

Welcome to 4th grade!

Please grab your child's Lexia letter on the table and take a seat. We hope to start promptly at 7:00pm.

Fourth Grade Curriculum Night



Mrs. Kessler, Mrs. Boeckl, Mrs Regrut, and
Mrs. Pizzino



Prayer for a New School Year

Dear Lord, as we begin this school year
We gather once again as your community of believers.

We thank you for the energy and the spirit
that you renewed
in us through the summer months.

We thank you for the time to enjoy our families and friends
and to reflect on what is important in our lives.

Let this year be marked by enthusiasm and love so that,
with the inspiration of your Spirit,
we may continue to grow in our faith.

Help us to fulfill your hope for us
with honest intentions and works of faith.

Let us be gentle with ourselves
and bring laughter, joy, and love to others.

We ask this in your name, Amen.





ROOTED IN
LOVE
BEACONS OF
HOPE



SAINT BRIGID OF KILDARE SCHOOL

Seeking Grace and Wisdom

Our School Wide Goals for 2025–26

This year begins our new accreditation cycle, and with it, two important schoolwide goals that will shape our students' growth in faith and learning. Students will be introduced to these goals this year and will continue to build upon their knowledge and skills over the next four years.

Catholic Identity Goal: Human Dignity

Students will begin learning about *Human Dignity*—the belief that every person is created in God's image and deserves respect. Each year, this understanding will deepen as students connect their faith to their choices and actions.

“Human dignity is the same for all human beings; when I trample on the dignity of another, I am trampling on my own.” - Pope Francis

Academic Performance Goal: Executive Functioning Skills

Students will also be introduced to *Executive Functioning skills*—the “tools for learning” that help them succeed in both academics and relationships. Over the next four years, students will build on these skills, moving from basic awareness to applying them more independently and confidently.

By connecting Catholic values with practical life skills, we aim to form students who are strong academically, faith-filled in spirit, and ready to lead with respect, kindness and responsibility.

Our School Mission Statement

The St. Brigid of Kildare School community, in order to know and live out our Catholic faith, seeks to nurture grace and wisdom. Each individual's unique gifts are developed through strong academic experiences focused on serving God and His kingdom.

Our School Belief Statements

- St. Brigid of Kildare is committed to building a community that knows and lives our Catholic faith**
- Each person is a valued gift from God and worthy of respect.**
- In order to be the best version of themselves, students benefit from a variety of instructional experiences while developing and using their unique gifts.**
- Students learn to integrate their gifts for moral decision making, critical thinking, and problem solving to build the kingdom of God.**

Mrs. Kessler

Hello! I am so excited to work with you and your child this year. We will see tremendous growth! My name is Sue Kessler, and I am originally from Canton and moved to Dublin in 2004 due to my husband's career change. I received my bachelor's degree in comprehensive science from Walsh University and later returned to Walsh to earn my teaching license in middle childhood education, language arts and science. 15 of my 21 years of teaching have been at St. Brigid.

I am passionate about growing lifelong readers and believe that non-readers just haven't found the right book. I enjoy all types of children's literature and strive to match books with young readers. I spend time at the public library and follow many other educators to grow my "to be read" pile all with the purpose to share new books with students. This year I will be teaching your child English language arts, science, and health. I will also teach religion to my homeroom. I can't wait to get to know this group of awesome fourth graders.

When able, I love traveling to Northern Michigan and treasure my time spent with my husband, our growing family, and our dogs. I feel very blessed!



Mrs. Boeckl

Hello! I'm so excited to have your child in my class this year! For those of you who don't know me, I would like to introduce myself. My name is [Gloria Boeckl](#). This is the start of my 16th year of teaching. I have been married to John since October 30, 1999 and we have 3 wonderful children. Eva is a senior at OSU. Go Bucks! Johann is a sophomore at Cincinnati University. Go Bearcats. Lily is a senior at Jonathan Alder High School. I also have 2 dogs, Rosie (2 year old Labradoodle) & Pumba (rescued dog). Eva has a pet rabbit named Hazel. Most of my time outside the classroom is spent watching my children play their favorite sports. I love doing things for my students, school, and my family.

I think it is important to work together as a **classroom family/team** (Parents, student and teacher). I am very passionate about teaching and making learning fun. My goals for my 4th grade students include demonstrating increased responsibility for learning, managing time well, and setting appropriate achievement goals. I will also encourage them to treat each other with respect, kindness, and compassion.

Favorite Things:

Teams: OSU, Jonathan Alder **Drink:** Caramel Iced coffee, Peach sweet tea **Favorite smell:** Vanilla

Snacks: Salt and vinegar chips, almonds, tortilla chips, Reese cups, Take 5, Polar Ice gum



Mrs. Regrut

Good evening and welcome to Curriculum Night. My name is Shelley Regrut, and I have been a faculty member at Saint Brigid of Kildare for 27 years. During my tenure here, I have worn a variety of hats. I first served as the middle school English language arts teacher. I love middle school students and had the opportunity to revisit the seventh and eighth graders recently. In between those experiences, I worked on both the primary team and the third and fourth grade team. I am thrilled to return to the third and fourth grade team again this year. I am excited to work with your student in ELA.

I have an undergraduate degree in English, and a Master of Arts in English education from OSU. I also hold a license to teach grades 1 to 12 and two reading certificates. Teaching children the love of reading is my passion.

Both of my daughters, Paige class of 2007 and Andrea class of 2009 graduated from Saint Brigid and continued their education at Bishop Watterson. Paige is currently a multiage teacher at Upper Arlington, and Andrea just completed her MBA at John Carroll University in Cleveland. I also have a six year old cockapoo named Beauregard the Bad.

I love teaching and have spent my career of 34 years teaching children in grades 1 to 12 to love and writing. Fourth grade is a great year of learning through reading.

I cannot wait to watch your children grow as readers and writers!



Mrs. Pizzino: Intervention

My name is Melanie Pizzino. I am excited to serve as one of the two intervention specialists in grades 3 and 4. I look forward to collaborating with you as you are the primary educators of your child. I will be in the building on Tuesdays, Wednesdays and Thursdays.

This is my second year teaching at St. Brigid. Last year, I taught 4th grade math. I am truly blessed to have this opportunity to serve our parish school. I worked in higher education part-time for ten years and started my career in education with Dublin City Schools. I'm truly grateful for the opportunity to share my Catholic faith as an educator.

My husband, Joe, and I have three children that attend St. Brigid. We love to serve at Mass and through various ministries at the parish.

My favorite activities outside of school revolve around my vocation as a wife and mom. I also love quiet time in prayer before my kids wake up and exercise, especially outside, enjoying God's creation. Finally, I'm a huge fan of Ohio State football. :)

Mrs. Smith is our ESA again this year. I'm grateful to share this role with Mrs. Mifsud.

Discipleship, Expectations and Assessments

- Students are expected to be:
 - Kind, Respectful, Responsible, Ready to Learn -our discipleship pillars
 - Your child's response to these pillars will be noted on the discipleship rubric with the progress report.
- "Pink" and "green" sheets will serve as a communication tool. The green sheet is when we notice they are displaying a pillar well! We will be notifying you (by issuing a pink sheet) when your child needs improvement in one of our discipleship pillars. **These slips will be stapled into the planner, signed and returned the next day.** We will use this documentation when we are completing the Discipleship Rubric for Progress Reports.
- Behavior and academic consequences are outlined in the Parent-Student Handbook. Our classes will be calm and respectful promoting an environment in which all can learn.
- Students will be working towards personal growth through prayerful reflection and goal setting.
- Assessments will be announced and standards based. Once graded, assessments will be in the Friday Folder for your review.



New this year...

This year we are using the FACTS system to record, track, and communicate student behaviors.

- This helps us stay consistent across classrooms and notice any patterns so we can support students if needed.
- When you get a notice through FACTS, you may see a 'demerit' listed. That part is automatically added by the system and is not something to be concerned about, especially for younger students.
- What really matters is the 'consequence' section. If a consequence has been given, it will be clearly listed there. If nothing is entered in that section, it means we were simply documenting the behavior and not issuing a consequence.

Playground Expectations

Disciples are...	Expected Behavior	Unexpected Behavior
Kind	<ul style="list-style-type: none"> - Share equipment and space - Include others in games - Use kind words, even when solving problem. - Encourage others and be a good sport (win or lose) - Ask for help from a teacher if you need it 	<ul style="list-style-type: none"> - Excluding others from games - Bragging, blaming, or arguing - Fighting or yelling
Respectful	<ul style="list-style-type: none"> - Keep hands, feet, and objects to yourself - Use calm voices and follow teacher directions - Wait your turn and use equipment the right way - Stay within the designated play areas 	<ul style="list-style-type: none"> - Grabbing or pulling clothing - Pushing, shouting, or cutting in line - Ignoring teacher redirection
Responsible	<ul style="list-style-type: none"> - Play gently - Only play school approved recess equipment - Stay off trees, hills, and parked cars - Keep rocks, sticks, and dirt on the ground - Recess equipment should stay on the blacktop or grass area - Keep the playground clean - Ask for help from a teacher if you need it - Leave electronics inside 	<ul style="list-style-type: none"> - Tackling or roughhousing - Jumping from the top of the playground structure - Throwing rocks, sticks, or snow - Bringing balls or toys from home - Digging or playing with sticks - Playing with recess equipment - Climbing trees or running off - Leaving the playground with equipment
Ready to Learn	<ul style="list-style-type: none"> - When the whistle blows, clean up quickly - Line up right away, facing forward - Enter the building quietly and respectfully 	<ul style="list-style-type: none"> - Ignoring the whistle - Being last to line up - Talking loudly in the hallway

Teachers have the right to make judgments on any activities they feel may be unsafe or in some way may jeopardize students.

Hallway Expectations

Disciples are...	Expected Behavior	Unexpected Behavior
Kind	<ul style="list-style-type: none"> - Smile or quietly greet others when appropriate - Use silent waves - Walk calmly with your class to help others feel safe 	<ul style="list-style-type: none"> - Greeting others loudly - Using unkind words - Pushing or bumping others on purpose
Respectful	<ul style="list-style-type: none"> - Use a quiet voice when needing to talk - Keep your hands, feet, and belongings to yourself - Walk facing forward 	<ul style="list-style-type: none"> - Talking, whispering, or shouting in the hallway - Touching the walls or other students - Turning around, skipping or goofing off
Responsible	<ul style="list-style-type: none"> - Walk directly to where you need to be going - Follow the teacher's instructions - Carry your belongings safely 	<ul style="list-style-type: none"> - Wandering or taking extra time to return to the classroom - Ignoring directions - Dragging items on the ground
Ready to Learn	<ul style="list-style-type: none"> - Stay with your class - Be on time - Enter the classroom calmly and quietly 	<ul style="list-style-type: none"> - Falling behind - Running - Acting silly

Cafeteria Expectations

Disciples are...	Expected Behavior	Unexpected Behavior
Kind	<ul style="list-style-type: none"> - Say "please" and "thank you" - Speak kindly and respectfully - Include others in conversation - Help others who need support 	<ul style="list-style-type: none"> - Using unkind words - Ignoring or excluding others - Complaining or arguing with others
Respectful	<ul style="list-style-type: none"> - Use an indoor voice - Raise your hand to get help or leave your seat - Stay silent during Munch Time (K-6) - Leave the cafeteria quietly to respect learning spaces 	<ul style="list-style-type: none"> - Yelling across the room - Leaving your seat without permission - Talking during Munch Time - Distracting others who are still eating - Running, shouting, or being loud when exiting - Disrupting classrooms in the hallway
Responsible	<ul style="list-style-type: none"> - Keep your food to yourself - Eat only what you brought or bought - Eat only in the cafeteria - Finish your food during lunch - Follow directions the first time - Clean up your space before you leave - Exit the cafeteria calmly and 	<ul style="list-style-type: none"> - Sharing or buying food for others - Taking food out of the cafeteria - Bringing in fast food or any caffeinated drinks - Not listening to directions - Wasting time or taking too long on purpose after lunch - Talking loudly or disrupting others returning to class

Lunch is offered for grades 4-8 as an alternative to the hot lunch. Grade 3-8 may purchase seconds if available.

Bathroom Expectations

Disciples are...	Expected Behavior	Unexpected Behavior
Kind	<ul style="list-style-type: none"> - Wait patiently for your turn - Give others space - Use kind words if needing to talk 	<ul style="list-style-type: none"> - Rushing or cutting in line - Putting our hands on others - Using unkind words
Respectful	<ul style="list-style-type: none"> - Respect others' privacy - Keep the bathroom clean for the next person - Flush the toilet - Wash your hands 	<ul style="list-style-type: none"> - Looking under or over the stalls - Writing on the walls, mirrors or stalls - Making a mess on the floor - Splashing water - Making loud noises
Responsible	<ul style="list-style-type: none"> - Use only what you need (soap, paper, water) - Throw paper towels in the trash - Tell an adult if there is a problem 	<ul style="list-style-type: none"> - Playing in the stalls or in the sink - Leaving trash on the floor or in the sink
Ready to Learn	<ul style="list-style-type: none"> - Use the bathroom and quickly return to class - Use the restroom during appropriate times 	<ul style="list-style-type: none"> - Hanging out or taking too long on purpose

Technology Expectations

Disciples are...	Expected Behavior	Unexpected Behavior
Kind	<ul style="list-style-type: none"> - Use kind and appropriate language in all digital communication (messages, comments, emails) - Support others online the same way you would in person 	<ul style="list-style-type: none"> - Using unkind words, name-calling, teasing, threats, or online bullying - Posting or sharing anything meant to embarrass, hurt, or harm someone
Respectful	<ul style="list-style-type: none"> - Use school technology and accounts for learning and schoolwork only - Keep your passwords private - Follow teacher directions for technology use in class - Report any inappropriate messages or websites to an adult 	<ul style="list-style-type: none"> - Sharing passwords with friends or others - Using apps, websites, cameras, or microphones without permission - Looking up inappropriate or harmful content online
Responsible	<ul style="list-style-type: none"> - Handle devices with care—carry them safely, keep food and drinks away, and store them properly - Use only school-approved software and tools - Cite sources when using information from the internet or AI tools - Tell a teacher if you see something online that's unsafe or makes you uncomfortable 	<ul style="list-style-type: none"> - Damaging, dropping, or misusing devices intentionally or through neglect - Installing or using unapproved apps, games, or websites - Copying work from the internet or AI without giving credit (plagiarism) - Ignoring unsafe or inappropriate content or keeping it to yourself
Ready to Learn	<ul style="list-style-type: none"> - Log in on time and be prepared to use technology as a learning tool - Charge device nightly - Use tech tools to collaborate and complete assignments - Stay focused and follow your teacher's expectations 	<ul style="list-style-type: none"> - Using devices for personal use, like texting, browsing, or gaming during class - Letting tech distract from learning or help you cheat on schoolwork - Using tech in a way that distracts yourself or others from learning

Student Planner



- Students will fill out their planner every day and update throughout the day, including before dismissal.
- We encourage parents to look over the planner nightly with your student.



Google Classroom

Online tool students use in each class:

- For planning purposes
- To double check assignments
- To check for work assigned while absent
- For class reminders and dates to remember
- For extra copies of worksheets, study guides, project guidelines, and other information related to an assignment or project
- Students should not use this for emailing teachers.



Google Classroom Login Information



- The Google Classroom student account is for students and parents.
- Students should have their login information in the front of their planners and should share it with you so you can access it from home.
- Parents can use this log-in to access Classroom on their own devices.

Fourth Grade Social Studies (Mrs. Boeckl)

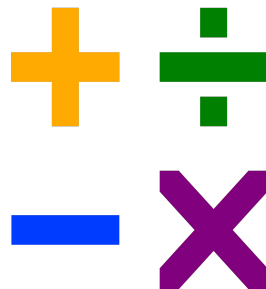
● Ohio in the United States

- History
 - Timelines, New Nation, Northwest Ordinance, Conflict leads to War, The Nation Divides, Innovations from Ohio Benefit the Nation
- Geography
 - Relative Location, U.S. & Ohio Economic Influences, Regions, Population Growth, and Cultural Diversity
- Government
 - Constitutions, Limiting Government, Protecting Rights, Citizenship, How to make Informed Decisions
- Economics
 - Tables and Charts, Entrepreneurship, The Importance of Saving Money



Fourth Grade Math (Mrs. Boeckl)

- Operations and Algebraic Thinking
 - Use the four operations to solve problems
 - Fluently multiply and divide within 100
- Number and Operations in Base Ten
 - Place value understanding for whole numbers up to 1,000,000
- Number and Operations - Fractions
 - Order, compare, add and subtract fractions; fraction equivalence
 - Use decimal notation for fractions and compare decimals (to hundredths)
- Measurement and Data
 - Convert measurement, time, money, length, liquid volume, mass, perimeter and area
- Geometry
 - Points, lines, rays, angles, classify two - dimensional figures



Homework will be assigned daily, however, students will have time to complete during math class and intervention time. Practicing math facts should be part of your routine! Students have access to Freckle and Reveal math to practice math skills.

Fourth Grade Religion (Mrs. Boeckl & Mrs. Kessler)

- Finding God
 - <https://www.loyolapress.com/faith-formation/finding-god/finding-god-2021/parents-and-students/>
- We will learn what it is to be a disciple of Jesus.
- We will take a deeper look at the Ten Commandments, the Beatitudes, and living a life of virtue (through *Education in Virtue*).
- We will attend Eucharistic Adoration.
- We will practice prayerful meditation and many other forms of prayer.
- We will also be implementing the school-wide curriculum "Theology of the Body."
- Theology of the Body:
 - <https://www.ruahwoodsintstitute.org/wp-content/uploads/Gr4-Eng-Parent-Letter-Themes.pdf>



Fourth Grade English Language Arts: Reading and Writing (Mrs. Kessler & Mrs. Regrut)

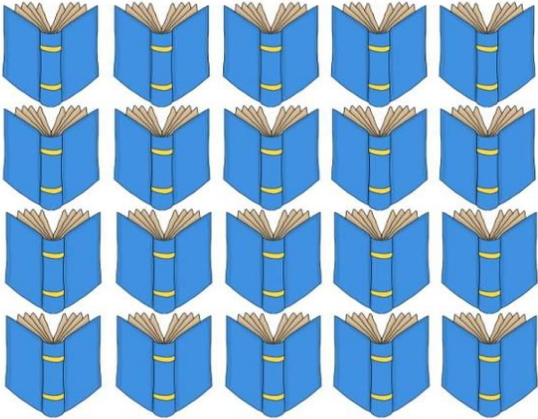




Reading and writing are vital to every other content area and in everyday life.

Our goal is to grow lifelong, strong, passionate readers and writers.

- Here at school, we help to match books and readers for reading practice.
- We will have a monthly genre focus.
- Nightly homework will include reading for 20 minutes.
- We use the Accelerated Reader (AR) program as a tool for data collection and to provide a challenge for literal comprehension after a book is read.
- Writing in class will include opinion, narrative, and informative/explanatory pieces completed throughout the year. Research writing may occur in science, health, religion, or social studies class.
- Grammar and conventions will be assessed in the student's written work and through other skill type activities.
- Weekly spelling has started and vocabulary will be assigned soon.
- IXL will be used as a skill practice tool.
- Lexia will also be used for ELA skills.
- Cursive writing practice will continue this school year.
- Speaking and listening skills will be taught in ELA and practiced through various classroom presentations in all content areas.
- All ELA assessments will be announced in advanced and recorded in the planner and Google Classroom.

WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
20 minutes per day	5 minutes per day	1 minute per day
3,600 minutes per school year	900 minutes per school year	180 minutes per school year
1,800,000 words per year	282,000 words per year	8,000 words per year
		
Scores in the 90th percentile on standardized tests.	Scores in the 50th percentile on standardized tests.	Scores in the 10th percentile on standardized tests.

If a student starts reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.

Science and Health

Topics to be covered in the classroom and science lab

- Earth and Space Science, Physical Science and Life Science
- Scientific thinking skills and cooperation skills
- Healthy eating, human growth, mental and emotional health, Healthy relationships, goal setting, safety and overall wellness



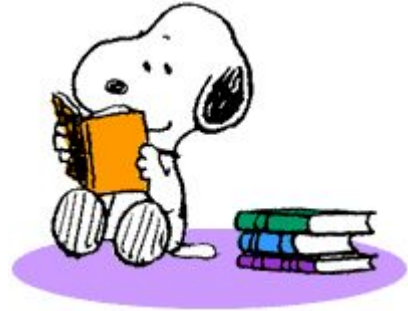
Technology and Chromebooks

- All students in fourth grade receive a Chromebook to use for the year; take it home nightly, and please bring it back each day **fully charged**.
- The Chromebook Handbook is our guide to acceptable use.
 - The handbook can be found on our school website.
- Proper use of Chromebook is an important responsibility. The Chromebook is for school purposes only.
 - A school monitoring system (Bark) is used to monitor all student activity on Chromebooks and Google accounts.
- Technology will be integrated into content areas and special areas.



What will homework be like?

- Homework is additional practice of skills learned in class not to exceed 40 minutes a night.
- Read at least 20 minutes nightly.
- Math: Do not spend more than 20 minutes a night.



How can you help?

- Help your child set up a quiet area to work and study with supplies.
- Set up a calendar with extracurricular activities and school responsibilities to help with time management.
- Help your child review and study as needed, but please let them independently finish his/her homework.


Schedules and Routines

- We will be switching classes throughout the day.
- Snack will occur in the morning and lunch will be at 11:30am (or noon on Mass days).
- Students will have one recess at 10:50am (or 12:35 pm on Mass days).
- Soon, your child will have a copy of our regular schedule in his/her planner.



4 - Boeckl

Please fill out your schedule in the template below. This will be stored in the front office.

Period/Time	Monday	Tuesday	Wednesday	Mass/Thursday	Friday
7:45-8:00	Arrival	Arrival	Arrival	Arrival 7:45-8:00	Arrival
8:00-8:15	Homeroom	Homeroom	Homeroom	Homeroom 8:00-8:20	Homeroom
8:15-8:55	Religion - Boeckl	Religion - Boeckl	Religion - Boeckl	8:15-8:50 Lexia (35 mins) Mass 9:00-9:50	Religion - Boeckl
8:55-9:55	Math - Boeckl	Math - Boeckl	Math - Boeckl		Math - Boeckl
9:55-10:05	Snack	Snack	Snack	Special/Planning 10:00-10:40 (40 mins) Link to Rotation	Snack
10:05-10:55	Music (Planning)	Spanish/Library (Planning)	Art (Planning)		PE (Planning)
11:00-11:20	Recess	Recess	Recess	10:40-11:30 ELA Boeckl	Recess
11:25-11:55	Lunch	Lunch	Lunch	11:30-12:00 Social Skills	Lunch
12:00-1:00	Math - Kessler	Math - Kessler	Math - Kessler	Lunch 12:00-12:30 Recess 12:35-12:55	Math - Kessler 
1:05-1:40	Soc. Studies - Kessler	Soc. Studies - Kessler	Soc. Studies - Kessler	1:00 - 1:50 ELA -Boeckl	Soc. Studies - Kessler
1:45-2:20	Soc. Studies - Boeckl	Soc. Studies - Boeckl	Soc. Studies - Boeckl	1:55-2:20 Math -Boeckl	Soc. Studies - Boeckl
2:20-2:40	Study hall -Boeckl	Study hall -Boeckl	Study hall -Boeckl	Study hall -Boeckl	Study hall -Boeckl
2:40-2:50	Homeroom, Pack Up, Dismissal	Homeroom, Pack Up, Dismissal	Homeroom, Pack Up, Dismissal	Homeroom, Pack Up, Dismissal	Homeroom, Pack Up, Dismissal

4 - Kessler

Please fill out your schedule in the template below. This will be stored in the front office.

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8:15-8:55	ELA - Kessler	ELA - Kessler	ELA - Kessler	8:15-8:50 Lexia (35 mins) Mass 9:00-9:50	ELA - Kessler
8:55-9:55	Religion - Kessler	Religion - Kessler	Religion - Kessler		Religion - Kessler
9:55-10:05	Snack	Snack	Snack	Special/Planning 10:00-10:40 (40 mins) Link to Rotation	Snack
10:05-10:55	Spanish/Library (Planning)	Spanish/Library (Planning)	Spanish/Library (Planning)		Spanish/Library (Planning)
11:00-11:20	Recess	Recess	Recess	10:40-11:30 S.Studies	Recess
11:25-11:55	Lunch	Lunch	Lunch	11:30-12:00 Social Skills/Executive function skills	Lunch
12:00-1:00	ELA -Boeckl	ELA -Boeckl	ELA -Boeckl	Lunch 12:00-12:30 Recess 12:35-12:55	ELA -Boeckl
1:05-1:40	Sci/Health -Boeckl	Sci/Health -Boeckl	Sci/Health -Boeckl	1:00 - 1:50 ELA Boeckl	Sci/Health -Boeckl
1:45-2:20	Sci/Health - Kessler	Sci/Health - Kessler	Sci/Health - Kessler	1:55-2:20 ELA Kessler	Sci/Health - Kessler
2:20-2:40	Study hall -Boeckl	Study hall -Boeckl	Study hall -Boeckl	Study hall -Boeckl	Study hall -Boeckl
2:40-2:50	Homeroom, Pack Up, Dismissal	Homeroom, Pack Up, Dismissal	Homeroom, Pack Up, Dismissal	Homeroom, Pack Up, Dismissal	Homeroom, Pack Up, Dismissal

EVENT AT SCHOOL

1. Purpose

- This policy establishes guidelines for visitors attending special events at St Brigid of Kildare to ensure the safety, security, and respect of school values.

2. Scope

- This policy applies to all non-staff visitors, including parents, guardians, alumni, community members, and external guests attending school-hosted events

3. Visitor Requirements

- All visitors must park in designated area if asked.
- All visitors must come into and exit the building using designated entryways.
- All visitors **must register** at designated check-in points.
- Visitors will be notified as to when they are able to enter the building for an event.
- Identification may be required for entry.
- Visitors must adhere to the school's code of conduct and respect Catholic values.

4. Access & Supervision

- Visitors may only access **designated areas** approved for the event. Visitors are not permitted in unauthorized areas including class hallways, classrooms, backstage, or loitering on the gym floor when visiting during the school day. Along with helping to ensure a safe and secure environment, this decreases the disruption of learning in other areas of the building. Unauthorized access, such as **classrooms or administrative offices**, is restricted.
- School staff or event coordinators **must supervise** visitors while on school property.

5. Security and Safety Protocols

- Security personnel, staff, and volunteers will monitor visitor activities to ensure compliance.
- Visitors must follow emergency procedures in case of evacuation or incidents.
- Suspicious or disruptive behavior may result in removal from the premises.
- If parents wish to take their student(s) home following the event, the student must be designated as a **car rider** with a **transportation change submitted by 10:00 a.m.** on the morning of the event. For safety and accountability, students will be dismissed with the regular car riders at the designated dismissal location. **Students may not be taken directly from the event.**
- If a parent wishes to have a sibling attend an event, the parent must come to the front office, sign the sibling out, go to the designated entry for the event with the child, and sign the child back in after the event. Parents are responsible for a sibling during an event.

6. Photography & Media Relations

- Refer to current guidelines.

7. Prohibited Conduct

- Visitors must refrain from bringing **weapons, illegal substances, or inappropriate materials.**
- Disruptive or disrespectful behavior towards students, staff, or guests will not be tolerated.
- Failure to comply may result in **denial of entry or immediate removal.**

8. Compliance & Enforcement

- The school administration reserves the right to deny entry or take appropriate action if visitors fail to adhere to the policy.
- Violations of this policy may lead to **further consequences**, such as restrictions on future attendance at events.

Friday Folders

- A folder will be sent home weekly with graded work.
- Please take a few minutes to look over the contents of the folder with your student and keep graded work home.
- Please sign the paper in the folder, and return it by the following Tuesday.
- Look for our team email on Friday afternoon.



Wolfhound Wednesday/ Photo Newsletters

- **Wolfhound Wednesday:** This digital newsletter is updated every Wednesday. It contains upcoming events, the school lunch calendar, and other timely information.



- **Photo newsletters:**

Fourth grade will be featured throughout the school year. Check the school website and in the Wolfhound Wednesday.

Communication Methods

DAILY

- Students fill out their assignment notebooks.
- Students and parents/guardians can access daily assignments online through Google Classroom.
- When you have a question, please email the teacher that assigned the work.

HALFWAY THROUGH THE TRIMESTER

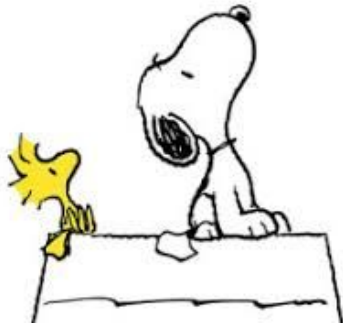
Interim Reports: If a teacher needs to report an issue with academic progress between report cards, the parent/guardian will receive either an interim email or phone call.

REPORT CARDS

Student report cards and discipleship rubrics are posted online through the FACTS website. The Diocesan Report Card is designed so that teachers can share information on specific grade level standards within each content area. **Please be sure to view and e-sign both reports each trimester.**

THREE TIMES PER SCHOOL YEAR

Student-led conferences are held in the fall, winter, and spring. Students discuss their learning with their parents and share data, such as their STAR reading score, their STAR math score, their AR reading record, and their discipleship goals. Students and parents/guardians then set goals for academic performance going forward..



Other Important Information

- **Protecting God's Children**
 - **Safe Environment – St. Brigid of Kildare Church**
- **Testing Letter for parents: Testing taking support**
- **Handbook Updates**
 - **Handbook: Parent Student Handbook 25-26**
 - **Handbook Updates**
- **Attendance Updates**
 - **Email attendance (office) with all changes to attendance and transportation!**



Questions?



Thank you for joining us!

