

"People will change their behavior to reflect their environments. If you want healthy people, create healthy environments." – Tom Golaszewski-

Goal: To establish food environments which promote healthy nutrition choices.

Objectives:

1. All foods and beverages provided to students in the cafeteria comply with federal regulations and Smart Snack Policy.
2. Teachers and parents are encouraged to follow the Smart Snack Policy when providing treats for parties.

3. Alternatives to food and beverages as rewards.
4. Posters portray nutritious/healthy food.
5. No Fast Food may be dropped off to students, for lunch in the cafeteria.

Physical Activity:

1. Physical Education-
Goal: age-appropriate curriculum consistent with national and state standards.
Objectives:
 1. To teach and model healthy exercise habits
 2. To educate students on the variety of different ways to exercise
 3. To give students 60 minutes of physical activity per day to support PE standards, prek-5. Gr. 6-8 receive 50 min., twice weekly.
 4. Students follow developmentally appropriate practice while following state and local standards for physical education with lessons including physical activity, health and wellness.
 5. The PE teacher holds a BA of Science, K-12 Health and PE.
 6. To provide opportunities for curriculum development, SEL, Behavior and Mental Health.
2. Health Education-
Goal: age-appropriate curriculum consistent with national standards, including but not limited to: Nutrition, total health, hygiene, physical activity, healthy relationships, etc.
 1. Students follow developmentally appropriate practice while engaging in physical education goals and objectives.
3. Recess- outdoor/indoor guidelines (should not be withheld as punishment),
Goal: supplements physical education to allow students to get 60 minutes of moderate physical activity every day.
 1. Students will engage in recess before and after lunch.
 2. Students are provided with classroom physical activity breaks.
 3. Staff and students utilize Mindful minutes to return to learn and demonstrate readiness to learn.
 4. Staff and students utilize GoNoodle Brain Breaks.
4. Classroom-based physical activity-
Goal: periodic opportunities to be active and stretch throughout the day.
Objectives: Supplements physical education and recess to allow students to get at least 60 minutes of physical activity every day.
 1. Students will be able to move, stretch, take brain breaks for a minimum of 5 minutes a day.
5. Before/After School Activities-
Goal: Jr. Pride: optional weekly after school and program to expand upon age-appropriate physical skills learned during the school day.
Objectives:
 1. Walking Club
 2. Students will have the opportunity to participate in After School Care on site with parent/family
 3. 5K Bernard Boogie
 4. Fun and Field day including the Tiger Trek

Other Student/Staff Wellness Goals

Mental, social, emotional and behavioral support for students and staff

Goal:

Staff Wellness: Optional physical activities to promote healthy lifestyles for SBCS staff.

Objectives:

1. **Mental Health-** Students engage and participate in School Assemblies including but not limited to: Respect, Dean Jacobs, NE Kids on the Block.
2. **Social/emotional-** Students have the opportunity to participate in TeamMates mentoring program.
3. **Behavior support-** Students who require additional support with successful behavior in and around the school environment can be referred to the MTSS process. Teachers are supported with Behavioral Professional Development throughout the school year and be the formal SAT process.
4. Students will have the opportunity for one on one only counseling support weekly by Steve Nelson.
5. Students will participate in, engage in, and promote mental, social, emotional, behavioral and spiritual well being in lessons centered on the Circle of Grace throughout the school year.
6. Students will participate weekly in Catholic Mass, weekly adoration, monthly penance service, quarterly Rosary for faith formation and religious health. Students also have access to the Chapel for quiet prayer and reflection.
7. Students will receive weekly lessons in Catholic education to offer religious support.
8. St. Bernard Catholic School staff will have the opportunity to engage in team building activities that include physical, mental health, social/emotional activities to promote healthy lifestyles, Evangelium institute five times throughout the year including one school staff retreat.
9. Students and staff are supported through the following services: Title 1, Literacy Intervention, Resource, SLP, MTSS plans.
10. Staff will participate in the Lenten Journey during Lent to increase physical activity.

Public Notification

The school Wellness Policy is located in the St. Bernard Catholic School Student handbook and linked on the website.

Free or Reduced Lunch

Free or reduced priced lunches (CC) are available. The application form and instructions on how to complete the form is available in TADS under Documents. Parents may also pick up a Free and Reduced lunch form in the school office. SBCS encourages everyone who thinks they may qualify to complete this form even if the choice is not to accept free or reduced lunch. **The number of families that QUALIFY, not the number receiving these services, determines most of SBCS's limited State funding such as Title I Services.** **This information is kept in strictest confidence. Free and reduced lunch will not only benefit families but also the school. For those families who qualify

and receive the program, the reduced lunch cost is \$.40 per day. Since the information is confidential, parents are asked to pay in advance in the same manner all students pay. **Note: These forms can be resubmitted any time during the school year as income status changes.**

The Hot Lunch Program information may be referenced on page 50-52 of the Student Handbook.

Monitoring & Evaluation

Dr. Sarah Valasek, the school principal, ensures school compliance with the established Wellness Policy. Barb Gehringer, and food service staff ensures compliance with the National School Lunch Program. The committee meets annually to review the policy and make any necessary updates or desirable changes. We complete the Triennial Assessment every 3 years.

Appendix b:

TECHNOLOGY ACCEPTABLE USE POLICY-STUDENTS

Purpose

Technology is a valuable and important tool to improve student learning and enhance the academic curriculum taught at the school. St. Bernard's objective is to provide students and employees with a wide range of information technology to support higher-level learning and instruction in and outside of the classroom. All St. Bernard employees and students are expected to contribute to a safe and productive learning environment while using technology and related network resources. The rules and guidelines governing the use of St. Bernard's technology are outlined below.

Technology and Network Resources

For purposes of this policy, the term "technology" or "network resources" refers to all aspects of St. Bernard's owned or leased electronic equipment (including computers, tablets, printers, scanners, cameras, etc.), email, internet services, servers, software, network files and folders and all other technology-related equipment and services. These rules apply to any use of St. Bernard's technology or network resources, whether this access occurs in school (live or virtual) or outside of school. Students are expected to use technology and network resources in accordance with this policy.

Access to the St. Bernard wireless network WILL be restricted to St. Bernard approved electronic devices from 7:30 a.m. to 5:00 p.m. on school days. It may also be restricted entirely or at certain additional times whenever deemed necessary. The use of personal electronic devices may be allowed in the classroom (or library) at the sole discretion of faculty/staff. The use of personal electronic devices as a "hot spot" for students and others to bypass the school network is prohibited while on school premises.

Student Responsibilities and Acceptable Use

Student access to technology is a privilege, not a right. Students are expected to use technology in a responsible manner consistent with St. Bernard's educational and religious objectives. The following list provides some examples of student responsibilities and acceptable uses of technology:

1. All technology must be used to further the educational and religious mission of St. Bernard, and should be respected at all times. Students are responsible for reporting any misuse.
2. Students must use his/her real identity when using St. Bernard's network resources.
3. The network is to be used to store and transmit school-related data only.
4. Students may be assigned unique email and login usernames and passwords to protect the information on the network. Do not access or use other people's accounts. Do not

access or use other people's computers, or folders, or any other electronic device without express permission from the owner.

5. Do not share passwords with any other person. St. Bernard faculty and parents should be the only exceptions. If a student believes his or her password has been compromised, the student must immediately report this concern to a faculty member.
6. Students are responsible for all actions taken under a student's username and password.
 7. With the exception of an Apple ID, students should always use his/her St. Bernard email address or username when utilizing online resources for digital storage or collaboration.
 8. Electronic communications (emails) between faculty and students **must** be made via St. Bernard's internal email system. Electronic communications between faculty and students through personal accounts may be deemed inappropriate and result in disciplinary action.
 9. Students should obtain permission before accessing, posting, or transmitting information belonging to others.
 10. Students must respect network security and should not attempt to bypass any technological blocks placed on computers to protect students and filter content that the school has classified as objectionable. Faculty may request to unblock a website if the website is appropriate and relevant to school activities.
 11. There is no privacy online. Students should never provide personal information online or share any information the student does not want made available to the public.
12. Students should back up his/her work often. Do not use technology as an excuse. If your computer fails at home, you are still responsible for completing all assignments on time.
13. If applicable, students are responsible for regularly checking his/her St. Bernard email account and teachers' course pages to stay updated on information shared electronically by the school or his/her teachers.
14. All student files stored on the network may be deleted at the end of each school year.

Unacceptable Uses of Technology and Network Resources

The use of technology and network resources must be consistent with the educational and religious objectives of St. Bernard. Examples of unacceptable uses of technology include, but are not limited to, the following:

- To access, post, publish or store any defamatory, inaccurate, abusive, obscene, sexually-oriented, threatening, racially offensive or illegal materials that are inconsistent with the objectives and/or teachings of the school.
- To harass, intimidate, threaten or bully others, whether inside or outside of school.
- To steal or borrow intellectual property without permission.
- To plagiarize the work of others, or to use the work of others as your own without giving proper credit.
- To breach copyright laws by using unlicensed software or pirating audio or visual

materials.

- To bypass St. Bernard's content filter or network security.
- To knowingly spread computer viruses or malware.
- To send out "chain" emails, mass emails, and/or surveys not approved by faculty or staff.
- To misrepresent one's own identity or the identity of others.
- To take a photo, record through video or audio any student or faculty member without his/her knowledge and consent.
- To express profanity or any other inappropriate content online, including St. Bernard's website, email program, social media or other internet sites.
- To share personal information or information about any student or faculty member to anyone via the Internet.
- To access another user's account or invade the privacy of others.
- To store or download unauthorized software programs, music, videos, game files or personal photos on St. Bernard computers.
- To play games, chat on-line, or watch videos during the school day unless associated with a class and permission from a teacher is explicitly given.
- To utilize encryption or software to hide activity that violates St. Bernard's Technology Acceptable Use Policy.
- To violate any federal, state, or local laws.

Social Networking (Facebook, Twitter, Texting, Blogs etc.)

Although social networking and texting normally occurs outside of the classroom, it may have a negative impact on the school community. If a student uses social networking or a personal electronic device to convey offensive or disrespectful communications inconsistent with this policy and/or the objectives of the school, St. Bernard reserves the right to take any disciplinary action it deems necessary to protect students and faculty. St. Bernard encourages parents to routinely view and monitor their student's personal networking sites and electronic devices to ensure the information and content does not place any student at risk.

Guidelines for social networking:

- Be aware of what you post online. Social media venues, including wikis, blogs, photo and video sharing sites, are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you would not want friends, parents, teachers, future employers, or God to see.
- Follow St. Bernard's code of conduct when posting online. It is acceptable to disagree with someone else's opinions; however, do it in a respectful manner. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
- Be safe online. Never give out personal information, including, but not limited to, first and last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your password(s) with anyone besides your teachers and parents.

No Expectation of Privacy

St. Bernard sets the terms and conditions of technology use. Students should have no expectation of privacy or anonymity while using technology and network resources provided by St. Bernard. All content created, sent, accessed or downloaded using any part of St. Bernard's technology or network resources is subject to the rules stated in this policy. St. Bernard reserves the right to monitor the network and examine or remove electronic files and/or materials whenever it deems necessary. Students should never assume that emails, files, or other content created or stored on St. Bernard's network will be maintained as private or confidential. Should St. Bernard determine there is a reasonable need to do so, it reserves the right to search students' personal electronic devices (cell phones, laptops, etc.) brought on to school grounds.

Disciplinary Action

Violations of this Technology Acceptable Use Policy may result, at minimum, in the loss of technology and network privileges as well as appropriate disciplinary action (up to and including suspension or expulsion). Any violations of federal, state, or local laws will be reported to the appropriate authorities. Students who receive or learn of any harassing, threatening, or inappropriate electronic communications or postings should immediately notify the faculty member supervising the activity or St. Bernard's administration.

Families will be liable up to \$250 of any damage occurred to hardware or software used by the student, principal discretion based on circumstance and damage incurred to devices. The principal also hold the right to limit technology access to students based on the following: violations of inappropriate usage/ behavior, technology hardware violation, or misconduct with digital citizenship.

Access to Inappropriate Materials on the Internet/Disclaimer

St. Bernard currently utilizes an internet content filtering system that reduces student access to offensive and pornographic materials. However, no filtering system is foolproof and St. Bernard cannot entirely control what students may or may not locate on the internet. While St. Bernard allows students to access the internet for educational purposes only, students may have the ability to access inappropriate materials. St. Bernard is not responsible for the content of the information or materials students may retrieve from the internet. Students who inadvertently access inappropriate materials must report the incident to the supervising faculty member or the school's administration immediately.

Policy Revision: March, 2025

5063 COPPA Student Privacy Notice

Our school may contract with publishers or online providers to offer online curriculum that aligns with school standards or other services that support the teaching and learning process of the students. These applications or websites are offered for the benefit of the students and our school. Online providers give our school full notice of their collection, use, and disclosure practices.

In order for our students to use these educational programs and services, certain personal identifying information, which may consist of the student's name, username, email address, grade level, age and/or date of birth, may be provided to the website operator strictly for educational purposes. Under the federal law entitled the Children's Online Privacy Protection Act (COPPA), these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. For more information on COPPA, please visit:

<https://www.ftc.gov/enforcement/rules/rulemaking-regulatory-reform-proceedings/childrens-online-privacy-protection-rule>

The law permits schools such as ours to consent to the collection of personal information on behalf of all of its students strictly for educational purposes, thereby eliminating the need for individual parental consent given directly to the website operator.

By acknowledging receipt of the Student/Family Handbook, you consent for our school to provide personal identifying information to operators of approved web-based educational programs and services strictly for educational purposes.

Parental Notification of Online Products Used:

Online Website or Service	Primary Purpose	Privacy Policy
Google G-Suite for Education, Classroom, Groups, Meets, Hangouts, Sheets, Sites, Slides	Online teaching and learning framework	https://gsuite.google.com/terms/education_privacy.html , https://cloud.google.com/security/compliance/coppa/
Renaissance Learning: Star Math, Star Reading, Accelerated Reading, Freckle, MyOn, Nearpod	Student assessment and learning support	https://www.renaissance.com/privacy/
IXL	Support Student Learning	https://www.ixl.com/privacypolicy

STUDENT ACKNOWLEDGMENT OF TECHNOLOGY ACCEPTABLE USE POLICY

Each student and his or her parent(s)/guardian(s) must receive the Technology Acceptable Use Policy and sign the Parent Handbook Acknowledgment form as a condition of continued enrollment. Students and parent(s)/guardian(s) need only sign this Authorization for Internet Access once while student is enrolled in the School.

I have received, understand, and will abide by the Technology Acceptable Use Policy.

By signing the Parent Handbook Acknowledgement Form each child's parent(s)/guardian(s) understand and agrees to the following:

I have read the Technology Acceptable Use Policy and this Authorization for Internet access and understand and agree to the terms of that Policy. I understand that access to the Internet is designed for educational purposes and that the School prohibits the access of inappropriate materials, but that it is impossible for the School to restrict access to all controversial and inappropriate materials. I will hold harmless the School, its employees, and/or agents from any harm caused by materials or software obtained by my child via the Internet. I also agree, on my child's behalf, to the terms of the Technology Acceptable Use Policy; I affirm my child's obligations pursuant to that policy and this Authorization and accept all responsibilities and/or liabilities arising from my child's compliance or non-compliance with that policy and/or Internet use. I have discussed the terms of this Authorization with my child. I hereby request that my child be allowed access to the Internet while at school.

The Handbook Acknowledgement Form will be signed in physical format during Back to School Night and is available on Sycamore.

16. ATHLETIC & BAND POLICY

Dear Parents and Guardians of _____:

Thank you for supporting the arts at St. Bernard Catholic School. We are excited that your

student has elected to participate in (Athletics) Band. (Athletics) Band is a privilege for students to participate in the (Athletic Program) Fine Arts.

In order to be part of (Athletics) Band, students must meet the following criteria:

1. Students must turn in all their work on time including the work missed due to being out of class for band. Excessive missing work can result in the removal from the band. Students can rejoin Band when they improve on their performance.
2. Students must have a perfect Tiger Card. Signatures resulting in repeated or major infractions can be removed from Band.

Students that have missing Homework, incomplete assignments, or behavior issues as reflected on the Tiger Card will not have the privilege of attending/ participating (Athletics) Band.

Thank you for supporting both students, the (Athletic Program) Fine Arts and academic excellence at St. Bernard

Catholic School.

Dr. Valasek Mrs. Sibbernsen Mr. Collier Ms. Sanborn

Principal 7th Gr. Homeroom 8th Gr. Homeroom 6th Gr. Homeroom

Nebraska Department of Education

Model Policy- 3rd Draft

St. Bernard Catholic School Behavioral intervention & Classroom Management Policy

I. PURPOSE:

The St. Bernard Catholic School, Archdiocese of Omaha Catholic Schools, is committed to creating a learning environment where every individual is valued, respected, and supported. Grounded in N.R.S. 79-262.01, this policy emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. It provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.

II. GENERAL PRINCIPLES

As part of the school district commitment, the district is implementing a comprehensive Multi-Tiered System of Support (MTSS) designed to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success. This approach is guided by the following core elements:

1. **Sound Infrastructure and Shared Leadership:** The MTSS framework is built on a foundation of sound infrastructure and shared leadership, ensuring systematic processes are in place to organize supports effectively. This structure enables consistent problem-solving and promotes continuous improvement to benefit all students.
2. **Layered Continuum of Support:** Central to the MTSS approach is a layered continuum of support that incorporates evidence-based practices. This ensures every student receives high-quality instruction and individualized interventions tailored to their specific needs, fostering equitable opportunities for success.
3. **Data-Based Decision-Making:** Data-based decision-making is a key component of the MTSS model. By utilizing actionable data, educators can reflect, plan, and make informed decisions to address student needs effectively. This continuous feedback loop enhances the system's ability to support all students.
4. **Communication and Collaboration:** Collaboration and open communication are integrated across every aspect of the MTSS framework. Alignment between educators, families, and the broader community ensures transparency, trust, and a shared commitment to supporting student success.

III. STANDARDS

Tier 1: Universal Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Develop and maintain a district-wide behavior framework, ensuring alignment with the district's vision and goals. Establish a leadership team to oversee implementation and sustainability.	Create school-level leadership teams to implement the district behavior framework. Build systems to support staff in consistent implementation of universal behavior strategies.	Teachers set up clear, consistent behavior expectations aligned with school and district policies. Classroom routines and physical environments are structured to promote positive behaviors.
Layered Continuum of Support	Ensure all schools have access to evidence-based universal behavior practices and instructional tools for promoting positive behavior.	Develop a school-wide plan for teaching and reinforcing positive behavior expectations for all students.	Integrate the development of emotional and interpersonal skills into daily instruction and explicitly teach expected behaviors.
Data-Based Decision-Making	Implement a district-wide behavior data system for tracking student behavioral incidents, attendance, and other indicators of behavior. Analyze district trends to guide support for schools.	Use behavioral data to assess school culture, climate and adjust universal supports.	Collect and reflect on classroom behavior data to identify patterns or unanticipated signs of distress and adjust teaching practices as needed.
Communication and Collaboration	Share district-wide behavior policies, expectations, and data with all stakeholders, including families and the community.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom.
Tier 2: Targeted Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Provide a menu of evidence-based Tier 2 and training for implementation.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom.
Layered Continuum of Support	Allocate resources to support targeted interventions, such as	Implement interventions such as mentoring programs, social skills	Provide additional supports like daily progress monitoring,

	additional staff or training for small group supports.	groups, or targeted behavior coaching.	structured breaks, or small group sessions within the classroom.
Data-Based Decision-Making	Use district-wide systems to track the effectiveness of Tier 2 interventions and adjust as needed.	Monitor progress using behavior data: point sheets, observations, or student self-assessments and input data in district-wide systems.	Document daily data on student progress to evaluate the impact of interventions.
Communication and Collaboration	Facilitate communication between schools, families, and community partners about available Tier 2 supports.	Engage families in the intervention process by providing regular updates and involving them in problem solving and goal setting.	Maintain open lines of communication with families about their child's progress and strategies to promote support the behavior goals at home
Tier 3: Intensive, Individualized Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Ensure access to specialized staff to design and oversee intensive interventions.	Assemble a multidisciplinary team to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).	Collaborate with specialists to integrate individualized supports seamlessly into classroom routines.
Layered Continuum of Support	Coordinate external services and resources for students requiring wraparound support beyond the school.	Provide interventions or sessions tailored to the student's unique needs and communicate with external services and resources to align supports for students.	Consistently implement accommodations and modifications, such as sensory supports or de-escalation plans, to address individual behaviors.
Data-Based Decision-Making	Regularly review data on Tier 3 interventions and outcomes to ensure its effectiveness.	Use detailed, frequent data collection to refine and adjust BIPs based on student progress.	Implement daily monitoring and adjust individualized strategies as data indicates.
Communication and Collaboration	Partner with community agencies to align supports for students with complex needs.	Conduct regular meetings with families to review and revise plans based on student progress.	Provide ongoing feedback to families and specialists about the student's daily

			performance, progress, and needs.
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Adopted March 2025

