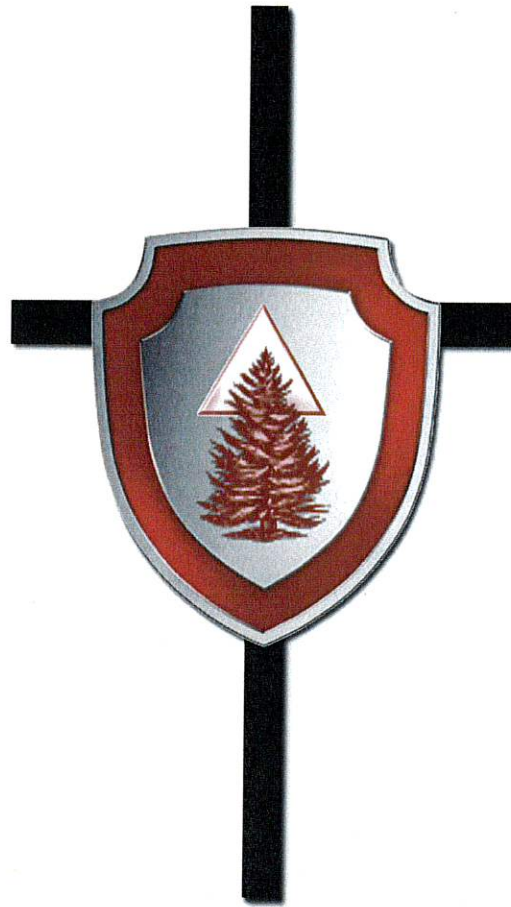


Cedar Catholic

Jr.-Sr. High School



Opening Faculty Meeting
2023-2024

Developing Disciples for the Future

2023-2024 Cedar Catholic Opening Faculty Meeting

1. Opening Prayer – Litany of Mercy
2. Welcome and Faculty Introductions: *Coffee and Rolls*
3. Schedules: See attached Letter
 - a. Trojan Tracker (Handout) *Sheila Jueden*
 - b. Master Schedule (Handout) *Rob Bengston*
 - c. Bell Schedules (Handout) *Sheila Jueden*
 - d. Mass Schedule (Google Drive). *Lori Christensen & JoAnne Hamilton*
 - e. Lunch Schedule/Lunch Duty – *Rob Bengston & Sheila Jueden*
 - f. Ticket-taking Schedule: *Chad Cattau*
 - g. Concessions: *Sheila Jueden*
4. First Day
 - a. Mass Ministers/Discipleship Groups: *Lori Christensen & Renae Mainquist*
 - b. Class Meetings: *Lori Christensen*
 - c. Planners: *Sheila Jueden*
 - d. Computer Assignments: *Rob Morten*
 - e. Syllabus: *Dan Hoelsing*
5. Faculty Prayer & Meetings: *Lori Christensen & JoAnne Hamilton*
 - a. Hallow App. Webinar
 - b. Tuesday & Thursday Prayer – Chapel – 7:40 am
 - c. Friday Morning Meeting – Media Center – 7:40 am
6. Students: *Sheila Jueden*
 - a. New Students and Special Considerations
7. Handbook Changes (Handout) *Sheila Jueden, Chad Cattau, Dan Hoelsing*
8. General Operating Procedures (Handout) Dan Hoelsing
 - a. Teacher Expectations (Handout)
 - b. Instructional Norms (Handout)
 - c. Supervision/Evaluation of Instruction (Handout)
9. Code of Conduct: Dan Hoelsing
 - a. Archdiocese Code of Conduct (Handout)
 - b. Circle of Grace – Professional Boundaries: Employees & Students
 - c. Representing Cedar Catholic - Modeling
 - d. Appropriate use of Social Media

10. Catholic Schools Week (Google Drive). *Rob Bengston & Ray Weier*
11. Standards, Curriculum, and Assessments: *Dan Hoelsing*
 - a. Homework & Grading
 - b. Semester Finals/Projects
 - c. Archdiocesan Assessments (Handout)
12. Dress Code: *Chad Cattau*
13. Discipline (Restorative Practices/Circles, Detentions) *Dan Hoelsing*
14. Phones and other Electronic Communication: *Chad Cattau*
15. Parent Communication: *Dan Hoelsing*
16. Safety and Security (Handout) *Dan Hoelsing*
 - a. CMG Connect: Safe Environment
 - b. Emergency Procedures (Handout)
 - c. Safety Flip Chart and EOP Plan
 - d. Dating Violence (Handout)
 - e. Bullying (Handout)
17. Google Drive: *Cassie Gubbels/Chad Cattau*
18. 2023 Legislation affecting Catholic Schools: (Handout) *Dan Hoelsing*

Litany of Mercy for Teachers

Jesus, Good Shepherd, show us your merciful gaze through the students whom we teach. Shower your mercy on the students and their families, on all that they think and do and say. In your great mercy strengthen, guide, protect and console us as we journey with you each day.

Master Teacher, we come before the throne of grace seeking mercy and pray:

Lord, have mercy.
Christ, have mercy.
Christ, hear us.

**Lord, have mercy.
Christ, have mercy.
Christ graciously hear us.**

For the times I failed to pray for my students,
For the times I failed to prepare my lessons well,
For the times I prepared or taught lessons without first asking for the Lord's guidance,

Lord, have mercy.

For the times I failed to respect the dignity of the students as children of God,

Lord, have mercy.

For the times I was impatient,
For the times I was sarcastic,

Lord, have mercy.

For the times I made a student feel small,

Lord, have mercy.

For the times when my words tore down rather than built up,

Lord, have mercy.

For the times I hurt a student, parent, colleague with my words or actions,

Lord, have mercy.

For the times I lacked a spirit of service,

Lord, have mercy.

For the ways I put myself first,

Lord, have mercy.

For the times I put myself before the students or the school community,

Lord, have mercy.

For the times I felt entitled to my negative thoughts, words, and actions,

Lord, have mercy.

For the times I lacked the courage to advocate for a student,

Lord, have mercy.

For the times I used my authority wrongly,

Lord, have mercy.

For the times I failed to assume the best about the students,

Lord, have mercy.

For the times I was critical of administration, students, parents, colleagues,

Lord, have mercy.

For the times I sought honor, praise, popularity, recognition, applause for myself rather than for your Kingdom,

Lord, have mercy.

For the times I sought honor, praise, popularity, recognition, applause for myself rather than for your Kingdom,

Lord, have mercy.

For the times I have lacked hope, been discouraged, or wanted to give up,

Lord, have mercy.

For the times I failed to remember that the goal of all my work as a teacher is to prepare students for eternity,

Lord, have mercy.

Lord, grant me the grace

to be open to the charismatic grace of teaching.

Lord, grant me the grace

to give the Holy Spirit the freedom to teach in and through me.

Lord, grant me the grace

to ask forgiveness from students, parents, and colleagues.

Lord, grant me the grace

to grant forgiveness to students, parents, and colleagues.

Lord, grant me the grace

to be understanding with students who struggle.

Lord, grant me the grace

to notice when a student needs something that it is possible for me to provide.

Lord, grant me the grace

to recognize your many gifts present in students, parents, colleagues.

Lord, grant me the grace

to see others as you see them.

Lord, grant me the grace

to be open to personal encounters with students, parents, colleagues.

Lord, grant me the grace

to remember that the students' Angels behold the face of the Father.

Lord, grant me the grace

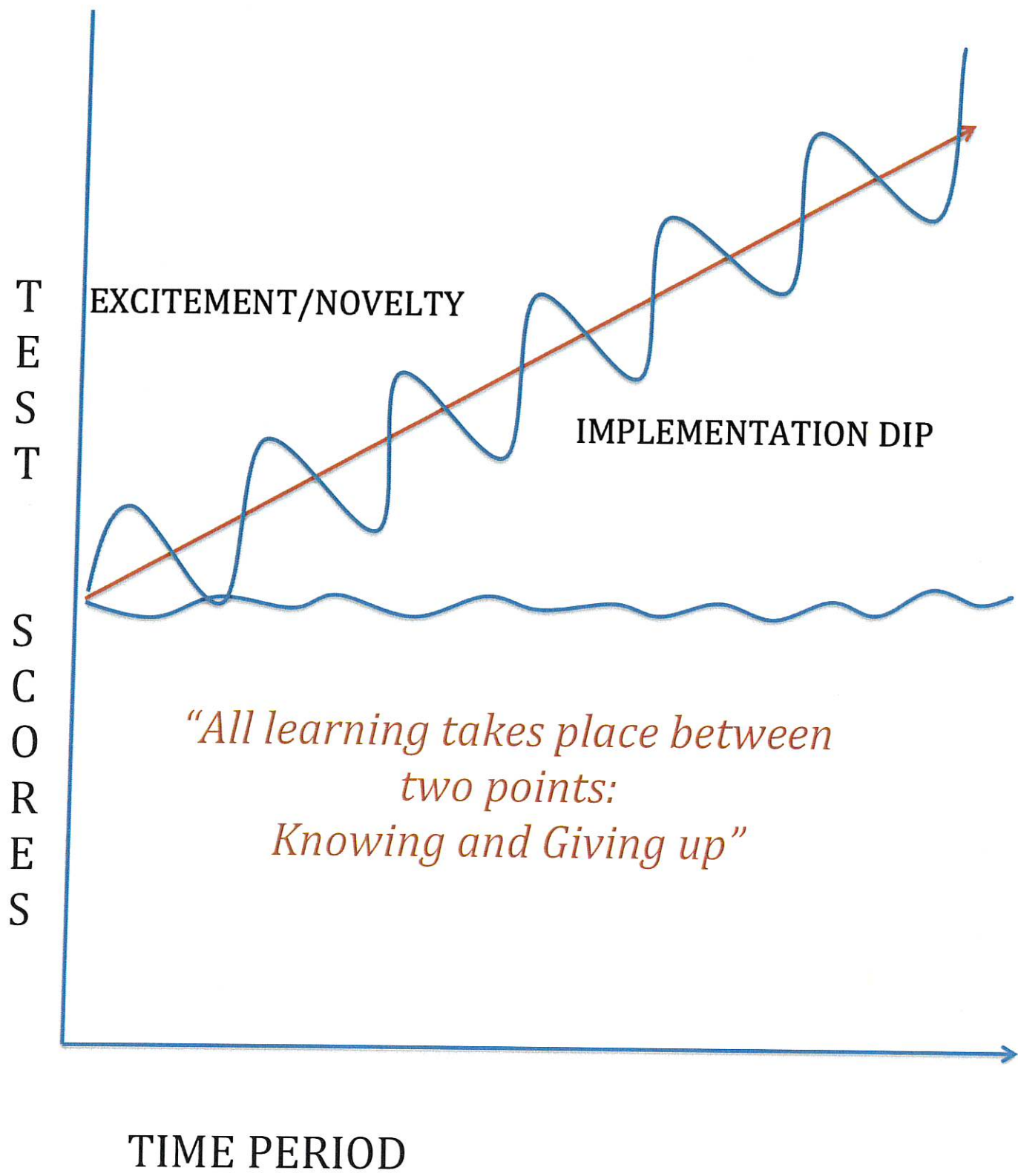
to be merciful as you are merciful.

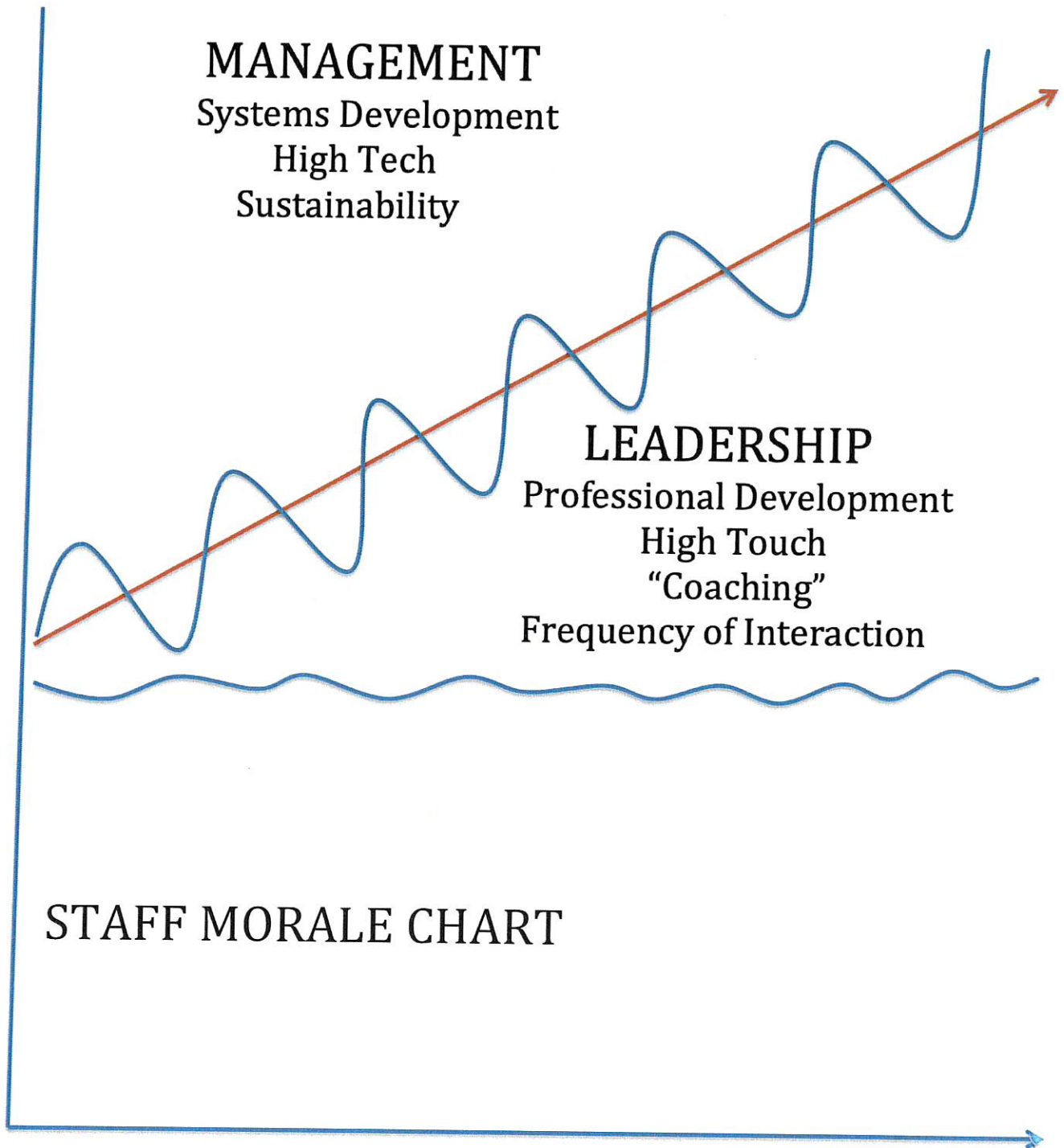
Let us pray:

Most Holy Trinity, Father, Son, and Holy Spirit, we adore you profoundly. You are an eternal exchange of love and you have destined our students and us to share in this exchange. You have entrusted your precious ones to our care. Guide us to teach them as you would teach them. Help us to recognize and foster their gifts of nature and grace. Strengthen us when we are weary and discouraged. Send Your Mother Mary to inspire us to say "yes" as she did and to bring us peace as we strive to do your will with and for the students each day. Please grant us your mercy, now and at the hour of our deaths. **Amen.**

Fr. Korte's Goals for this 2023-24 School Year

- 1) As President of Cedar Catholic, I will work for the unity of our three school Catholic School System. It may not be a system in a corporate sense but it is a system in a dependent sense. We need each other. Because I am in Hartington, I need to lead others to be sensitive and receptive to all the needs of our Cedar County Catholic Schools.
- 2) As Pastor of Holy Trinity with its own Elementary School tied intimately to Cedar (we are close, we eat together, we share staff etc.) I want what is best for my school. If that includes working with Cedar and East/West then that is what needs to happen.
- 3) I will work with Dr. Dan as a sounding board and an informant as he works into the position. Technically he is the Principal of Cedar Catholic and must therefore oversee all aspects of Cedar.
- 4) As Principal, Dr. Dan will work with Chad Cattau to develop his Principal skills throughout this school year. Dr. Dan will outline the role of Chad in this equation.
- 5) I have asked Dr. Dan to work into the overall care of all our schools. Certainly, I can see to this in my area of headship (Cedar and Holy Trinity) and I can suggest this for East/West. In the end, with his help, we can work more closely, communicate more frequently, and help solve issues.
- 6) With transitions in the Development office and the need to communicate with multiple stakeholders, the process of seeing how a Lay President who is tied more closely to the Cedar County Catholic Schools will develop as time goes on. But as the year progresses, the roles, the duties, and the boundaries will become clearer as the needs are better identified.
- 7) We have been three pods trying to work for the same thing: our survival and our thriving. I see the role of a Lay President as ultimately a unifier of our schools. In addition, in fundraising, the Lay President is concerned with all aspects of that task. Strategic Planning, Long Range Funding, Nurturing Major Gift Prospects, Building Endowments all fall under a Lay President's role. But he has the help of a Development Department which we are working to staff properly.
- 8) I know that Dr. Dan will help with the communication and visioning for our schools. The process of helping the Development Office remain successful will include a lot of input. Can we do better for all our schools? Yes. Each of us has a story to tell and if we listen to each person's story...we will better understand the concerns and burdens each person has. But in the process of working through any difficulties we have to also love one another.





CEDAR CATHOLIC HIGH SCHOOL BUILDING

115	116	117	STORAGE 103	GIRLS LAV	118	119	BOYS LAV
-----	-----	-----	----------------	--------------	-----	-----	----------

FIRST FLOOR

114	FACULTY LOUNGE	CUSTO DIAL	AV	OFFICE	STORAGE 102	112	FACULTY WORKROOM	111	STOR 101
-----	-------------------	---------------	----	--------	----------------	-----	---------------------	-----	-------------

214-Study Hall	LIBRARY/MEDIA CENTER				GIRLS LAV	216	217	BOYS LAV
----------------	----------------------	--	--	--	--------------	-----	-----	----------

SECOND FLOOR

214A Computer Lab	BOYS LAV	Guidance Office	Chapel	212	TEACHERS LOUNGE	211
----------------------	----------	-----------------	--------	-----	--------------------	-----

ASSEMBLY ROOM (LOWER LEVEL)				315 SCIENCE LAB	STORAGE 303	316	KITCHE N
-----------------------------	--	--	--	-----------------	----------------	-----	-------------

THIRD FLOOR

STOR 302	314	313	312	STOR 301
----------	-----	-----	-----	-------------

Trojan Tracker

Wednesday, August 16, 2023

Mass, 8:05 a.m. (see schedule)
2:00 Dismissal

Thursday, August 17, 2023

Golf @ O'Neill, 9 a.m.
Spirit Day
School Board Meeting, 7:30 p.m.

Friday, August 18, 2023

Senior Group Picture, 2:45 p.m.
Booster Club Kickoff, 7 p.m. McWac

Sunday, August 20, 2023

Senior Retreat, noon departure
Development Blue Ribbon Dinner

Monday, August 21, 2023

Senior Retreat, return by 3:30 p.m.
JH FB & VB Group Pictures, during PE classes
VB Jamboree @ Creighton, 7 p.m.

Tuesday, August 22, 2023

Golf @ Wayne, 4 p.m. Dismissal @ 2:30 p.m.
Faculty/Student Picture Day, 8:00 a.m.
Holy Trinity Confirmation Parent/Student Meeting, 6:30 p.m. Holy Spirit Church

Thursday, August 24, 2023

VB @ Homer Triangular, 5:30 p.m. Departure time TBA
XCountry, home, 4:30 p.m. Departure time TBA
Mass, 8 a.m. (see schedule)
FFA Officer Meeting

Friday, August 25, 2023

Spirit Day
FB @ Tekamah, 7 p.m.
Golf @ Wayne, 9 a.m.

8:00-8:05: Homeroom
8:05-9:00: Mass
9:00-9:45: Assembly in church
9:45-10:15: Class Meetings
10:15-10:31: 1st Period
10:34-10:50: 2nd Period
10:53-11:09: 3rd Period
11:12-11:29: 4th Period
11:32-11:57: 5A Lunch
11:57-12:22: 5B Lunch
12:22-12:47: 5C Lunch
12:50-1:11: 6th Period
1:14-1:35: 7th Period
1:38-2:00: 8th Period

7:55	Homerooms
8:00-8:55	Mass
8:58-9:33	Period 1
9:36-10:11	Period 2
10:14-10:50	Period 3
10:53-11:29	Period 4
11:32-12:47	Period 5
12:50-1:40	Period 6
1:43-2:33	Period 7
2:36-3:26	Period 8
3:26-3:37	Homerooms

2023-2024 MASTER SCHEDULE

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5AB	PERIOD 5BC	PERIOD 6	PERIOD 7	PERIOD 8
NORMAL DAY	8:00-8:50	8:53-9:43	9:46-10:36	10:39-11:29	11:32-12:22	11:57-12:47	12:50-1:40	1:43-2:33	2:36-3:37
8:00 MASS	8:58-9:33	9:36-10:11	10:14-10:50	10:53-11:29	11:32-12:23	11:57-12:47	12:50-1:40	1:43-2:33	2:36-3:37
2:40 MASS	8:00-8:50	8:53-9:43	9:46-10:36	10:39-11:29	11:32-12:22	11:57-12:47	12:50-1:23	1:26-1:59	2:02-2:35
Bengston, Robert	Online Proctor	Online Proctor	Online Proctor	Online Proctor		Online Proctor	Online Proctor	Online Proctor	Online Proctor
Bernecker, Miranda	Algebra I	Geometry	Geometry	Algebra I	Lunch	Plan			JH PE
Brown, Lowell	Chemistry	Physics	Chemistry	Physics	Robotics	Robotics	Physical Science	Plan	Env. Science
Christensen, Lori	Theology IV	Resource	Plan	Resource	Lunch	Resource	Resource	Theology IV	Theology I
Dendinger, Shanna	Anatomy	Online Proctor	Theology III	Plan	Lunch	Biology	Theology III	Science 8	Biology
Freeman, Audrey	Am Hist 8	Mass/HNPS	Government	Am Hist 8	Lunch Duty JH	Plan	Government	Civics 7	Journ/Proctor
Gade, Russ	Plan	Multi-Media App	Accounting	Marketing	Bus Finance	Lunch Duty 5C	JH Intro/Info	Personal Finance	JH PE
Hamilton, Joanne	HT Mass	HT	HT	HT	Chorus A-G/B	Chorus Boys-B Girls C	7th/8th Chorus	Plan	Mass/HNPS
Hochstein, Mandy	Comp Apps II	Personal Finance	Comp Apps II				Personal Finance		
Hoffart, Therese	English I	English II	English I	English IV	Mass/HNPS	Lunch Duty 5B	English II	Speech/Sp Proctor	Plan
Kaiser, James	Theology II	Am History II	Theology III	World Geography	Lunch Duty 5A	Am History II	Plan	World Geography	JH PE
Kalin, Blair	Plan	Strength Tr.	Strength Tr.	Strength Tr.	Strength Tr.	Lunch Duty 5C	Strength Tr.	Strength Tr.	JH PE
Koch, Bailey	Mass/HNPS	JH St. Hall	Science 7	Math 8	Lunch	Math 7	Mass/HNPS	Science 8	Plan
Lammers, Emma	Intro to Ag	Plant/An Sci	Wildlife/Vet Sci	Leadership/Lnds	Lunch	Nat Res/Ag Bus	Plan	Misc Ag Classes	Intro to Ag
Larson, Shelley	English III	JH St. Hall	Lang Arts 8	Lang Arts 7	Lunch	Lang Arts 8	Plan	Mass/HNPS	English III
Loecker, Jackie								Med Aid	
Macholan, Ryan	Elect/Sm Eng	Woods/Metals I	Woods/Metals I	Auto Cad	Wood/Metals II	Lunch	Plan	Construction	Construction
Mainquist, Renae	Theology 7	JH St. Hall	Theology 8	Media Center	Lunch Duty 5A	Theology 8	Media Center	Media Center	Plan
Nelson, Vergil	Plan	JH/HS Band	Online Proctor	Mass/HNPS	HT	HT	HT	HT	HT
Peitz, Lori	Plan	Art I/II	Art III/IV						
Schumacher	Foods	Foods	Digital Design	Child Dev					Culinary Skills
Wurdinger, Brelynn	Spanish II	Journalism	Mass/HNPS	Spanish II	Plan	Lunch	Journalism	Spanish I	Spanish II
Stappert, Cody								Adv Comp Apps	
Weier, Ray			Pre Calc	Algebra II	Lunch	Plan	Calculus	Algebra II	Pre Calc

2023-2024 BELL SCHEDULES

NORMAL DAY

7:55 a.m.	Homerooms
8:00-8:50	Period 1
8:53-9:43	Period 2
9:46-10:36	Period 3
10:39-11:29	Period 4
11:32-11:57	Period 5A
11:57-12:22	Period 5B
12:22-12:47	Period 5C
12:50-1:40	Period 6
1:43-2:33	Period 7
2:36-3:26	Period 8
3:26-3:37	Homerooms

8:00 MASS SCHEDULE

7:55 a.m.	Homerooms
8:00-8:55	Mass
8:58-9:33	Period 1
9:36-10:11	Period 2
10:14-10:50	Period 3
10:53-11:29	Period 4
Period 5-8 Normal Day Schedule	

2:40 MASS SCHEDULE

Periods 1-5 Normal Day Schedule	
12:50-1:23	Period 6
1:26-1:59	Period 7
2:02-2:35	Period 8/Homerooms
2:40-3:37	Mass

FIRST FRIDAY/BENEDICTION

7:55 a.m.	Homerooms
8:00-8:55	Mass
8:58-9:33	Period 1
9:36-10:11	Period 2
10:14-10:50	Period 3
10:53-11:29	Period 4
11:32-11:57	Period 5A
11:57-12:22	Period 5B
12:22-12:47	Period 5C
12:50-1:28	Period 6
1:31-2:09	Period 7
2:12-2:50	Period 8
2:50	Homeroom/Announcements
2:55-3:37	Benediction

DISCIPLESHIP GROUP/12:00 DISMISSAL

8:00-8:05	Homeroom
8:05-8:55	Discipleship Group
8:58-9:18	Period 1
9:21-9:41	Period 2
9:44-10:04	Period 3
10:07-10:27	Period 4
10:30-10:50	Period 5
10:53-11:13	Period 6
11:16-11:36	Period 7
11:39-12:00	Period 8

2:00 DISMISSAL

12:50-1:11	Period 6
1:14-1:35	Period 7
1:38-2:00	Period 8

2:30 DISMISSAL

7:55 a.m.	Homerooms
8:00-8:50	Period 1
8:53-9:43	Period 2
9:46-10:36	Period 3
10:39-11:2	Period 4
11:32-11:5	Period 5A
11:57-12:2	Period 5B
12:22-12:4	Period 5C
12:50-1:21	Period 6
1:24-1:55	Period 7
1:58-2:30	Period 8

ROOM NUMBERS

100-Nelson/Hamilton	211-Mainquist
111-Dendinger	212-Kaiser
112-Larson	213-Chapel
114-Wurdinger	214-Study Hall
115-Hoffart	215-Media Center
116-Bengston-Guidance	216-Gade
117-Christensen	217-Computer Lab
118-Freeman	312-Bernecker
119-Koch	314-Weier
	316-Brown

Mass Schedule 2023-2024

Wed August 16 8am HT/CC - teachers plan

Thurs August 24 8am HT/CC - HT plan

Friday Sept 1 8am First Friday HT/CC - CC plan

Tuesday Sept 5 8am HT/CC - HT plan

Friday Sept 15 (Homecoming) 1 pm HT/CC - CC plan

Tuesday Sept 19 8am HT/CC - HT plan

Wed Sept 27 2:45 CC - CC plan

Thursday Oct 5 8am HT/CC (First Friday) - CC plan

Wed Oct 11 2:45 CC - CC plan

Tuesday Oct 17 8am HT/CC - HT plan

Wed Oct 25 2:45 pm CC - CC plan

Wed Nov 1 11 am HT/CC - CC plan

Friday Nov. 3 8 am First Friday - HT/CC - CC plan

Wed Nov 8 2:45 CC - CC plan

Wed Nov. 15 Youth Rally 9 am - all schools

Wed Nov 22 8am CC - CC plan

Thursday Nov. 30 8am HT/CC (First Friday) - CC plan

Friday Dec. 8 8am HT/CC - CC plan

Wed Dec. 13 2:45 pm CC - CC plan

?Wed Dec. 20 2:45 CC - change for semester tests?

Friday Jan 5 8am HT/CC - First Friday - CC plan

Wed Jan 10 2:45 CC - CC plan

Wed Jan 17 8am HT/CC - CC plan

Wed Jan 24 2:45 CC - CC plan

CSW Mass - possibly Friday, Feb. 2 at 8am

Tues Feb. 6 8am HT/CC - HT plan

Wed Feb. 14 8am HT/CC - CC plan

Thurs Feb 22 8am HT/CC - HT plan

Friday March 1 8am HT/CC - First Friday - CC plan

Thurs March 7 8am HT/CC - HT plan

Wed March 13 2:45 pm CC plan

Wed March 20 8am CC plan (no HT)

Wed March 27 2:45 pm CC (or Stations)- CC plan

Thurs April 4 8am HT/CC First Friday - CC plan

Wed April 10 2:45 pm CC plan

Wed April 17 8am CC plan (no HT)

Wed April 24 2:45 pm CC plan

Missing 1st week of May - First Friday May 3 - CC plan

Tuesday May 7 8am Senior Mass - CC plan (no HT)

2023-2024 Faculty Prayer Leaders

Faculty prayer leaders will lead prayer on Tuesday, Thursday, and Friday mornings beginning at 7:40 am. Tuesday and Thursday Prayer will be held in the chapel, Friday prayer will be held in the library prior to the weekly Friday morning meeting.

Mr. Bengston
Mrs. Bernecker
Mr. Brown
Mr. Cattau
Mrs. Christensen
Mrs. Dendinger
Mrs. Freeman
Mr. Gade
Mrs. Hamilton
Mr. Hoelsing
Mrs. Hoffart
Mr. Kaiser
Mrs. Koch
Mrs. Larson
Mrs. Mainquist
Mr. Nelson
Mrs. Wurdinger



2023-2024 HANDBOOK CHANGES

Section 2.5 Concerns/Grievances – Page 5

If parents are seriously dissatisfied with an aspect of the school's programs or activities which the school's governance body has deemed as integral to or in the best interest of the school's goal, they may wish to exercise their option of choosing another school for their child or children. If serious dissatisfaction results in continued agitation on the part of parents, Cedar Catholic Jr.-Sr. High School may exercise the school's prerogative to withdraw permission for enrollment of the child or children.

Living the Faith Documentation – Page 12

Each student must complete a Living the Faith form ~~or submit documentation using the MobileServe application or website for~~ each service activity completed.

Completed Living the Faith Forms should be turned in to his/her Theology teacher. The form should be completed in ink, and any changes to the form should bear the adult supervisor's initials. Incomplete or illegible forms may be rejected by the student's Theology teacher. Any student caught falsifying information on a Living the Faith form will receive zero (0) hours credit for that particular service and will serve a School Detention. Furthermore, the student's parents will be notified. All forms must include the following information:

- name and grade of student
- date of service activity (month/day/year)
- total number of hours earned
- clear description of the activity
- name for whom the service was performed (e.g., Holy Family Parish, Mr. John Doe, etc.)
- printed name and phone number of the adult supervisor or beneficiary of the service
- signature of the adult supervisor or beneficiary of the service

A student's own parent(s) may not sign his/her form in order to verify a service activity, unless parent is main supervisors

MobileServe – Page 12

~~Students may document service activities using MobileServe by logging into his/her account on the Mobile Serve application or website. MobileServe entries must include the following information:~~

- ~~● date of the service activity (month/day/year)~~
- ~~● Organization and category for which the service was performed~~
- ~~● Total number of hours earned~~
- ~~● Clear description of the activity~~
- ~~● Two (2) forms of verification (Supervisor E-mail, digital signature of supervisor, picture of event, location)~~

- Living the Faith Opportunities- Page 13
- The following lists are a few examples of different types of service that might ordinarily fall into each of the three categories.

- Church
- Knights of Columbus service
- Parish bazaar/event worker
- Ministry at Mass: lector, EMHC, server, etc.
- Religious Education aide
- Parish summer camp assistance
- Parish sponsored service projects
- Church cleaning
- Parish office aide
- Holy Hour

Timeline – Page 13

- Students may begin earning hours during the summer to apply toward the upcoming school year on the day after school dismisses for summer vacation.
- All forms for hours earned during the summer must be turned in by the last Friday of August.
- All non-summer forms should be turned in within ~~two (2) weeks~~ **one (1) month** of the service activity.
- ~~To pass Theology class and to graduate, all~~ All seniors must have their Living the Faith hours completed and turned in no later than the last Friday of April.
- ~~To pass Theology class, all~~ All students in grades 7-11 must have their Living the Faith hours completed and turned in no later than the May 1st.

Section 5.15 Class Rank – Page 16

Cedar Catholic believes that academic rigor is essential to preparing our students for their years after Cedar Catholic. To encourage students to take classes that have higher academic rigor, Cedar Catholic has weighted its courses and divided them into two different categories. Those in the first category may earn up to five points per class, whereas those in the second category may earn up to four points per class.

Rank in class for each student is determined by the total points earned for semester grades as recorded on the student's cumulative record divided by the total possible points from classes taken. College Credit Classes that are not dual credit and study halls are examples of classes that do not count towards class rank. These points along with his/her cumulative grade point average are used to figure rank in class.

Points will be limited to those earned for a maximum of eight credits per semester. If a student earns more than eight (8) credits per semester, only the points from the top point earning classes will be taken into consideration when determining rank in class and academic letter awards. If any of the classes taken over the eight credits are required for graduation, those classes must appear on the student's transcript.

	<u>Category I</u>	<u>Category II</u>	<u>Category I Courses</u>
A (93 – 100)	5 points	4 points	Algebra II
B (86 – 92)	4 points	3 points	Pre-Calculus
C (78 – 85)	3 points	2 points	Calculus
D (70 – 77)	2 points	1 point	Chemistry
			Anatomy
			Physics
			Chorus
			Band

*All other courses are Category II.

Sweatshirts – Page 21

- Color/Style: Red, Navy, or White crewneck bearing the Cedar Catholic uniform logo. Sweatshirts must be worn over tucked-in undershirts.

Dress Down Days – Page 22-23

Students wishing to participate in a “Dress Down Day” will pay \$1.00, which will be collected during the first period of the day and turned in to the office by the teacher, and must adhere to the following criteria:

- All clothing must be in good repair, with no holes, tears, fringes, or frayed edges.
- Excessively tight clothing is not permitted.
- Tights and leggings may only be worn with shorts or skirts.
- All shorts must have an inseam of at least six (6) inches.
- Skirts and skorts must reach to at least 2 inches above the top of the knee.
- Pants and shorts must be worn at the waist.
- Tops that are sleeveless or expose cleavage, midriff, or back are not permitted.
- Necklines must be modest and in good taste.
- Clothing with inappropriate sayings, words, or graphics is not permitted.
- Students must wear “Regular School Day” shoes and socks, as defined above.

Section 7.3 Spirit Days - Page23

Spirit Days are scheduled with the intent of promoting school spirit within our school community. Spirit Days will be announced and posted on Sycamore at least one day in advance. Students must adhere to the following criteria on Spirit Days:

- Uniform pants, skirts/skorts, or shorts, as defined above, are required.
- Spirit Day Shirts must include a cross and school name.
- Students may wear any Cedar Catholic t-shirt, polo shirt, or non-hooded sweatshirt in red, white, grey, or black.

Female students must adhere to the following criteria:

- Dress pants must fit appropriately and may not have outside/patch pockets.
- Skirts and dresses must reach to at least 2 inches above the top of the knee.
- Dress shorts must fall at least to the top of the knee.
- No spaghetti straps or strapless tops or dresses are permitted.
- Tops that expose cleavage, midriff, or back are not permitted.
- Shoulders must be covered.
- Necklines must be modest and in good taste.
- Dress shoes are worn. (Sandals are permitted, but flip-flops of any type are not.)
- Undergarments must be worn and should not be visible.
- Tights or leggings may only be worn with a skirt or dress meeting the requirements identified in this section.

Section 8.1 – Academic Dishonesty – Page 25-26

Second Offense

- The student will receive a zero (0%) on the assignment and may be required to complete the assignment to the teacher's satisfaction.
- The student will serve a Saturday Work Detail.
- The student will be ineligible for National Honor Society and/or Campus Ministry for one year from the date of the offense.

Third Offense

- The student will receive a zero (0%) on the assignment and may be required to complete the assignment to the teacher's satisfaction.
- The student will serve a Saturday Work Detail.
- The student will be ineligible for National Honor Society and/or Campus Ministry for one year from the date of the offense.
- The student will fail all courses in which he/she has committed academic dishonesty during the year, receiving no credit for them.

Section 8.3 Controlled and Intoxicating Substances – Page 28

Cedar Catholic recognizes that the human person has been created in the image and likeness of God, and that the human body has been designed to be a temple of the Holy Spirit. Cedar Catholic recognizes its responsibility to help protect the physical, academic, spiritual, and social space of the school community. The following policy has been established to help provide a drug-free environment for the wellbeing of its students.

- Under the laws of the State of Nebraska and the rules set forth by Cedar Catholic, it shall be a violation of this policy for a student to be found in possession of, having been in possession of, in use of, distribution of, or under the influence of alcohol, illegal drugs, tobacco products, vaping products or devices, and/or other controlled substances at any time during the calendar year.
- Following an investigation by the administration, a student will be found in violation of this policy when:
 - the student possessed, used, distributed, or was under the influence of alcohol, illegal drugs, tobacco products, vaping products or devices, or other controlled substances; or
 - the student is cited, charged, convicted, adjudicated, or participates in a diversion program relating to the student's consumption, possession, or sale of alcohol, illegal drugs, tobacco products, vaping product or device, or other controlled substances; or
 - a staff member gives a written report to the administration, which indicates that a student appeared under the influence, consumed, possessed, or sold alcohol, illegal drugs, tobacco products, vaping products or devices, or other controlled substances.
- The Controlled and Intoxicating Substances Policy remains in force for the entire calendar year.
- The Controlled and Intoxicating Substances Policy remains in effect for Seniors/Graduates who have graduated from high school but continue to participate in school sponsored extra-curricular activities.

Section 9.7 Controlled and Intoxicating Substances Policy Violations – Page 35

Students at Cedar Catholic must conduct themselves as good citizens both in and out of school at all times. Students who represent the school in an activity are expected to serve as good role models to other students and to members of the community. Selection for a school-sponsored team, organization, or club is both a privilege and an honor. As such, it carries responsibilities commensurate with leadership roles. As leaders and more highly visible representatives of Cedar Catholic, students in activities have an increased obligation to represent themselves and their school in an exemplary manner. Therefore, some consequences apply specifically to participation in extracurricular activities.

- Students in violation of the Controlled and Intoxicating Substances Policy, will be subject to the disciplinary action outlined in this section.
- The Controlled and Intoxicating Substances Policy remains in force for the entire calendar year.
- The Controlled and Intoxicating Substances Policy remains in effect for Seniors/Graduates who have graduated from high school but continue to participate in school sponsored extra-curricular activities.
- Violations subject to the Controlled and Intoxicating Substances Policy are cumulative throughout the student's time at Cedar Catholic.

- Any student involved in an activity or class at Hartington-Newcastle Public Schools (HNPS) is subject to both Cedar Catholic and HNPS rules, regulations, and subsequent penalties.
- A student or parent/guardian is required to report to the principal immediately when the student is in violation of any of the policies subject to the Controlled and Intoxicating Substances Policy.
- Parents/guardians of students in violation of the Controlled and Intoxicating Substances Policy will be notified in writing and are asked to sign a form verifying that they had been notified. (Note: Signing the notification form does not imply an admission of guilt. It merely acknowledges notification.)

The principal has the final authority in determining violations subject to this section. A student found to be in violation of the Controlled and Intoxicating Substances Policy shall be subject to the following consequences:

First Offense

The student will:

- A. Be ineligible to participate in 25% of the current athletic activity (activities) in which the student participates. If the infraction occurs when the student's athletic activity is not "in season," the penalty will be applied toward the student's next intended athletic activity (activities). However, the final decision as to which activity (activities) for which the student will be ineligible rests with the administration. Any ineligibility penalty not fully satisfied in the athletic season of the violation will be carried over to the student's next intended athletic activity season for completion. The percent of ineligibility not yet served will carry over. This may be from one school year to the next.
- B. Be ineligible to participate in 25% of all the current non-athletic activities in which the student participates. If the infraction occurs when no such activities are "in season," the penalty will be applied toward the student's next intended activity. However, the final decision as to which activity(ies) for which the student will be ineligible rests with the administration. Any ineligibility penalty not fully satisfied in the activity season of the violation will be carried over to the student's next intended activity season for completion. The percent of ineligibility not yet served will carry over. This may be from one school year to the next.
- C. Attend and participate in every extracurricular practice/rehearsal. While suspended, the student must attend every game, event, and/or performance in school uniform. He/she will not be dismissed from school to attend an event.
- D. Be required to serve eight (8) service hours if the student is not involved in any extracurricular activities. These hours must be preapproved by the principal and completed within two (2) weeks after the parent/guardian was notified of the violation. These hours are in addition to those expected for the Living the Faith requirement.
- E. Be required to make a personal visit to his/her pastor in order to discuss the violation with him. The principal will notify the priest of the upcoming visit and will follow up with him to ensure it was completed.

Be removed from or be ineligible for the National Honor Society, **Campus Ministry**, Student Council, holding class office, and Homecoming/Prom royalty for a period of one calendar year.

If a student or parent/guardian fails to immediately report a violation of the Controlled and Intoxicating Substances Policy, the above-mentioned penalties are doubled.

Second Offense

The student will:

- A. be ineligible to participate in 50% of the current athletic activity (activities) in which the student participates. If the infraction occurs when the student's athletic activity is not "in season," the penalty will be applied toward the student's next intended athletic activity (activities). However, the final decision as to which activity (activities) for which the student will be ineligible rests with the administration. Any ineligibility penalty not fully satisfied in the athletic season of the violation will be carried over to the student's next intended athletic activity season for completion. The percent of ineligibility not yet served will carry over. This may be from one school year to the next.
- B. be ineligible to participate in 50% of all the current non-athletic activities in which the student participates. If the infraction occurs when no such activities are "in season," the penalty will be applied toward the student's next intended activity. However, the final decision as to which activity(ies) for which the student will be ineligible rests with the administration. Any ineligibility penalty not fully satisfied in the activity season of the violation will be carried over to the student's next intended activity season for completion. The percent of ineligibility not yet served will carry over. This may be from one school year to the next.
- C. attend and participate in every extracurricular practice/rehearsal. While suspended, the student must attend every game, event, and/or performance in school uniform. He/she will not be dismissed from school to attend an event.
- D. be required to serve 16 service hours if the student is not involved in any extracurricular activities. These hours must be preapproved by the principal and completed within three (3) weeks after the parent/guardian was notified of the violation. These hours are in addition to those expected for the Living the Faith requirement.
- E. be required to make a personal visit to his/her pastor in order to discuss the violation with him. The principal will notify the priest of the upcoming visit and will follow up with him to ensure it was completed.
- F. be removed from or be ineligible for the National Honor Society, **Campus Ministry**, Student Council, holding class office, and Homecoming/Prom royalty for a period of one calendar year.
- G. be required to undergo individual counseling set up with a school-approved counselor at the expense of the family. Letters to the school from the counselor stating that the student satisfactorily completed the counseling program are required before eligibility is reinstated.

If a student or parent/guardian fails to immediately report a violation of the Controlled and Intoxicating Substances Policy, the above-mentioned penalties are increased to 75% or 24 service hours.

Third Offense

The student will:

- A. Be ineligible to participate in 75% of the current athletic activity (activities) in which the student participates. If the infraction occurs when the student's athletic activity is not "in season," the penalty will be applied toward the student's next intended athletic activity (activities). However, the final decision as to which activity (activities) for which the student will be ineligible rests with the administration. Any ineligibility penalty not fully satisfied in the athletic season of the violation will be carried over to the student's next intended athletic activity season for completion. The percent of ineligibility not yet served will carry over. This may be from one school year to the next.

- B. Be ineligible to participate in 75% of all the current non-athletic activities in which the student participates. If the infraction occurs when no such activities are “in season,” the penalty will be applied toward the student’s next intended activity. However, the final decision as to which activity(ies) for which the student will be ineligible rests with the administration. Any ineligibility penalty not fully satisfied in the activity season of the violation will be carried over to the student’s next intended activity season for completion. The percent of ineligibility not yet served will carry over. This may be from one school year to the next.
- C. Attend and participate in every extracurricular practice/rehearsal. While suspended, the student must attend every game, event, and/or performance in school uniform. He/she will not be dismissed from school to attend an event.
- D. Be required to serve 24 service hours if the student is not involved in any extracurricular activities. These hours must be preapproved by the principal and completed within four (4) weeks after the parent/guardian was notified of the violation. These hours are in addition to those expected for the Living the Faith requirement.
- E. Be required to make a personal visit to his/her pastor in order to discuss the violation with him. The principal will notify the priest of the upcoming visit and will follow up with him to ensure it was completed.
- F. Be removed from or be ineligible for the National Honor Society, **Campus Ministry**, Student Council, holding class office, and Homecoming/Prom royalty for a period of one calendar year.
- G. Be required to undergo individual counseling set up with a school-approved counselor at the expense of the family. Letters to the school from the counselor stating that the student satisfactorily completed the counseling program are required before eligibility is reinstated.

Third Offense violations will require parents/guardians to attend counseling sessions with their child.

Page 46 - Lunch Costs: High School Lunch \$3.30; Milk \$0.60; Second Entrée \$1.55; Extra Food \$0.65; Staff Lunch \$4.60; Guest Lunch \$4.85;

Article I.

Section 10.23 Prom and Homecoming – Page 49

Prom and Homecoming Dances

Prom and Homecoming dances are open to all Cedar Catholic High School students (grades 9-12) and their dates. **All dates must be of the opposite gender.** If a Cedar Catholic student has an out-of-school date (someone not attending Cedar Catholic) he/she must be at least a freshman in high school and not older than 20 years of age. A student who is of high school age but is not currently attending a high school or home school, and has not graduated from a high school, will not be allowed to attend Cedar Catholic’s Prom or Homecoming. All attendees of Prom and Homecoming must follow dress code rules as outlined in this handbook. Failure to comply with dress code policy will result in not being admitted to the dance. (See the “Attendees of Formal Events” dress code as outlined in this handbook.) All students bringing an outside date must complete a Prom/Homecoming for Outside Guests form.

Section 11.12 Monsignor Werner Activity Center Policy for Use

- Students should use the west door of the activity center to enter and leave for practices. Doors are not to be propped open for long periods of time.
- Anyone wishing to use the Msgr. Werner Activity Center, should contact the Cedar Catholic Principal to schedule and reserve it, at 402-254-3906.
- Anyone using the building is responsible for locking doors and turning off lights.

- The gym, weight and exercise room, and academic learning center will be open to students of the Cedar Catholic and the Cedar County Catholic Schools consortium only during school hours and at designated times. There must be a coach, teacher, or adult over the age of 19 present at all times when the students are in the building and using the facilities.
- Catholic school students can request coaches or adult sponsors to supervise their use of the gym or weight room at other times for special needs or private practice.
- The gym, weight room, academic learning center, and facilities are not open to the general public. This facility is for events and activities sponsored or conducted by individuals or groups of the Cedar County Catholic schools or corporate parishes.
- All Non-Catholic school sponsored sports team practices held in the Msgr. Werner Activity Center will pay to Cedar Catholic a fee of \$50 for the use of the gym per season. A fee of \$25 will be assessed for the use of the Learning Center. A \$50 cleaning deposit will be required. If the facility user restores to facility to its previous condition and custodial services are not needed this fee will be returned.
- Tables and chairs are not for use or rent by the public or staff personnel.
- The weight room and exercise facility is not open to the public.
- ~~Concession food such as nachos, hot sandwiches, pizza or soups will not be allowed in the gym, learning center or weight room. Popcorn, pop and candy will be allowed in the gym.~~
- The academic center and gym will be available for special Cedar Catholic, Cedar County Catholic Schools, and corporate parish events.

General Operating Procedures

1. **Accident Reports:** Documentation of any injury or accident should occur as soon as possible following the incident. Most insurance claims require an accident report.
2. **Activities:** School-sponsored events or activities are not permitted on Sundays or Wednesday evenings without expressed written permission of corporate priests.
3. **Announcements:** Announcements are to be read to 2nd period classes. Afternoon announcements will be read at the end of the day.
4. **Assemblies and Masses:** Teachers are expected to escort and sit with their class during Masses and assemblies.
5. **Checkout:** School personnel are required to check out in the office when leaving the building during the school day.
6. **Doors:** All classroom and exterior doors must be locked during the school day.
7. **E-mail:** Check your email periodically during the day. Refrain from using your school email account for personal use.
8. **Grades:** Grades need to be updated by Monday morning each week. It is generally expected that all courses will have at least one (1) graded activity per week.
9. **Lesson Plans:** Lesson plans are to be submitted to Mr. Cattau by 8:00 am on Monday. The lesson plans should state the objective or learning target for the day and the assignment/assessment given.
10. **Morning Prayer/Pledge of Allegiance:** The Morning Prayer and Pledge of Allegiance will take place during 1st Period.
11. **On Duty Time:** Teachers will be on duty from 7:35 am - 4:00 pm each day (7:35-3:37 on Fridays).
12. **Prayer:** Teachers are responsible for leading prayer at the beginning of each class, with the exception of first period, and prior to dismissing for lunch.
13. **Purchase Orders/Pay Requests:** All **activity program** purchase orders and pay requests must be submitted to and approved by Mr. Cattau. All **academic program** purchase orders and pay requests must be submitted to and approved by Dr. Hoelsing.
14. **Requests for Leave:** All leave requests must be submitted and approved by Mr. Hoelsing.
15. **Scheduling Activities:** All activities are scheduled on the calendar posted on the school web page and Sycamore. Please notify the office or athletic director of any additions or changes to the calendar. Provide the office and all teachers with a list of students that will be absent if an activity conflicts with the regular school day.

16. **Supervision:** Teachers should supervise hallways between 7:50 am and 8:00 am as well as between all class periods. Student should not be left unattended in classrooms. Locker rooms require supervision when students are present. No student may use the weight room, gyms, or other areas of the school without direct supervision.

CEDAR CATHOLIC JR.-SR. HIGH SCHOOL TEACHER EXPECTATIONS

Instructional Expectations

1. Lesson Plan stating the objective for each lesson.
2. Bell Ringer activity at the beginning of each class as students enter the classroom.
3. Area where all students are required to place their phones during class.
4. Prayer to begin every class period.
5. Objective for the lesson (What will they learn) shared with students.
6. Agenda for the lesson shared with students.
7. High quality lessons incorporating research-based instructional strategies.
1. Check for understanding - are they learning what was stated in the objective.
2. Reflection - What do I need to change based on today's lesson.

Procedural Expectations

1. Lesson plans submitted by Friday of each week.
2. Accurate attendance and lunch count taken during 1st Period.
3. Daily announcements read during second period.
4. Grades updated weekly – by Monday of each week.
5. Leave requests submitted in a timely manner.
6. Dress professionally (No jeans or t-shirts).
7. Consistent enforcement of school policies and practices.
8. Exemplify Catholic teachings.

CEDAR CATHOLIC JR.-SR. HIGH SCHOOL INSTRUCTIONAL NORMS

Meet and Greet

- Were you at the door greeting students, showing enthusiasm?
- Are you striving to build positive relationships with students?

Prayer

- Did the lesson begin with prayer?

Learning Objective

- Was the Learning Objective clearly stated on the board?
- How was the Objective communicated to the students?
- Was the Objective reviewed throughout the lesson two or more times?

Bell Ringer/Anticipatory Set

- Was there a Bell Ringer designed specifically to activate prior knowledge based on a previous lesson or introduce a new learning objective?

Modeling/Guided Practice

- Were objects, technology, and manipulatives used to clarify content, concepts and skills in the lesson?
- Was modeling and guided practice focused on the learning objective(s)?

Check For Understanding

- Was Check for Understanding a natural part of the lesson?
- Were students called on to participate?
- Was Wait Time/Wait Time Extended allowed?
- What strategies were used to Check for Understanding?
 - think/pair/share, white boards, jigsaw, post-it, stand up/sit down

Engagement

- Did you: walk the room? Ensure students were engaged? Check for understanding? Provide feedback? Teach and move?

Closure

- Was Closure relevant to the lesson?
- Was Closure student centered?
- Was the learning objective revisited and was it achieved?
- Was time allowed for independent practice/homework?

TEACHER EVALUATION

“Enhancing Professional Practice: A Framework for Teaching” Charlotte Danielson

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

-Content knowledge -Prerequisite relationships -Content pedagogy

Component 1b: Demonstrating Knowledge of Students

*-Child development -Learning process -Special Needs
-Student skills, knowledge, and proficiency -Interests and cultural heritage*

Component 1c: Setting Instructional Outcomes

*-Value, sequence, and alignment -Clarity -Balance
-Suitability for diverse learners*

Component 1d: Demonstrating Knowledge of Resources

-For classroom -To extend content knowledge -For Students

Component 1e: Designing Coherent Instruction

*-Learning activities -Instructional materials and resources
-Instructional groups*

Component 1f: Designing Student Assessments

*-Congruence with outcomes -Criteria and standards
-Formative assessments -Use for planning*

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

-Teacher interactions with students -Student interactions with students

Component 2b: Establishing a Culture for Learning

*-Importance of content
-Expectations for learning and achievement -Student pride in work*

Component 2c: Managing Classroom Procedures

- Instructional groups
- Transitions
- Materials and supplies
- Non-instructional duties
- Supervision of volunteers and paraprofessionals

Component 2d: Managing Student Behavior

- Expectations
- Monitoring behavior
- Response to misbehavior

Component 2e: Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and resources
- Use of technology

TEACHER EVALUATION

“Enhancing Professional Practice: A Framework for Teaching”
Charlotte Danielson

Domain 3: Instruction

Component 3a: Communicating with Students

- Expectations for learning
- Directions and procedures
- Explanation of content
- Use of oral and written language

Component 3b: Using Questioning and Discussion Techniques

- Quality of questions
- Discussion techniques
- Student participation

Component 3c: Engaging Students in Learning

- Activities and assignments
- Student groups
- Structure and pacing
- Instructional materials and resources

Component 3d: Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring

Component 3e: Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Component 3f: Student performance on summative assessments

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

-Accuracy -Use in future teaching

Component 4b: Maintaining Accurate Records

*-Student completion of assignments -Student progress in learning
-Non-instructional records*

Component 4c: Communicating with Families

*-About instructional program -About individual students
-Engagement of families in instructional program*

Component 4d: Participating in a Professional Community

*-Relationships with colleagues -Participation in school projects
-Involvement in culture of professional inquiry -Service to school*

Component 4e: Growing and Developing Professionally

*-Enhancement of content knowledge/pedagogical skill
-Receptivity to feedback from colleagues -Service to the profession*

Component 4f: Showing Professionalism

*-Integrity/ethical conduct -Service to students -Advocacy
-Decision-making -Compliance with school/district regulations*

Archdiocese of Omaha
Safe Environment Code of Conduct for Lay Persons
Employee, Volunteer and Religious Men and Women

Standards of Obligation, Responsibility and Accountability for Care, Contact and Conduct
with Children, Young People and Vulnerable Adults
(Effective Date: July 1, 2020)

The Safe Environment policy of the Archdiocese of Omaha defines ‘Church personnel’ to include Clergy. Because there is a separate Code of Conduct for Clergy, for the purpose of this Code of Conduct, the term “All” or “Church personnel” refers to all lay persons (employee, volunteer and religious men and women, age 19 and over) who have contact with children/youth/vulnerable adults on behalf of the Church.

The term “Minors” refers to all children and youth who have not reached the age of 19. This age is determined by Nebraska statute and is a higher standard than that determined by canon law. Employed and volunteer Church personnel will be held to the same standards and expectations.

Expectations

Mission

- **One Church, encountering Christ, equipping disciples and living mercy**
 - All must represent and respect the Church’s teachings. All must bear witness to the mission of the Church through their conduct. They are to be faithful and merciful disciples of Christ whose actions are consistent with the moral law and teachings of our Catholic Church.
- **As ambassadors for Christ, it is up to every one of us to care for and protect the most vulnerable**
 - We are called to be the eyes and ears of the Church and to keep our minors/vulnerable adults safe. If you see something that doesn’t feel or look right, it should be reported. It is only when the authorities and others have the necessary information that we can establish a truly safe environment for all.

Conduct/Relationships

- **Present oneself with dignity and integrity**
 - All must exhibit high ethical standards and personal integrity. They must be aware of the responsibilities and positions of trust that accompany their work and exhibit this awareness by maintaining appropriate boundaries and exercising caution against all harm.
- **Relationships are at the foundation of ministry and are central to Catholic life.**
 - Healthy and safe relationships/boundaries reflect sincere love, respect and compassion, which can foster a closer relationship with God for others. A safe environment is created through mutual respect for the dignity of each person, who is made in the image and likeness of God.
- **Recognize that the role of Church personnel as an employee/volunteer is to serve other’s needs rather than one’s own.**
 - All will strive to make a positive difference in the lives of minors/vulnerable adults. We can never have an equal/peer relationship with a minor. Working or volunteering with them is a privilege and should not be used to satisfy personal desires or needs.

- **Physical contact with a minor must be nonsexual and appropriate**
 - Examples of appropriate contact include verbal praise, handshakes, “high-fives”, pats on the shoulder from the front, brief hugs, holding hands while walking with small children, sitting beside small children, kneeling or bending down for hugs from small children, holding hands during prayer, pats on the head. We should always take into account the culture and personal preferences of the receiver.
- **Church personnel will not use physical force or use profane, lewd, demeaning, physically threatening, or abusive language in interactions with minors/vulnerable adults or any other person when representing the Church.**
 - An exception would be that proportional physical force may be used as necessary in situations of self-defense or when the minor/vulnerable adult is a danger to self or others.
- **Conduct oneself in accordance with the law and in a professional and prudent manner**
 - All must not illegally purchase, possess, use, or distribute tobacco, alcohol, or other drugs for minors/vulnerable adults. All may never be under the influence of alcohol, illegal drugs, or medications that impair stable functioning or sound judgment in the course of their volunteer or paid work as Church personnel.
- **Avoid inappropriate relationships with other Church personnel, clergy or parishioners**
 - In order to model positive and appropriate relationships, all will relate to others respectfully and professionally and will work collaboratively and cooperatively together. All must not engage in physical, psychological, spiritual or sexual harassment of, or misconduct with, any person and must not tolerate such harassment by others serving the Church.
- **Additionally, Church personnel should be careful to maintain appropriate boundaries when working or volunteering with young adults, those age 19 through their early twenties, and those with whom there is a substantial difference in age.**

Safe Environment Boundaries

- **Church personnel assume full responsibility for establishing and maintaining clear, appropriate boundaries and will be open to feedback or redirection regarding any concern.**

Appropriate personal and pastoral boundaries are maintained by following the policies and guidelines put in place by the Archdiocese, as well as following Catholic morals and virtues. Intimate/physical/sexual relationships with those entrusted to our care are never permissible. Maintaining appropriate boundaries would also include being aware of all adults, minors and vulnerable adults who are present and taking action if necessary.
- **Implement procedures, guidelines and practices that ensure safeguards for minors/vulnerable adults**

Church personnel are fully responsible for knowing and implementing clear, appropriate boundaries in personal and technological interactions with minors and vulnerable adults. These should be communicated to participants/families prior to involvement. All must be aware of the responsibilities and positions of trust that accompany their work and exhibit this awareness by maintaining appropriate boundaries and exercising caution against all harm.

Any violation of policies, practices, procedures and guidelines should be documented for any future reports/disclosures that may be required.
- **Understand and respect that our role as Church personnel comes with significant status/power.**

All should strive to use authority responsibly with integrity and exhibit this through their conduct with others. Church personnel may be perceived as having more psychological strength, control, spiritual authority, and leverage than those they serve and should be mindful of the power differential that exists in relationships and endeavor to be mutually respectful. We should never use status to exploit another person for any purpose.
- **Church personnel should not accept expensive or excessive gifts from an unrelated minor/vulnerable adult, or give expensive, individual or personal gifts to an unrelated minor/vulnerable adult, without the permission of the parent or guardian and only by way of the parent or guardian, such that a gift is given to a**

parent or guardian for a minor/vulnerable adult. Exchanges of modest, appropriate gifts between groups of minors/vulnerable adults and Church personnel in the ordinary course of parish programs and school settings is permissible (e.g., rosaries, prayer cards, holiday candy).

- **Church personnel must avoid behavior that has been used by adults to develop inappropriate relationships with minors/vulnerable adults.** Activities include singling out minors/vulnerable adults or showing them unusual attention. Some examples of this prohibited behavior may include: presenting gifts to a particular minor/vulnerable adult (relatives excluded) or giving special favors or tasks to a particular minor/vulnerable adult; allowing a minor/vulnerable adult to drive automobiles owned by Church personnel or by a parish or school, even though another adult may be present; singling out a particular minor/vulnerable adult for special dinners, trips, or outings; having unofficial or repeated private or other personally intimate conversations through text messaging, emailing, or contact through social media; or initiating intimate or sexual questions about a minor/vulnerable adult's boyfriend/girlfriend.
- **Church personnel must use prudent judgment and common sense when working with all minors/vulnerable adults.**

When acting as an employee or volunteer on behalf of the Church:

- **Church personnel must not travel in a vehicle with an unrelated minor/vulnerable adult** without another Safe-Environment certified adult present, except in documented emergencies or extenuating circumstances.
- **Church personnel should avoid being alone (without another Safe Environment certified adult) with any unrelated minor/vulnerable adult**, except for reasonable, common-sense, documented exceptions, such as emergency situations or where the interaction is incidental and not extended.
- **When necessary for your role in a parish and/or school setting, one-on-one meetings with an individual unrelated minor/vulnerable adult are best held in a public area;** or if that is not possible, maintain transparency by meeting in an area visible to others through an unrestricted window or open door, and let others know where you will be meeting.
- **Church personnel should not spend time alone with individual unrelated minors/vulnerable adults in other public locations** (e.g., parks, coffee shops, movie theaters). A common-sense exception would be carpooling unrelated minors/vulnerable adults along with their own children or grandchildren. Church personnel must have prior permission of the parents or guardians of the unrelated minors/vulnerable adults. In this case, another safe-environment certified person should be present, if possible.
- **Church personnel must not share private overnight accommodations (bedroom, hotel room, tent, camper, bed, etc.) with any unrelated minor/vulnerable adult.** In situations in which overnight accommodations are in open spaces (gymnasiums, classrooms, gathering spaces, etc.), actions should be taken to provide suitable supervision by two Safe Environment certified adults and create reasonable separation between sexes and between adults and minors/vulnerable adults.
- **Church personnel should not visit the private overnight accommodations of unrelated minors/vulnerable adults without another Safe-Environment certified adult present.** Common, visible areas (example: hallways) should be chosen whenever possible for meetings. If Church personnel need to enter or inspect a room or space, the door should be left open and minors/vulnerable adults may be asked to leave the space before two Safe Environment certified adults can enter. Church personnel with children should follow Safe Environment standards when traveling with unrelated minors/vulnerable adults.

Communication/Transparency

Electronic communication is never private. Emails, text messages, and web postings establish a permanent record, which can be obtained and accessed. These means of communication can also be saved, altered and forwarded. For copyright and trademark reasons, individual apps, websites, online services, etc., are not named in this document, even though they fall within its scope.

Avoid all conduct which would exploit the trust of minors/vulnerable adults

- All will maintain appropriate boundaries and behaviors in professional and personal relationships whether in the presence of minors/vulnerable adults or not. Being transparent means that an open line of communication with parents/guardians/staff, etc. will be maintained that is clear, intelligible, observable and requires us to be open to the scrutiny of others in all actions with minors/vulnerable adults. Minors/vulnerable adults will never be put in any uncomfortable or compromising situation.

Respect confidentiality and practice sensitivity towards others

- All must exercise discretion and confidentiality in handling sensitive information and may not disclose confidential information to others not entitled to such information. **Confidentiality is not binding if the information that has been shared highlights serious risk and/or endangerment of others.**
- All are called to be sensitive to differences in culture, gender, age and those with special needs throughout the archdiocese. Be aware of those cultural factors which lead to additional vulnerability of certain persons (e.g., undocumented migrants, those who do not speak English, etc.).

Communications by Church personnel with unrelated minors/vulnerable adults must be for professional reasons only.

- All must maintain appropriate boundaries in all communications with an unrelated minor/vulnerable adult, including communications through the use of electronic devices or web-based media. Social media applications that time-out or automatically delete should not be used.
- All should make certain that the parents or guardians of an unrelated minor/vulnerable adult are aware of the content of private electronic or print communications sent to or received from that unrelated minor/vulnerable adult. In exceptional situations when a parent or guardian is not made aware of the content of a private communication, another safe-environment certified adult must be included on the communication or the communication must be shared with them.

Adhere to Archdiocesan Guidelines regarding Electronic/Technical Communications with Unrelated Minors/Vulnerable Adults

- Regardless of the manner or method, all communication with minors/vulnerable adults must be faithful to the teachings and values of the Catholic Church. As leaders and role models, our communication with minors/vulnerable adults must respect the psychological, physical and behavioral boundaries of the minor/vulnerable adult and be appropriate to the ministerial and professional relationship.
- Reporting suspected child abuse regarding Electronic/Technological communications must adhere to the same standards set forth for reporting other types of suspected child abuse.
- Permission of the parent or guardian must be obtained, in writing, in order for any adult Church personnel to communicate with minors/vulnerable adults via telephone, cell phone, text messaging, email, social networks, or other electronic means.
- Church personnel should never consider typed conversations that take place via electronic means (emails, social networking sites, text message, etc.) to be private and confidential.
- Electronic communication between Church personnel and a minor/vulnerable adult should not be used to address/discuss confidential matters. These are to be discussed in a face to face meeting which is more appropriate and professional. Remember minors/vulnerable adults often believe that electronic communication is more private and gives them a sense of availability and anonymity. However, records of these conversations can be obtained and accessed. These means of communications can also be saved, altered and forwarded.
- In order to protect the privacy of minors/vulnerable adults, permission must also be obtained, in writing, from the parent or guardian before sharing/posting pictures or videos of minors/vulnerable adults, and before sharing email, telephone numbers, or other contact information with other minors/vulnerable adults or adults who are part of the class, group or organization. At no point should you record audio or video images without permission of the parents or guardians and making the person being recorded aware.
- If a minor/vulnerable adult sends an inappropriate message to Church personnel, the Church personnel should not reply to it. An unedited copy of the message should be saved and the Church personnel should notify their pastor, principal or program administrator. A minor/vulnerable adult may also send a message that causes the

Church personnel to have concerns for the health and safety of the minor/vulnerable adult. The Church personnel should notify parents or guardians, authorities (as needed), and their pastor, principal or program administrator in these cases.

- Church personnel must set appropriate boundaries around the times when phone calls will be made and electronic communications will be sent. Communications should occur during the appropriate times for ministry.
- Church personnel should take time to review internet safety with minors/vulnerable adults as it refers to their group.

Specific Types of communications, including, but not limited to, the following:

- All will be transparent and professional in electronic/technical or written communication with minors/vulnerable adults and their families. It is expected that other adults (parents, guardians or supervisor) are included in all technological communication. Electronic/technical communication guidelines are located in the Archdiocesan Safe Environment Policy, which is available as a link on the Safe Environment page of the Archdiocesan website at www.archomaha.org.
- **Email, instant messaging, and text messaging**
 - Church personnel should only communicate with minors/vulnerable adults through the use of their archdiocesan, parish, or school email address or school-sponsored platforms and information systems. If this is not available, Church personnel should create an email address dedicated for the purpose of the ministry or activity, and copy the program administrator or supervisor on all communication.
 - In order to protect the privacy of email addresses, the blind carbon copy (BCC) feature should be used when sending an email to more than one person, including minors/vulnerable adults.
 - If a group of minors/vulnerable adults need to be in contact with each other via email, permission must be obtained from the parent or guardian before sharing a minor/vulnerable adults' email address with other members of the group. (A youth leadership team would be one example of a situation where Church personnel may seek permission to share email addresses among group members.)
 - Church personnel should never consider email, texting, messaging and other electronic communications to be private. Church personnel should copy another responsible adult (parent, supervisor, athletic director, principal or alternate youth ministry leader) when sending an electronic message to a minor/vulnerable adult. This action demonstrates transparency and appropriateness when communicating with minors/vulnerable adults. All electronic messages should be relevant to the ministerial/professional relationship the Church personnel has with the minor/vulnerable adult with due consideration for the age of the minor/vulnerable adult.
- **Video and audio calls**
 - Church personnel should not initiate telephone or video conversations with unrelated minors/vulnerable adults. Conversations initiated by unrelated minors/vulnerable adults should be kept short and to the point by Church personnel and related to the professional/ministerial relationship between the Church personnel and the minor/vulnerable adult. Parents, guardians or another responsible adult should be notified when communicating in this way.
- **All types of social networking**
 - Church personnel who use social networking sites to communicate with minors/vulnerable adults about their ministry should create a separate business or public profile, account and/or group for this specific use whenever possible.
 - Precautions should be taken to guard the privacy of anyone who has access to the page. The highest privacy settings must be used. In addition, Church personnel should encourage minors/vulnerable adults, parents and guardians who join the online community to set their privacy settings at the highest levels.
 - Written permission from a parent/guardian should be obtained prior to a minor/vulnerable adult's participation on a social networking site that is sponsored by a parish organization.
 - Minors/vulnerable adults should not be given access to the private or personal postings of Church personnel. All interactions should reflect their ministerial/professional role.
 - Church personnel should not post photos of minors/vulnerable adults they volunteer or work with on their personal social network pages.

- Parents and guardians of minors/vulnerable adults that you volunteer or work with should not be friended on a personal social media account unless you had a prior personal relationship.
- **Blogs and microblogs**
 - Blogs and microblogs used for educational or ministerial purposes should be conducted in a professional manner and the content should reflect the purpose.
 - It is recommended that the blog or microblog be set up so that comments are not posted until they are reviewed and approved by the owner of the blog or microblog. The practice prevents inappropriate and hurtful comments from being posted.
 - Personal blogs or microblogs must not be shared with minors/vulnerable adults.
- **Websites**
 - Websites used to represent a parish, school or parish organizations must be owned and managed by the parish or school. Church personnel must obtain permission from the pastor, administrator or pastor's delegate to set up a web page that represents the parish or school, and include parish IT or parish/school administrators as owners of the website.
 - Websites may be linked to other sites. It is recommended that all persons add this statement to any site created: *"Links to other sites are provided on this site. These sites are provided for informational purposes only and are not necessarily sponsored by the parish, school or church organization."*
- **Videos, photographs, other images**
 - Church personnel must obtain written permission from a parent or guardian to share a photograph or video with another party for any reason. This may be done by a permission slip to join the group or before attending an event.
 - Videos and photographs which are posted by electronic means with the permission of the parent or guardian, should not give identifying information about the minor/vulnerable adult (i.e., full name, addresses, birth date, etc.).
- **Online gaming**
 - This recreational activity is used by peers to play games and socialize. Church personnel who work or volunteer with minors/vulnerable adults are not their peers. For this reason, Church personnel should never be involved in online gaming with unrelated minors/vulnerable adults, or engage in any personal, in-game communications with an unrelated minor/vulnerable adult.
- **Illegal or immoral materials**
 - Church personnel should never access, transmit, or create materials that are illegal or immoral. These include but are not limited to pornographic, stolen, sexist or discriminatory materials. Illegal activity such as "sexting" or the transmission of illegal material must be reported immediately to the proper authorities.

All expectations regarding the reporting of suspected child abuse are in effect regardless of the method by which the information reaches Church personnel who volunteer or work with minors/vulnerable adults.

Legal/Reporting

- **Adhere to Nebraska state law and Archdiocesan Safe Environment policy on child abuse and neglect and mandatory reporting as presented in the Circle of Care training.**
When there is reasonable cause to believe that a child has been subjected to abuse or neglect, or this activity has been observed, all shall immediately report the incident or cause a report to be made to the proper law enforcement agency.
Notify supervisor /administrator immediately. Only reasonable cause is needed to report abuse/neglect. Toll free number for the Adult & Child Abuse & Neglect Hotline: 1-800-652-1999.
- **Understand Pornography (legal/ illegal) is against moral teachings of the Church and is prohibited.**

All are prohibited from the viewing of pornographic materials on, or taking pornographic materials onto, the property of the Archdiocese, a Parish or a School. Church personnel must not create or distribute any pornographic images. Any discovery of illegal material (child pornography) or showing pornographic images to a minor/vulnerable adult must be reported to the authorities.

- **Know where to find the Archdiocese's Safe Environment policies as they pertain to working with minors/vulnerable adults in the name of the Church.**

All Safe Environment policies are on the Archdiocese website at www.archomaha.org. From the archdiocesan home page, click on 'Safe Environment', then on 'Safe Environment Policy'. A hard copy of the policies should also be available in parish/school offices.

Professional/Safe Environment Boundaries Between School Employees and Students

Definitions:

“Grooming” means building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place;

“School employee” means a person nineteen years of age or older who is employed by a public, private, denominational, or parochial school approved or accredited by the State Department of Education. School employee also includes any person who is contracted with, or otherwise paid by the school or parish and who has access to or interaction with students, including all student teachers or interns.

Discipline for Violations:

- A violation of this policy or any violation of professional/safe environment boundaries is misconduct
- and may result in disciplinary action, up to and including termination.
- A violation of this policy by a school employee with an educator's permit or certificate may result in
- a referral to the State Department of Education. Consequences include suspension or revocation of the employee's permit or certification.
- A violation of this policy may result in revocation of a school employee's safe environment certificate.
- A violation of this policy involving sexual or other abuse will result in referral to the Department of Health and Human Services or local law enforcement.

Prohibited Activities:

All school employees are prohibited from violating professional boundaries with any student.

All school employees are prohibited from engaging in grooming behavior with any student.

All school employees are prohibited from engaging in any relationship that involves sexual behavior, sexual contact, or sexual penetration with a student while the student is enrolled at the school and for one year after the student graduates or otherwise ceases enrollment.

The following is a non-exclusive list of actions that will be regarded as a violation of the professional/safe environment boundaries that all school employees are expected to maintain with all students. **In addition, repeatedly engaging in any of these activities or a combination of these activities with the ultimate goal of engaging in sexual behavior, sexual contact, or sexual penetration with the student, regardless of when in the student's life the sexual behavior, sexual contact, or sexual penetration would take place, are examples of grooming as defined in this policy and are unacceptable:**

1. Using e-mail, text messaging, social media, or other electronic means to communicate with students on any matters or subjects that do not pertain to school or school-related activities. School or school related activities include, without limitation, student homework, in class activities, virtual instruction, school sponsored sports or clubs, or any other school-sponsored activity.
2. Engaging in any kind of behavior or communication that could be reasonably construed as a sexual advance or a response in any positive manner to a student's sexual advance.
3. Being alone with a student anywhere with a closed door without a transparency plan in effect.
4. Showing a student any inappropriate or sexually suggestive material.
5. Telling jokes to a student with sexual themes or making sexually suggestive comments.
6. Invading a student's physical privacy when the school employee's duties do not require her/him to be in that location. For example, being present in a locker room when the school employee has no duty to be there.
7. "Friending" students with a personal social media account.
8. Initiating unwanted physical contact with a student.
9. Treating one student differently from other students either by providing privileges or failing to enforce school policy or impose other disciplinary action.
10. Discussing an educator's private personal matters with a student and inquiring about a student's private personal matters when there is no basis for concern about the student's health and safety.
11. Providing rides to a student in an employee's personal vehicle unless another safe-environment certified adult is present.
12. Meeting alone with a student outside of school for any reason.
13. Giving or receiving gifts to or from one student. A gift to a class or the same gift to a group of students is not prohibited.
14. Consuming alcohol in the presence of any student when the student's parent or guardian is not present.
15. Providing alcohol or illegal drugs or unauthorized drugs or medication to a student under any circumstances.
16. Any other behavior which could exploit the unique position of trust and authority between a student and employee.

Exceptions to the above prohibited activities include:

1. Communications or actions with the school employee's own children or relatives.
2. An emergency situation that affects the student's immediate health or safety.
3. An unplanned chance encounter at a public place.

Permissible methods to communicate with students outside of school:

1. Use of the school-approved email system or educational software to ensure transparency.
2. Text messages that include at least one other school staff member or one of the student's parents or guardians.
3. Use of social media through a school-approved social media account as a coach or supervisor of a school-sponsored sport, club or activity, provided the communication is not one-to-one communication.

Permissible ways to engage with students when the employee has concerns about the student's well-being:

1. Contact the guidance counselor or school principal and ensure the student's parent or guardian is aware of your concerns.

2. Contact the student's parents or guardian if the concern does not relate to the parent or guardian.
3. If you believe the student has suffered child abuse or neglect, contact the Nebraska Department of Health and Human Services Child Abuse Hotline (1-800-652-1999) or local law enforcement.

Reporting Grooming or Professional/Safe Environment Boundary Violations:

If any school employee has reason to believe another school employee has violated this policy, the school employee shall notify the Principal of the school and the Archdiocesan Director of Victim Outreach and Prevention as soon as possible, but within 24 hours. If the Principal of the school is unavailable or is the school employee believed to have violated this policy, the school employee aware of the conduct shall report it to the Superintendent of Catholic Schools and the Archdiocesan Director of Victim Outreach and Prevention.

If any school employee has reason to suspect that another school employee is grooming a student or has repeatedly engaged in the above prohibited activities, the school employee shall report the conduct to the Principal and the Archdiocesan Director of Victim Outreach and Prevention.

After making the report to the Principal, the school employee and Principal shall co-report the grooming or repeated engagement in prohibited activities to the following:

1. The Nebraska Department of Education;
2. The Nebraska Department of Health and Human Services; and
3. Local law enforcement.

Records Retention:

The school employee shall document the reporting to each of the above entities by recording the date and time the report was made and the person to whom the report was given. The school employee shall provide a copy of her/his documentation of the above reports to the Principal of the School and the Archdiocesan Director of Victim Outreach and Prevention. The Principal shall keep such reports electronically or in hard copy so that they are readily available to any investigative authority.

Relationship to Omaha Archdiocesan Safe Environment Policies:

This policy does not alter or replace the Omaha Archdiocesan Safe Environment Policies which remain in effect and are applicable to school employees.

NOTICE: Nothing in this policy should be construed to replace or alter a school employee's legal obligation to report suspected child abuse or neglect pursuant to Neb. Rev. Stat. § 28-711.

Reprisal or retaliation for good faith reports made by students or school employees is strictly prohibited.



Circle of Grace

The United States conference of Catholic Bishops Charter of the Protection of Children and Young People requires a safe environment program be implemented for all children/youth, which includes an audit to ensure compliance. Archbishop Lucas has mandated that *Circle of Grace* be taught in all grades each year (see attached letter).

Circle of Grace is a children's educational safe environment curriculum that was written by clergy, principals, teachers, directors of religious education, catechists and mental health professional here in the Archdiocese of Omaha. The program was implemented in the Archdiocese of Omaha in 2005, and since has been successfully integrated in 69 other dioceses in the United States and several schools and religious education programs in other countries. This program helps children and young people understand their own sacredness, the sacredness of others, and how to seek help through their relationships with trusted adults.

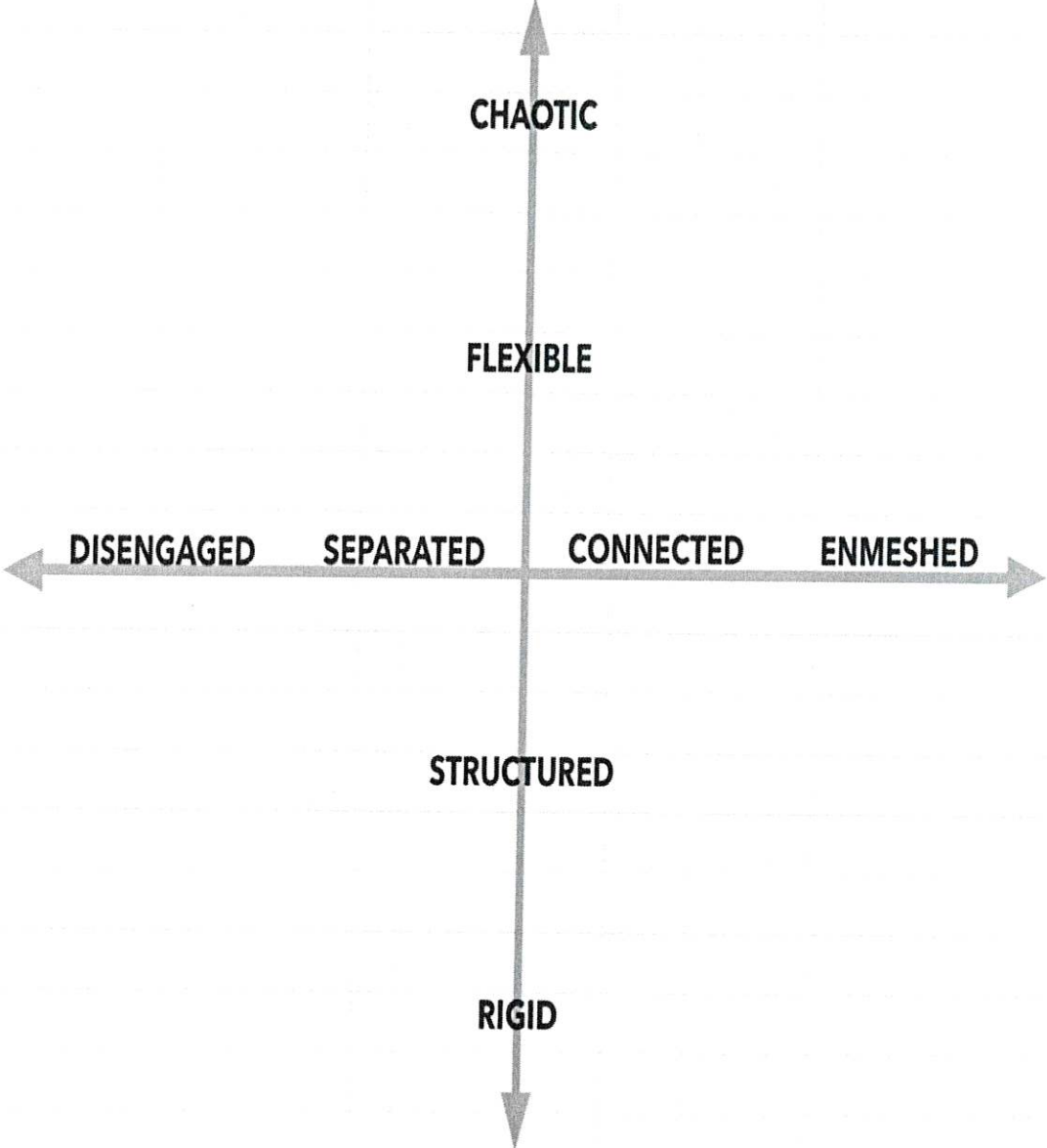
Included in your packet is a flash drive with the updated 2023 *Circle of Grace* curriculum and *Parents First newsletter*. We encourage you to visit the website, www.coqpartners.org. It contains the curriculum, newsletter, resources, and a new power point to help train leaders and those who will be teaching *Circle of Grace* (in both English and Spanish). Attached is a form with website instructions.

We want you and those teaching the *Circle of Grace* Curriculum to be successful. To make sure success is achieved, please **destroy all older versions of the curriculum** so there is no confusion. It is helpful to have one printed copy per school so you and your staff can see an overview of curriculum. As administrators, you will want to familiarize yourself with the program. The Administrator section will help you assist your teachers and staff in in the teaching of the curriculum. Additional flash drives are available to you.

Please do not hesitate to contact our office with any questions. We are here to help you.

Relationships

Rules





2023-2024 STANDARDIZED/REQUIRED ASSESSMENT SCHEDULE AND REPORTING

Grade	Subject-Edition	Assessment	Type/Format	Administration Time
Kdg.	Reading, Math	STAR Early Literacy	Universal Screener	Aug. 21-Sept. 15 Jan.3-Jan.26 April 15-May 10
1 st	Reading, Math	STAR Early Literacy	Universal Screener	Aug. 21-Sept. 15 Jan.3-Jan.26 April 15-May 10
2 nd	Reading, Math	STAR Reading and STAR Math	Universal Screener	Aug. 21-Sept. 15 Jan.3-Jan.26 April 15-May 10
3 rd	Reading, Math	STAR Reading and STAR Math	Universal Screener	Aug. 21-Sept. 15 Jan.3-Jan.26 April 15-May 10
	Math, 2017	Measured Progress Test	2 sections:30 questions	By the end of 2 nd semester/3 rd trimester
4 th	Reading, Math	STAR Reading and STAR Math	Universal Screener	Aug. 21-Sept. 15 Jan.3-Jan.26 April 15-May 10
	English Language Arts, 2023	Summative Assessment	2 sections: 30 multiple choice, 1 short answer, 1 constructed response	By end of 2 nd semester/3 rd trimester
	Social Studies, 2020	Explore a Destination or Extreme Explorer	Presentation	By the end of 2 nd Semester/3 rd trimester
	Science, 2018	Measured Progress Test	2 sections:15 questions	By the end of 2 nd Semester/3 rd trimester
5 th	Reading, Math	STAR Reading and STAR Math	Universal Screener	Aug. 21-Sept. 15 Jan.3-Jan.26 April 15-May 10
	Math, 2017	Measured Progress Test	2 sections: 35 questions	By the end of 2 nd semester/3 rd trimester
6 th	Reading, Math	STAR Reading and STAR Math	Universal Screener	Aug. 21-Sept. 15 Jan.3-Jan.26 April 15-May 10
	English Language Arts, 2023	Summative Assessment	2 sections: 28 multiple choice, 1 short answer, 1 constructed response	By the end of 2 nd semester/3 rd trimester
7 th	Reading, Math	STAR Reading and STAR Math	Universal Screener	Aug. 21-Sept. 15 Jan.3-Jan.26 April 15-May 10
	Math, 2017	Measured Progress Test	2 sections: 35 questions	By the end of 2 nd semester/3 rd trimester
8 th	Reading, Math	STAR Reading and STAR Math	Universal Screener	Aug. 21-Sept. 15 Jan.3-Jan.26 April 15-May 10
	English Language Arts, 2023	Summative Assessment	2 sections: 30 multiple choice, 1 short answer, 1 constructed response	By the end of 2 nd semester/3 rd trimester
	*Social Studies, 2020	History Hall of Fame, We the People, National History Day, or Civics Assessment	Presentation or 100 fill-in-the-blank questions	By the end of 2 nd semester/3 rd trimester
	Science, 2018	Measured Progress Test	2 sections: 20 questions	By the end of 2 nd semester/3 rd trimester

*For the 8th grade Social Studies assessment, dependent on which assessment your school system chooses to use for the requirements of LB399, 8th graders will either have one of the performance assessments OR complete the Civics Assessment. This decision must align with the high school assessment chosen.

All schools administer the assessments and report on results using the Grade Level Tally Sheets/Grade Level Reports and Building Level Tally Sheets.

Teachers please note: Submit the Grade Level Tally Sheet(s)/Grade Level Reports to your administrator the week of May 6.

Administrators please note:

- Submit the Building Level Tally Sheet with assessment results for the 2023-2024 using a Formstack provided to the CSO by the week of May 20.
- Download and save reports from Star prior to July 30.

Please direct questions to Megan Fiedler: mjfiedler@archomaha.org or 402-557-5600



2023-2024 STANDARDIZED/REQUIRED ASSESSMENT SCHEDULE AND REPORTING

Grade	Subject-Edition	Assessment	Type/Format	Administration Time
9 th	Religion	NCEA RISE 2	Online/Paper-Pencil	Sept. 25-Oct. 27
	Religion	1 st and 2 nd Semester Assessment	Essay	Upon completion of course
10 th	English Language Arts	Summative Assessment	2 sections: 28 multiple choice, 1 short answer, 1 constructive response	By the end of 2 nd semester
	Religion	1 st and 2 nd Semester Assessment	Essay	Upon completion of course
11 th	Religion	1 st and 2 nd Semester Assessment	Essay	Upon completion of course
9-10 th	Biology, 2018	Measured Progress Test	2 sections: 28 questions	By the end of 2 nd semester
9-12 th	*Social Studies, 2020	Federal Holiday Origins or Civic Assessment	Presentation or 100 fill-in-the-blank questions	By the end of 2 nd semester
	Geometry, 2017	Measured Progress Test	2 sections: 34 questions	By the end of 2 nd semester
	English, Math, Reading, Science, and the optional Writing	ACT	General Outcome Measure	Fall/Spring
12 th	Religion	NCEA RISE 3	Online/Paper-Pencil	Sept. 25-Oct. 27

*For the Social Studies assessment, in order to fulfill the requirements of LB399, high schools must choose either the Federal Holiday Origins assessment or the Civics Assessment. If the Civic Assessment is chosen, 8th graders are also required to complete it.

All schools administer the assessments and report on results using the Grade Level Tally Sheet/Grade Level Sheet and Building Level Tally Sheets.

Teachers please note: Submit the Grade Level Tally Sheet(s)/Grade Level Sheet(s) to your administrator the week of May 6.

Administrators please note: Submit the Building Level Tally Sheet with assessment results for the 2023-2024 using a Formstack provided to the CSO by the week of May 20.

Please direct questions to Megan Fiedler: mjfiedler@archomaha.org or 402-557-5600

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

RELATIONSHIPS EXIST ON A SPECTRUM

All relationships exist on a spectrum, from healthy to abusive to somewhere in between. Below, we outline behaviors that occur in healthy, unhealthy and abusive relationships.

HEALTHY

A **healthy relationship** means that both you and your partner are:

Communicating: You talk openly about problems, listen to each other and respect each other's opinions.

Respectful: You value each other as you are. You respect each other's emotional, digital and sexual boundaries.

Trusting: You believe what your partner has to say. You do not feel the need to "prove" each other's trustworthiness.

Honest: You are honest with each other, but can still keep some things private.

Equal: You make decisions together and hold each other to the same standards.

Enjoying personal time: You both can enjoy spending time apart, alone or with others. You respect each other's need for time apart.

UNHEALTHY

You may be in an **unhealthy relationship** if one or both partners is:

Not communicating: When problems arise, you fight or you don't discuss them at all.

Disrespectful: One or both partners is not considerate of the other's feelings and/or personal boundaries.

Not trusting: One partner doesn't believe what the other says, or feels entitled to invade their privacy.

Dishonest: One or both partners tells lies.

Trying to take control: One partner feels their desires and choices are more important.

Only spending time with your partner: Your partner's community is the only one you socialize in.

ABUSIVE

Abuse is occurring in a relationship when one partner:

Communicates in a way that is hurtful, threatening, insulting or demeaning.

Disrespects the feelings, thoughts, decisions, opinions or physical safety of the other.

Physically hurts or injures the other partner by hitting, slapping, choking, pushing or shoving.

Blames the other partner for their harmful actions, makes excuses for abusive actions and/or minimizes the abusive behavior.

Controls and isolates the other partner by telling them what to wear, who they can hang out with, where they can go and/or what they can do.

Pressures or forces the other partner to do things they don't want to do; threatens, hurts or blackmails their partner if they resist or say no.

HOW TO HELP YOUR STUDENT

You can play an important role in helping students recognize abuse and get the help they need. Consider these tips as you try to make a positive change in your students' lives:

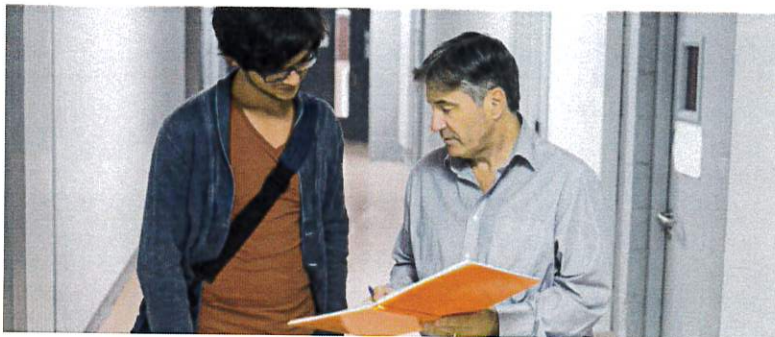
Be clear: Tell your students that abuse is unacceptable and that this is an issue you take very seriously.

Encourage discussion: Ask students what they think about abuse. Encourage them to think critically about the impact of violence—in their own relationships and society at large.

Listen: Listen to what students tell you and what you see and hear. Let them know you care, that you are there for them and that you are paying attention.

Be prepared: Be aware of mandatory reporting requirements that apply to you as a teacher and notify your school counselor when you suspect abuse.

Spread the word: Enlist your colleagues and administrators in raising awareness of teen dating violence.



If you are certain that your student is involved in an abusive relationship, here's what you can do:

Tell your student that you're concerned for their safety. Point out that what's happening isn't "normal." Everyone deserves a safe and healthy relationship. After consulting with the student's parents, offer to connect them with a professional, like a counselor or attorney, who they can talk to confidentially.

Be supportive and understanding. Stress that you're on their side. Provide information and non-judgmental support. Let your student know that it's not their fault and no one "deserves" to be abused. Make it clear that you don't blame them and you respect their choices.

Believe them and take them seriously. Your student may be reluctant to share their experiences in fear of no one believing what they say. As you validate their feelings and show your support, they can become more comfortable and trust you with more information. Be careful not to minimize their situation due to age, inexperience or the length of their relationship.

Help develop a safety plan. One of the most dangerous times in an abusive relationship is when the victim decides to leave. Be especially supportive during this time and try to connect the student to support groups or professionals that can help keep them safe.

Remember that ultimately your student must be the one who decides to leave the relationship. There are many complex reasons why victims stay in unhealthy relationships. Your support can make a critical difference in helping your student find their own way to end their unhealthy relationship.

What is Bullying?

By: Phillip Rolfes

We hear a lot today about bullying, and rightly so because it can have serious effects both on the children being bullied, and on the children instigating the bullying. Before beginning any sort of discussion on bullying, however, we must first understand what it is, and what it isn't.

[StopBullying.gov](#) defines bullying as “Unwanted, aggressive behavior among school-aged children that involves real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.” Bullying is nothing more than the strong preying on the weak.

Two things are worth pointing out here. First, a bully uses his or her popularity, strength, or even access to intimate information to manipulate others.

Secondly, the bully's behavior is a repetitive behavior. A 6-year old boy shoving a younger classmate once would not constitute bullying. But a group of high school girls repeatedly teasing a middle school girl about her weight would be bullying.

When inquiring into an accusation of bullying, it's important to keep those two points in mind.

The Five Types of Bullying

Different organizations identify different types of bullying. [StopBullying.gov](#), for example, only identifies [3 types of bullying](#), whereas [VeryWellFamily](#) claims there are [6 distinct forms of bullying](#).

For our purposes here, we have identified 5 distinct types of bullying.

1. Verbal

This type of bullying usually takes the form of name-calling, teasing, threats, inappropriate sexual comments, racial slurs, or prejudicial remarks. Often, verbal bullying begins innocently enough as friendly teasing, but quickly escalates into full-out bullying.

2. Social Exclusion

Social bullying can be very hard to spot, and often the victim doesn't realize he or she is being bullied for some time. Much of this takes place behind the victim's back - making crude gestures or mimicking, telling other children not to be friends with the victim, or simply leaving the victim out of social activities.

3. Lies & Rumors

One of the more devastating forms of bullying, spreading rumors or flat out lies about the victim affects their social status, their relationships even with friends, and especially their self-esteem. The effects of lies and rumors are often carried with a victim throughout his entire life.

4. Physical

This is perhaps what most of us associate with bullying, thanks to Marty McFly and Biff Tannen (Back to the Future). Physical bullying includes kicking, hitting, or punching a victim. It could also include tripping or pushing the victim, spitting on him/her, or taking or breaking the victim's personal items.

5. Cyber

Finally, there is cyber bullying. Although this was at first classified as a form of verbal bullying, it's since become a type unto itself. It can include hurtful texts, emails, posts, images, or videos. It can also make use of the internet and texting to spread rumors or gossip.

Effects of Bullying

Children who are victims of bullying can suffer from a variety of symptoms. Some of these can have long-term effects that they carry with them into adulthood.

Depression, anxiety, and social isolation often work together to create self-esteem issues as the child grows. They may lose interest in school or in hobbies that they once found enjoyable. Health complaints like migraines and unexplained illnesses could also become increasingly frequent. In extreme cases, some bullied children even lash out violently against those bullying them. The majority of shooters from the [school shootings of the 1990s](#) had histories of being bullied.

Symptoms of Bullying

If you suspect someone of being bullied, there are several things to look out for. Each type of bullying comes with its own unique symptoms, but some symptoms common across the board are:

- · Frequent illness or headaches
- · Frequently faking illness
- · Difficulty sleeping
- · Declining grades
- · Avoidance of social situations or a sudden loss of friends
- · Changes in eating habits
- · Loss of self-esteem
- · Self-destructive behaviors like self-harm or talking about suicide.

If, on the other hand, you suspect someone of being a bully, there are some signs you can look for here as well:

- · Aggressive behaviors
- · Frequent trips to the principal's office
- · Friends who are also bullies
- · Refusal to take responsibility for their actions
- · Is overly competitive and worries about their popularity.

It is important that we, as adults, be on the lookout for any signs of bullying. An extensive [2012 study of school crime](#) indicated that less than half of bullying incidents were reported to an adult. As caring adults, this puts the weight of eliminating bullying from our schools squarely on our shoulders. If you witness or even suspect bullying, you have a duty to report it to your school principal and create an action plan to curb any bullying attempts in the future.

Relevant Education Bills from the 2023 Legislative Session

Bills that Passed into Law

LB153 (Extraordinary Increase in Special Education Expenditures Act): Provides a \$2.5 million fund to help public school districts in covering unexpected increases in special education expenses.

Status: Passed into law!

LB385 (Teacher Recruitment and Retention): Offers retention grants of either \$2,500 or \$5,000 to incentivize the recruitment and retention of teachers in Nebraska.

Status: Passed into law!

LB516 (School Safety Grants): Provides \$15 million in grants to fund school security projects.

Status: Passed into law!

LB583 (Special Education Reimbursements): Provides, among other things, increased reimbursements to public school districts of up to 80% of their special education expenses.

Status: Passed into law!

LB603 (Alternative Certification for Quality Teachers Act): Requires the Commissioner of Education to issue an alternative certification for applicants to teach on a full-time basis if they meet certain criteria.

Status: Passed into law!

LB632 (Suspension Prohibition): Prohibits the suspension of children in PK through 2nd grades. This bill is drafted in a confusing manner but we believe it includes our schools.

Status: Passed into law!

LB674 (Modernize Textbook Loan Program): Centralizes and expands the textbook loan program for non-public school students to ensure better access to educational resources.

Status: Passed into law!

LB705 (Lottery Funds Distribution): Originally introduced to extend funding for six education grant funds with lottery dollars through the year 2029, and was later amended to include numerous other education-related bills.

Status: Passed into law!

LB724 (Eliminate Praxis Test for Teacher Certification): Eliminates the basic skills exam to enter a teaching program at a Nebraska university or college.

Status: Passed into law!

LB753 (Opportunity Scholarships Act): Creates scholarship opportunities for low-income and other vulnerable students to attend a school of their choice through an income tax credit.

Status: Passed into law!



The Opportunity Scholarships Act (LB753)

All families deserve the opportunity to access the right education for their child. Some families have the financial means to make this possible, but many do not. LB753 will help those families in need.

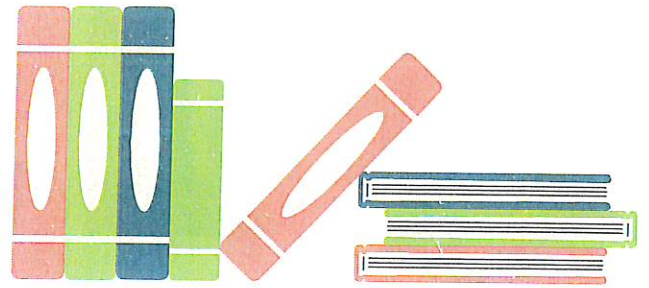
The Opportunity Scholarships Act, introduced by Senator Lou Ann Linehan on behalf of Governor Jim Pillen, provides scholarship opportunities for more students to attend a school of their parent's choice. LB753 was signed into law on May 30, 2023, finally making Nebraska the 50th state in the country to pass school choice legislation.

How Does LB753 Work?

- Starting on January 1, 2024, tax credits will be available for contributions to scholarship granting organizations (SGOs). SGOs then award scholarships to eligible students. The Opportunity Scholarships Act gives priority to eligible students according to the following tiers:
 - 1st Tier:
 - Students who received a scholarship in the previous year; and
 - A sibling of a student who is receiving a scholarship, and belongs to the same household.
 - 2nd Tier:
 - Students whose household income does not exceed 100% of the federal poverty level (FPL); and
 - Students who were denied public school option enrollment, have a special education need, have experienced bullying, harassment, hazing, assault, battery, kidnapping, robbery, sexual offenses, threat or intimidation, or fighting at school, are in foster care, or have a parent or guardian actively serving in the military or was killed in the line of duty.
 - 3rd Tier:
 - Students whose household incomes is between 101% and 185% FPL.
 - 4th Tier:
 - Students whose household income is between 186% and 213% FPL.
 - 5th Tier:
 - Students whose household income exceeds 213% FPL but does not exceed 300% of the income eligibility for the federal reduced lunch program.
- The program allows \$25 million in state income tax credits to assist children with increased scholarship opportunities. Beginning in the program's fourth year, if the \$25 million cap is reached, it can grow 25% but will ultimately be capped at \$100 million in tax credits.
- The program will provide a 100% state income tax credit to incentivize taxpayers to redirect a portion of their tax liability to SGOs. The tax credits are capped at 50% of state income tax liability. The tax credits are also capped at \$100,000 for individuals and businesses and \$1 million for wills and trusts.

For any additional questions about LB753, please contact the Nebraska Catholic Conference.

LB647: UPDATES TO TEXTBOOK LOAN



WHAT IS THE TEXTBOOK LOAN PROGRAM (TLP)?

- TLP began in 1989^[1] and provides the opportunity for K-12 school students in Approved and Accredited Nebraska nonpublic schools to receive loaned instructional materials (e.g., textbooks, multiple texts, electronic and digital subscriptions, write-in work texts). This means the materials are the property of the state.
- Currently the materials loaned to private school children must be the same materials used in the public school district in which the child resides or the school district in which the private school the child attends is located.
- The parents of K-12 students in Approved or Accredited nonpublic schools must apply annually to their local public school district using a paper form. This form goes to their nonpublic school who begins correspondence with the local school district. In total, the current TLP process requires multiple paper forms exchanged between parents, nonpublic school, district school, and NDE.
- At the time of its creation, learning materials were traditional paperback and hardback textbooks. Today, textbooks include digital resources, consumables, and dynamic curriculum located online. Nebraska's Rule 4 responded to this digital revolution in 2016 with updated regulatory language.

HOW IS TLP FUNDED?

- TLP funding is appropriated by the Legislature in the state's biennial budget and distributed by the State Department of Education.
- The program is currently funded at roughly \$1.5M per year, or about \$42 per student.^[2]

HISTORICAL UNDERUSE:

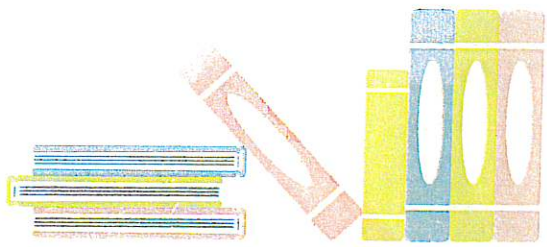
Many parents and nonpublic schools choose not to engage in the Textbook Loan Program.

There are three reasons given by those schools:

- The program is too burdensome for their school's front offices.
- The amount of funds is not worth the effort.
- The resources and materials available are not helpful.

[1] Nebraska State Statute 79-734 established Nebraska Department of Education Rule 4, which was enacted and effective November 27, 1989.

[2] There are about 36,000 students in Approved and Accredited Nebraska nonpublic schools.



LB647: UPDATES TO TEXTBOOK LOAN (CONT.)

WHAT DOES LB647 DO?

LB647 makes important updates to modernize the Textbook Loan Program in three ways.

- The program becomes centralized rather than district by district.
- Nonpublic school students are allowed to access learning materials from outside of their public school district.
- Efficiencies for schools, parents, and public school districts are created. Such updates have been successfully implemented in other states that have similar programs.

WHY ARE THE CHANGES IN LB647 IMPORTANT?

- **Centralization:** Because TLP is currently administered by the local public school districts across the state there are inconsistencies in its execution. Centralizing the process helps with uniformity.
- **Administrative Burden:** LB647 addresses many of the administrative burdens currently on public schools, nonpublic schools, and the parents attempting to access the program.
- **Practicality:** Limiting learning materials only to those used in the local public school district is arbitrary in an age of digital resources and student mobility. Some examples: Omaha Roncalli has students from 27 zip codes; Grand Island Central Catholic serves students from 7 public school districts; and Boys Town has students from all over the country.
- **Modernize:** The current program is administered completely on paper, creating an incredible burden for parents trying to access materials. As a matter of fact, many simply choose not to use the program due to the onerous and antiquated system used to administer the program. While not explicitly stated in LB647, the NDE plans to move TLP online.
- **Continual Improvement:** LB647 will provide NDE recommendations for updates to the program every five years as a way to keep up with the changing educational landscape.

WHO SUPPORTED/OPPOSED LB647?

- LB647 was supported by
 - Lutheran Schools
 - Nebraska Catholic Conference
 - Omaha Street School
 - Nebraska State Education Association (NSEA)
 - Nebraska Council of School Administrators (NCSA)
 - Nebraska Rural Community Schools Association (NRCSA)
 - ... and met no in-person opposition at its hearing.
- It was voted out of Education Committee 7-0 (Conrad, Albrecht, Murman, Linehan, Walz, Sanders, Brieser) with one absent (Wayne).

2023-2024 EMPLOYEE ACKNOWLEDGEMENT FORM

I, _____, as a faculty member of Cedar Catholic Jr.-Sr. High School, have read the information in the **Faculty Handbook** concerning school policy. I agree to abide by the rules and regulations concerning the policies of the school.

Employee Signature

Date

I, _____, acknowledge receipt of the “**Archdiocese of Omaha Safe Environment Code of Conduct**” and I further acknowledge that I have read the document, understand my obligations as outlined in the document, and agree to abide by the terms of the document while employed by Cedar Catholic Jr.-Sr. High School.

Employee Signature

Date

I _____, received the “**Policy on Professional Boundaries Between School Employees and Students**” and understand its contents.

Employee Signature

Date

I, _____, acknowledge receipt of the “**Internet Acceptable Use Policy**” and I further acknowledge that I have read the document, understand my obligations as outlined in the document, and agree to abide by the terms of the document while employed by Cedar Catholic Jr.-Sr. High School.

Employee Signature

Date