



United Community Center Schools

Student & Parent Handbook and Code of Conduct





UCC Schools Handbook & Student Code of Conduct

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ABOUT UCC SCHOOLS

The foundation of our services at the United Community Center is education. Our K4-8 schools of more than 1,600 students are the primary example of how we serve through education, and we truly believe we can lead the community to a better life through education.

Our UCC Schools are a public, non-sectarian, nonprofit, community-based charter school dedicated to creating an environment that fosters high expectations and excellence for all students. Our schools believe that hard work, strong parental involvement, high expectations, and knowledge of culture will lead all students to rigorous high schools and colleges and equip them with skills to be competitive in dynamic future job markets. UCC Schools provide students with a clear sense of identity, a positive attitude toward learning, and effective communication skills.

UCC School Leadership Message

Welcome students, parents, staff, and community members! At the United Community Center and our UCC schools, our goal is to provide every student with a strong academic and social-emotional foundation to prepare them for college or career. To achieve this, it's essential that we all demonstrate respect, responsibility, and resilience in our school environment. By doing so, we create a more positive and welcoming place for everyone to learn and grow.

At UCC Schools, you'll always find dedicated adults who want the best for you, your family, and our students. We are committed to going above and beyond for you and your families, as long as you put forth your best effort and partner with our schools to support your child's success. We believe in partnering with families and working together to support the success of your child. You can expect consistent communication between students, families, and teachers to keep everyone informed and engaged.

We look forward to an outstanding school year with you and your child. This booklet provides important information about our procedures and expectations. If you have any questions or concerns at any point during the school year, please stop by your child's school office or give us a call.

- **Director of Early Learning Programs - Infancy - K5** - Dalia Huerta - dhuerta@bgcsedu.org
 - BGCS Preschool: 414-645-4859 - Principal Alyssa Mantekas - amantekas@bgcsedu.org
- **UCC Schools: Chief Academic Officer - K5-8th Grade** - Shaba Martinez - smartinez@bgcsedu.org
 - BGCS Elementary: 414-643-6441 - Principal Veronica Silva - vsilva@bgcsedu.org
 - Bruce-Guadalupe Middle School: 414-649-2820 - Principal Santiago Navarro - snavarro@bgcsedu.org
 - UCC Acosta Middle School: 414-647-2518 - Principal Jose Flores-Benitez - jflores@uccacostams.org

United Community Center Mission & Vision

The United Community Center's (UCC) mission is to transform the lives of Hispanics, families and individuals of all ages by providing the highest quality comprehensive services in education, human services, health, community development and cultural arts.

The UCC's vision is an **empowered** and **thriving** Hispanic community where all **achieve** their fullest **potential**.

UCC Schools' Vision

Providing opportunities to ensure EACH student is prepared for high school, college, and career.



UCC Schools' Core Values

1. High Quality Classroom Instruction
2. Promote and ensure a positive, collaborative, and constructive climate focused on student outcomes
3. Cultivate a Continuous Improvement Culture
4. Build family and community engagement through enhanced and consistent communication
5. Strengthen the “whole” student

UCC Schools' Structure & Governance

United Community Center Schools (Bruce-Guadalupe Community School and UCC Acosta Middle School) are **independent 2R charter schools** authorized by the University of Wisconsin-Milwaukee.

“The terms “2r” or “2x” refer to the section of the charter school law within s. 118.40 that grants these entities authority to authorize charter schools. Independent charter schools may also be referred to as legacy or new independent charter schools. Legacy schools are schools chartered by authorizers who had the authority prior to 2015 Act 55 (UW-Milwaukee, the City of Milwaukee, UW-Parkside, and MATC), and new independent charter schools are those chartered by an authorizer who received authority to authorize in or after 2015 Act 55 (Waukesha County Executive, College of Menominee Nation, Lac Courte Oreilles Ojibwa College, Office of Educational Opportunity, any UW Chancellor (other than UW-Milwaukee and UW-Parkside), and any technical college district board (except MATC). Under Wis. Stat. § 118.40(4)(ag), no more than a minority of the governing board's members may be employees of the charter school or employees or officers of the school district in which the charter school is located”. Therefore, no more than a minority of the governing board could be filled by employees or officers of the school district they are physically located in.”

UCC Schools' Expectations

- Be kind to yourself and others.
- Keep your hands and feet to yourself.
- Follow the rules of your teacher in school.
- Remember to do your job today and everyday: read, study, and apply what you learn.
- Have a great day!

Student Non-Discrimination Policy

It is the policy of UCC Schools, as required by section 118.13, Wisconsin Statutes, that no person will be denied admission to any public school or be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race, color, and national origin), Title IX of the Education Amendments of 1972 (sex), and Section 504 of the Rehabilitation Act of 1973 (disability), and the Americans with Disabilities Act of 1990 (disability).

Any student who feels that he/she has been treated in a discriminatory way or denied rights under the law, or questions regarding Title IX should contact the school district administrator:

Shaba Martinez, Chief Academic Officer
1028 S. 9th Street, Milwaukee, WI 53204
Email: smartinez@bgcsedu.org
Phone: (414) 389-3620



PROFILE OF A UCC SCHOOL STUDENT & GRADUATE

UCC "Keys to Success"

All UCC School Students are expected to demonstrate the skills below to be a successful student.

PROBLEM SOLVER	I solve problems on my own.	I AM A LEADER
TEAM PLAYER	I participate in class. I work well with others.	
GOOD CITIZEN	I am respectful to teachers and classmates.	
FOCUSED	I am focused on listening to my teacher and classmates.	
ORGANIZED	I have my materials ready for learning. My workspace is neat and organized.	
PREPARED	I try my best. I complete my classwork by myself without reminders.	



UCC STUDENTS ARE ACHIEVERS

We develop students who are ...

- o Problem Solvers
- o Team Players
- o Good Citizens
- o Focused
- o Organized
- o Prepared
- o LEADERS



PROFILE OF A UCC GRADUATE




PROBLEM SOLVER


FOCUSED


TEAM PLAYER


ORGANIZED


GOOD CITIZEN


PREPARED

UCC STUDENTS ARE ACHIEVERS & LEADERS



SCHOOL OPERATIONS

School Calendar

Our annual school calendar can be accessed [on our school website linked here](#)

UCC Schools ensures that all K4-8th grade students receive no less than 1137 of instructional hours during each academic school year.

Daily School Schedule (Academic School Year - August - June)

Our K4-8th grade programs operate on the following daily schedule during the regular academic school year (August - June):

- **7:30am:** Doors open for student arrivals
- **7:50am:** School day **START** time (*students are considered TARDY starting at 8:00am*)
- **3:00pm:** School day **END** time (*K4 student pick-ups and dismissal begins at 2:45*)
- **Lunch:** 30 minutes daily
- **Recess:**
 - K4: 60 minutes daily
 - K5 - 5th grade: 15 minutes daily
- **3:00 - 5:00pm:** Afterschool programming:
 - K4 -8th Grade Afterschool Care Services (*registration required, fees associated with services*)
- **Students are expected to be picked up on-time daily based on the ending time for the program they are registered in. Families that pick up after their child's program end time will be charged \$1 per minute for each minute their child remains at school after our program ends.**

Summer School Schedule (June - July)

We offer a **19-day** summer school program each summer for all K5-7th grade students from **7:45am - 12:15pm** (*K4 programming is from 7:45am - 2:45pm*).

Student attendance and participation in this academic program is **STRONGLY ENCOURAGED**, and we expect all students to participate in all instructional days.

New State Requirements - for all K5-3rd Grade Students - Students who are below grade level in reading will be **required to attend our intensive summer school program**, as mandated by the new Wisconsin State Law, Act 20. Students who fail to meet this requirement may not be promoted to the next grade level.

If a family is unable to attend and participate in the full summer school program, families will be asked to complete the [extended absence request form linked here](#).

Summer School Attendance Policy for all K5-7th Grade UCC School Students

- K5-7th Grade students are expected to attend **all** 19 days of the summer program, *with minimal to no absences*.
- If a child misses 2 or more days of summer school, their seat in the program will be given to another student.
- Students who attend at least 17 days of summer school **will qualify** for the following opportunities later on:
 - Participation in the **7th Grade St. Louis Trip**
 - Participation in the **8th Grade Washington D.C. Trip**
 - Selection as Valedictorian or Salutatorian at their **8th grade graduation**
- **School administration reserves the right to determine which students qualify for these opportunities as well as other major school trips and programs as needed**



All current UCC school students will be welcomed back to our UCC Schools in the fall, even if you are unable to attend our summer school program!

Afternoon Summer Recreation Programming

We offer an **afternoon summer recreation program** (registration required, fees associated with services) during the afternoons after our morning academic program from 12:15pm - 4:00pm. This program requires registration and has a fee associated with participation.

Inclement Weather & School Closures

In the case of inclement weather, our UCC school students, families, and staff will be informed in advance of closures.

- **Be aware that UCC does NOT follow MPS regarding closings.**
- [Our UCC schools inclement weather policy can be found here](#)

As parents/guardians, you know your child's circumstances best. Therefore, we respect your decision not to send your child to school when weather conditions are questionable. However, please understand that if school is in session and you decide to keep your child home, your child is missing instruction and will be required to make up any missing work. You are still expected to report your child's absence to the attendance hotline - (414) 389-4757

School Fees & Payments

School fees will be added to parents' Skyward Family Access accounts, and can be paid online using a credit card within Skyward Family Access using RevTrak, or, payments can be made in person at any of our school offices. Our schools accept payments made by cash, check, or credit card. (A small credit card processing fee of 4.4% is added to all credit card charges)

Some examples of school fees UCC School families may be responsible for each year include:

- Afterschool care and daycare fees
- Student resource fees
- Extracurricular fees (athletics, music, clubs, etc)
- Field trip fees
- Breakfast and lunch meal fees
- Lost library book or damaged book fees
- Cap & Gown, Graduation Fees
- Technology damage, repair, or replacement fees
- Summer recreation program fees

If families fail to pay all school fees in a timely manner, or have outstanding fees that remain unpaid, students will be unable to participate in extracurricular activities, and may be unable to participate in school activities such as daycare services, after school programming, field trips, and graduation ceremonies.

If your family is experiencing financial hardship and is in need of support with fees, please contact a school administrator, school social worker, or school counselors.



Refunds & Reimbursements

As a general rule, the school and UCC agency does **not** provide refunds or reimbursements for tuition, fees, program costs, or other payments once they have been assessed or collected.

This policy is necessary because school programs must cover the cost of program staff, supplies, instructional resources, transportation, and other required expenditures in advance. In many cases, these costs are incurred at the time of student registration or enrollment. Even when a family withdraws from the school or elects not to participate in a specific program, the school has already expended the full costs associated with the student's registration and participation. As a result, the school is unable to refund or reimburse any portion of these costs.

Credit Card Admin Fees:

Additional fees associated with credit card payments, including the 4.4% RevTrak software administrative fee applied to each transaction, are non-refundable. These fees are paid directly to the credit card processing service at the time of payment and are not retained by the school or the UCC agency. As a result, the school and its accounting department are unable to refund or reimburse any portion of these processing fees under any circumstances.

The NO REFUND Policy applies to, but is not limited to:

- Tuition and enrollment fees
- Program, activity, or extracurricular fees
- Field trips, events, and enrichment activities
- Materials, uniforms, supplies, or instructional resources
- Student resource fees
- Technology replacement fees
- Library fees
- Before- or after-school programming fees
- Credit Card Admin Fees

Exceptions

Refunds or reimbursements may be considered only under the following limited circumstances:

- The school cancels a program, activity, or service before it begins
- An error is made by the school in assessing or collecting a fee
- A refund is required by law or regulatory guidance
- Any exception must be approved in writing by the UCC Accounting Department and School Administration and does not establish precedent for future cases.

Field Trips

Field trips, including student reward trips, are planned in order to enrich the school curriculum and provide opportunities for students to have other learning experiences outside of the classroom setting. Parents will be notified in advance of field trips. In order for students to participate in field trips, they must have turned in permission forms and any money that may be required for a trip. All field/reward trips are considered a privilege for students and not an automatic right. Those students complying with the expectations of the school will be able to participate in trips, however, students who pose regular disruptions or have caused problems on trips in the past, may be denied from attending a field trip. These decisions are made at the discretion of the building administrator.

- [Our UCC schools extracurricular and field trip policy can be found here.](#)

Grade Level Promotion Policy - Kindergarten & 5th Grade

For students to be considered for academic promotion to the next grade level (and/or kindergarten or 5th grade promotion to the elementary or middle school) students must meet the following criteria:

- **Academic Performance:** Students must demonstrate grade-level proficiency in core academic areas.



- **Attendance:** Students are expected to maintain regular attendance throughout the school year.
- **Behavioral and School Engagement:** Students are expected to demonstrate age-appropriate behavior, follow school expectations, and participate in learning activities.
- **Up to Date Payment Accounts** - *all school fees must be paid in full for UCC and all schools*

Students who are at risk of not meeting promotion criteria will be identified early, and parents and/or guardians will be informed if their child will be ineligible to participate in promotion ceremonies, or promotion to the next grade.

Graduation Policy - 8th Grade

For students to participate in our 8th grade graduation ceremonies, as well as be considered for selection to attend our 8th grade Washington D.C. trip, they must meet the following criteria:

- **2.0 Grade Point Average (GPA)** - *year to date, standard GPA*
- **Consistent school attendance with minimal absences** - *10 or less total absences across the school year*
- **Behavior following our Student Code of Conduct** - *minimal disciplinary/office referrals, and no suspensions*
- **Teacher Recommendation** - *our school staff will help determine students that meet these criteria based on their homework completion, class participation and engagement, and behavior inside and outside of the classroom.*
- **Up to Date Payment Accounts** - *all school fees must be paid in full for UCC and all schools*

Grievance Policy

UCC is committed to addressing concerns respectfully, fairly, and in alignment with established policies. ***A grievance is a formal complaint alleging a violation, misapplication, or inequitable implementation of school or agency policies, procedures, or practices that directly affects a student, family, or community member.***

Before filing a formal grievance, individuals are encouraged to attempt to resolve concerns informally by contacting the appropriate staff member, teacher, or school administrator directly.

Informal resolution is encouraged prior to submission, when appropriate. Many concerns can be resolved quickly through conversation, clarification, or collaboration.

Please follow the steps below to submit a formal grievance:

1. **Attempt Informal Resolution (Strongly Encouraged):** When appropriate, parents or community members should first attempt to resolve concerns by speaking directly with the relevant teacher, staff member, or school administrator. Many issues can be addressed quickly through conversation and clarification.
2. **Submit the Grievance in Writing:** Draft an email and outline the nature of the grievance to the school administrator (principal) or district administrator (Chief Academic Officer) within 30 calendar days of the incident or concern, unless extenuating circumstances exist. Provide clear and specific information, including relevant dates, individuals involved, a description of the concern, and the specific policies and procedures that were breached within the grievance.
3. **Receive Acknowledgment of Receipt:** The school will acknowledge receipt of the grievance in writing within five (5) business days and will begin its review.
4. **Participate in the Review Process:** The school may contact the parent or community member for additional information or clarification as part of the review. Timely cooperation helps ensure an efficient and thorough process.
5. **Receive a Written Response:** A written response outlining the school's findings and determination will be provided within 10–15 business days, depending on the complexity of the grievance.
6. **Submit an Appeal (If Applicable):** If the parent or community member disagrees with the decision, a written appeal may be submitted to the next level of school or organizational leadership within 10 business days of receiving the response. The decision at this level is final.



Lost & Found

All items of large size are placed in the lost and found bins in the school. Marking your child's belongings is helpful when searching for lost items. Encourage your child to check the lost and found to recover lost items. Small or valuable items are kept at the office. Unclaimed articles are donated after they have not been claimed for several months. UCC and our schools are not responsible for items that are lost or misplaced by students during the school day. We encourage families to not allow their child to bring any items to school that are valuable, or may be likely to be misplaced or lost.

Money in School

When making a payment for lunch, field trip, or other expense, money should be sent in a sealed envelope with the student's name, the amount of money, date and purpose. Students are discouraged from bringing money to school. The school will not be responsible for any lost or stolen money.

Personal Property

Students are responsible for the safety and security of their personal property. Children should not bring items of monetary or sentimental value to school. Students should not bring hazardous, dangerous, or disruptive materials to school. Property of this nature will be confiscated, and arrangements made with the parents for its return.

Photographs & Videos

Our UCC schools often take photos and/or videos of our students, staff, and school facilities to promote the work of our agency, as well as share school activities and progress with families.

- [Our UCC Photo Release Policy can be found here](#)
- [Our UCC schools Internal Photo Release Policy can be found here](#)
- If you do not provide consent for your child's photos to be taken at school, please communicate this directly to each of your children's teachers each year.

Prohibited Items in the School and UCC Environment

To maintain a safe, respectful, and distraction-free learning environment, certain items are strictly prohibited on school property, including during school-sponsored events, field trips, and extracurricular activities. Additional items may be deemed inappropriate for the school or UCC environment at the discretion of our school administration.

Prohibited Items Include, but Are Not Limited To:

1. **Weapons and Dangerous Objects**
 - Firearms (real or imitation)
 - Knives, blades, or sharp objects
 - Explosives, fireworks, or flammable materials
 - Tasers or pepper spray
2. **Electronic Devices (when not permitted by staff)**
 - Cell phones and electronic communication devices
 - Personal gaming systems or personal computers
 - Unauthorized audio or video recording devices
 - Smartwatches used for communication or internet access
 - Drones or remote-controlled devices
3. **Substances and Paraphernalia**
 - Tobacco, vapes, e-cigarettes, lighters, or matches
 - Alcohol, drugs, or drug-related paraphernalia (including CBD)
 - Over-the-counter or prescription medication not stored and administered according to school policy



4. Disruptive or Inappropriate Items

- Toys, fidget devices (not approved by an IEP/504)
- Playing cards, trading cards, or collectibles
- Laser pointers
- Balloons, confetti, or noise-making devices
- Masks, costumes, or props unrelated to school-sponsored activities

5. Food and Beverages

- Water bottles and beverage containers for middle school students
- Energy drinks
- Open food containers or drinks (unless provided by the school or with prior permission)
- Gum (if prohibited by classroom or school policy)

6. Other Items at the Discretion of Administration

- Any item that disrupts learning, threatens safety, or violates school rules may be deemed prohibited, even if not listed explicitly here.

Consequences for Possession of Prohibited Items May Result In:

- Confiscation of the item
- Parent/guardian notification
- Disciplinary action in accordance with the school's behavior policy
- Involvement of law enforcement, if applicable

Students are encouraged to report any items or behaviors that may pose a threat to school safety. All reports will be handled with discretion and appropriate follow-up.

Student Records

Notice is hereby given that UCC Schools, pursuant to the Family Education Rights and Privacy Act (FERPA) and State Statute 118.125(1)(b) and (2)(j) has designated the following as Directory Data which may be released without prior consent:

- a student's name;
- a student's grade level;
- a student's school;
- a student's photograph(s);
- participation in officially recognized activities and sports;
- height and/or weight, if a member of an athletic team;
- date of graduation;
- degrees and awards received;
- the name of the school the pupil most recently previously attended.

Parents and eligible students may refuse to allow UCC to disclose any or all of such "directory information" upon written notification to the school.

Technology: Student Chromebooks and Other School Technology

All students in grades K-8 are issued a school chromebook. In grades K-3, these devices stay at school in classrooms. In grades 4-8, students are responsible for taking their device home each night, and charging them fully for the next school day. This device is property of the UCC Schools and provides student access to required educational materials needed for each student to be academically successful. The supplied device is an educational tool and is not intended for gaming, social networking, entertainment, or high end computing.

- [Our UCC schools chromebooks and technology policy can be found here.](#)



These chromebooks are issued to students for academic use, but **are the property of the school**. Students and families are responsible for the care and maintenance of these devices. If a device is damaged or lost, families are responsible for the cost of repairs and/or replacement.

All students are issued a case and charger for their device. If these items are lost or damaged, families are responsible for the cost of replacement or repair.

Skyward Family Access

Skyward is our student information system where all student information, registration, grades (K5-8), attendance, and assignments are stored. Parents are required to complete all yearly registration forms in Skyward in order to register their child for the next school year.

Skyward enables parents to view student grades and missing assignments, report student absences, view attendance records, make fee payments, and complete online forms and documentation. It is very important that parents maintain accurate telephone numbers and email addresses on Skyward.

Skyward works with any computer, tablet, phone, or personal device. You can download the Skyward mobile app for FREE via the App Store or Google Play Store. Our school is listed as "**Bruce Guadalupe Cmty School**".

Our school has a unique URL for families to access Skyward that is available here: bit.ly/uccschoolsskyward

If you need assistance obtaining your username and password for Skyward, email uccschools@bgcsedu.org

Student Searches

Lockers and desks are not student property. Students do not have an expectation of privacy in their assigned lockers, desks, or other school assigned spaces. Any item in conflict with school/district policy found in a locker, desk, or on school grounds will be confiscated.

To ensure safety at UCC, the staff maintains the right to search students' lockers, and desks. Such areas are subject to random searches by school personnel at any time, and without prior notice. Personal items such as pencil pouches and bookbags may also be searched, if necessary given the situation.

A student and or his/her belongings may be searched if:

- There are reasonable grounds to suspect the search will reveal evidence of violations of the law, school rules and or policy.
- The manner in which the search is conducted is reasonably related to the objectives of the search and is not overly intrusive in light of the age and sex of the student and the nature of the infraction.
- The school officials, employees and agents who may conduct searches are designated as: school administrators, pupil services staff, school support staff, UCC agency staff, designated employees, school liaison officers, and/or Milwaukee Police Officers working with school authorities.



ATTENDANCE

Our UCC Schools work cooperatively with parents to teach students the importance of daily and timely school/class attendance. School attendance, when supported and encouraged by parents, constitutes a vital part of the development of a positive attitude toward school. Conversely, when parents are not supportive of regular school attendance, the student begins to view school instruction as unimportant. This significantly increases the risk of an unsuccessful school experience and may lead to patterns of behavior that can potentially impact student success in later years.

Compulsory Attendance

[Under Wisconsin Statute 118.15](#), any person having control of a child between the ages of 6 and 18 shall see to it that the child attends school regularly until the end of the school term of the school year in which the child becomes 18.

Student Attendance

Good student attendance promotes high academic success. Since good attendance and student success go hand in hand, UCC staff expects students to maintain a 95% attendance or better (less than 10 absences each year).

Teachers, administrators and the entire staff are relying strongly on parents to help us meet this high standard. It is equally important that students arrive at school on time.

- [UCC school attendance contract can be viewed here](#)
- [UCC Schools attendance policy can be viewed here](#)
- [UCC Schools Extended Absence Policy can be viewed here](#)

Absences

If a student is absent, the parent/guardian needs to call to inform the school by 8:30. If you know of an absence in advance, please contact our school office, add this absence request in Skyward Family Access, or call our school absence line at **(414) 389-4757**.

Wisconsin State Statutes allow parents to request that a student be absent from school **up to ten days in a school year**. Excessive excused absences may require a medical note for future absences to be excused. A request for a planned absence (not to exceed ten days) should be made in writing to the school principal prior to the absence.

The following are excusable absences:

- Personal illness. Medical verification may be required.
- Family emergencies or crises
- Attendance at a funeral
- Religious holidays or religious instruction
- Medical and legal appointments. Verification of appointment may be required.
- Severe inclement weather when schools are officially closed.
- Attendance at special events of educational value, approved by the principal or designee, with a written excuse received from the parent or guardian before the absence. (A child may not be excused for more than ten (10) days in a school year under this type of excuse, per state statute 118.15(3).)

All other absences will be regarded as unexcused/truant. All student absences are subject to review by the building principal, whose decision will be final.



Consequences for Excessive Absences

When students miss significant amounts of school, even for excused reasons, it becomes difficult for our staff to provide consistent instruction, interventions, counseling, and other support that are critical to their growth.

Students with excessive and chronic absences during our academic school year (*including our 5th quarter summer school program*) may be denied access to school-sponsored events, extracurricular activities, field trips, and other school sponsored special opportunities. Students with a significant number of unexcused absences may be ineligible to participate in graduation ceremonies. Persistent absences without valid reasons may impact a student's eligibility for grade level promotion and/or graduation from our schools.

Please note that excessive absences may limit your child's access to school programs, support services, and extracurricular activities, including but not limited to academic intervention, counseling sessions, therapy services, enrichment programs, and after-school activities. Many of these supports require regular participation to be effective and, in some cases, are only available when a student is present during the school day.

Students who are not present for the full-school day are not eligible for participation in extracurricular activities, athletics, Strings, or other programming. Extracurricular activities are a privilege earned for full participation in our academic program.

Students with 5 or more unexcused absences in a single academic quarter will be removed from all extracurricular activities, athletics, Strings, and other non-academic activities for the duration of the next academic quarter. Students will also be enrolled in our ASAP program, and are required to be present to receive academic support from Monday-Thursday, from 3-4pm each day for the duration of the next grading quarter. Failure to participate in ASAP regularly will result in a student's dismissal from all extracurricular programming for the remainder of the school year.

The school aims to work in partnership with students and their families to promote consistent attendance and academic success. However, maintaining a policy that holds students accountable for their attendance is crucial to upholding the integrity and standards of our educational environment.

Tardies

Being on time is an important component of school attendance. The school day begins at 7:50 am for all our K4-8th grade schools. Students are marked as LATE starting at 8:00am and must get a tardy pass from the office before going to class. Our doors will open at 7:30 am to those students wishing to have breakfast. Breakfast is served from 7:30am - 7:45am.

UCC recognizes that students who arrive late are a disruption to the classroom by coming in when others have already prepared for class. All students are to be at school by 7:50 in order to begin learning with their class at 8am.

Late Arrivals and/or Early Pick-ups

Frequent late arrivals and early pick-ups from school impact student learning. If students arrive at school late, or are picked up early, and miss 3-5 hours of our school instructional day, this constitutes a half-day (.5) absence. Students must be physically present at school for more than 5 hours in order for them to be considered "present".

- If students are present at school for **less than 3 total hours**, they will be marked as **absent for a FULL-DAY**
- If students are **present at school for only 3-5 hours**, they will be marked as **absent for a HALF-DAY**
- If students are **present at school for 5 or more hours**, they will be marked as **PRESENT for a full-day**

These partial day absences are added to a child's attendance record and count towards their truancy record.



Families will be charged **\$1 for every 1-minute increment past the program end time** that a child is picked up late after program end times and/or assigned dismissal times. Frequent late pick-ups may result in suspension or removal from the program altogether.

Extended Absences from School

Our schools are committed to providing your child with a high-quality education and meaningful learning experiences, and this is best accomplished when your child is physically present at school.

We strongly discourage families from removing their child from school for an extended period of time. Extended absences result in your child missing critical instruction and learning experiences, and their progress in school will likely regress.

If your child will be absent from school for more than 3 consecutive days, please notify the school as soon as possible by submitting a written request for an extended absence to the school principal or center director. [Families must also complete the Notification of Extended Absence form linked here.](#)

Note: Be aware that unexcused or excessive absences may have consequences on a student's academic standing. Students may be denied access to school-sponsored events, extracurricular activities, field trips, and special opportunities. Students with a significant number of unexcused absences may be ineligible to participate in graduation ceremonies. Persistent absences without valid reasons may impact a student's eligibility for grade level promotion and/or graduation from our schools.

School Communications Regarding Attendance

When a student is absent from school without reason, the school will send an email, text message, and robo-call to the known telephone number of a parent. All parents have access to student attendance records through Skyward Family access. Paper print-outs of attendance records can be requested by parents at the school office.

Academic Work During Absences

If your child is absent from class and misses important instruction, assessments, or the ability to submit their work, students and/or families are responsible for communicating with their child's teacher to make appropriate arrangements for the missing work to be completed, and for any assessments to be completed at another date.

Academic Work During Extended Absences

Our classroom teachers are NOT expected to put together work for students that will be absent for an extended period of time. Quality instruction and learning is dependent on students being physically present at school, and recreating an in-person learning experience through printed materials is challenging. *Please be aware that unexcused or excessive absences (more than 10) may have consequences on a student's academic standing and eligibility for promotion to the next grade level.*

If your child will miss school for more than 3 consecutive days, parents/guardians are required to notify the school by [completing an extended absence form and submitting this form](#) to uccschools@bgcsedu.org, or the school office.



COMMUNICATION

Communication with Parent & Guardians

All non-emergency communication will be sent home electronically via email or through ClassDojo messaging. This includes teacher and school newsletters and other pertinent information. Parents and guardians are responsible for maintaining an active email and ClassDojo account, and checking these accounts regularly for communication from our UCC schools.

School staff should not use personal cell phones or personal email accounts to communicate with students, parents, and/or guardians. Families should inform our school leadership team if a teacher is contacting you using a personal cell phone or email address.

Communication with School Administration

When communicating with our school leadership team, principals, assistant principals, and deans, we request for families to **use EMAIL as the primary means of communicating with our school administration. ClassDojo is not an effective communication mechanism for our school administrators who are connected to all our classrooms.**

- **Director of Early Learning Programs - Infancy - K5** - Dalia Huerta - dhuerta@bgcsedu.org
 - BGCS Preschool: 414-645-4859 - Principal Alyssa Mantekas - amantekas@bgcsedu.org
- **UCC Schools: Chief Academic Officer - K5-8th Grade** - Shaba Martinez - smartinez@bgcsedu.org
 - BGCS Elementary: 414-643-6441 - Principal Veronica Silva - vsilva@bgcsedu.org
 - Bruce-Guadalupe Middle School: 414-649-2820 - Principal Santiago Navarro - snavarro@bgcsedu.org
 - UCC Acosta Middle School: 414-647-2518 - Principal Jose Flores-Benitez - jflores@uccacostams.org

Communication with Teachers and Other School Staff

To promote a positive, respectful, and collaborative school environment, all parents and guardians are expected to engage in constructive and professional communication with teachers, administrators, and school staff. Our shared goal is to work together to support each child's academic, social, and emotional growth.

- **Communicate Respectfully:** All communication with teachers, staff, and administrators must be courteous, professional, and solution-focused.
- **Use Appropriate Channels:** Contact staff through school email, phone, or scheduled meetings — not personal phones or social media.
- **Schedule Meetings in Advance:** Meetings must be prearranged to avoid disrupting instruction or supervision time.
- **Allow Reasonable Response Time:** Staff will respond to inquiries within 1–2 school days during regular hours.
- **Avoid Confrontations:** Unannounced visits or confrontational behavior toward staff are not permitted.
- **Maintain Confidentiality:** Discussions about other students or families are not allowed; staff must protect student privacy.
- **Stay Focused on the Student:** Communication should center on supporting student learning, behavior, or well-being.
- **Address Concerns Appropriately:** Families should first discuss concerns directly with the teacher, then with school administration if needed, before sharing concerns in public forums, on social media, or with external parties.
- **Follow Civility Standards:** Profanity, threats, or disrespectful language will result in limited communication privileges or administrative intervention.
- **Model Positive Partnership:** Parents and guardians are expected to demonstrate respect, empathy, and collaboration in all school interactions.

Grievance Policy (refer to page 13 for full grievance policy)



PERSONAL COMMUNICATION & ELECTRONIC DEVICE (CELL-PHONE) POLICY

To maintain a focused learning environment, student use of personal communication devices; including cell phones; is prohibited on school grounds during school hours and at school-sponsored events.

Legal Requirements

- In accordance with [2025 Wisconsin State Law Act 42](#), all [Wisconsin schools must prohibit student use of wireless communication devices during instructional time](#).

General Expectations

- **Students are encouraged to leave all personal devices at home.**
- Students are prohibited from using or accessing cell phones (or any other type of personal communication device) during school hours, in classrooms, hallways, bathrooms, locker rooms, cafeterias, or in any other interior school spaces.
- If brought to school, devices must be powered off and stored in the student's locker for the entire school day.
- Devices may not be carried in pockets, backpacks, or on one's person during the day.
- The school is not responsible for lost, stolen, or damaged devices.
- Cell phones may never be used (before, during, or after school) in a locker room, restroom, or other places where privacy is expected.

Personal communication devices include (but are not limited to):

- Cell phones, smartphones, tablets, laptops, smartwatches, e-readers, or any device capable of communication, recording, or internet access.

Prohibited Use

- Devices may not be used, visible, or audible anywhere on school grounds during school hours—including classrooms, hallways, restrooms, cafeteria, playgrounds, or any other school space.
- Devices may not be used during school events, assemblies, emergency drills, or any school-related activity or event.
- Recording, photographing, or texting during the school day is not permitted.
- Taking photos or videos in restrooms, locker rooms, or other private areas is strictly forbidden and will result in disciplinary action. *Students using phone or other recording devices for inappropriate or illegal use will be subject to appropriate disciplinary action, and law enforcement involvement (if required).*

After School Hours

- Students may retrieve and use their cell phones only after exiting the school building and when off of school grounds.

Emergency Communication

- In an emergency, students should notify a teacher or administrator for assistance in contacting a parent or guardian.
- Parents needing to reach their child should call the school office directly.
- To maintain student safety and minimize classroom disruptions, **parents should not attempt to contact students directly via cell phone, text, email, or other means during school hours**. All communication with students during the school day must go through the school office.

Smartwatches and Other Devices

- Smartwatches or similar devices used for communication, cheating, or causing distractions will be confiscated and subject to the same consequences as cell phones.



Consequences for Non-Compliance

- If a student is found using a cell phone or personal device without authorization, the student must surrender their electronic device (phone, earbuds, etc) to staff **without objection or hesitation**, doing so would result in an additional referral for insubordination.
- **First Offense:** Device confiscated; parent/guardian must pick it up at the end of the day. Student receives a disciplinary referral and parents will be notified.
- **Second Offense:** Device confiscated; parent/guardian pickup required. Student receives a disciplinary referral and detention, parent will be notified.
- **Third Offense:** Student loses the privilege to bring any personal communication device to school for the remainder of the trimester and may face additional disciplinary action based on the school code of conduct.

Exceptions

- Students with a documented medical need for a device must provide a physician's note and obtain administrative approval.
- Students with IEP or 504 accommodations requiring device use must have this approved by administration.
- Any special exceptions must be requested in writing and approved by school administration.

Parent Responsibility

- Parents and guardians are responsible for monitoring their child's use of all personal electronic devices, social media accounts, and all personal communication accounts.
- The school and UCC is not responsible for lost, stolen, or damaged cell phones. Students bring phones and other personal technology devices to school at their own risk.
- **Our UCC schools and UCC agency are not responsible for the actions or communications of students when made on personal devices and accounts, especially when this takes place outside of school hours.** This is the responsibility of families, parents, and guardians to monitor and restrict.



ASSESSMENTS

All students from K4-8th grade are assessed regularly to determine student progress and achievement towards grade level expectations. Some assessments are required nationally, by the state of Wisconsin, by our school charter agreement with UW-Milwaukee, or by our schools locally to ensure our teachers have the data needed to support ongoing student learning and development.

Assessment plays a crucial role in how UCC instructs our students and helps each child grow academically. Quality assessment produces accurate information that is used in the classroom, school, and district level to increase student learning. Our balanced approach to assessment helps us monitor student growth and informs instructional practices and curricular decisions. Our assessment system includes classroom assessments, grade level and course common assessments, and statewide assessments.

The United States Department of Education, State of Wisconsin, and the United Community Center, Inc. each require a variety of assessments for a variety of purposes. Below is a list of the assessments, their subject matter, purpose, mandate, and if possible, time spent to schedule and take the assessment, and distribute results. Please direct any questions you have on these or other assessments to our **District Assessment Coordinator: Shaba Martinez**, Chief Academic Officer, smartinez@bgcsedu.org.

Classroom Assessments

- Assessment is used to monitor student progress. In the classrooms, teachers provide a variety of experiences that will help students practice the skills necessary to help them learn and apply their knowledge in order to demonstrate their understanding.

ASQ - Ages and Stages Questionnaire: K4, 1 time each year

- **Participation Requirements:** K4 students, **no parental opt out**
- **Subject Matter:** Social emotions and developmental screening
- **Implementation:** 1:1 implementation with teacher and child
- **Assessment Time:** 15 minutes per child
- **Assessment Frequency:** 1x each year in the Fall (October-November)
- **Dissemination of Results:** Screening results distributed to families at Fall Parent-Teacher conferences
- **Purpose:** To determine if students are meeting developmental milestones and if there is a need for further referral or support services
- **Requirement:** Local UCC requirement, and required per Head Start

LNGR Assessments K4, 3 times each year

- **Participation Requirements:** K4 students, **no parental opt out**
- **Subject Matter:** Numeracy - Early Mathematical Skills
- **Implementation:** 1:1 implementation with teacher and child
- **Assessment Time:** 30 minutes per child
- **Assessment Frequency:** 3x each year in the Fall, Winter, and Spring
- **Dissemination of Results:** Screening results are shared with families at the end of each trimester, Fall, Winter, Spring
- **Purpose:** Assess students on early numeracy skills and to strengthen math skills in our early learning students. These assessments are tied to daily activities and games that students play that engage them in mathematics learning tasks to allow teachers to assess student learning and growth over time.
- **Requirement:** Local UCC requirement, and required per Head Start

Teaching Strategies Gold: K4, 4 times each year

- **Participation Requirements:** K4 students, **no parental opt out**



- **Subject Matter:** Covers all early learning domains including; social emotional, physical, language, cognitive, literacy, mathematics, science and technology, social studies, arts, and english language acquisition
- **Implementation:** 1:1 implementation with teacher and child
- **Assessment Time:** 30 minutes per child
- **Assessment Frequency:** 4x a year (Fall, Winter, Spring Summer) - this is an ongoing assessment over the course of the entire year, 2 pieces of documentation must be collected for each objective in each domain, 4 times a year
- **Dissemination of Results:** Screening results are shared with families at each trimester, Fall, Winter, Spring and during the Summer
- **Purpose:** Kindergarten readiness assessment to determine if students are ready to progress to kindergarten. This is an ongoing observation based assessment, with teachers observing students during every day experience across the 6 domains of learning and development. Tracks development progress over time.
- **Requirement:** Local UCC requirement, and required per Head Start

Early Literacy Assessment - AIMS Web - ACT 20 - K4-3rd grade, 3 times each year

- **Participation Requirements:** K4 - 3rd grade students, **no parental opt out**
- **Subject Matter:** Reading Readiness - Early Literacy and Reading skills
- **Implementation:** K4, K5, and 1st grade (1:1 implementation with teacher and child), 2nd - 3rd grade (1:1 implementation, and computer based implementation)
- **Assessment Time:** 15-60 minutes per child
- **Assessment Frequency:** 3 times per year in the Fall, Winter, and Spring
- **Dissemination of Results:** Screening results are shared with families after each assessment is conducted
- **Purpose:** Wis. Stats 118.016(1) requires an early literacy screener to be administered to all 4 year old kindergarten to 3rd grade students enrolled in public school districts and charter schools.
- The purpose of this requirement is to:
 - Identify students who are struggling to learn to read
 - Find out what each student is ready to learn next, and
 - Check each student's reading progress during the school year.
- *The school board or operator of the independent charter school is responsible for ensuring fundamental skills screening and universal reading screening are administered in accordance with Wis. Stat. §§ 118.016. To accomplish this, each LEA will establish and implement a screening window for administering the fundamental and universal reading screeners.*
- **Requirement:** State requirement, Wisconsin State Statute 118.016

WIDA ACCESS - English Language Learners - K5 - 8th Grade, 1 time each year

- **Participation Requirements:** K5 - 8th grade students, **no parental opt out**
- **Subject Matter:** English Language Proficiency - academic English in the domains of speaking, listening, reading, and writing
- **Implementation:** Varies by grade and test session (1:1 implementation, and computer based implementation)
- **Assessment Time:** UNTIMED - typically takes 1 - 4.5 hours to complete, depending on the grade and test format
- **Assessment Frequency:** 1 time each year in Winter (December-January)
- **Dissemination of Results:** Student score reports are available in the Spring, and distributed to families on paper.
- **Purpose:** WIDA ACCESS is designed to measure English language proficiency. It is a large scale assessment that is based on the WIDA Consortium's ELD Standards that form the core of Wisconsin's approach to instructing and testing ELs.
- **Requirement:** State requirement, ESSA and Wisconsin State Statute 115.96(1)

NWEA Map Growth Assessments - 1st - 8th Grade, 3 times each year

- **Participation Requirements:** 1st - 8th grade students, *parental opt out in limited circumstances*
- **Subject Matter:** 1st-8th Grade (Reading and Mathematics), 4th-8th Grade (Science)
- **Implementation:** Computer based assessment, individual student devices, adaptive and personalized assessment



- *MAP Growth is a computer-adaptive test. If your child answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers without overwhelming students whose skills are below grade level.*
- **Assessment Time:** UNTIMED - Estimated 45-60 minutes per assessment, per subject area
- **Assessment Frequency:** 3 times per year in the Fall, Winter, and Spring
- **Dissemination of Results:** Results are shared with families at parent-teacher conferences (in the Fall and Spring), and are also available for families to review in Skyward Family Access
- **Purpose:** The NWEA MAP (Measures of Academic Progress) exam is to measure a student's academic growth and achievement over time by identifying what they know and what they are ready to learn next. It provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level. MAP Growth uses a RIT scale to accurately measure what students know, regardless of their grade level. It also measures growth over time, allowing you to track your child's progress throughout the school year and across multiple years. Once your child completes a MAP Growth test, they receive a RIT score.
- **Requirement:** Local UCC Requirement, and required per UWM Charter Authorizer Contract

WI State Forward Exam - 3rd - 8th grade, 1 time each year

- **Participation Requirements:** 3rd - 8th grade students, [*parental opt out in limited circumstances*](#)
- **Subject Matter:**
 - Grades 3-8: English language arts (ELA) and mathematics
 - Grades 4 & 8: science and social studies
- **Implementation:** Computer based assessment, individual student devices
- **Assessment Time:** UNTIMED - Estimated 25 - 45 minutes per session, with 5 - 11 total sessions across subject areas depending on the grade level (*estimated range of 150 minutes - 500 minutes total testing time per student*)
- **Assessment Frequency:** 1 time each year in the Spring
- **Dissemination of Results:** Results of the state Forward exam are distributed to schools during the summer of each year. Individual Student Reports are uploaded to Skyward Family Access for families to review, and paper copies are also distributed to all families at our Fall Meet & Greet parent event.
- **Purpose:** The Wisconsin Forward Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. These standards outline what students should know and be able to do in order to be college and career ready. The Forward Exam is administered online in the spring of each school year.
- **Requirement:** State requirement, Every Student Succeeds Act (ESSA) and Wisconsin State Statute 118.30

Dynamic Learning Maps (DLM) - Alternative to WI Forward Exam for Students with Significant Cognitive Disabilities

- **Participation Requirements:** For students with significant cognitive disabilities in 3rd - 8th grade, [*parental opt out in limited circumstances*](#)
- **Subject Matter:**
 - Grades 3-8: English language arts (ELA) and mathematics
 - Grades 4 & 8: science and social studies
- **Implementation:** Computer based assessment, individual student devices
- **Assessment Time:** UNTIMED - Estimated 25 - 45 minutes per session, with 5 - 11 total sessions across subject areas depending on the grade level (*estimated range of 150 minutes - 500 minutes total testing time per student*)
- **Assessment Frequency:** 1 time each year in the Spring
- **Dissemination of Results:** Results of the state Forward exam are distributed to schools during the summer of each year. Individual Student Reports and Learning Profiles are uploaded to Skyward Family Access for families to review, and paper copies are also distributed to all families at our Fall Meet & Greet parent event.
- **Purpose:** DLM assesses the academic progress of students with significant cognitive disabilities. It is administered online.
- **Requirement:** State requirement, Every Student Succeeds Act (ESSA) and Wisconsin State Statute 118.30



NAEP Assessment - 4th and/or 8th grade, if selected to participate

- **Participation Requirements:** Grade level and cohort selected in advance if requested to participate
- **Subject Matter:** Mathematics, Reading, Science, Writing, occasional other subjects may also be assessed
- **Implementation:** Computer based assessment, individual student devices
- **Assessment Time:** 90 to 120 minutes, usually occurs in January through March
- **Assessment Frequency:** Every 2-4 years depending on the subject area, and if selected to participate
- **Dissemination of Results:** Families and schools do NOT receive individual student results
- **Purpose:** [The National Assessment of Educational Progress \(NAEP\)](#)—a congressionally mandated large-scale assessment administered by the National Center for Education Statistics (NCES)—consists of print and digital assessments in various subject areas. Three of these subjects—mathematics, reading, and science—are assessed most frequently and reported at the state and select district level, usually for grades 4 and 8.
- **Requirement:** Optional, and only if school and cohorts are selected to participate

High School Placement Test - 8th Grade Students, 1 time in the Fall

- **Participation Requirements:** 8th grade students who would like to attend or apply to a private choice school in Milwaukee
- **Subject Matter:** verbal skills, math, quantitative skills, language, and reading
- **Implementation:** Paper based multiple choice exam
- **Assessment Time:** Timed exam, set times for each section, 298 questions, 2 hours and 30 minutes total
- **Assessment Frequency:** 1 time in October of each year
- **Dissemination of Results:** Results are shared with families in the Winter of each year
- **Purpose:** All 8th grade students take the Scholastic High School Placement test each October to determine their placement at the 9th grade level in high school. This assessment is required for application and admission to most of the private high schools in the area. Students are assessed during the school day on site at UCC. [This is a timed assessment, and students have 2.5 hours to answer 298 multiple choice questions. The content tested includes verbal skills, math, quantitative skills, language, and reading. Parent Information about HSPT.](#)
- **Requirement:** Local requirement for all graduating 8th grade UCC students, and required for entry into most Milwaukee private high schools



CURRICULUM, INSTRUCTION & HOMEWORK

Acceleration Procedures

Parents, guardians, and/or school staff must [follow the process linked here](#) when referring a child for grade-level or subject-area acceleration.

Curriculum

Students are offered a rigorous curriculum and supportive digital programs in all content areas. School curriculums are regularly reviewed and updated or replaced when determined necessary to support student learning and achievement. Please contact your child's school principal or teacher for more information on specific learning targets, other resources used, or other ways to help your child learn.

UCC Schools Core Curriculum Programs:

- Creative Curriculum - Ready to Shine - K4
- Literacy, Numbers, Games, & Routines - Math & Literacy Curriculum - K4
- Heggerty - Bridge to Writing Curriculum - K5
- HMHCO - Into Reading Curriculum - K5-5th Grade
- Heggerty Phonemic Awareness - K5-2nd Grade
- HMHCO - Into Literature Curriculum - 6th - 8th Grade
- Step Up to Writing Curriculum - K5-8th Grade
- HMHCO - Math Expressions Curriculum - K5 - 5th Grade
- Great Minds - Eureka Math 2 Curriculum - 6th-8th Grade Math and Algebra
- HMHCO - Into Social Studies Curriculum - K5-8th Grade
- Banzai! Financial Literacy Curriculum - 6th - 8th Grade
- Twig Science Curriculum - K5 - 5th Grade
- IQWST Science Curriculum - 6th - 8th Grade
- Project Lead the Way (PLTW) Curriculum - 6th - 8th Grade
- Second Step - Social Emotional Learning Curriculum - K4-8th Grade
- McGraw Hill - Teen Health Curriculum - 6th - 8th Grade
- Sonrisas Spanish Curriculum - K5-5th Grade
- Avancemos Spanish Curriculum - 6th - 8th Grade

UCC Schools - Digital Learning Programs to Support Core Curriculum:

- Lexia - Reading Comprehension - K5 - 8th Grade
- Dreambox - Math and Numeracy Skills - K5-5th Grade
- ALEKS - Math Skills - 6th-8th Grade
- Duolingo - Spanish Skills - K5-8th Grade

[District Digital Learning Plan](#)

[DPI Guidebook on Dyslexia & Related Conditions](#)



DPI School Report Cards

DPI Specific Learning Disability Criteria and Process

Early Entrance Criteria

Grading

Our K4-8th grade students' academic progress is reported and measured differently at specific grade levels based on our curriculum programs, and student developmental needs.

K5 - 2nd Grade Grading Scale:

- Students are assessment on their progress towards grade level standards and skills on a 1-4 scale
 - 1: Minimal - Skills are limited and require significant teacher help
 - 2: Demonstrates Partial Understanding of Grade Level Standards - Skills are inconsistently demonstrated
 - 3: Proficient - Skills are consistently demonstrated and applied
 - 4: Advanced - Independently demonstrates sophisticated application in new contexts
 - N: Not Assessed at this time

3rd - 8th Grade Grading Scale:

- Students in grades 3-5 receive letter grades that are a calculated average of their performance on summative and formative work. *This includes in-class work, tests, quizzes, and assessments, as well as work completed independently at home (essays, projects, homework, etc).*
- Grades 3-5 have a grading scale that scores any performance less than a 60% at an F
- Grades 6-8 have a more rigorous grading scale to prepare our students to enter top-performing high schools in the area. Performance less than 70% is considered an F.

Elementary Grading Scale - Grades 3-5

Grading Scale	Percentages
A	94 - 100
A-	90 - 93
B+	87 - 89
B	84 - 86
B-	80 - 83
C+	77 - 79
C	74 - 76
C-	70 - 74
D+	67 - 69
D	64 - 66
D-	60 - 63
F	0 - 59
I	Incomplete or Insufficient Evidence

Middle School Grading Scale - Grades 6-8

Grading Scale	Percentages
A	95 - 100
A-	93 - 94
B+	91 - 92
B	88 - 90
B-	85 - 87
C+	83 - 84
C	80 - 82
C-	77 - 79
D+	75 - 76
D	72 - 74
D-	70 - 71
F	0 - 69
I	Incomplete or Insufficient Evidence

GPA: Grade Point Average

The GPA (grade point average) is an arithmetic mean (average) of all the grade points which are earned for each class in a given grading period. GPA's are only calculated for students in grades 3-8. GPA's are re-calculated at the END of each grading period



(quarters and semester), and the GPA calculation will not be updated until the end of the next grading period. **All students are encouraged to keep their GPA at 3.0 or higher at all times.**

- The **STANDARD GPA** is a calculation of a student’s academic performance across all the classes they are enrolled in and receive grades for.
- The **CORE GPA** is a calculation of a student's academic performance across their core classes (reading, writing, math, science, and social studies).
- The **CUMULATIVE GPA (CUM)** is the average of all the grade points earned for all classes taken across all years enrolled in our UCC schools (average across all multiple years).
- The **YEAR-TO-DATE GPA (YTD)** is the average of all the grade points earned for all classes taken during the current academic school year (average across one year).

Homework

Homework is an assignment given for study, preparation, or completion outside of regular class time. The primary purpose of homework is to reinforce, enrich, and/or extend learning and help students practice or extend the development of important skills and understanding of important content and concepts. Homework is also intended to help students work in an increasingly self-directed manner; learn to manage time; and develop responsibility.

All students from K4-8th grade will receive daily homework relevant to what is occurring in their classroom, and appropriate for each child’s age and stage in life. Individual teachers and teams determine the specifics of homework.

Parents can **generally** expect students to have about 10 minutes of homework each night per grade level, although these times will vary throughout the year when students are assigned projects, essays, quizzes, or exams.

- K4, K5, & 1st Grade Students: **10 minutes** per night
- 2nd Grade Students: **20 minutes** per night
- 3rd Grade Students: **30 minutes** per night
- 4th Grade Students: **40 minutes** per night
- 5th Grade Students: **50 minutes** per night
- 6th Grade Students: **60 minutes** per night
- 7th Grade Students: **70 minutes** per night
- 8th Grade Students: **80 minutes** per night

Students are expected to engage in independent **reading at home every day**, or with the support of a family member.

Suggested Guidelines for Parents to Support Student Success:

- Provide a quiet, well-lit study area with a desk or table and chair
- Keep a supply of “study tools” available: pencils, pen, paper, ruler, etc.
- Establish a regular time for homework during which the child can work with minimum interruptions
- Provide a healthy balance between homework, extra and co-curricular activities, and family commitments
- Encourage student responsibility and independence
- Contact the teacher if a child is not consistently able to do the homework within the time guidelines, or if challenges or questions arise

Academic Work During Absence:

- Quality instruction and learning is dependent on students being **physically present** at school, and recreating an in-person learning experience through printed materials is challenging. We encourage families to limit absences from school as much as possible.
- If a child is sick or absent from school during the school year, parents and/or students are responsible for communicating with their child’s teacher to determine if the work they missed can be made up.



- Many learning experiences and tasks cannot be recreated or made up if your child is physically absent from school. Frequent absences from school may result in a decline of your child's overall academic performance, and may have consequences on a student's academic standing and eligibility for promotion to the next grade level.
- Our classroom teachers are **NOT** expected to put together work for students that will be absent for an extended period of time.

Late Work Policy: Our goal is to teach students the importance of being present at school and submitting their work in a timely manner. As a result, in the upper grade levels, we provide students with deadlines for when all student work needs to be submitted in order to receive a grade. If students fail to submit their work before the stated deadline, their grade will be impacted.

- School work and assignments are expected to be turned in on time.
- If a student is present at school, and fails to submit an assigned, they will be given **24 hours** to submit the assignment for credit
- Any work submitted after this 24 hour window will receive a score of O.
- The late work policy and timeline will be adjusted for students with extenuating circumstances (illness, family emergency, medical emergency). Any adjustments made to grading policies must be approved by a teacher in advance.

Instruction

All UCC school students receive instruction in the following areas:

- Reading - daily
- Writing - daily
- Mathematics - daily
- Science - 2-5 times per week
- Social Studies - 2-5 times per week
- Social Emotional Learning - weekly
- Art - weekly for at least one trimester each year
- Physical Education & Health - 2-3 times per week
- Music (Grades K5-6) - weekly for at least one trimester each year
- Spanish (Grades 3-8) - weekly for at least one trimester each year
- Project Lead the Way (Grades 6-8) - weekly for at least one trimester each year

Report Cards

Our report cards are intended to be a communication tool that really helps parents understand where their child is performing in relation to grade-level targets. They are also designed to provide students with ownership in the process of assessing their own learning.

All K4-8th grade students will be sent reports on their child's academic progress 7 times each year:

- Progress Report 1 - October
- Trimester 1 - November
- Progress Report 2 - January
- Trimester 2 - March
- Progress Report 3 - April
- Trimester 3 - June



- Progress Report 4 - (Summer School) - July

Progress Reports are intended to provide parents with an update on their child's progress part-way through the grading term. These grades are NOT FINAL and are merely a check so that families are able to address any concerns in their child's academic performance with their child and our school staff in a timely manner.

Trimester Report Cards are FINAL and are representations of students' cumulative grades and performance over the course of each grading term. Grading terms are about 50-65 days in length, and students are given several opportunities to demonstrate their academic performance throughout the grading term through assignments, quizzes, assessments, tests, projects, and other activities.

[Student Promotion & Retention Policy](#)



DRESS CODE & UNIFORM POLICY

School Uniform & Dress Code Purpose

Grooming and clothing make a statement about ourselves. At UCC Schools, we promote a positive statement, which respects the dignity of each person and directs attention to learning and development. The UCC Dress Code helps us make the positive statement we desire. For the 2024-2025 School Year, ALL UCC schools will have the SAME dress code across all schools and grade levels to align our buildings (*white collared tops, and navy blue bottoms*).

- [UCC Schools K3 - 8th Dress Code Policy](#)

Cleanliness, neatness, and appropriateness are required for one's grooming and clothing. All clothing, including shoes, must be clean and in good repair. On most days of the school year, students are expected to be in "uniform".

Hygiene Expectations:

- Brush your teeth daily.
- Shower on a regular basis.
- Girls should be prepared with personal care items (tampons or pads) in their backpacks.
- Apply non-aerosol deodorant daily. **Aerosol deodorants, body sprays, perfumes/colognes, and scented lotions are not allowed at school.*

Hairstyles, Hats, & Accessories:

- No hats or hoods.
- Natural colored hair only.
- No hair designs or carvings.
- No accessories with flashing lights, distracting sounds, or moving parts are allowed. *Any items that pose a distraction to the learning environment are not allowed.*

Shirts & Sweaters:

- Tops must be plain (solid colored) white, or navy blue with a collar.
- Sweaters may be navy blue or white.
- A t-shirt can be worn as an undershirt if it is solid navy blue, black, white, or gray.
- A sweater is permitted if it has no hood, no zipper, and is solid navy blue or white.
- Sweatshirts with the UCC / BGCS / Acosta logo are always allowed.

Pants & Belts:

- Pants, skirts, dress shorts, or dresses must be navy blue.
- Skirts, jumpers, or dress shorts must be knee-length - *or must extend below fingers when hands are at the side*
- No blue jeans, skinny jeans, leggings, or joggers allowed.
- Middle school students are not allowed to wear sweatpants.
- Leggings or tights may be worn under skirts and dresses if they are solid navy blue, black, or gray.
- If you choose to wear a belt, it must be solid black and cannot have a decorative buckle.

Shoes & Socks:

- Shoes must be all black, brown, navy blue, or white including fabric, sole, and laces.
- Shoes must be close toed.
- No heels, no wheels, no light up shoes.
- If you choose to have a separate pair of gym shoes in your locker, these must also be completely black.



Jewelry:

- Students may wear one earring on each earlobe. No other piercings permitted. [State law prohibits body piercings other than ear piercings for anyone 16 or younger.](#)
- Earrings must be studs or a hoop smaller than a half inch (a quarter).
- No gauges.
- One necklace or chain may be worn beneath the shirt.
- One bracelet may be worn on each wrist.
- One ring may be worn on each hand.

Makeup & Nails:

- No makeup or fake eyelashes allowed for boys or girls.
- Nails must be free from designs of any kind including nail polish, acrylic/gel nails, gems, or ink. (No nailpolish)
- No temporary tattoos, permanent tattoos, henna markings, or decorative ink of any kind.
- Writing, drawing, or painting on your body or clothing is not permitted.

Winter Clothing & Jackets:

- We highly recommend wearing a warm winter coat when the temperature drops.
- Hats, gloves, and scarves are encouraged as well.
- Snow boots are allowed but cannot be worn in class. Change into your school shoes when you arrive.

Dress Down Policy:

- We will notify you of dress downs in school, via email, on Class Dojo, and in a paper flier.
- *Rules for hairstyles & hats, jewelry, makeup & nails all remain the same. Please see them listed above.*
- No spaghetti straps, see through material, or inappropriate logos/slogans.
- No leggings unless worn under a knee-length skirt or dress.
- No holes in any clothing, including pants.
- No revealing or low-cut tops.
- No exposed midriff.
- Shorts must be knee length or fall below the fingertips when placed at the side.

Consequences for Uniform Violations or Inappropriate Dress Down Clothing:

- Parents will be required to bring a change of clothes.
- Student will be referred to an administrator to discuss school policy.
- Student will lose reward points or other privileges.
- Repeat violations will be handled at the discretion of the administrator.

***SCHOOL ADMINISTRATORS WILL ULTIMATELY DECIDE WHAT IS CONSIDERED APPROPRIATE DRESS FOR UCC STUDENTS. STUDENTS THAT FAIL TO COMPLY WITH THE "DRESS CODE POLICY" WILL BE REFERRED TO A SCHOOL ADMINISTRATOR*.**

Exceptions to the dress code for religious, medical, or cultural reasons will be considered on a case-by-case basis. Requests for exceptions should be submitted to the school administration for consideration.



EMERGENCY PROTOCOLS & SCHOOL SAFETY

Child Abuse / Neglect

Our schools take child safety issues seriously. All staffworking with children across our UCC schools are, “mandated reporters” are are required by state law to report suspected child abuse and neglect to a county or law enforcement agency. Required reporting leads to protection for all of our children and helps to identify supports for families who may need it.

Child Protection Policy

Emergency Response Plan

Our school has adopted the [“I Love U Guys” Foundation’s Standard Response Protocol \(SRP\)](#). Students and staff will be training, practicing, and drilling the product. We ask all of our families to carefully review our [full emergency response protocols linked here](#). (see images on next page for emergency response types and protocols)

All UCC School Parent and/or Guardian are asked to acknowledge the following:

- Our emergency response communication system will be TESTED on a monthly basis.
- On the FIRST DAY of each month, you will receive a TEST text message, email, and robocall reviewing our emergency protocols and verifying that we have the correct contact information for our staff & school families.
- It is the responsibility of PARENTS and/or GUARDIANS to review your contact information in Skyward Family Access regularly, and ensure the correct phone numbers and email addresses are listed for all family contacts.
- It is the responsibility of PARENTS and/or GUARDIANS to ensure you have an active phone number and email address, and check these accounts regularly for communications from our schools.

In an active emergency situation:

- UCC will prioritize the safety of our students, staff, and clientele and work with law enforcement when required
- UCC Agency and School Phones will NOT be answered
- Emails and ClassDojo messages to our school staff and teachers will NOT be answered
- Parents, guardians, and families will NOT be allowed to enter our school buildings
- Additional information and communications will be shared with our families AFTER all students, staff, and clients have been secured, and any possible threats have been cleared
- Community incidents and threats are the responsibility of local police, and we will work with local authorities in these circumstances.

Safety Drills

Our UCC school regularly practices safety drills to prepare students and staff for a possible emergency circumstance. These include fire drills, tornado drills, lock down drills, and other safety procedures. Most drills are held at unexpected times to prepare students and staff to act quickly, efficiently, and without panic. During a crisis or drill, students are expected to follow the direction of school personnel and/or police. Parents/guardians will be contacted through our school communication system in a true school emergency.

- Fire Drills: Monthly
- Lockdown Drills: At least 2 times per year
- Tornado Drills: At least 2 times per year



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

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

Adults and staff are trained to:

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



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

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



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- 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 and barricade doors



EVACUATE

"To a Location"

Students are trained to:

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

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

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

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults



["I Love U Guys" Foundation's Standard Response Protocol \(SRP\)](#)



A NOTE REGARDING THREATS TO SCHOOL SAFETY

The safety of our students, staff, and community is a top priority. As a reminder, we want to share information about how our schools and UCC agency will respond when threats against an individual or a school take place.

Recently, a number of schools across the country and locally have faced such threats, most of which were **not credible**, and were a result of **misinformation** and gossip being shared via social media platforms. We want students, parents, and family members to understand the **seriousness of making threats** even as a joke or in a casual manner. Making or carrying out threats has a number of consequences including disciplinary action and/or possible legal action.

When the agency becomes aware of a threat that is made—whether verbal, written, online, or through social media, the agency takes action to investigate the threat, involve law enforcement, and determine what action is needed. Even when comments or threats are made casually with no intent of harm, UCC staff and local authorities **treat all threats seriously**. Such comments can cause fear, disrupt learning, and bring about legal and disciplinary action.

Our goal is to help students and families understand the seriousness of these actions and make responsible choices. Our school staff members are available to support you and your child, and encourage you to reach out if needed.

In an effort to avoid serious consequences, we ask that you take time to review the information below and discuss with your children and family members.

1. Students/Adults Making Threats: Any threat of violence toward a school or an individual is treated as a serious matter. Even if meant as a joke, these comments can lead to disciplinary action for students, including losing their seat in our school (expulsion) and involvement with law enforcement.

Threats made by any adult (including a parent/guardian/family member) also lead to consequences that could include a no trespassing order, law enforcement involvement, and, if applicable, action by Child Protective Services.

NOTE: As educators, all of our school staff are legally mandated reporters. This means that if we have reason to believe that a student may be experiencing abuse, neglect, or harm, we are required to report it to the appropriate authorities (Child Protective Services (CPS)). This is not just a legal responsibility; it is a vital part of our role in protecting and supporting each child. All statements implying abuse, harm, or neglect, are taken seriously.

2. Use Words Wisely: Talking about violence, guns, or threats—even in casual conversation—can cause fear among students and staff. Such talk can lead to misunderstandings and actions that could result in discipline or formal charges, including for parents/guardians.

NOTE: If a student mentions, discusses, or brings up weapons during the course of the school day, our team will address the situation promptly and thoroughly. This may include an investigation and contacting local authorities.

3. Report Concerns: Encourage your child to speak up if they hear or see something of concern. We want every child to feel safe to report threats or danger. Talk with your child and identify two or three trusted adults, in or out of school, that they feel comfortable going to when they have concerns.

4. Consequences for Students and Adults: Help your child and family members understand that comments or threats—including online or in social media—are serious. Such actions are against school policy and against the law. We must follow strict protocols when responding to threats.



5. The Importance of Relationships: We believe one of our most effective security measures lies in the relationships students build with trusted adults in our schools. A school community that fosters connection and communication strengthens our ability to respond to any potential concerns. We encourage our students to seek out adults with any concerns or issues and trust that they will be met with support and action.

UCC is dedicated to creating and maintaining a safe, supportive environment for all students to learn and grow. To ensure this, we have established thorough safety protocols and procedures to respond promptly to any and all threats or concerns that may impact our school community.

We request your **trust** and **support** as we navigate these critical decisions. We understand that information about safety situations can sometimes cause concern, but by working together and trusting our process, we can best support our students and maintain a safe environment. Please know we share the factual information we have available and are legally able to share. While sometimes this might feel incomplete, keep in mind we are only sharing facts as we know them and law enforcement recommends. If matters are turned over to law enforcement, we will not share details of any pending investigations.

We are deeply grateful for our families who trust and support the decisions of our school and agency leadership during these critical circumstances. We are committed to making decisions that prioritize safety above all else. Your partnership and confidence in our approach allow us to focus on protecting and nurturing the students we serve, and we thank you for your continued collaboration.

Reach out to our administrative team or contact us at uccschools@bgcsedu.org if you have any questions or concerns. Together, we can ensure a safe, positive school experience for all of our students.

UCC School Administration



FOOD & MEALS AT SCHOOL

Breakfast & Lunch Program

Our UCC schools provide students with breakfast and lunch at school. Students in K4 and K5 are served breakfast in their classrooms at 8:00am. Students in 1st-8th grade can receive breakfast in their school cafeteria if they arrive at school between 7:30 and 7:45am.

Parents must complete a lunch application each year to determine if they are eligible for free and/or reduced cost meals at our school. These applications are distributed to families in July.

If your child has a food allergy, intolerance, or required food accommodations, it is the responsibility of families to review our school lunch menu in advance and provide an alternate meal for your child ([available on our school website and posted to ClassDojo monthly](#)). If your child has a life-threatening food allergy, you are required to provide our school with an EpiPen and medical documentation for this condition. Parents are responsible to review our lunch menu and provide alternative meals for their children when needed.

Our schools are unable to provide substitutions or alternative meals to children in K5-8th grade with dietary restrictions that are not required in an IEP or 504 plan. [Linked here is a letter reviewing our lunch & nutrition program policies.](#)

Breakfast & Lunch Fees and Payments

Lunch payments may be made in any of the school's offices, and notices will be sent home when accounts are low. Families that qualify will receive a free/reduced pricing for lunch. Families may choose to have their children eat breakfast at home and/or send a bag lunch, preferably with a healthy meal and nutritional items.

All school families must complete a lunch application every school year. Only one form per family must be submitted, and applications are available in July of each school year. [Instructions for completing this lunch application can be found here.](#)

Food at School

If you are providing a snack or lunch for your child to enjoy at school, we request for all meals and snacks to be healthy and supportive of students' cognitive and physical needs while at school. Some examples of healthy snacks and meals that could be provided for your child at school include the following:

- Fruit (fresh or dried)
- Vegetables (fresh or dried)
- Healthy grains (whole wheat muffins, pita, tortillas, breakfast cereal, crackers, rice cakes, popcorn, cereal or granola bars)
- Low-fat dairy foods (yogurt, low-fat cheese)
- Water, soy or rice drinks, fruit juice



Food Allergies & Meal Substitutions Policy

Our schools are [unable to provide substitutions or alternative meals for children in K5-8th grade with dietary restrictions or food allergies](#). Parents and guardians are responsible for reviewing the daily lunch menu, and providing alternative meal options for their child. We strongly suggest that families prepare a cold lunch for children with multiple food intolerances or allergies.

Food Safety & Allergy Policy

Nationwide, about 8% of all children are affected by food allergies, which is about 2 students in every classroom. Eight foods or food groups account for most serious allergic reactions in the United States: milk, eggs, fish, crustacean shellfish, wheat, soy, peanuts, and tree nuts.

[Our school has established the food allergy policy linked here to ensure the safety of our students and schools.](#)

UCC Schools Policies to Promote the Safety of Students with Food Allergies

- A listing of students with known food allergies will be shared with all school staff annually
- Classrooms that have a child with a known food allergen will have a display on the classroom door indicating the allergens that are not allowed in the classroom
- All school-served foods must have an ingredients label with known allergens listed
- Teachers and staff will be encouraged to use **non-food** incentives for prizes, gifts and awards
- Students will be asked to wash their hands after eating all meals and snacks
- All school staff will be trained on allergic reactions, administration of epinephrine auto-injectors, and inhalers
- Families will be asked to only provide store-bought food items with an ingredients list and allergen label when bringing in snacks or treats for children other than their own
- Events coordinated by school staff involving UCC school students must ensure all food served have ingredients and allergens labeled, and all individuals serving food are knowledgeable of allergic reactions

Water Bottles and Beverage Containers

To maintain a safe, distraction-free, and sanitary learning environment, students in our **middle school** programs in grades 6, 7, and 8 are not permitted to carry personal water bottles or beverage containers during the school day. This policy applies to all beverage containers, including reusable bottles, sports drinks, coffee cups, and other drink containers, and is the same policy that was in place prior to the pandemic.

Water Access and Hydration

- Our school is committed to student health and well-being. Drinking fountains are available and accessible on every floor of our school buildings.
- Students are provided multiple opportunities throughout the school day to stay hydrated, including:
 - During scheduled passing periods
 - At breakfast, lunch, and snack times
 - With teacher permission during classroom activities or breaks
 - Before and after school

Water Quality Assurance

Our school's water systems are tested and monitored regularly in accordance with safety and health guidelines to ensure clean, safe drinking water for all students and staff. Results of all water tests are shared with families.



Rationale:

- This policy helps prevent disciplinary and safety issues that have occurred in the past involving water bottles and beverage containers at the middle school level.
- Eliminating personal containers reduces spills, distractions, and the risk of misuse, while ensuring equity in access to clean drinking water.
- Many families do not regularly clean water bottles brought from home. This can result in unsanitary drinking conditions and potential health risks for students.
- Middle school students transition to a new classroom every 60-90 minutes, and have the opportunity to access drinking fountains regularly multiple times each day.
- Prior to the pandemic, no students were allowed to carry water bottles or beverage containers during the school day. We are returning to our original pre-COVID practices.

Exceptions:

- Medical exceptions will be granted with documentation from a healthcare provider and/or approval from the school nurse or administrative team.
- Water bottles may be allowed during off-site field trips or athletic events, at the discretion of staff and administration.



HEALTH CLINIC & STUDENT HEALTH

UCC School Health Center Contact Information

- Call: 414-649-2826
- Email: healthnurse@bgcsedu.org

Health Clinic Procedures

If a student becomes ill or is injured at school, the school health clinic or office staff will provide care. In the case of minor “illness,” children will be encouraged to return to class. The parents/guardians will be informed of their child's condition in cases that are serious enough to warrant communication. If a parent cannot be reached, the emergency contact(s) provided by the parent/guardian will be contacted to pick up the child.

Parents are expected to keep their personal and emergency contact information updated within Skyward Family Access to ensure that school staff are able to communicate efficiently. When picking up a sick child from school, please report to the school office to sign out your child.

Health Information

Parents and/or guardians are required to provide our schools with information regarding their child's health and wellness. If your child has a medical condition or health concern and may require specific medical accommodations or care during the school day, documentation of this condition, the treatment and care plan, and any requirements of our school must be provided in writing before the first day of the school year.

Health Forms for Students and Families

- [Student Health Information and Consent to Provide Treatment](#) (completed in Skyward Family Access)
- [Consent for Over the Counter Medications at School](#) (completed in Skyward Family Access)
- [Medication Authorization Form](#) (must be completed by your child's physician and returned to school)

Illness at School

If a student becomes ill at school and needs to be sent home, the school nurse, office staff or an administrator will call your parents. Please pick up your child as soon as possible.

- [UCC Schools Student and School Illness Policy](#)
- [School Illness Guidelines and Reminders for Families](#)
- [UCC Fever Policy](#)

Our school policy states that students **should NOT be sent to school** if they have any of the following:

- Fever at or above 100.4° F in the past 24 hours
- Have used fever reducing medications in the past 24 hours (i.e. Tylenol, Motrin)
- Vomiting in the past 24 hours
- Diarrhea in the past 24 hours
- Bad cold / bad cough, especially if it has kept the child awake at night
- Bacterial pink eye (must complete 24 hours of treatment before returning to school)
- Strep Throat (must take antibiotics for 24 hours before returning to school)
- Any other potentially contagious illness or rash. Guidelines to return can vary depending on the illness

If your child becomes ill at school and the school nurse determines your child is too sick to stay, you will be called to pick up your child and take them home.



In the event that your phone number changes, please notify your child's school office so that you can be contacted in the event that your child becomes ill by calling at (BGCS Preschool) 414-645-4859, (BGCS Elementary) 414-643-6441, (Bruce-Guadalupe Middle School) 414-649-2820, (UCC Acosta Middle School) 414-647-2518.

Infectious Disease & COVID Policy

If there is a possibility that your child has been exposed to a communicable disease while at school, you will be notified.

- [Our UCC schools illness and infectious disease policy can be found here](#) (revised August 2024)

Students will refrain from emailing parents or using personal cell phones to call home when they are ill. Students cannot leave class without a teacher's permission unless you are going to be sick and need to use the bathroom.

Immunizations

The law requires that students receive a minimum number of immunizations prior to entering school. The law is meant to prevent illnesses such as mumps, pertussis (whooping cough) and other vaccine preventable diseases from returning and harming our children.

To obtain proper immunizations, call your doctor or health care provider. When your child is immunized, provide the records to your child's school by contacting healthnurse@bgcsedu.org

WISCONSIN STUDENT IMMUNIZATION LAW REQUIREMENTS

Grade	Number of Doses				
K - 6th	4 DTP/DTaP/DT/Td	4 Polio	3 Hep B	2 MMR	2 Var
7th	The above doses, PLUS:	1 Tdap	1 MenACWY (NEW)		

*There are a handful of limited exceptions to the requirements. For details about exceptions, for free immunizations or to check your family's immunization records, contact your healthcare provider.

Immunization Forms and Information for Families

- [2024-2025 Wisconsin School Immunization Requirements](#)
- [Wisconsin School Immunization Record Form \(English\)](#)
- [Wisconsin School Immunization Record Form \(Spanish\)](#)
- [Required Immunizations for Admission to Wisconsin Schools \(English\)](#)
 - [School Immunization Requirements: Kindergarten - 6th Grade](#)
 - [School Immunization Requirements: 7th - 11th Grade](#)
- [Required Immunizations for Admission to Wisconsin Schools \(Spanish\)](#)

Medications at School

Medications should be taken at home whenever possible. For any medications given at school, we must have written permission or your parents must stop in the Health Center to [sign a medication authorization form](#). The following are guidelines for taking medication at school:

- Medications that are taken three times a day usually can be taken at home. Medications that are taken four times daily will need to be given at least once at school.



- If medications are needed while at school, parents should send the medication in the original pharmacy container with the pharmacist's label on it. The doctor's note needs to be provided with the medication that includes the doctor's/clinic contact information. The nurse will remove the necessary amount of doses needed at school & return the container to you.
- Over the counter medication can be provided as needed, but only if parents have signed the Health Center Medication permission form for your child.
- Students are allowed to self-carry and self-administer medication if this is authorized by a medical provider, and [indicated on the Medication Authorization Form](#) that is submitted to the school annually.

Meningococcal Disease Information

In accordance with 118.07(3), Wis. Stats. all school districts must provide parents/guardians of students in grades 6 through 12 with information about meningococcal disease. If you have any questions, please contact your healthcare provider.

Facts about Meningococcal Disease

- Meningococcal disease is a rare, but potentially deadly, bacterial infection that can take the form of meningitis (an inflammation of the membranes surrounding the brain and spinal cord) or meningococemia (a blood infection).
- Teenagers and college students account for nearly 30 percent of all reported cases of meningococcal disease in the U.S.
- This infection is caused by Neisseria meningitides, a potentially life-threatening bacterium. There are five clinically relevant meningococcal serogroups (or strains) circulating worldwide: A, B, C, Y and W-135. Serogroups B, C and Y cause most diseases in the U.S., but serogroup distribution changes over time.
- The disease affects nearly 3,000 Americans annually and approximately 10 percent of the people who contract meningococcal disease will die.
- Of those who survive, nearly 20 percent suffer long-term disabilities, including brain damage, deafness and limb amputations.

Meningococcal Disease Among Teenagers and College Students

- Teenagers and college students have unusually high death rates from the disease; nearly one of every four cases may result in death.
- Lifestyle factors common among teenagers and college students are believed to put them at an increased risk of contracting meningococcal disease. These lifestyle factors include crowded living situations (e.g. dormitories, sleep-away camps), active or passive smoking and irregular sleeping habits.

Transmission and Symptoms of the Disease

- Meningococcal bacteria are transmitted through direct contact with secretions from infected persons (e.g., through coughing or kissing).
- The majority of meningococcal disease cases occur in winter and early spring. Meningococcal disease is often misdiagnosed, since symptoms are similar to those of common viral illnesses. Symptoms may include high fever, severe headache, stiff neck, nausea, vomiting, sensitivity to light, confusion, exhaustion and/or rash.

Sixteenth Street Health Clinic Information

- [Register for our Sixteenth Street School Clinic](#)
- [Sixteenth Street School Clinic Information & Flier](#)
- [In-School Clinics Frequently Asked Questions \(FAQ\) and Answers](#)
- [Video Introduction to UCC SSCHC In-School Clinic](#)
- Contact Information:
 - Email: sschcteam@bgcsedu.org





- Call to Schedule an Appointment: 414-897-5600 (*specify that you would like your child to be seen at our UCC location*)

Smart Smiles Dental Program Information

- [Register for the UCC Smart Smiles Dental Program - English](#)
- [Register for the UCC Smart Smiles Dental Program - Spanish](#)
- [Smart Smiles Dental Program Printable Registration Forms](#)
- Contact Information:
 - Email: anna.schlehein@ascension.org
 - Phone: 414-384-2379



Wellness Policy



PARENTAL INVOLVEMENT & PARENTAL EXPECTATIONS

Student Success Contract - Parent/Guardian Contract

At our UCC schools, we value a strong partnership between our parents/guardians and our schools to ensure that every student has the support they need to succeed academically and personally. All families are expected to [sign and submit the student success contract linked here](#) each year.

Court Orders and Child Custody

Parents/legal guardians must supply the school with a copy of any type of court order or legal documentation that may affect the student (visitation, access to records, etc.). In the absence of such an order, **the school must remain neutral and assume both parents/legal guardians have equal access and joint custody of their child.** If any changes to the court order occur during the year, the school must be notified.

Emergency Contact Information

Each student must have emergency contact information on file in their child's school office and in Skyward Family Access. This information must be reviewed and updated yearly during the annual online registration process. Some contact information (parental rights, address, student birth date, student name, etc) can only be updated by visiting our school office in-person with the required documentation.

The school office should be informed as soon as possible when contact information has changed (address, phone numbers, emergency contact information, etc.). Parents are encouraged to login to Skyward Family Access regularly to review their contact information, and emergency contacts.

Parent-Teacher Conferences

Parent-teacher conferences are scheduled twice each year in the late Fall, and early Spring. All student's parents/guardians are expected to attend parent-teacher conferences to gather important information on their child's academic progress and development. Parent-teacher conferences are critical to building relationships with our school staff and teachers.

Parental Involvement Policy

UCC believes that when parents work closely with their students and the school, both students and school will benefit. Consequently, the UCC policy expects parents to contribute and participate actively in support of their students and school.

- [Our UCC schools Parental Involvement Contract can be found here](#)

As a parent or guardian who selected UCC Schools for the quality educational program and safe learning environment they provide for students, I pledge my full cooperation in the following:

- Completing all school admission and health and immunization forms on time.
- Keeping school emergency forms up-to-date with parent contact information.
- Providing clothing for my son/daughter in accordance with the school dress code policy.
- Attending all parent meetings (About 3 per year).
- Attending Mandatory Parent-Teacher Conferences (2 per year).
- Checking on my son/daughter's daily homework.
- Providing adequate school supplies for my son/daughter.
- Reviewing all school communications sent via the school's Class Dojo, weekly email notifications, and/or paper notifications sent home.
- Responding to all communications from teachers and school staff in a timely and respectful manner.
- Making appropriate arrangements for before and after school care.
- Taking care of lunch provisions for my son/daughter. (Sending cold lunch or paying for school lunch).



- Adhering to the school attendance policy including getting my son/daughter to school on time (7:45 a.m.) and notifying the school office if my son/daughter is going to be absent.
- Limiting students absences from school whenever possible (example: extended vacations or absences for other non-emergency reasons on scheduled school days) - refer to Wisconsin compulsory attendance requirements
- Limit picking up children early (or dropping off a child late) due to appointments or other reasons to ensure students are able to fully participate in school instruction
- Encouraging my son/daughter to come to school with a positive learning attitude each day.
- Responding quickly and in a supportive manner to resolve any discipline/or school problem.
- Attending all meetings as recommended or requested by my teachers or administrators.
- Agreeing that my son/daughter will participate in the fifth quarter summer session, if offered to him/her.
- Follow arrival and pick-up procedures as outlined by the school, including picking up students during our scheduled dismissal periods at the end of the day.

Parent & Visitor Code of Conduct & Behavior Policy

At our UCC schools, we believe staff, parents, families, and children are entitled to a safe and protective environment in which to learn and work. All members of our school community and visitors should demonstrate mutual respect. Any behavior that may lead to feelings of harassment, alarm, or distress to members of our community will not be tolerated and may result in a ban from school premises and/or police or legal action.

We expect parents, guardians & visitors to have a **fundamental understanding & commitment to the following:**

- Teachers, administrators, parents/guardians, and/or visitors want all children to learn in a safe environment.
- Teachers, administrators and parents/guardians must work together for the benefit of all students.
- All parents/guardians and visitors, as well as members of the school community, deserve to be treated with respect.
- The school should be provided an opportunity to resolve issues of concern before public criticism.

In order to provide a peaceful and safe school environment, **our UCC Schools prohibit the following behaviors by parents/guardians and visitors:**

- Abusive, threatening, profane or harassing communication, either in person, by e-mail or text/voicemail/phone or other written or verbal communication
- Disruptive behavior that interferes or threatens to interfere with District operations, including the effective operation of a classroom, an employee's office or duty station, a campus lobby, or school grounds, including sporting events, parking lots and car-pickup
- Threatening to do bodily harm to a District employee, visitor, fellow parent/guardian or student
- Threatening to damage the property of a District employee, visitor, fellow parent/guardian or student.
- Damaging or destruction of school property
- Excessive unscheduled campus visits, e-mails, text/voicemail/phone messages or other written or oral
- **School staff and administration may not always be immediately available to speak with you.** The only way to ensure that you are able to speak with a staff member or administrator is to schedule an appointment. Staff and administrators have a practice of attempting to return all phone calls/emails within 48 hours with great success. Your calls and visits will be responded to consistent with this practice if someone is not immediately available to speak with
- Defamatory, offensive or derogatory comments regarding the school or school staff made publicly to others.
- Any concerns that you may have regarding these matters must be made through the appropriate channels so they can be dealt with fairly, appropriately, and effectively for all
- This includes use of **any** social media medium, including but not limited to: websites, blogs, wikis, social networking sites such as TikTok, Google+, Facebook, Instagram, Snapchat, LinkedIn, Twitter, etc.

Depending upon the severity of the incident, parents/guardians or visitors may be ejected from or otherwise banned from campus and participation in school-sponsored events under the criminal trespass laws. In situations involving lesser infractions or



where remediation is viable, a warning will be provided, either verbal or in writing, prior to the filing of trespass and issuance of a formal ban. Should a parent/guardian or visitor fail to heed the direction issued in the warning, a ban or other restrictions designed to deter the conduct will follow. No restriction, however, will prevent the parent/guardian from working collaboratively with the District to meet the child's educational needs, nor will a parent/guardian be excluded from a child's IEP meeting.

Family Communication with School Leadership & Administration

If families have a concern regarding their child, our staff, or our schools, they should **contact their child's building administrator directly via phone or email** to resolve the issue collaboratively. **DO NOT use ClassDojo to message school administrators** since the platform is not effective for timely communication with our leadership team.

UCC School Leadership Team Contacts:

- **Director of Early Learning Programs - Infancy - K5** - Dalia Huerta - dhuerta@bgcsedu.org
 - BGCS Preschool: 414-645-4859 - Principal Alyssa Mantekas - amantekas@bgcsedu.org
- **UCC Schools: Chief Academic Officer - K5-8th Grade** - Shaba Martinez - smartinez@bgcsedu.org
 - BGCS Elementary: 414-643-6441 - Principal Veronica Silva - vsilva@bgcsedu.org
 - Bruce-Guadalupe Middle School: 414-649-2820 - Principal Santiago Navarro - snavarro@bgcsedu.org
 - UCC Acosta Middle School: 414-647-2518 - Principal Jose Flores-Benitez - jflores@uccacostams.org

Visitor Policy (for Parents, Guardians, and other School Visitors)

Our school buildings belong to the community and serve as a resource to the community for the education of students and for other public activities.

In order to ensure safety and avoid disrupting school activities, UCC has established the following guidelines for visitors to our school buildings:

1. Visitors must check in at the school office of the building they will be visiting.
2. All visitors must sign in and state the purpose for their visit.
3. All visitors to the schools will need to show a government-issued ID to verify their identity.
4. Visitors will be given a visitor badge that must be worn at all times. *If someone is staying briefly only in the lobby of a school to drop-off or pick-up, they do not need to show the ID but must stay in the lobby.*
5. Principals and school administrators may prohibit or discourage visits when students are being tested and other times when visits may disrupt school activities.
6. Parents/guardians who wish to discuss a student's progress should request a meeting in advance, at a mutually agreed upon date and time.

The building principal is responsible for determining whether an individual has the authority to enter and remain in the building. Individuals may be denied permission to visit, observe classrooms or remain in the building if the principal believes their stated reason lacks reasonable purpose or believes the visit may disrupt the learning environment of the school.

- As a courtesy, parents wishing to visit classrooms are encouraged to call and inform the school of their desire to visit their child's classroom.
- Any person not specifically authorized to visit school (as per policy) who is allowed to visit by the building principal shall be accompanied during the visitation. The principal may establish any other procedures to process visitor access.
- Any individual in violation of this policy may be referred to law enforcement officials for prosecution under applicable state law(s).



UCC SCHOOL VOLUNTEERS & INTERNS

To ensure the safety and well-being of students and staff, visitors and volunteers will either complete a criminal background check or comply with all visitor management processes and procedures as listed below:

- **One-Time Volunteers**
 - Examples: guest speakers, field trip chaperones, classroom readers
 - [Complete a VOLUNTEER WAIVER](#), department staff fills out bottom portion, return to volunteer coordinator
- **Ongoing Volunteers**
 - Examples: After School tutors, coaching assistants, learning buddies, classroom assistants, parent helpers (lunch, recess, etc), practicum or field placement students.
 - [Complete online VOLUNTEER APPLICATION](#) on the UCC website
 - Background check will be completed by the UCC HR department
- **Group Projects**
 - Example: individuals signed up to lead or provide support for special events or projects, holiday celebrations, crafting activities, etc.
 - Volunteer coordinator will be in communication at least 1 week in advance confirming participation and project information
- **Interns**
 - Examples: Student teachers, interns, practicum students, field placement students that are working for a substantial period of time, on a regular schedule, in our schools and with students (*more than 10 hours each week*)
 - Interns are treated more like staff, than volunteers, can be provided with an email account, security badge, etc
 - Complete the [INTERN application on the UCC Paycom site](#)
 - The UCC HR department will run the background check, *or the university can provide one for students*
 - The principal/school administrator will contact HR to verify the intern has been cleared, and will request to have a badge and email create (*if necessary*)

NOTE: Any non-UCC employee who will be working with students or UCC clients must always be under the direct supervision of a UCC staff member.

The principal, school administrator, or designee, has the discretion to approve any visitors to the school and to determine what conditions, if any, will apply to the visit.

Students from other schools shall be permitted to visit only for specific purposes and at times mutually agreed upon by the administrators of the schools.

Registered sex offenders are required to comply with all requirements under section 301.475 of the Wisconsin Statutes and Policy 1610 prior to any visits to District property.

In accordance with section 120.13(35) of the Wisconsin Statutes, the district has the authority to establish conditions for entering or remaining in a District building, prohibit the entry of any person to a school of this District, or to require a visitor to leave when there is reason to believe the presence of such person would be or is detrimental to the good order of the school. If such an individual refuses to leave the school grounds or creates a disturbance, the District Administrator or their designee is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.



STUDENT SUPPORT SERVICES

Our UCC school offers a wide variety of support services for students that are in need of additional resources to support their long term development, growth, and success. These services are only provided after a child has been referred and evaluated to determine the need for these supports.

Academic Intervention Services

- Our K5-8th grade schools provide academic intervention services in the area of mathematics and reading for students that are performing significantly below grade level and have been identified as needing additional support to help them reach grade level proficiency
- Students may be identified as needing academic intervention services based on the following criteria:
 - Assessment Data on NWEA Map Assessments, Forward assessments, or aimswebPLUS screener indicated the child has consistent underperformance
 - Classroom performance is poor
 - Teacher or administrator recommendation
 - Evidence of significant and consistent academic struggle and lack of growth over time
 - SST (Student Services Team) recommendation
- Academic intervention services may be provided in the classroom setting (“push-in”), or outside of the classroom environment (“pull-out), either 1:1 or in a small group setting.
- Students will be provided with targeted instruction to help them fill their gaps in their academic skills
- Students will participate in regular “progress monitoring” to gather data on their response to the intervention, and progress over time
- If students demonstrate academic gains, make progress, and appear to be catching up with their peer groups, they will be dismissed from academic interventions
- If students do not demonstrate adequate progress or growth, they will be recommended for additional cycles of intervention, or possibly recommended for further evaluation.

Counseling Services

- Our K4-8th grade schools have a licensed school counselor assigned to each school building to provide students with social, emotional, and behavioral support.
- Students may be referred to these sources by the following individuals if they believe a child may require the support of our counseling staff:
 - Teachers and school staff
 - Parents or guardians
 - Self-referral (students may request support)
 - Administrative referral
 - Universal screeners or data review
- School counselors provide a wide variety of services and support for students including:
 - Individual counseling for short-term, focused support (anxiety, grief, family changes, etc)
 - Group counseling to work on specific skills or topics (friendship, conflict resolution, coping skills, etc)
 - Crisis intervention support during emergencies
 - Academic counseling (goal setting, time management, study skills, transition support)
 - Social-Emotional Learning Support (SEL instruction or lessons in classrooms, collaboration with teachers)
 - Consultation and collaboration with families, teachers, administrators, and outside providers
 - Participation in IEP, 504, SST or intervention meetings
- Students may be dismissed from counseling services if students meet their goals, make progress over time, or a team of school staff determine the services and support are no longer needed.



LSS Therapy Services

- UCC has a partnership with Lutheran Social Services (LSS) to provide clinical therapy services to students and families who have experienced an acute crisis, or are in need of more intensive support and ongoing therapy services above and beyond what can be provided by our school counseling staff.
- There are limited seats available in this program, and students are recommended by our school counselors and/or pupil services staff based on level of need and severity.

Special Education Services

- UCC provides special education services for students who have been formally evaluated and determined to have a disability that requires specific academic support and accommodations after a comprehensive evaluation of the child's skills, abilities, and needs.
- [DPI: Special Education Resources for Families](#)
 - [Special Education in Plain Language \(resource for families\)](#)
- Before a child is considered for a formal referral for special education services, the following must be in place:
 - Tiered interventions (academic or behavioral) with progress monitoring data showing evidence of student progress over time as a result of interventions
 - Parent/Guardian communication and involvement with the school staff and team
 - Consideration of language and cultural background which may be impacting student performance
 - Consideration of other “exclusionary factors” that may need to first be considered before determining if a child has a disability
 - Lack of adequate or effective instruction
 - Attendance concerns
 - Limited English Proficiency
 - Environmental or cultural disadvantage
 - Consultation and collaboration with school specialists, pupil services staff, and our SST team.
 - Comprehensive documentation of interventions used, progress data, observations and teacher input, and communication with families over time.
- The comprehensive evaluation process may take 20-40 weeks of academic interventions, academic testing, psychological evaluations, speech/language assessment, behavioral observations, family and teacher interviews, and a wide variety of other data collection opportunities to ensure a detailed portrait of a child's skills and abilities is articulated.
- Parents must provide consent for a child to be formally evaluated
- A team of professionals evaluates a student in any and all areas related to a suspected disability.
- A team of professionals (including parents/guardians), gathers together after the comprehensive evaluation has been performed to determine if the child is eligible for special education services.
- Students are likely NOT eligible for special education services if one of the following is true:
 - **Lack of appropriate instruction** - if a child has a large number of absences from school, or has been unable to receive adequate or effective instruction in the area of need, they cannot be identified as having a disability
 - **Limited English Proficiency** - if a child has difficulty learning due to being an English Language Learner (ELL), their struggles with language acquisition cannot be mistaken as a disability.
 - **Environmental, economic disadvantage, or cultural factors** - these may include a child being homeless, in foster care, experiencing a financial hardship, housing instability, parental instability, family or personal trauma, or other environmental or cultural factors that may be contributing to the child's lack of academic progress.
- If a team of professionals (and a parent) determines that the results of the comprehensive evaluation has determined that a child has a disability and is eligible for services, the team will develop an IEP (individualized education plan) to support the child's specific needs. This document may include:
 - Academic or behavioral supports and instruction
 - Speech & Language Therapy



- Occupational Therapy
- Physical Therapy
- School Psychological Services
- Counseling Services
- Audiology Services
- Health/Nursing Services
- Supplementary aids and services
- Specific accommodations or modifications made to support the child's identified needs.
- A child may be exited from an IEP and the Special Education Program after a reevaluation is conducted and the team determines that based on data, evaluation, and a team consensus, that the child is no longer in need of the services specified in the IEP. This process requires parental consent and participation throughout the process.

English Language Learner (ELL) Services

- Our schools have a team of ELL staff that work to support students that are not yet fluent in the English language to grow and develop their language skills over time.
- All K5 families complete a Home Language Survey each year to determine if their family speaks multiple languages in the home environment
- Students that speak or hear another language at home more than HALF the time, and given an English Screener Test to determine their language skills.
- Students who do NOT pass the screener test are classified as ELL and qualify to begin receiving ELL services.
- For students that are newly enrolled to our schools, we contact each students previous school to ask about each students' ELL status and ACCESS score (English Proficiency Score)
- If students arrive from another country, or have lived in the United States for less than 1 year, they are given the Home Language survey, as well as an English Screener Test
- The type and level of services provided for each child is determined by our ELL team based on the following factors:
 - ACCESS score and English proficiency level
 - Teacher feedback
 - Student achievement data (MAP assessments and Forward assessments)
 - Reading level and literacy skills
 - Special Education Services and schedule
- Annual Assessments: Each December through January, all ELL students are required to take the ACCESS test which determines students English proficiency level
- ACCESS Score Levels:
 - **Levels 1-2** = Need support in all language domains; speaking may still be limited
 - **Level 3-4** = Still developing vocabulary knowledge and complex sentence structures/grammar
 - **Level 4.0** = reaching English proficiency; approaching grade level expectations
 - **Level 4.5** = Eligible to exit the ELL program
 - **Level 6.0** = a perfect score, indicates strong English proficiency

Homelessness - Student Assistance

- The McKinney-Vento Education for Homeless Children and Youth Act ensures the educational rights and protections for children and youth experiencing homelessness. Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) attending UCC Schools shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in UCC Schools. For more information about this program, contact uccschools@bgcsedu.org.



If you believe your child may benefit from additional academic, behavioral, or emotional support, please contact your child's school principal to schedule a meeting. During this meeting, the principal will review the qualification process, criteria, and next steps for determining whether a referral for additional support is appropriate.



OTHER SCHOOL INFORMATION & POLICIES

[Acceleration Policy](#)

[Animals at School Policy](#)

[Attendance Contract](#)

[Attendance Information](#)

[Attendance Policy](#)

[Behavior Expectations of UCC Students](#)

[Bullying Policy](#)

[Breakfast & Lunch Menu](#)

[Calendar](#)

[Cell Phones and Electronic Devices at School](#)

[Child Protection Policy](#)

[Chromebook & Technology Policy](#)

[Communication](#)

[Curriculum, Instruction, Assessment & Homework](#)

[Discipline Policy & Procedures](#)

[District Digital Learning Plan](#)

[DPI Guidebook on Dyslexia & Related Conditions](#)

[DPI School Report Cards](#)

[DPI Specific Learning Disability Criteria and Process](#)

[Dress Code & Uniform Policy](#)



[Early Entrance Criteria](#)

[Early Literacy Remediation Plan \(Act 20\)](#)

[Emergency Card](#)

[Emergency Protocols & School Safety](#)

[Extracurricular and Field Trip Consent Form](#)

[Extended Absence Policy](#)

[Extracurricular Activities](#)

[Fees](#)

[Field Trips](#)

[Food & Meals at School](#)

[Food Allergies & Meal Substitutions Policy](#)

[Food Safety & Allergy Policy](#)

[Grade Level Promotion Policy - Kindergarten & 5th Grade](#)

[Graduation Policy - 8th Grade](#)

[Health Clinic & Student Health](#)

[Inclement Weather Policy](#)

[Lost & Found](#)

[McKinney-Vento Homeless Assistance Program](#)

[McKinney-Vento Student Placement Dispute Forms](#)

[Money in School](#)

[Parental Involvement & Parental Expectations](#)



[Personal Communication & Electronic Device \(Cell-Phone\) Policy](#)

[Personal Property](#)

[Photographs & Videos](#)

[Prohibited Items in the School and UCC Environment](#)

[Retention & Promotion Policy](#)

[Records Retention & Maintenance Policy](#)

[School Operations](#)

[School Supply Lists](#)

[Student Code of Conduct](#)

[Student Records](#)

[Student Rights](#)

[Technology: Student Chromebooks and Other School Technology](#)

[Skyward Family Access](#)

[Student Searches](#)

[Student Support Services](#)

[Volunteers & Interns](#)

[Water Bottles & Beverage Containers](#)

[Wellness Policy](#)



UCC STUDENT RIGHTS

Students shall have the right to:

- Study controversial issues which are thought-provoking and have political, economic, and/or social significance which are age appropriate and related to the instructional goals of the approved curriculum or course of study.
- Have free access to all relevant information including materials dealing with community issues.
- Study in a classroom environment that minimizes bias and prejudice and encourages open mindedness in a scholarly pursuit.
- Have the guidance of a teacher who:
 - Is impartial and objective in his or her presentation;
 - Selects materials suitable to the range, knowledge, maturity, and competence of the student and consistent with the curriculum being taught in the classroom and focus of the class;
 - Avoids posting advocacy or politically sensitive and polarizing symbols/objects/posters in the classroom, as such actions can undermine the perceived impartiality and objectiveness of a teacher;
 - Provides information and/or data concerning all aspects of the issues under discussion;
 - Teaches students how to think and not what to think;
 - Creates an environment where students form and respectfully express their own opinions on thought-provoking issues without thereby jeopardizing the relationship with the staff member or the school.
 - Expresses opinions but informs students it is his or her own opinion and not an authoritative answer and only after the teacher provides the student the opportunity to study and learn about the topic so that that they have the opportunity to form their own opinion; and
 - Treats religious, moral, and ethical values and attitude with respect and sensitivity.

BEHAVIOR EXPECTATIONS OF UCC STUDENTS

All UCC students are expected to be respectful, responsible and safe at all times in all areas of our school building and in any part of the UCC campus.

Respect includes but is not limited to the following:

- Listening to adults and following their directions immediately.
- Using appropriate language, volume, and tone.
- Keeping your hands and feet to yourself.
- Observing the personal bubble space of others.
- Keeping space around you and school clean.

Responsibility includes but is not limited to the following:

- Listening and participating actively.
- Staying in your assigned seat.
- Cleaning up after yourself including picking up trash.
- Going straight to your destination.
- Using equipment (including Chromebooks) correctly.

Safety includes but is not limited to the following:

- Keeping your hands and feet to yourself.
- Walking to move locations within the building.
- Walking on the right side of the hallway and stairs.
- Walking and exiting in an orderly fashion.



STUDENT CODE OF CONDUCT

The United Community Center and our UCC schools provide a safe and structured environment to promote student's academic and social development. UCC's disciplined environment contributes to the academic success of students. Our goal as a staff is to work with parents to encourage and teach each student to take responsibility for making good decisions about their behavior. A disciplinary offense is a violation of the Code of Conduct that occurs while the student is at school and/or on school grounds (including the United Community Center) or participating in a school-sponsored activity. Code of Conduct infractions include:

- **Disrupting the School Environment:**

- **Arriving late to school and Class:** Student tardiness disrupts class, inconveniences others and often results in academic difficulties. If a student arrives late they will need to serve a silent detention on the same day.
- **Interrupting Class, Not Participating, and/or Preventing Teaching:** UCC can only fulfill its education goals if classrooms are safe and teaching is uninterrupted. Students may not disrupt the classroom. Behavior that disrupts the educational instruction consistently may result in a referral, detention, or suspension depending on the basis.
- **Arriving at Class Unprepared:** When class begins, students must be prepared and have all necessary materials (books, pens, paper, homework, assignment notebook, etc.) Students will use their lockers twice a day; in the morning and around the lunch hour. Students will not be allowed to go to their lockers during class to retrieve homework or other class material.
- **Failing to Complete Homework:** Completing homework is essential to the success of individual students and the classroom community. Teachers will discuss expectations for homework completion in each class. Incomplete homework will result in a lunch detention.
- **Misbehaving inside or outside of Class:** Misbehaving inside or outside of class is not permitted. This includes any school sponsored activity/field trip including bus rides. Classroom rules and expectations are established by teachers and need to be followed. Continuously not following classroom rules and expectations may result in silent lunch detention, suspension and/or expulsion.

- **Skipping School, Class, Detention, Extended Day, or Mandatory School Event:**

Students are required to attend and participate in all classes, detention, and extended day programs if assigned and school events. Students are not permitted to have unexcused absences, skip any part of a class/school day or leave the school building early. Violation of this policy can result in a detention, suspension, or expulsion if the behavior occurs chronically.

- **Violating the Dress Code:**

Students are expected to be properly dressed for school according to the dress code. Parents may be asked to bring the proper clothing to school if such infraction occurs. Repeated dress code violations may result in a silent lunch detention or suspension.

- **Gum, Food, and Beverage:**

Students may not chew gum or eat or drink at unauthorized times or places. UCC is committed to promoting healthy living; therefore, students cannot bring chips that are not part of a bagged lunch or soda to school. Hot chips of any kind including Hot Cheetos and Takis are not permitted. If a student is eating the school lunch, he/she may not bring additional items to eat. Students who bring additional items will have them confiscated by the staff. Repeated violations can result in a silent lunch detention.

- **Cheating or Copying Others Work:**

Cheating or copying is unacceptable and will result in an F for the homework and/or test. Students caught cheating will be referred to administration.

- **Failing to Submit a Required Signature and Forgery:** Students are required to secure a signature of a parent/guardian on homework/tests and red folders when requested. Forgery of signature is unacceptable and students will be referred to administration.



- **Plagiarism** is copying the work of another individual or resource, representing the work of others as his or her own, and/or submitting written materials without proper attribution or acknowledgment of the source. Students are responsible for acknowledging when they have used others' words and ideas. Since the intellectual work of others constitutes a kind of property, plagiarism is a form of theft.
- **Academic Integrity:** Students are expected to complete their own schoolwork in ways that demonstrate honesty and integrity. Instances of academic dishonesty will not be tolerated. We do recognize peer teaching and peer learning are important and effective study strategies for students. However, giving a completed assignment to a friend is not peer teaching and copying answers is not peer learning. Unintentionally or otherwise, the student who passed on the assignment enabled cheating to occur, and has therefore committed the same violation as the person who turned in copied work.
- **Artificial Intelligence (AI):** Without express consent of the classroom teacher, AI-assisted technology (for example, ChatGPT), will be included as a violation of academic integrity. ANY content generated through use of a Generative AI tool must be cited appropriately according to the citation convention assigned by the teacher. This includes if content is paraphrased, quoted, or incorporated in any way into one's work, including use of text, images, data, or other media. Access to AI tools on school-owned devices, including computers, tablets, and other electronic devices provided to students, is strictly prohibited. All current AI tools have terms of service requiring users to be 13 or even 18 years or older to create accounts, or utilize the tools due to federal privacy laws such as COPPA and FERPA.
- **Being Disrespectful toward a Staff Member:**
A school cannot properly provide instruction if students are disrespectful toward adults. A student cannot be disrespectful toward a staff member or any adult associated with the school. Students may be removed from class as necessary and may be issued a suspension or parent conference.
 - **Lying to a Staff Member:** Students are not permitted to lie or attempt to conceal the truth. When asked a question, students are expected to be honest with staff members.
- **Being Disrespectful toward a Student:**
If a student does not feel physically and emotionally safe in school, teaching and learning are made more difficult. Therefore, students may not be disrespectful toward other students.
- **Unauthorized Access:**
 - Students must be in their assigned location for each period corresponding to their assigned schedule, unless they have staff authorization to be elsewhere.
 - Students found to be on campus in unauthorized locations may be subject to school disciplinary and/or police referral.
 - Students must exit the building at their assigned dismissal time (3pm or 4pm) unless they are involved and enrolled in a school-sponsored activity and under the direct supervision of a staff member.
- **Possession of Inappropriate Property, Substances, Items, or Products:**
 - The use of cell-phones, electronic equipment, games, printed text or lyrics that are vulgar, profane or sexually explicit, or any other items that are inappropriate for a school setting are not allowed. Such items in school will be confiscated by staff members and must be retrieved by the student's parents.
 - Students are not permitted to use, bring, possess, or distribute any inappropriate substances, items, or products on school grounds, school-sponsored events, or while representing the school that are deemed inappropriate or unsafe for student use, consumption, or distribution.
- **Possession of Personal Communication and/or Electronic Devices**
 - Devices may not be used, visible, or audible anywhere on school grounds during school hours—including classrooms, hallways, restrooms, cafeteria, playgrounds, or any other school space.
 - Devices may not be used during school events, assemblies, emergency drills, or any school-related activity or event.
 - Recording, photographing, or texting during the school day is not permitted.



- Taking photos or videos in restrooms, locker rooms, or other private areas is strictly forbidden and will result in disciplinary action. Students using phone or other recording devices for inappropriate or illegal use will be subject to appropriate disciplinary action, and law enforcement involvement (if required).
- **Assault, Battery, Bodily Harm, Inappropriate Touching, and/or Threats (in addition to other disciplinary consequences, these offenses may result in long-term suspension and/or expulsion).**
 - **Causing Bodily Harm:** Students may not cause physical injury to a student, school employee or another person.
 - **Committing Assault or Assault and Battery:** Student may not commit assault, including sexual assault, or assault and battery on a student, school employee, or another person. Assault is an attempt or threat to physically harm another person; assault does not require physical contact. Battery is any unlawful touching of another person.
 - **Fighting or Unwanted/Inappropriate Physical Contact:** UCC students may not fight with other students from UCC or any other school. Harassing, pushing, touching, or any unwanted/inappropriate physical contact is not tolerated.
 - **Play-fighting and Threatening:** Play-fighting and/or the use of threats threaten the safety of the school community. This type of physical contact is not tolerated. Use of threats include those made online through email or other internet platforms.
- **Possession or use of Firearms, Weapons, and/or Dangerous Objects (in addition to other disciplinary consequences, these offenses may result in long-term suspension and/or expulsion).**
 - **Possession or use of Firearm:** Students may not possess or use a firearm or a mock firearm.
 - **Using or Possessing a Weapon or Dangerous Object:** Students are not allowed to bring a weapon of any sort to school, use any object in a dangerous or threatening manner, or have a weapon on him/her or his/her property. This includes utilization or possession of any images or printed materials with images of weapons or dangerous objects associated with violence or harm. Violation of this policy may result in suspension or recommendation for expulsion by the school administration.
- **Harassment and Violations of Civil Rights (in addition to other disciplinary consequences, these offenses may result in long-term suspension and/or expulsion).**
 - **Violating of Civil Rights of Others:** Students may not violate the civil rights of others including the right to an education.
 - **Harassment and Bullying:** Students may not make unwanted sexual advances toward or commit sexual harassment of any members of the school community. Harassment or intimidation of any members of the school community on the basis of their racial or ethnic background, gender, religion, age, sexual orientation, or disability is not permitted. Bullying or intimidating another student is not acceptable. This includes verbal, written or via internet (emails, Snapchat, text messages, Facebook or other social media platforms)
 - **Abusive or Profane Language or Treatment:** Students may not use abusive, threatening, vulgar, coarse, or degrading language (including racist, sexist, or homophobic remarks).
 - **Extortion:** Students may not force other students to act against their own will under threat of physical harm, such as demand for money.
 - **False Accusations:** Students may not make false reports regarding other students. This includes action in school and towards others online in emails or other internet platforms.
- **Gambling, Theft, or Vandalism:**
 - **Gambling:** Gambling in any form, both within the school and on school grounds, is prohibited. Students in violation of this rule will be subject to disciplinary action.
 - **Theft, Loss, or Destruction of Personnel or School Property:** Students may not steal, lose, or damage someone else's property or school property. In addition to facing other consequences for violation of this rule, students are expected to return property to its rightful owner in its original condition or to reimburse the owner and/or the school for lost, damaged or stolen property. Such acts may result in detention or suspension.



- **Mistreatment or Inappropriate use of Technology or School Property:** Students must treat computers, printers, and other technology with care. Students do not have the right to use school computers to access chat rooms or email or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors. Any use of the computer in an inappropriate way towards another student or staff member may result in consequences from the school. Students must not mistreat other school property including lockers, desks and restrooms.
- **Accessing the Accounts of Another Student:** *Attempting to access or login to the account of another student is a form of theft. Students are responsible for protecting their academic and personal materials, and this includes ensuring their login information remains private and not sharing this information with peers.*
- **DO NOT SHARE YOUR LOG-IN INFORMATION.** *Sharing your password and log-in information with others implies consent to access your academic and personal materials. You have the responsibility to protect your academic and personal materials. Due to this responsibility, you are allowing and/or enabling cheating by sharing your password and log-in information with others. You will be held to the same standard as the person who copied your work.*
- **Vandalism:** Students cannot maliciously or intentionally cause damage to school property or property of others. This includes situations in which minor damage can be repaired or replaced at no cost to the school. Students will be required to pay for replacing or repairing the damage. This may result in detention, suspension or expulsion.
- **Possession, Use, or Distribution of Controlled Substances, Alcohol, Tobacco or Inappropriate Substances**
 - **Using, Possessing and/or Distributing Drugs or Alcohol:** Students may not use or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, tobacco, alcoholic beverage, or intoxicant of any kind. Violation of this policy may result in suspension or recommendation for expulsion by the school administration.
 - **Possession of drug paraphernalia:** Students may not have any drug paraphernalia on school grounds. Drug paraphernalia includes equipment, products and materials of any kind which are used, intended for use, or designed for drug use. This includes any images or printed materials with images of drugs/controlled substances or materials/products associated with drug use. Violation of this policy may result in suspension or recommendation for expulsion by the school administration.
 - **Prescribed and over the-counter drugs:** must be delivered to the School's Health Center or Office by a parent or guardian.
 - **Inappropriate Substances & Items:** *Students are not permitted to use, bring, possess, or distribute any inappropriate substances, items, or products on school grounds, school-sponsored events, or while representing the school that are deemed inappropriate or unsafe for student use.*



DISCIPLINE POLICY AND PROCEDURES

Our UCC schools are committed to providing a safe and supportive learning environment for all students and staff members. We recognize that dealing with severe student behaviors can present challenges and prevent our teaching staff from focusing on instruction and supporting students academically. We are dedicated to ensuring the safety and well-being of our staff while managing these situations effectively.

Discipline is the positive direction of behavior toward established standards of conduct, fully understood and based upon reason, judgment, and consideration of the rights of others. Ideal discipline is self-directed and self-controlled. Schools, community, and parents share the responsibility for helping students develop self-discipline. When self-control falters and self-discipline fails, disciplinary forces from outside the individual must be imposed to protect the rights of others and to ensure uninterrupted instruction by teachers for students.

Levels of disciplinary action include but are not limited to the following:

1. Discussion with classroom teacher or school staff member regarding student behavior
2. Temporary removal from the classroom environment for discussion with a school administrator or counselor
3. Conference with the student and/or parent
 - a. Administrators will hold a meeting with students and/or parents when deemed necessary. Parents will be contacted via phone, email, or ClassDojo to schedule a meeting to discuss disciplinary concerns.
4. In-school detention
 - a. Students will be separated from classmates during lunch time in another location (main office or empty classroom) to be supervised by an assigned teacher or administrator. Parents will be notified via phone, email or ClassDojo about detentions.
5. Suspension
6. Expulsion

Suspension

Procedures for imposing out-of school suspensions will include:

1. The Principal, or his or her designee, will hold a conference with the student before a decision is made for suspension. The Principal will inform the student that s/he is considering a suspension and the reasons for the suspension. The student shall be given an opportunity to deny or explain the circumstances. If the administration feels that the student's presence is of immediate danger of disrupting the School's orderly operation or the health and safety of the student or others, suspension could occur without a conference. In this case, parents/guardian or emergency contacts will be notified before the student is sent home.
2. If a suspension is imposed, the School shall notify the parents/guardians in writing that the student has been suspended, the reason(s) for the suspension, the dates of the suspension, and the appeal procedure. The notice will be sent home with the student (and emailed or mailed if required). Where possible, notification also shall be provided by telephone if the School has been provided with a contact number for the parents/guardians.
3. Suspended students cannot enter the School property at any time during the suspension or participate in any school activities without prior authorization of the Principal or designee.
4. Suspensions are limited to a maximum of ten school days, *(if a notice of an expulsion hearing has been sent, the suspension can be extended for no more than a total of 15 consecutive school days)*.
5. Suspended students are given the opportunity to take any quarterly, semester, or grading period examinations, or to complete coursework missed during the suspension period.
6. Parents/guardians may appeal a suspension as set forth in Section 3.1(12)(f)2 below.



Expulsion

Procedures for expulsion will include:

1. If the Principal, or his or her designee, determines that the student's conduct merits expulsion, the Principal or his or her designee, may impose a suspension, or extend a current suspension, for up to a total of 20 school days.
2. During the suspension period, the School shall notify the parent(s) and/or guardian(s) in writing that the student is being considered for expulsion, has been suspended in connection with an expulsion determination, list the reason(s) for the expulsion consideration, the dates of the suspension and expulsion conference and the appeal procedure. The notice will be mailed to the student's parent or legal guardian.
3. Within the suspension period, the Principal will offer to hold a conference with the student and his or her parents/guardian, where the student shall be given an opportunity to deny or explain the circumstances.
4. If expulsion is imposed, the School shall notify the parents/guardians in writing that the student is expelled, the reason(s) for the expulsion, the effective date of the expulsion, and the appeal procedure.
5. Expelled students cannot enter the School property or participate in any school activities at any time without prior authorization of the Principal or designee.
6. Parents/guardians may appeal an expulsion as set forth in Section 3.1(12)(f)3 below.

Conduct warranting suspension or expulsion

Conduct for which a student may be suspended or expelled, includes not abiding by **any of the previous items in the Code of Conduct**, but is not limited to, the following:

1. Knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any School or UCC property by means of explosives.
2. Conduct by the student while at School or while under the supervision of a School authority that endangers the property, health or safety of others.
3. Conduct while not at School or while not under the supervision of a School authority that endangers the property, health or safety of others at School or under the supervision of a school authority or endangers the property, health or safety of any employee or School board member of the School, Education Committee or UCC Board member.
4. Chronic classroom disruption
5. Chronic disruption or violation of school rules
6. Skipping School, Class, Detention, Extended Day, or any Mandatory School Event
7. Chronic behavior that compromises classroom and/or school safety and the wellbeing of others
8. Gang posturing which provokes an altercation
9. Involvement in gang fight- exchange of blows
10. Verbal abuse and use of profanity
11. Verbal abuse and harassment
12. Sexual harassment
13. Bullying
14. Fighting - physical exchange
15. Assault
16. Hazing
17. Reckless vehicle use
18. Battery
19. Extortion
20. Robbery
21. Sexual assault
22. False fire alarms
23. Possession/ownership/use of a weapon other than a gun - *including utilization of images with a weapon*



24. Bomb threats
25. Possession/ownership/use of a gun - *including utilization of images with a weapon*
26. Vandalism
27. Possession of stolen of property
28. Theft
29. Burglary
30. Arson
31. Possession/ownership/use of alcohol and/or tobacco - *including utilization of images with alcohol and/or tobacco*
32. Possession/ownership/use of illegal drugs - *including utilization of images with illegal drugs and/or substances*
33. Possession with intent to distribute illegal drugs/alcohol/prescribed medication
34. Academic dishonesty, plagiarism, cheating, copying, forging of a signature, and/or use of generative AI tools

Appeals

Appeal Process for Disciplinary Action:

1. **In-School Disciplinary Actions.** Should a parent or guardian disagree with disciplinary action of the School, other than suspensions or expulsions, the parent/guardian may appeal to the Principal by arranging an appointment with or by writing to the Principal. The Principal shall respond to the appeal in writing within three (3) days of receipt by the parent. The Principal's decision is final.
2. **For Suspension.** Parents may make a formal appeal, in writing, to the Principal. The appeal must outline the reasons for appealing the disciplinary action. The appeal must be made within three (3) school days of the notice of disciplinary action. A conference that includes School Administration will be scheduled within five (5) school days of receipt of the appeal. The Principal will issue his/her decision on appeal in writing within fifteen (15) school days of his/her conference with the parents/guardians. If the parents/guardians are dissatisfied with the Principal's decision on appeal, they may appeal to the UCC Schools District Administrator and/or Designee in writing within two (3) school days. A parent/guardian conference with the UCC Schools District Administrator and/or Designee will take place within a reasonable time. All decisions of the UCC Schools District Administrator and/or Designee on suspension shall be in writing and are final.
3. **For Expulsion.** Parents/guardians may appeal an expulsion within three (3) school days of receiving notification of the expulsion being issued. This appeal may be made to the Principal by providing a written appeal statement. A conference that includes school administration will be scheduled within ten (10) school days of receipt of the appeal. The principal will issue his or her decision on appeal in writing within three (3) school days of his or her conference with the parents/guardians. If parents/guardians are dissatisfied with the Principal's decision, they may request a disciplinarian expulsion hearing before the UCC Schools District Administrator and/or Designee, which will be held within fifteen (15) school days of the request. The UCC Schools District Administrator and/or Designee will provide written notice of the hearing to the parent/guardian, including the particulars of the student's alleged conduct upon which the expulsion proceeding is based; the grounds for expulsion; the time and place of the hearing; and that the Director shall keep written minutes of the hearing. All decisions of the UCC Schools District Administrator and/or Designee on expulsion shall be in writing, shall state the specific findings of fact and conclusions in support of the decision, and are final.

Students with Disabilities: Students with disabilities may be disciplined in accordance with applicable state and federal law.

Wis. Stat. 118.31, which prohibits corporal punishment of pupils, shall apply to the Charter School.



UCC SCHOOLS - SUSPENSION Appeal Process

During the appeal period, students must serve their suspension. Suspended students cannot enter the school or participate in school activities.

If a parent disagrees with a disciplinary decision made by the school, the following process will be followed:

1. **Parents may make a formal appeal**, in writing, to the Principal within 3 school days of the disciplinary action. *The appeal must outline the reasons for appealing the disciplinary action, and provide evidence for how the disciplinary action was unfair, unjust, and/or did not follow the district disciplinary procedures.*
2. **A meeting with the school administrator will be scheduled** within 5 school days to review the information collected to inform the disciplinary action, as well as the parental concerns. The school principal will issue their decision on the appeal in writing within 15 school days of the conference with the parents/guardians.
3. If the parents/guardians are dissatisfied with the Principal's decision on appeal, **they may appeal to the UCC Schools District Administrator and/or designee (Shaba Martinez)** in writing within 3 school days.
4. **A conference will be scheduled with the parent/guardian and District Administrator and/or designee** within a reasonable time to consider: if the suspension was unfair or unjust; and if the suspension was inappropriate given the nature of the offense.
5. A decision regarding the appeal will be issued in writing within 15 days by the UCC Schools District Administrator and/or designee. This decision is final.

Outcome of Suspension Appeal:

1. Suspension is upheld, determined to be fair and just, following district disciplinary procedures.
2. Suspension is determined to be unfair or unjust, or the suspension was inappropriate given the nature of the offense. Reference to the suspension must be removed from the child's record.

UCC SCHOOLS - EXPULSION Appeal Process

If an expulsion is issued, the school may impose (or extend) a suspension for up to 20 school days during the appeal process.

If a parent disagrees with a disciplinary decision made by the school, the following process will be followed:

1. **Parents may make a formal appeal**, in writing, to the Principal within 3 school days of the notification of expulsion being issued. *The appeal must outline the reasons for appealing the expulsion, and provide evidence for how the expulsion was unfair, unjust, and/or did not follow the district disciplinary procedures.*
2. **A meeting with the school administrator will be scheduled** within 10 school days of receipt of the appeal to review the information collected to inform the expulsion, as well as the parental concerns. The school principal will issue their decision on the appeal in writing within 3 school days of the conference with the parents/guardians.
3. If the parents/guardians are dissatisfied with the Principal's decision on appeal, **they may request a disciplinary expulsion hearing before the UCC Schools District Administrator and/or designee (Shaba Martinez)** in writing within 3 school days. This meeting must take place within 15 school days of the request.
4. The UCC Schools District Administrator and/or Designee will provide written notice of the hearing to the parent/guardian, including: the particulars of the student's alleged conduct upon which the expulsion proceeding is based; the grounds for expulsion; the time and place of the hearing; and a statement that the District Administrator and/or Designee will keep written minutes of the hearing.
5. A decision regarding the appeal will be issued in writing within 15 days by the UCC Schools District Administrator and/or designee. This decision shall state the specific findings of fact and conclusions in support of the decision, and are final.

Outcome of Expulsion Appeal:

1. Expulsion is upheld, determined to be fair and just, following district disciplinary procedures.
2. Expulsion is determined to be unfair or unjust, or the suspension was inappropriate given the nature of the offense. Reference to the expulsion must be removed from the child's record.



EXTRACURRICULAR ACTIVITIES

Extracurricular activities are those which involve competition between schools. Our UCC Schools offer the following athletics to students, but availability of each activity is limited to certain grade levels. Information regarding athletics will be shared with families throughout the year, and [is also available on our UCC Schools Athletic Department website](#).

- Fit Kids (2nd & 3rd Grade)
- Cross Country (September - October)
- Flag Football (September - October)
- Volleyball (September - October)
- Boys Basketball (October - December)
- Girls Basketball (January - February)
- Boys Soccer (March - May)
- Girls Soccer (March - May)

Extra-Curricular Participant Expectations

As stated above, participation in extracurricular activities is considered a privilege and not a right. Student participants are to adhere to all school expectations, rules and regulations both at school and at away events. Students who participate in extracurricular activities are representatives of UCC and are expected to project our school in a positive light. As representatives of our school, students are expected to conduct themselves in a responsible manner at all times. Student participants who violate either school or extracurricular activity rules will be subject to appropriate consequences, including removal from an extracurricular activity, as determined by the athletic director and/or building principal.

Registration/Physical

All paperwork and fees must be submitted prior to participation in any extra-curricular activity. Those students who do not have the necessary paperwork and fees turned in will not be allowed to participate. Students will also need appropriate physical documentation and for some athletics, concussion testing that is completed during practice times.

Sportsmanship

All extracurricular participants are expected to demonstrate good sportsmanship and display proper conduct at all times. This includes practices, home and away events, travel to and from contests and while at school and school-sponsored events. Participants are expected to be encouraging and supportive of their fellow participants, demonstrate respect to coaches, other athletes, opposing teams and spectators.

Code of Conduct

In addition to sportsmanship, participants in extracurricular activities are expected to abide by proper behavior and conduct. Participants are expected to be truthful, respectful, comply with school expectations, rules and regulations, refrain from inappropriate language, inappropriate behaviors such as violations of the law, (including but not limited to possession and/or use of alcohol, tobacco or controlled substances not prescribed by a physician) and behavior which could reasonably be considered detrimental to the school and/or extra curricular program. Participants represent UCC and are expected to do so in a manner that reflects positively on our school. Certain events with more than one team, such as basketball and volleyball, when one team is playing and the other team is not, the students whose team is not playing are expected to remain seated at the direction of the coach and are cheering on their teammates.



Academic Eligibility

Academic eligibility will be reviewed regularly throughout the school year. Students who have below a 2.0 GPA or are failing two or more classes will be placed on academic probation until they provide sufficient evidence of academic improvement. As soon as students provide evidence of improved grades the probation period will end and the student may return to participate in games.

Academic Probation

Students on academic probation will be expected to use practice time to meet with teachers or work on assignments that will provide evidence of learning. While students work on their academics during the probation period, they will be ineligible to compete in school sponsored extracurricular activities. These include all interscholastic athletics and extra curricular activities.

Students who become ineligible for either academic or behavior purposes will be notified by the school administrator. Parents will be informed about the ineligibility and the process that will need to take place in order for the student to regain eligible status to participate in the sport or activity.

Attendance and Games/Practices/Events

Students who have registered to participate in an activity are expected to participate in all practices as set by the coaches and athletic director. While at practice, students are expected to give their very best effort and be encouraging to their fellow participants. Additionally, students are to display good sportsmanship and respect for coaches.

Students must attend the full school day in order to participate in practice, activity, match or game. Exceptions to this rule must have permission from the athletic director or building principal. Excuses such as family emergencies, doctor/dentist appointments are examples of legitimate excuses that need to have written documentation.

Those students who do not attend school due to illness will not be allowed to participate in any practice, game or event. Students who are legitimately sick should not be in school. Students who are too ill to attend a full school day are considered to be too ill to participate in extracurricular activities.

Students whose behavior warrants time in office may have consequences which may include not participating in practice or game/event. School detentions and/or suspensions will not be rescheduled in order to accommodate an athletic schedule. Exceptions to this will be at the discretion of the activities director and building principal.

Students with frequent or chronic absences and tardies from school will not be allowed to participate in extracurriculars or school athletic activities.

Disciplinary Procedures

It is our expectation that all participants in extracurricular activities do their very best, behave in an appropriate manner, and have fun. However, students who have difficulty adhering to school and team expectations have a responsibility to reflect and make adjustments as a result of their behavior. In order to emphasize this responsibility, the following consequences will result for students who do not demonstrate appropriate behavior.

Students whose behavior warrants an office referral could be ineligible or lose the privilege of participating in specific athletics or activities. Depending on the severity of the referral, loss of playing time or being in-active for a game could be a possibility. Students receiving multiple office referrals during the athletic season could lose the privilege of participating for the remainder of the season, as determined by the principal.

Any student who violates the extra-curricular code will automatically become ineligible for any awards that they would have been eligible for at the end of the year.



Closed Practices

Practices are for coaches and players and therefore, closed to the general public. Parents, relatives and friends are welcome to observe with permission of the coach.

Tobacco, Drugs and Alcohol

Students participating in any extracurricular activities will refrain from possessing or using any type of drugs (other than those prescribed by a physician), tobacco, e-cigarettes/vape pens or alcohol. Students in the possession or under the influence of any of the aforementioned substances will lose the privilege of participating in extracurricular activities.



Elementary and Secondary Education Act (ESEA) - Documentation

Universal Monitoring - 2026

- Section A - Informing Parents and Families
 - [A.1. Parents Right to Inquire about Professional Qualifications](#)
 - [A.2. Parent Right to Know about Teacher Qualifications](#)
 - [A.3. Assessment Information Public Reporting](#)
 - [A.4. LEA and School Performance Reporting](#)
 - [A.5. Student Performance Notification](#)
 - [A.6. Assessment Policy Notification](#)
 - [A.7. Language Instruction Educational Program Notifications](#)
- Section B - Title I, Part A, Family Engagement
 - [B.1. Title I, Part A, Annual Meeting](#)
 - [B.2. Title I, Part A, School-Parent Compacts](#)
- Section C - Identification of Migratory Children
 - [C.1. Identification of Migratory Children](#)
- Section D - Out-of-Home Care (Foster Care)
 - [D.1. Transportation Procedures for Students in Out-of-Home Care](#)
 - [D.2. Enrollment Procedures for Students in Out-of-Home Care](#)
- Section E - McKinney Vento Act (Children and Youth Experiencing Homelessness)
 - [E.1. Homeless Liaison Information](#)
 - [E.2. Students Experiencing Homelessness Policy Review](#)
 - [E.3. Educational Rights for Children and Youth](#)