

Parent/Student Handbook



Julie Billiard Schools

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Effective June 2023

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INTRODUCTION AND PHILOSOPHY

RATIONALE

This Parent-Student Handbook is designed to familiarize parents and students with the philosophy, policies, and procedures of the school, its resulting activities and consequent responsibilities, so that parents can support the effort of the faculty in the total education of their children. It is also designed to be the “written agreement” between the family and school in terms of the expectations Julie Billiard Schools has for the relationship between the school, student and family. If the expectations, as stated in the Parent-Student Handbook, are not followed or if the relationship between parents and school are irreparably broken, Julie Billiard Schools may cease the enrollment of the student(s).

Parents and students are responsible for understanding and complying with the information contained herein. During the course of the year, a policy may be amended, revised, added to or deleted at the sole discretion of Julie Billiard Schools. If this occurs, the school will attempt to give prior written notice. The term “parent” used throughout this Handbook denotes biological or adoptive parent or legal guardian.

PROVISIONS

The administration of Julie Billiard Schools reserves the right to amend this Parent/Student Handbook at any time and will promptly notify the parents in writing if changes are made.

Implementation and interpretations of the provisions in this handbook rests with the administration. The administration’s interpretation of the provisions in this handbook shall be the final and authoritative interpretation.

POLICY SUPPORT STATEMENT

All families and students of Julie Billiard Schools are required to follow and support the policies contained in this Parent/Student Handbook. Julie Billiard Schools reserves the right to withdraw enrollment for student(s) if the expectations stated in the Parent-Student Handbook are not followed or if the relationship between parents and school are irreparably broken.

NON-DISCRIMINATION STATEMENT

Julie Billiard Schools admit students of any religion, gender, disability, age (K-8), sex, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the schools. Julie Billiard Schools do not discriminate on the basis of religion, gender, disability, age (K-8), sex, race, color, national and ethnic origin in administration of educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Julie Billiard schools are Catholic schools and will conduct all aspects of their operations, including without limitation curricular and non-curricular activities, in accordance with Catholic teachings and beliefs and expects that its students and staff conduct themselves at all times in a manner that is in accordance with Catholic teaching.

MISSION

Rooted in the educational vision of the Sisters of Notre Dame, Julie Billiart Schools are Catholic, alternative K – 8 schools that educate children of all faith traditions who experience special learning needs.

BELIEF STATEMENTS

- active involvement in learning is best for student learning.
- instruction should accommodate differences in learning styles.
- when a student can't learn the way we teach, we must teach the way he/she learns.
- students should be able to apply what they learn in school to real life situations.
- students learn best in a safe, healthy, and aesthetically pleasing environment.
- the school's stakeholders form a partnership in the school's mission.
- each student is a valued individual with unique needs.
- positive relationships and mutual respect among and between students and staff enhance a student's self-worth.

OUR VISION

Julie Billiart Schools strives to build self-confidence, inspire Christian values and empower students with skills, knowledge, and enthusiasm for life-long learning.

OUR CORE VALUES

Commitment

We are committed to excellence in both *teaching* and *learning*.

Collaboration

We collaborate with parents, donors and friends to provide a holistic education in an optimal *learning environment*.

Compassion

We are *compassionate* and *respectful*, accepting each other as members of one *loving family*.

Courage

We are *courageous* in spite of learning challenges and promote an *"I CAN"* attitude.

These Core Values are the foundation of our programs, curriculum and promise to our students, parents, donors and alumni.

BACKGROUND

Beginning in 1954, the Sisters of Notre Dame set the standard in Northeast Ohio for providing the highest level of education and care for children in grades K-8 with unique academic, social, and emotional needs. The Sisters often accepted children who were cast off by society and considered

beyond help. They knew that every child was deserving of love and acceptance and built a school where every child could find a sense of belonging while receiving a highly customized education.

Originally located on the campus at the Notre Dame Academy on Ansel Road in Cleveland, JB was the first school in the area that provided a Catholic education for students with learning differences. Opening its doors to 14 junior high students on September 8, 1954, JB quickly outgrew the original school and relocated in 1958 to the Arter Mansion on Clubside Road in Lyndhurst. As time passed and interest consistently exceeded capacity, JB leadership began to explore the broader need for special education in Northeast Ohio.

After careful planning and collaboration with the community, Julie Billiart Schools opened its first expansion school in Akron, Ohio in the 2017-2018 academic year. As enrollment at our Akron school continued to climb, the Network purchased a building in Westlake, Ohio. Our newest school, JB Westlake, opened to grades K-4 in August of 2021 grades 5-8 in 2022.

JB's adaptive learning process is intended to develop every child's unique potential and concentrates on the development of personal strengths. Individual needs determine the level of each child's instruction, which is paced according to his/her own learning rate. A flexible curriculum helps to provide for the continuous progress of all. Both academic achievement and successful personal adjustment are reachable goals of this program. The ultimate goal of Julie Billiart Schools is to help the students reach their innate potential and become contributing members of society.

Students with mild to moderate autism, anxiety, ADHD, dyslexia, and other learning differences find success at Julie Billiart Schools because we celebrate their potential, nurture their curiosity, and customize our teaching to their unique learning styles. Where other public and private schools might struggle to meet the diverse sensory and processing needs of children with learning differences, we understand, cater to, and specialize in individualized support that helps students become empowered learners and self-advocates.

GOALS

The educational program will:

1. foster the social and spiritual formation of each child to enable him/her to contribute to the development of the Church and society
2. help each child to experience full human dignity and to come to the knowledge of the Creator
3. recognize the uniqueness of each child with his/her strengths and weaknesses
4. help develop competency in basic academic skills necessary for becoming self-sufficient and a productive citizen

SCHOOL PERSONNEL

Julie Billiart Schools are staffed by a highly qualified, professional faculty deeply interested in and dedicated to Catholic education and the education of children with special learning needs. All are fully

certified by the State of Ohio, and also meet the academic and professional standards set by the Cleveland Diocesan Education Office.

BOARD OF DIRECTORS

The Board of Directors consists of lay men and women and three Sisters of Notre Dame who oversee the strategic planning, financial stability, facilities and policies of the school in commitment to the school's mission.

Administrative Procedures

ADMISSION PROCEDURES

Julie Billiard Schools does not discriminate on the basis of sex, race, creed, color, religion, national origin, or physical disability or impairment, in the administration of its academic and admissions policies, and other school-administered policies and services.

Prospective students should have an I.Q. of 80 or above with a deficit in one or more academic or social areas. Julie Billiard Schools accepts students who may need more time to cover the curriculum or require small group instruction. Julie Billiard Schools does not offer programs for severe intellectual, behavioral, emotional disabilities.

Julie Billiard Schools offers rolling admissions. Families are encouraged to submit an application online at www.juliebilliardschools.org/apply. Visit the JB website and navigate to the admissions page for more information about the admissions process.

REGISTRATION

RE-ENROLLMENT OF STUDENTS

Particularly careful monitoring of new students is in effect for one full year. At the end of this time or sooner if necessary, parents will be officially notified if a child is experiencing academic, behavioral, or significant adjustment problems and will be advised to seek a more appropriate placement.

During a child's educational program, a close relationship between parents and staff is maintained. The administration, in consultation with faculty and parents, reserves the exclusive right to request parents to locate a program more appropriate for the child if he or she demonstrates such things as minimal academic progress, little motivation, or lack of compliance with the disciplinary code.

Registration of current students takes place early in the year. The administration reserves the right not to invite a student to return to Julie Billiard Schools for the following year.

REGISTRATION OF NEW STUDENTS

Julie Billiard Schools admits students selectively after completing the application process:

1. Attendance at a monthly open house for parents is encouraged.
2. Accurate completion of the application packet must be submitted for review.
 - a. A submitted online application
 - b. Parent and Teacher questionnaires
 - c. Multi-factored Evaluation (MFE) or Evaluation Team Report (ETR)
 - d. Individual Education Plan (IEP) or Service Plan
 - e. Psychological evaluation within the last year, where applicable
 - f. Photo of child (optional)
 - g. Custody papers, where applicable
3. If, in the judgment of the schools' Admissions Team, after a review of the records it seems that Julie Billiard Schools may be an appropriate placement, the child will be invited to a Screening Activity.
4. After the Screening Activity, if Julie Billiard Schools determines that we have the services in place to support the child AND an immediate opening in the grade level/campus requested, an enrollment offer will be made.

REGISTRATION OF KINDERGARTEN STUDENTS

A child must be five years of age on or before August 1st and be screened before final acceptance into kindergarten.

FAMILY CUSTODY SITUATIONS

The school is finding an increasing number of families experiencing transitions in parental custodial relationships. In addition, laws governing divorce settlements and custody have changed. Therefore, it is the responsibility of the parents to inform the school of any changes within the family structure. Legal documents regarding custody and visitation must also be on file in the school office. Any special arrangements for communication with the parents must be in accord with the legal documents.

ATTENDANCE

State law requires children between the ages of 6 and 18 to attend school daily. Regularity of attendance and punctuality are of prime importance in the learning process of the child, especially for children who experience academic problems. It is extremely difficult for such students to make up missed time and assignments. Consistent daily work is extremely important in building the foundation for continuous progress in each subject.

State code includes the following reasons for lawful absence:

1. personal illness or critical illness in the family
2. death of a parent, guardian, grandparent or very close relative
3. quarantine at home
4. observance of religious holidays

5. discretion of the principal

REPORT OF ABSENCE

Absences must be reported to the school office by a telephone call before 9:15 a.m. each morning. If the parent does not call the school, the office will call the home to check on the reason for absence. Upon returning to school, the student must present a written excuse to the school office. This note must include:

1. the student's name and homeroom
2. the date(s) of and reason for absence
3. the signature of parent

If the child has been absent for five consecutive days, a doctor's note must be presented prior to his or her returning to school.

Excessive absences interfere with the education and success of the child. A letter will be sent home if a child has 15 absences notifying the parents that this could affect the enrollment of their child. The Principal will contact the attendance department of the local public school concerning cases of truancy or illegal detention.

HIGH SCHOOL SHADOW DAYS

During the school year, 8th grade students will have one "official" High School visitation day, which is a day scheduled by the school, for students to visit and spend the day in area high schools. Parents can choose to have students spend an additional shadow day at an area high school without any consequences. Any additional day taken off from school will be counted as an unexcused absence.

ILLNESS DURING THE SCHOOL DAY

If a student becomes ill or is injured during the course of the day, the parent is contacted as directed on the emergency card completed by the parent at the start of each school year. It is imperative that we are able to reach either the parent or the emergency contact person when a child becomes ill at school. A student must be picked up as soon as possible by a parent or someone designated by the parent. They may not remain in the school clinic for the entire day. Students must inform the health aide or a teacher of any injury received at school.

SCHOOL HOURS

Classes begin at 8:00am and end at 2:45pm. Students are **not permitted on the school grounds or in the school building before 7:40am**. The school office can be contacted via phone from 7:30am until 3:30pm on school days.

TARDINESS

Any child arriving late for school after 8:00 a.m. must report to the office for a tardy slip. No student may report late to class without first checking in at the office.

It is important that children get to school on time. This gives the child ample time to put things away, write down the day's assignments, and start the day off organized, which is critical for his or her daily success.

APPOINTMENTS/EARLY RELEASE

If possible, all appointments should be made outside of school hours. Ordinarily a student is not excused for more than one-half day if an appointment must be made during school time. Prior to the appointment, the student must present a note from the parent. ***If the student misses one hour or more in either the morning or the afternoon, it will constitute a half-day absence.***

If a student becomes ill or is injured during the course of the day, the parent is contacted as directed on the emergency card completed by the parent at the start of each school year. It is imperative that we are able to reach either the parent or the emergency contact person when a child becomes ill at school. A parent, or someone designated by the parent, must pick up the student as soon as possible. They may not remain in the school clinic for the entire day. Students must inform the health aide or a teacher of any injury received at school.

MAKE-UP WORK DUE TO ABSENCE

When a student is absent from school, it is the student's responsibility to see the teacher(s) to make specific arrangements for making up work missed during the absence. All work must be made up within a reasonable length of time, to be determined by the teacher. If a student is absent the day an assignment is due and the student was informed of the assignment, test, or project prior to the absence, the work is due and/or the test must be taken the day the student returns.

Special arrangements must be made with the teacher(s) in the case of prolonged illness or hospitalization. A written excuse from the doctor must be presented to the physical education teacher for a child to be excused from gym class for more than one week.

FAMILY VACATION

If a parent requests that a student be withdrawn during the school term for the purpose of vacation, it shall be understood that the responsibility for academic work and progress shall be primarily that of the parent and student.

Parents are encouraged to plan their vacation in accordance with school vacation periods. The school calendar is given to each family in May for the next school year. If a child is absent from school for a vacation, it is the responsibility of the parent and the student to see that assignments and work are made up within the specified time to be determined by the teacher's judgment. The teacher should not be contacted in advance for assignments. After the vacation, the teacher should be contacted to get missed assignments and work. Any work or assignments not completed within the specified time will be considered incomplete.

The principal and teacher(s) must be given written notification of the child's absence from school prior to the vacation. The administration cannot give permission for a student to be absent for a vacation. This decision rests solely on the parents. Serious consideration should be given to the child's needs in missing classes for a prolonged period of time.

EMERGENCY CLOSING PROCEDURES

In case of **inclement weather**, Julie Billiard Schools follows the decisions of the local school district. Julie Billiard Schools may also call off independently if there are many surrounding districts closed, or if our students would be in danger traveling to school.

Information regarding school closings will be broadcast over local television. Please do **not** call the school for school closing information. Julie Billiard Schools will notify all households and parents through the RenWeb parent broadcast system (phone blast and/or text message) within minutes of an emergency or unplanned event that causes school dismissal, school cancellations or late starts.

Parents in carpools must use their own discretion in driving to school when their respective area is experiencing extreme weather. The decision to drive to school must be that of the driver, not of the school.

BLIZZARD BAGS

Beginning in the 2014 – 2015 school year, districts changed to an hour-based schedule and no longer have calamity days. Julie Billiard Schools has scheduled "excess" hours above the minimum needed to ensure we have enough hours of instruction. There may be a time when we need to utilize blizzard bags to make up missed hours (up to 3-days). If your child needs to complete a blizzard bag on a day when we have called off school, a phone blast and/or email will go out letting you know. You may go to the RenWeb parent portal for additional information and help.

HOME – SCHOOL COMMUNICATION

WEEKLY FOLDER

All school information will be sent home each Thursday with the oldest or only child in each family.

Messages for the Thursday folder must be received by Tuesday at noon or by 8:30am on Wednesday, if there is no school on Tuesday.

RENWEB

Julie Billiard Schools uses RenWeb, which allows us to publish your child's grades on a password-protected site. Parents can sign up to receive an email with an up-to-date dashboard for your child, which includes their grades, notes, attendance, etc.

JB APP

Parents and families can download the Julie Billiard Schools app from the App Store. Once logged into the app, those with a RenWeb/Family Portal account can access grades, notes, the school calendar, etc.

PARENT/TEACHER CONFERENCES

There are always two scheduled parent/teacher conferences during the year, regardless of how the child is doing. One will be scheduled sometime during the second quarter and the other will be scheduled during the third or fourth quarter.

In addition to scheduled parent conferences, other conferences may be arranged, either verbally or in writing, upon the request of a teacher, parent, student, or the administration. *See email and voice mail guidelines below.* Teachers should **not** be approached to discuss specific concerns during the day while they're responsible for classes.

CONTACTING FACULTY

Teachers may be contacted via school phone, voice mail, written note, or e-mail. Due to supervision requirements teachers are not able to meet with parents before, during or after school without an appointment. It should be noted that the teachers do have many supervisory duties and may have meetings after school. Any messages left on voice mail will be returned as soon as possible.

EMAIL/VOICEMAIL GUIDELINES

Email and voicemail is a fast and convenient way for you to send messages, but please remember if you choose to send an email or leave a voicemail for a member of our staff, you may not get an immediate reply. Many times, the teachers will have a late supervision duty or a faculty/level meeting after school. Any messages sent by email or left by voice mail will be returned as soon as possible.

Email and voicemail access to faculty and staff may not be available during weekends, holidays, or vacations.

Please adhere to the following email/voicemail guidelines:

1. Parents/guardians are invited to use email and voicemail as lines of communication and as an additional resource for enhancing parent/guardian/teacher relations.
2. Teachers will check their email and voicemail daily. In general, parents/guardians may anticipate a response from the teacher in a timely fashion (2-business days). That response might be sent via email, a telephone call, or written note.
3. Please send only non-vital messages by email and voicemail. For example, do not use email to inform a teacher that your child is not to go home on the bus. A teacher may not have time to read or listen to your message in a timely fashion. Instead, telephone the school office to be sure your message is received and clearly understood.
4. Remember that email is not confidential. Phone or personal contact should convey confidential information.

5. For all medical or health concerns, please contact the school health aide directly.

NEW STUDENT ORIENTATION

An orientation time is scheduled before school starts each year to provide an opportunity for students and their families to visit the classroom, meet the other new students within the school, meet the teachers, and visit the school prior to the first day of school.

BACK TO SCHOOL ORIENTATION

At the beginning of the school year, a parent meeting is held which provides teachers an opportunity to explain curriculum, class procedures, policies, expectations and other information specific to the grade level. At least one parent should attend this parent meeting.

STUDENT PHONE CALLS

Students may not make or receive phone calls during the school day. Students are permitted to bring cell phones to school **BUT** all cell phones must be turned in to the main office as soon as the student walks into the building. Cell phones will remain in the main office until the student is dismissed from their class to go home for the day. Any cell phones found during the school day will be confiscated by an administrator and kept until a parent can come and pick it up from school.

PROCEDURES FOR ADDRESSING CONCERNS

If a concern arises with a teacher and/or staff member and your child, the procedure for addressing the concern is as follows:

1. Contact the teacher or staff member directly involved to discuss the concern. If the concern is not resolved,
2. contact the Principal/Assistant Principal to discuss the concern.

EMERGENCY MESSAGES DURING SCHOOL HOURS

In order for the school to run efficiently only emergency messages will be delivered to the students during the school day. Dismissal plans should be made before the child comes to school.

ADDRESS, PHONE NUMBER, EMPLOYMENT CHANGES

If there is a change of address, phone numbers at home or work, or change in place of employment, this information should be sent in writing to the office and the teacher as soon as possible.

FINANCES

Upon enrolling your child at Julie Billiard Schools, you enter into a financial contract with the school. In return for the educational services provided, you are expected to fulfill your financial commitment to the school. The obligation to pay tuition, fees, aftercare charges and other incidental charges is binding.

SCHEDULE OF CHARGES:

2022 Academic Fee	\$100
2022 Tuition	\$31,000

Please see the Aftercare Manual for information regarding Aftercare charges and payments.

PAYMENT PLANS:

Julie Billiard Schools has contracted with FACTS Management Services for applying for financial aid as well as managing payment of tuition and incidental charges. Each family in the Julie Billiard community is required to have an account.

Available Tuition Payment Options:

- Annual Payment of family responsibility Due: September 5 Fees: Credit card fees, if applicable
- Monthly Payments (10 months) Due: August through May Fees: Credit card fees, if applicable
- Monthly Payments (12 months) Due: June through May Fees: Credit card fees, if applicable

Financial Aid: At Julie Billiard Schools, we believe that the ability for students to receive the individualized education they need should not be predicated on their parents' financial ability to pay the full \$31,000 tuition. As such, we offer financial aid to assist families in affording a Julie Billiard education for their child. Financial aid is available because of the generosity of donors who believe in our mission and have given to assist families in need.

Julie Billiard Schools is an approved provider for the Jon Peterson Special Needs Scholarship as well as the Autism Scholarship. Any family whose child uses the Jon Peterson Scholarship may apply for financial aid by completing an application which can be accessed via FACTS. Julie Billiard Schools' Financial Aid Committee will review all applications for financial aid and will grant aid based on the needs of the family and the resources available. Financial aid applications will be accepted as follows:

- Re-enrolling students whose accounts are current as of December 31 – Deadline December 31
- Re-enrolling students whose accounts are current as of January 31 – Deadline January 31
- Re-enrolling students whose accounts are not current – After February 1
- New students – After February 1

A re-enrolling child's space in the class for the upcoming year will be guaranteed until January 31.

Financial aid decisions are made on an annual basis and recipients must reapply annually. All information supplied by the applicant is considered to be confidential. Additionally, applicants are

prohibited from discussing financial aid awards with other parents or school employees other than the President/CEO or Business Office personnel.

Families will be required to sign a Family Responsibility Agreement that includes the following statement: "I understand that if I am granted financial aid it may be withdrawn at any time if my payment agreement is not current. I also understand that I may not be eligible to apply for financial aid for re-enrollment of my child for the next school year if my account is not current."

If an emergency situation prevents a family from making agreed-upon payments during the school year, a supplemental financial aid form should be submitted to the Accounting Department for review by the Financial Aid Committee. There are four circumstances which qualify a family to apply for additional financial aid: loss of a job, death of a parent, divorce, or serious illness of an immediate family member who is claimed as a dependent for tax purposes.

Late Tuition Payments: The expectation is that all tuition payments will be made on time and in accordance with the tuition payment plan selected by the family. The school may, at its sole option and discretion, enforce any or all of the following actions:

- Students whose tuition accounts are not current on July 1 may not be permitted to begin classes for the new school year.
- Students whose tuition accounts are not current as of December 31 may not be permitted to begin classes for the second semester.
- Transcripts will be withheld and the privilege of participating in the 8th grade graduation ceremony will be denied until all tuition and other financial responsibilities are completed.
- Families selecting the single payment plan who do not pay on schedule will be required to convert to a monthly payment plan.
- Students whose tuition accounts are not current may be prevented from attending classes and participating in school activities.
- Financial aid is granted on a first-come first-served basis. Families of students whose tuition accounts are not current will be considered last when financial aid is granted.

Instances of NSF checks or funds not available will be assessed a fee of \$30 per occurrence.

EXTRA-CURRICULAR ACTIVITIES

STUDENT BOARD

Student Board consists of four officers (President, Vice President, Secretary and Treasurer) from 7th or 8th grade, and a classroom representative from grades three through eight.

Good example and behavior are required of Student Board officers and members. Any student board officer or representative who receives an infraction form may be removed from their position.

BEFORE/AFTER SCHOOL CARE

The school doors are open at 7:40am each morning. Students who arrive before 8:00am must choose between going to our walking club, which is held in the gymnasium, or our quiet area, which is held in the library and/or all-purpose room. Students are not permitted to go to their classrooms until 8:00am.

Julie Billiard Schools provides an After-School Care program from 3:00pm until 6:00pm each day school is in session. The cost of the after school care program is \$10/hour. All students attending the After-School Care program must have a registration form on file. The code of conduct and the rules found in this handbook apply to the After-School Care program.

EXTRACURRICULAR PROGRAMS

Julie Billiard Schools sponsors clubs and activities based upon student interest and availability of moderators. The following clubs are available (depending on campus): Lunch Bunch, Sensitivity Club, Bro Council, Student Board, and Instrumental Music. Programs may change on a yearly basis.

Families are responsible for any After Care fees that come from students having to go to After Care either before or after any after school programs.

CURRICULUM

RELIGIOUS EDUCATION PROGRAM

In addition to daily religion classes, Julie Billiard Schools provides opportunities for each student to deepen his or her relationship with Christ and with other members of the Christian community. Religious activities include: participation in the celebration of the Eucharist, reception of the sacrament of Reconciliation, prayer services, and paraliturgies. All JB students are required to attend religious activities held during school hours.

SACRAMENTAL PROGRAM

There is a sacramental program for children in the second grade. Students and parents are expected to participate in the activities and meetings prior to the reception of the sacraments. Students may also participate in their parish sacramental program if required by the parish or at the wish of parents.

LITURGIES

The student body has monthly opportunities to participate in the celebration of Eucharist or prayer services. Students observe and celebrate the liturgical seasons of the Church year. The students in

grades three through eight have the opportunity to celebrate the Sacrament of Reconciliation at least once during the school year.

INSTRUCTIONAL PROGRAM

GUIDELINES AND PRACTICES

Julie Billiard Schools meets the requirements for the State of Ohio with regard to the standards for the elementary school level. The basic curriculum consists of the following: language arts (reading, language, spelling, handwriting, phonics), mathematics, social studies, science, technology, health, physical education, music and art.

On the Diocesan level, the courses of study for each subject area have been adapted to the specific needs of students with special learning needs.

HOMEWORK

Homework is ordinarily assigned daily, but usually not on weekends or the eve of holidays and other special occasions. Long-term assignments may extend over weekends if not completed during the week. Homework is intended to promote independent study, provide extra practice in basic skills, enrich learning and teach responsibility. In general, assignments are given according to the following time allotments:

K - 2:	20 minutes
3 - 4:	30 – 45 minutes
5 - 6:	45 – 60 minutes
7 - 8:	60 – 90 minutes

Students are required to keep planbooks listing assignments and due dates. Respective teachers will give specific directions for parental supervision. Parents are expected to supervise the homework process, and sign the planbook when assignments are completed but **must not do the child's assignments.**

Parents can assist children in the following ways:

- Provide a quiet place for homework
- Provide assistance with organization when needed
- Check for completeness and neatness
- Encourage your child
- Listen and offer suggestions when needed
- Listen to your child read or recite work
- Help your child prepare for tests by daily study

STUDENT EVALUATION

PROGRESS REPORTS

Progress reports are issued in grades one through eight halfway through the quarter. This gives the student adequate time to make the adjustments necessary to improve. Both areas of difficulty and satisfactory progress are reported.

Progress reports are available online through the RenWeb website. You will receive access information in a letter at the beginning of the year. Parents are encouraged to look over the email that is delivered from RenWeb on a regular basis. Teachers are expected to update assignments every two weeks.

REPORT CARDS

Report cards are given quarterly to students as a measure of their academic progress. Daily class participation, test scores, home and classroom assignments are taken into consideration when grades are given. Effort is also evaluated as well as Social and Behavioral progress and Study Habits. Report cards are available online at the end of each quarter.

CONTINUOUS PROGRESS

The philosophy at Julie Billiart Schools helps to enable the student to progress through the curriculum at his or her own rate. A child may move to a higher or lower group within a level during the year after consultation with the parents, teachers and principal. It is possible, in certain instances, for a student to take an extra year in one of the levels: the primary, intermediate or junior high.

TESTING PROGRAM

A comprehensive testing program is essential to ensure continuous progress for each child. The program includes formal and informal testing for ability and achievement.

Qualitative Reading Inventory (QRI), MAPS, Accelerated Reader, curriculum based assessments may also be used to assess achievement and learning styles.

PROVIDING FOR INDIVIDUAL DIFFERENCES

CLASS GROUPINGS

During the first few weeks of school, students go through a time of review, instruction, and assessments to determine their strengths and weaknesses in certain academic areas. Based on these assessments, students are placed in one of four groups within a level. Students may be grouped according to ability for certain subjects. A child may move to a higher or lower group within a level during the year after consultation with the parents, teachers and principal.

AUXILIARY SERVICES

Speech/Language therapy, occupational therapy, social skills instruction, music therapy, and art therapy are available to students that qualify for those services.

EDUCATIONAL RESOURCES

CURRICULUM

Julie Billiard Schools meets the requirements for the State of Ohio with regard to the standards for the elementary school level. The basic curriculum consists of the following: language arts (reading, language, spelling, phonics), mathematics, social studies, science, technology, health, physical education, music and art.

On the Diocesan level, the courses of study for each subject area have been adapted to the specific needs of students with special learning needs.

LIBRARY

Primary and Intermediate students may withdraw a maximum of two books/materials at a time from the library. Junior High students may withdraw three books/materials at a time from the library. When books/materials are overdue, the student may have to pay a fine. The student must pay for lost or damaged books.

FIELD TRIPS

Field trips are permitted in accordance with our curriculum guidelines. In order for a child to participate in a field trip, the parent must give written consent on the ***Field Trip Request Form*** provided by Julie Billiard Schools. No verbal permission will be accepted. The student and parents assume all risks and release the Sisters of Notre Dame of Chardon, Ohio, the Board of Directors of Julie Billiard Schools and their faculty, staff, agents, heirs and assigns from any liability whatsoever for any injury or damage incurred, directly or indirectly, in connection with the field trip. **Students may be denied permission to attend field trips because of safety, health, excessive absences or behavior concerns.**

Ordinarily students are transported to and from field trips by bus. All rules of discipline and decorum apply on buses or transportation to and from field trips and other school-sponsored activities. (See School Bus Conduct section.) In special cases, if cars are used, the drivers are required to provide a copy of their driver's license, and a vehicle background check. The vehicle must have a seat belt for each child.

OVERNIGHT TRIPS

If a field trip is overnight, a special CONSENT TO PARTICIPATE permission form must be signed by a parent or guardian and on file in the school office.

SCHOOL PROCEDURES

STUDENT DRESS CODE

Dress Code Regulations for All Students

- Uniforms must be purchased through Lands' End (www.landsend.com/uniforms) and must be worn coming to and leaving school. Please keep in mind that spirit wear is only allowed on Fridays, if it is a designated Spirit Wear day.
- While there is variety in fabrics the regular school uniforms are as follows:
- Khaki and/or Navy pants or walking shorts (**both boys and girls**)
- 3-button polo shirt (long sleeve and/or short sleeve) in grey or navy with the school's logo (**both boys and girls**)
- Khaki, Navy, and/or JB plaid skirts, skorts, jumpers, dresses (**girls only**)
- The physical education uniform is as follows:
 - Solid color athletic shorts or sweatpants
 - Grey and/or Navy t-shirt (long sleeve and/or short sleeve)
- A clean and neat appearance is required at all times. Students in **7th and 8th grade must have their shirts tucked in with a belt at all times**. All students should have uniforms that are correctly fitted to the size of the student.
- Make-up and nail polish may not be worn.
- School shoes are to be worn at all times. Students in Kdg. are permitted to wear tennis shoes, but tennis shoes should be solid black or white. Students in 1st – 8th grade are permitted to wear solid black or white tennis shoes if they have a note from the doctor stating that it is medically necessary for them to wear tennis shoes.
- Students can wear sweaters and pullovers that have been designated on the Lands' End website during the school day. Jackets, coats, spirit wear sweatshirts or hoodies are allowed only on Fridays, if it is a designated Spirit Wear day.
- Girls may wear simple stud earrings. Boys are not permitted to wear earrings. Students may wear a single, simple necklace and/or bracelet.
- Sunglasses, hats, and caps should be removed when entering the building. Students are responsible for these items; the school is not responsible if these items are lost or stolen.
- Solid navy ankle-length leggings are allowed to be worn under the skirts for girls. Socks should match the color of the leggings. Knit bike shorts, purchased through Lands' End can also be worn under the skirts for girls.
- Socks and/or tights are to be solid color. Students may wear grey, black, navy, or white socks and/or tights.

Spirit Wear Days

Fridays throughout the year may be designated as Spirit Wear Days. Spirit Wear is not permitted to be worn during the day unless it is a designated Spirit Wear day.

Dress Down Days

Special Days are occasionally designated as dress down days. Clothing selected for these days should always be neat, clean, and in keeping with the code of modesty and respect in a Catholic School.

Outdoor Attire

Students should be prepared to for outside recess at all times. Students have outdoor recess if the temperature is 22 degrees or above.

Unacceptable at All Times

Spaghetti strap tops or tank tops without a t-shirt or blouse underneath; t-shirts with inappropriate words or pictures, alcohol or tobacco related products; spandex pants, mini-skirts. Shoes or sandals without a back or backs strap are not permitted. The school administration reserves the right to make the final decision on appropriateness of outfit.

Dress Code Disciplinary Measures

First Violation – parent notification form will be emailed on the day of the infraction

Second Violation – parents will be notified that on the next violation they will have to bring appropriate clothes to school

Third Violation – parents will be notified and will need to bring appropriate uniform dress to school (even if it's a dress down or Spirit Wear day)

Fourth Violation – parent will be notified and the student will lose all remaining dress down or Spirit Wear day privileges for that quarter.

Eight collective total violations will result in loss of dress down or Spirit Wear day privileges for the remainder of the school year.

CODE OF CONDUCT

GENERAL INFORMATION

The staff at Julie Billiart Schools are committed to providing a positive learning environment. Our behavior expectations are in place to ensure students are feeling safe, respected and successful every day. By building upon the positive behavior patterns begun and developed in the home, the school has developed behavior norms which promote personal responsibility and ensure an atmosphere conducive to Christian community and effective learning. Therefore, each student is challenged to grow in the art of self-discipline by:

1. Developing a strong sense of personal responsibility
2. Showing respect for self and others
3. Respecting the property of others
4. Taking pride in the school

This Code of Conduct will allow us to continue to integrate the social skills taught throughout the day to educate the whole child. Disciplinary action will take into account not only the circumstance of each case, but also the student's age, attitude, frequency of misconduct and seriousness of the offense. Fair

does not mean everyone gets the same thing, Fair means everyone gets what they need. This means that being fair does not always dictate the same consequence from case to case. This code is meant to be a framework. The administrative team reserves the right to decide what is most appropriate for each individual case.

We know it is important to have a school where all feel welcome, safe and respected. Due to the nature of our specialized student population, learning acceptable conduct is an integral part of the overall educational experience. Julie Billiard students are taught specific learning skills, which will help them become valued, productive members of society. We understand that our students have special needs; we also are obligated to make them accountable for their choices; thus, not enabling poor behavior. Our focus is on the positive: we encourage and praise all efforts made by our students to successfully navigate through difficulties and differences of opinions with others. Through explanation and example, they learn appropriate social and interpersonal skills, which are geared toward the same eventual outcome.

CIRCUMSTANCES IN WHICH STUDENT DISCIPLINE IS APPROPRIATE

As detailed below, students are subjected to school disciplinary action up to and including emergency removal, suspension, and expulsion for any and all action(s) which directly affect the good order, efficiency, morale, management and welfare of the Julie Billiard Schools. Students shall be subjected to discipline for misconduct occurring in any of the following situations:

- While in any school, on school grounds, or in sight of school premises during, immediately before or immediately after school hours
- While on school leased buses or vehicles;
- While engaged in or attending school-related activities whether on or off school grounds;
- While on school grounds, at any time when school premises are being used by the school or by school-related groups;
- While engaging in any conduct which directly affects the good order, morale, management and welfare of the school; and
- Any conduct directed at a Julie Billiard Schools official or property of such official regardless of where it occurs.

EXPECTATIONS OF BEHAVIOR

PLAYGROUND

- Treat others kindly
- Play safe and fair
- Include others
- Respect and listen to the adults on duty
- Respect school property and play equipment

CAFETERIA

- Use “indoor” voice
- Stay seated
- Raise your hand if you need help

- Eat your own food
- Use good table manners and clean your own area
- Move and act safely
- Respect and follow directions of the adults on duty
- Respect school property

HALLWAY

- Stay in a single line behind leader
- Move quietly and safely in the hallways
- Stay with class and adult
- Keep to the right
- Keep hands and feet to yourself
- Respect displays in the hallways
- Move to designated location in an expected amount of time (no loitering or going to unapproved locations)

CLASSROOM

- Come to class prepared
- Use a calm, inside voice, raise hand before speaking, when appropriate
- Follow directions within a reasonable timeframe (including the completion of expected classwork and homework)
- Work cooperatively with classmates and adults
- Respect opinions of others
- Engage in whole body, active, listening when expected

SERVICES AT JULIE BILLIART SCHOOLS

SOCIAL BEHAVIORAL TEACHING

Throughout the day, in all structured and unstructured settings, students will be encouraged to practice conflict resolution skills, which are taught within the social skills curriculum. Students are encouraged to state how they are feeling without blaming or accusing others. The focus should be on their own feelings in a situation, so they can improve their emotional regulation skills and techniques. Often students struggle with objectively stating the problem. We encourage the student to identify and express the problem, followed by identifying and expressing their wants and needs in the situation. Perspective taking is an important part of conflict resolution. Through the use of visuals or guided problem solving, we help students understand the other side of the problem. It's important to conclude a conflict with a resolution to the situation. Parents can help reinforce these important skills at home by referencing Appendix 1 at the back of the handbook.

POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS

JB uses class-wide and individualized proactive behavior management strategies to reduce or eliminate challenging behavior. Evidence-based strategies are used daily in the classrooms. A Board Certified Behavior Analyst (BCBA) provides consultation to the staff to including training, feedback, and fidelity checks to ensure the appropriate use of these evidence-based treatments. Class-wide behavior

management systems (e.g. level system, token system, class DoJo, etc.) are used to give consistent behavioral feedback and reward appropriate behavior. Preventative strategies (e.g. visuals, timers, warnings, environmental manipulation, choices, etc.) are used both class-wide and individually to reduce or eliminate challenging behavior. When these strategies alone are not effective the teaching team will develop a plan with consultation from the BCBA as needed. In development of this plan, the BCBA will observe the student in the school setting where challenging behavior is occurring, coordinate strategies with the team (parents, Occupational Therapist, Speech Language Pathologist, Intervention Specialist, Administrative Team, etc.), and follow up to determine effectiveness. The BCBA will determine whether a Functional Behavior Assessment (FBA) is needed. If an FBA is warranted, the parents will be notified and consent will be obtained. In the event that all resources have been exhausted and the safety of your student, other students, or staff is compromised administrative staff reserves the right to determine if expulsion is warranted.

DISCIPLINE

Disciplinary action will take into account not only the circumstance of each case, but also the student's age, attitude, frequency of misconduct and seriousness of the offense. Fair does not always dictate the same consequence from case to case. This code is meant to be a framework. The administrative team reserves the right to decide what is most appropriate for each individual case.

PRIMARY (KINDERGARTEN – SECOND GRADE)

Level 1

is an act of misconduct that will initially be handled by the faculty and/or staff

- Not following directions
- Putting hands on a peer
- Invading personal space
- Unfriendly play behaviors (taking toys, not sharing, etc.)
- Leaving teaching area without permission
- Disruptive behavior impacting the learning of self or others (not to include self-stimulatory behaviors as manifested by the disability)
- Inappropriate behavior in the hallway, restroom, and other areas of the school
- Disrespect towards peers, teachers, or other adults in the building (name-calling, etc.)

Consequences for Level 1 behaviors (can be one of the following)

- Recess detention
- Individualized work space (i.e. removal to back of the room, separate table, separate area with an adult)
- Quiet table at lunch in a designated area
- Follow up perspective taking/repair conversation with a teacher
- Conference with parent/guardian and teacher(s)

Frequent occurrences of Level 1 behaviors may result in written notice to parents, phone or in person conference with parents, or referral to the administrative team.

Level 2

are acts of misconduct that require administrative intervention; acts include, but are not limited to:

- Repeated Level 1 offenses
- Cheating
- Lying
- Stealing
- Aggressive behaviors (includes but not limited to kicking, hitting, biting, scratching, sharing of bodily fluids)
- Property destruction
- Use of profanity, obscene language, writing, gestures, etc.
- Prolonged refusal to follow directions
- Any other conduct considered by the faculty/staff to be Level II disruption

Consequences for Level 2 behaviors

- Any of the consequences from Level 1 deemed appropriate by the administrator for the particular situation
- Conference with teacher, administrator, and parents

Level 3

these behaviors must be immediately reported to the administrative team; they may require outside agencies and/or law enforcement.

- Repeated Level 2 offenses
- Threatening faculty/staff or students (physical or verbal)
- Fighting or instigating a fight (physical, verbal, or aggressive behavior)
- Smoking or any other use of illegal substances
- Truancy
- Violation of chemical or weapons policy
- Damage to school property or the property of others
- Any criminal behavior

Consequences for Level 3

- Any of the consequences from Level 2 deemed appropriate by the administrative team for the particular situation
- In school suspension
- Out of school suspension (1 – 10 days)
- Referral to appropriate authorities
- Expulsion – Expulsion of a student from school is a serious matter and will only be used when deemed necessary. In some cases, the administrative team may deem an action by a student so severe that it will result in an immediate expulsion from school. This decision is the exclusive right and responsibility of the administrative team. In cases of suspension and/or expulsion, the administrative team will schedule a conference with the parent and the student.

INTERMEDIATE/JUNIOR HIGH (THIRD GRADE – EIGHTH GRADE)

Level 1

is an act of misconduct that will initially be handled by the faculty and/or staff

- Not following directions
- Disruptive behavior impacting the learning of self or others
- Inappropriate behavior in the hallway, restroom, and other areas of the school
- Unprepared for class
- Disrespect towards peers, teachers, or other adults in the building (name-calling, etc.)
- Inappropriate use of electronic devices

Consequences for Level 1 behaviors (can be one of the following)

- Recess detention
- Individualized work space (i.e. removal to the hallway, back of the room, separate table)
- Quiet table at lunch in a designated area
- Reflection process, individualized to the student, to assist understanding of the misbehavior and impact on others
- Conference with parent/guardian and teacher(s)

Frequent occurrences of Level 1 behaviors may result in written notice to parents, phone or in person conference with parents, or referral to the administrative team.

Level 2

are acts of misconduct that require administrative intervention; acts include, but are not limited to:

- Repeated Level 1 offenses
- Cheating
- Lying
- Stealing
- Use of profanity, obscene language, writing, gestures, etc.
- Unsafe behavior in the classroom or hallways (include but not limited to: physical contact, harming self, others or school property)
- Prolonged refusal to follow directions
- Excessive unexcused tardies
- Any other conduct considered by the faculty/staff to be Level 2 disruption

Consequences for Level 2 behaviors

- Any of the consequences from Level 1 deemed appropriate by the administrator for the particular situation
- Conference with teacher, administrator, and parents
- In-school suspension
- Out-of-school suspension

Level 3

these behaviors must be immediately reported to the administrative team; they may require outside agencies and/or law enforcement.

- Repeated Level 2 offenses
- Threatening faculty/staff or students (physical or verbal)
- Fighting or instigating a fight (physical, verbal, or aggressive behavior)
- Smoking or any other use of illegal substances
- Truancy
- Violation of chemical or weapons policy
- Damage to school property or the property of others
- Any criminal behavior

Consequences for Level 3

- Any of the consequences from Level 2 deemed appropriate by the administrative team for the particular situation
- Out of school suspension (1 – 10 days)
- Referral to appropriate authorities
- Expulsion – Expulsion of a student from school is a serious matter and will only be used when deemed necessary. In some cases, the administrative team may deem an action by a student so severe that it will result in an immediate expulsion from school. This decision is the exclusive right and responsibility of the administrative team. In cases of suspension and/or expulsion, the administrative team will schedule a conference with the parent and the student.

*Positive Behavior Intervention and Supports and Limited Use of Restraint and Seclusion policy can be found in appendix 2.

SCHOOL POLICIES

SCHOOL RECORDS

Accurate and thorough individual permanent and cumulative records will be maintained for each student enrolled at Julie Billiart Schools. These records will include student's attendance records, report cards, test scores, and reports from professionals or other pertinent information, which is relevant to the student's tenure at Julie Billiart Schools.

It will be the policy of the School to implement any and all requirements of the Family Educational Rights and Privacy Act ("FERPA"). Parents of any student who is or has been in attendance at Julie Billiart Schools have the right to inspect and review the education records of their child. Access to education records shall be made to parents after a written request, within forty-five days after the request has been made. With the exception of the parents and those employees of Julie Billiart Schools

who would have access to education records within the normal course of business, all student records shall remain confidential.

Final report cards and student records are the property of Julie Billiard Schools. It is Julie Billiard Schools's policy that final report cards will not be issued, and student records will not be transferred to another school until all financial accounts are settled. A written request must be received by the school for records to be released.

REPORTING CHILD ABUSE

The Ohio Revised Code requires any teacher, school nurse or other school employee who knows or suspects that a student is being abused or neglected to report that suspicion to the Children's Services Board or to the Department of Human Services which has a children's services function.

FAMILY/CUSTODIAL ISSUES

The school is finding an increasing number of families experiencing transitions in parental custodial relationships. In addition, laws governing divorce settlements and custody have changed. Therefore, it is the responsibility of the parents to inform the school of any changes within the family structure. Legal documents regarding custody and visitation must also be on file in the school office. Any special arrangements for communication with the parents must be in accord with the legal documents.

NON-HARRASSMENT POLICY

The administration and staff of Julie Billiard Schools believe that all employees and students are entitled to work and study in school-related environments that are free of harassment, intimidation, hazing or coercion. Any threat of harm to any person either in writing, verbal, or physical will be dealt with immediately and appropriately.

Julie Billiard Schools will not tolerate harassment of any type, and the appropriate disciplinary action will be taken. Disciplinary action may include suspension, dismissal, or being asked to withdraw from the school.

Examples of harassment include, but are not limited to: unwelcome advances or other similar verbal or physical contact, verbal or written taunting; bullying; intimidating, hostile or offensive conduct; jokes, stories, pictures, cartoons, drawings or objects which are offensive, annoy, abuse or demean an individual or group.

Students who believe they have experienced harassment shall report such matter to the principal or any other administrator as soon as possible.

1. The principal or designated administrator shall immediately investigate the complaint and shall make written notations of specific allegations.

2. Information to be acquired during the investigation of the complaint shall include names of witnesses, dates, times, and the specific charge. The inquiry should be as specific as possible.
3. All information relating to the complaint or the investigation shall be kept confidential when possible, consistent with a complete investigation. All participants should be reminded of this obligation.
4. The investigator shall make a prompt determination regarding any disciplinary actions. Notice shall be made to the involved parties regarding the disposition of the investigation consistent with the privacy of student records.
5. No retaliation will be permitted for participating in a complaint or investigation.

The principal shall make a prompt determination regarding any disciplinary actions. Notice shall be made to the parties regarding the disposition of the investigation consistent with the privacy of student records.

SEARCH POLICY

The school reserves its right to search at any time all school property such as lockers and desks even if assigned to an individual. Additionally, by enrolling in the school, the student and parents consent to a search of a student's backpack, gym bag, book bag, handbag, purse, coat, or anything else that comes onto school premises.

SAFETY POLICY

Visitor Policy

- No visitors, including parents, family members, or tours, will be permitted access to our campuses at any time during school hours without first checking in and providing ID.
- No visitors will be permitted access without a scheduled appointment. If you will be holding an appointment with any visitor, please ensure that the appointment is on your shared JB calendar. Our administrative assistants will not buzz in any visitor unless a calendar appointment exists.
- No food or item deliveries will be permitted access into the building. Packages will be dropped off within the locked vestibule.

Physical Safety

- Each campus will have two locked doors to create a secure vestibule. Both doors will use buzzer access for students and approved visitors.
- All external doors are closed and locked throughout the day and at the end of each day. Windows will be closed and locked at the end of the day and as much as possible during the school day.
- All classroom teachers and therapists receive training and a checklist for new safety procedures including locking windows and doors at the end of each day. Staff should never prop open

external doors - even to leave the building for a moment. Anyone who sees a propped door should close it.

Faculty and Staff

JBS Threat Assessments (2022) indicated that the best system is a well-trained staff that can ensure that safety protocols are followed every day. We provide safety training to our faculty and staff, particularly our Administrative Assistants and those working closely with visitors, to ensure that we're keeping our classrooms and students as safe as possible. Continued conversation about safety protocols and measures are discussed throughout the year in faculty meetings and addressed network-wide as appropriate.

All faculty and staff will wear their JB lanyards and keycards as well as their staff photo ID throughout the day. Photo IDs are provided to staff following school picture day. If a staff member loses a keycard at any time, they must let their Principal know immediately so that we can deprogram it and assign a new card. All Principals are in regular communication with local Police Departments to encourage increased presence in and around our schools.

SUBSTANCE ABUSE POLICY

Julie Billiard Schools recognizes that not all substance use by students indicates dependency. The substance-dependent child or adolescent is that individual whose dependence has attained such a degree as to disrupt the student's academic performance, interfere with family and inter-personal relationships, disrupt smooth social and economic functioning, or impair the state of physical, emotional and mental health and/or behavior.

Julie Billiard Schools also recognizes that substance dependency is treatable, and is often preceded by misuse and abuse. Health and social problems of youth are primarily the responsibility of the family. However, community and school share in the responsibility because chemical problems often interfere with the fullest possible development of the individual student's learning and behavior. A student involved with abusing chemicals, alcohol, or mood/mind/behavior altering drugs or paraphernalia is in violation of the law.

Therefore, a student shall neither possess, use, transmit, transfer, sell or conceal any of these substances or paraphernalia nor consume or possess any alcoholic beverages or intoxicants on school grounds, or during and immediately before or after school hours; on school grounds at any other time when the school is being used by a group; off school grounds or while in any place or location for the purpose of or related to attendance at a school-sponsored activity, function or event; on a school bus or vehicle; or at any other time when the student is subject to the supervision of the school or identifiable as a Julie Billiard student in some other setting. If a student arrives at one of the above-mentioned events in violation of this policy, the parents will be notified immediately. The judgment of the chaperone is final and the student must leave the activity in the company of the parent.

In the event of a violation, disciplinary procedures will be followed, up to and including expulsion. However, the school will offer supportive help to the student and parents in coping with the problem.

Although the good of the student and respect for the dignity of each unique individual remains an important consideration, the well-being, proper functioning and greater good of the entire school community must be considered of primary importance. An atmosphere for development and continual growth in a Catholic environment is to be ensured for all.

Julie Billiard Schools offers help and assistance to those students who may be substance dependent. Students are encouraged to seek the help and assistance of the school before an incident occurs which may result in disciplinary action.

Julie Billiard Schools may search a student's locker, desk, handbags, book bags, purses, or person if school officials have reasonable grounds to believe that the student possesses prohibited substances.

WEAPONS POLICY

The schools recognize that a safe, secure school atmosphere is a fundamental tenet to providing an educational environment conducive to learning. Therefore, weapons are prohibited. This policy includes, but is not limited to, any firearm, knife, deadly weapon, explosive, incendiary device, or any toy or "look-alike" weapon. As defined by state law, a deadly weapon is "any instrument, device, or thing capable of inflicting death, and designed or specifically adapted for use as a weapon, or possessed, carried or used as a weapon." Ohio Rev. Code 2923.11(A). Firearms include any loaded or unloaded gun of any caliber or type. This prohibition also includes any pistol, rifle or other device that uses air or gas propelled projectiles. Possession of hunting weapons is also a violation of this policy. No student may have possession of a weapon on school grounds, during or immediately before or after school hours; on school grounds at any other time when the school is being used by a group; off school grounds or while at a place or location for the purpose of or related to attendance at a school-sponsored activity, function or event; on a school bus or conveyance; or at any other time when a student is subject to the authority of the school. Violations of this policy are subject to the Code of Behavior and may warrant notification of the police, immediate suspension, dismissal, or expulsion.

A search for a weapon may be conducted in a manner consistent with the policy set forth in the Search Policy.

THREATS POLICY

It is the responsibility of the administration, teachers, and staff to ensure the safety of all in the schools or on school grounds or while participating in a school-sponsored activity. Any threat of harm to any person either in writing, verbal, or physical will be dealt with immediately and appropriately.

Such action may include: notification of parents, suspension, dismissal, expulsion, notification of local law enforcement officials, psychological/psychiatric evaluation, counseling, or other actions deemed necessary.

ELECTRONIC DEVICE POLICY

Electronic devices must be turned in to the front office immediately upon entering the school building if students have them because they are used on the bus or in the car while traveling to and from school. Such devices include, but are not limited to: mobile devices/tablets, electronic games, cell phones. Parents and students assume all responsibility for any loss or damages to electronic devices brought to school.

COMPUTER AND INTERNET ACCEPTABLE USE POLICY

We believe that technology is an important tool in the educational program of Julie Billiard Schools. With this in mind, Julie Billiard Schools has gradually infused current technologies into the classroom, offices, and common areas for educational purposes. World Wide Web information resources have also become an inherent part of the learning process. We believe that students gain many benefits from access to the internet, in the form of information, resources, and opportunities for collaboration. All activities involving computer technology must be consistent with the mission of Julie Billiard Schools and in accordance with the philosophy of the school. Use of any and all technology is a privilege that requires all users to exercise responsible and ethical behavior.

We are pleased to offer students access to our computer network for electronic mail and the internet. Access to e-mail and the internet will enable students to explore thousands of libraries, data bases, and bulletin boards, exchanging messages with internet users throughout the world. Our intent is to make internet access available to further educational goals and objectives. However, some material accessible via the internet might contain illegal, defamatory, or inaccurate information and/or be potentially offensive to some people. Although Julie Billiard Schools employs filtering software and reserves the right to directly monitor and supervise students' use of the Julie Billiard Schools network, students may find ways to access inappropriate information.

The Julie Billiard Schools network is considered a limited forum, and therefore the schools do restrict speech on the network to that which is deemed educational. It should be assumed that the content of personal files or e-mail on the network has **no** privacy or confidentiality. The schools will have access to files, especially for routine maintenance and monitoring, as well as to monitor for breaches of security or inappropriate technology usage. Julie Billiard Schools makes no guarantee that the functions or services provided through the network will be error-free or without defect. Julie Billiard Schools will not be responsible for financial obligations arising through the unauthorized use of the system. Beyond the clarification of the above standards, Julie Billiard Schools is not responsible for restricting, monitoring, or controlling the communications of individuals using the network.

Student

Acceptable Use Policy

Julie Billiard School

Diocese of Cleveland

Julie Billiard Schools (the “School”) makes a variety of communications and information technologies available to students through computer/network/Internet access. These technologies, when properly used, promote educational excellence by facilitating resource sharing, innovation, and communication. Illegal, unethical or inappropriate use of these technologies can have dramatic consequences, harming the school, its students and its employees. The Acceptable Use Policy (“Policy”) is intended to minimize the likelihood of such harm by educating the School’s students and setting standards that will serve to protect the school. We firmly believe that digital resources, information and interaction available on the computer, network or Internet far outweigh any disadvantages.

Definition of school technology system: The school systems and networks (collectively, “System”) are any configuration of hardware and/or software whether used on or off school property. The System includes, but is not limited to, the following:

- telephones, cellular telephones, and voicemail technologies;
- email accounts;
- servers;
- desktop and laptop computer hardware and peripherals;
- software including operating system software and application software including without limitation video conferencing software;
- digitized information including stored text, data files, email, digital images, and video and audio files;
- internally or externally accessed databases, applications, or tools (Internet- or District-server based);
- school provided Internet access;
- school filtered public Wi-Fi;
- school provided Chromebooks;
- school provided personal digital assistants (“PDAs”), tablets, IPADs and similar devices;
- school issued access to third party websites (i.e., Google apps, Zoom, Flipgrid, Dojo, etc.) ; and
- new technologies as they become available.

Acceptable Use: Students are responsible for appropriate behavior on the System just as they are in a classroom or on a school playground. Communications on the System are often public in nature. General school rules for behavior and communications apply. It is expected that users will comply with school standards and the specific rules set forth below as interpreted from this policy, whether on or off of school property. A student is personally responsible for his/her actions in accessing and utilizing the

school's computer resources in accordance with Student Code of Conduct and may be subject to discipline for misuse of the System.

Access to communication system: Access to the school's electronic communications system, including the Internet, shall be made available to students for educational and instructional purposes. Each school computer/device and Wi-Fi (available for students who bring in their own personal telecommunication devices) has filtering software that block access to visual deceptions that are obscene, pornographic, inappropriate for students, or harmful to minors as defined by the federal Children's Internet Protection Act (CIPA). Filtered Internet access is provided to students as defined by CIPA.

Access to the School's computer/network/Internet is a privilege, not a right, and may be revoked at any time.

Scope of Use: The System is intended for use for educational and instructional purposes only. Incidental, personal use shall be allowed only so long as such use is appropriate for a school setting, non-disruptive to the school's operations and mission, and not in excess or to the exclusion of the student's studies or school responsibilities.

Inappropriate Use: Inappropriate use includes, but is not limited to, those uses that are specifically named as violations in this document; that violate the rules of network etiquette; or that hamper the integrity or security of the System or any components that are connected to it.

Transmission on the System, including through email (personal or school accounts), social media, web pages, blogs and/or forums, of any material in violation of any federal or state law or this Policy is prohibited. This includes, but is not limited to:

- cyber bullying;
- threatening, pornographic, harassing, defamatory or obscene material;
- copyrighted material, plagiarized material or materials protected by trade;
- the use of hardware and/or software which disrupts or interferes with the safety and welfare of the school community (even if such uses take place after school hours or off school property).

Vandalism or Mischief: Tampering with or theft of components from the System may be regarded as criminal activity under applicable state and federal laws. Any attempt to break the law through the use of a school computer/network/Internet account may result in prosecution against the offender by the proper authorities. If such an event should occur, the school will fully comply with the authorities to provide any information necessary for legal action.

Modification of Computer: Modifying or changing computer/device settings and/or internal or external configurations without appropriate permission is prohibited and may result in discipline and/or the revocation of access to the System.

Student Access: System access is provided to all students unless parents or guardian request in writing to the school principal that access is denied. When student is in a classroom setting on school property, student Internet access will be under the direction and guidance of a school staff member. Students must adhere to the following guidelines when using the System on or off of school property:

1. Respect and protect the privacy of others.
 - a. Use only assigned accounts.
 - b. Decline to view, use, or copy passwords, data, or networks to which they are not authorized.
 - c. Avoid distribution of private information about others or themselves.
 - d. Decline to record any individual, educational instruction or any portion of communications without prior written consent of teacher or school administration.
2. Respect and protect the integrity, availability, and security of all electronic resources.
 - a. Observe all network security practices as posted.
 - b. Report security risks or violations to a school administrator, teacher or network administrator.
 - c. Refrain from destroying or damaging data, networks, or other resources that do not belong to them without clear permission of the owner.
 - d. Conserve, protect, and share these resources with other students and Internet users as appropriate.
 - e. Get appropriate pre-approval before accessing the network with personal devices.
 - f. Abstain from overriding the Internet content filtering system.
3. Respect and protect the intellectual property of others.
 - a. Refrain from copyright infringement (making illegal copies of educational lessons, music, games, or movies).
 - b. Avoid plagiarism.
4. Respect and practice the principles of parish and school community.
 - a. Communicate only in ways that are kind and respectful.
 - b. Report threatening or discomfoting materials (cyber bullying) to a school administrator, teacher or network administrator.
 - c. Refuse to access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
 - d. Avoid accessing, transmitting, copying, or creating material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
 - e. Abstain from using the resources to further other acts that are criminal or violate the school's code of conduct.
 - f. Avoid sending spam, chain letters, or other mass unsolicited mailings.

- g. Refrain from buying, selling, advertising, or otherwise conducting business, unless approved as a school project.
 - h. Avoid posting or disseminating any harassing, demeaning, threatening or immoral comment or visual injurious to the reputation of the school, the parish, the Church or an individual, whether the action occurs on school property or off grounds.
5. Abide by the Student Code of Conduct in the use of the System at all times.

School Email and Communication tools: Email and other digital tools such as, but not limited to, blogs and wikis are tools used to communicate. The use of these communication tools should be limited to instructional, school related activities; or administrative needs. All communications within these tools should adhere to this Policy.

The Use of Video Conferencing: Staff and students may from time to time use video conferencing software for educational purposes, including without limitation Zoom and Google Hangouts.. . Video conferencing is a way that students can communicate with teachers, other students, speakers, others from their school, local community, and/or other parts of the country and the world, in real time. All students agree to the following related to use of video conferencing software whether or not on school property during use:

- a. Videoconference sessions may be videotaped by school personnel or by a participating school involved in the exchange in order to share the experience.
- b. Students' voices, physical presence, and participation in the videoconference are transmitted to participating sites during each session.
- c. Students are only permitted to transmit audio/video images using the System when all of the following conditions are met (i) it is under teacher's direction, (ii) it is for educational purposes, (iii) it is sent only to other classmates or school staff members, and (iv) it is sent during classroom hours.
- d. Students shall not record any portion of a videoconferencing session without prior written approval from teacher or school administration.
- e. Students shall not save, share, post or distribute in any way any part of a videoconferencing session or any photos or audio recording from a videoconferencing session without prior written approval from teacher or school administration.
- f. All sessions must be set up solely by school personnel and communicated to students and/or parents privately and not through any public domain.
- g. Classroom and school rules apply to all remote learning experiences.

The following guidelines must be adhered to by students using a personally-owned telecommunication device at school or with the System whether on of off school property:

- a. Internet access is filtered by the School on personal telecommunication devices in the same manner as School owned equipment. If network access is needed, connection to the filtered, wireless network provided by the school is required. Use of any service bypasses the security filter and is considered a violation of the Acceptable Use Policy.
- b. These devices are the sole responsibility of the student owner. The school assumes no responsibility for personal telecommunication devices if they are lost, loaned, damaged or stolen and only limited time or resources will be spent trying to locate stolen or lost items.
- c. These devices have educational and monetary value. Students are prohibited from trading or selling these items to other students on school property, including school buses.
- d. Each student is responsible for his/her own device: set-up, maintenance, charging, and security. Staff members will not store student devices at any time, nor will any staff diagnose, repair, or work on a student's personal telecommunication device.
- e. Telecommunication devices are only to be used for educational purposes at the direction of a classroom teacher.
- f. School administrators and staff members have the right to prohibit use of devices at certain times or during designated activities (i.e. campus presentations, theatrical performances, or guest speakers) that occur during the school day.
- g. An administrator may examine a student's personal telecommunication device and search its contents, in accordance with disciplinary guidelines.

Subject to Monitoring: All School System usage on or off school property shall not be considered confidential or private and is subject to monitoring by designated staff at any time to ensure appropriate use. All electronic files, including email messages, from both school-issued and personal accounts, transmitted through or stored in the System, will be treated no differently than any other electronic file. The School reserves the right to access, review, copy, modify, delete or disclose such files for any purpose. Students should treat the computer system like a shared or common file system with the expectation that electronic files sent, received or stored anywhere in the computer system, will be available for review by any authorized representative of the School for any purpose. Personal telecommunication devices are subject to examination in accordance with disciplinary guidelines if there is reason to believe that the Acceptable Use Policy has been violated.

Students have no expectation of privacy with respect to use of the System whether on or off school property and whether the device s are school or personally owned. Administrators reserve the right to examine, use, and disclose any data found on the System in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions and/or may refer information to law enforcement if a crime is believed to have been committed.

All computers, chromebooks, devices, laptops, Chromebooks, tablets, or the like, used by students to access the System, including both school-owned equipment and personally-owned devices, are subject to search at any time if a violation of this Policy or other school policies is suspected.

Consequences for Violation: Students have the responsibility to use the System in an appropriate manner which complies with all school policies. Violations of these rules or any school policy may result in disciplinary action which may include the loss of a student's privileges to use the school's information technology resources and/or discipline. Consequences of misuse or abuse of these resources will be disciplined depending on the severity of the situation. In addition to school disciplinary action, appropriate legal action may be taken.

Agreement Form: In order to ensure the proper use of technology resources, it is necessary that each student and parent/guardian *annually* sign the attached Student Acceptable Use Policy – User Agreement Form. The signed form must be on file at the School before Internet and other technology access is permitted. Signing the form indicates that the user will abide by the rules governing Internet and other technology access as stated in this Policy.

The school reserves the right to issue additional or more detailed rules for the use of technology resources, and violations of such rules may be a cause for imposition of any of the penalties delineated above. The school reserves the right to seek financial restitution for any damage caused by a student. Upon its discretion, the school reserves the right to request student/parent complete additional forms prior to the distribution of any electronic devices.

STUDENT USER AGREEMENT / PARENT PERMISSION FORM

Both Signatures Required

By signing below, I agree and acknowledge that I have read the terms and conditions of the Student Acceptable Use Policy and I understand that it is a violation of the Policy to use the System, on or off of school property, to, among other things:

- Bully, harass, threaten, intimidate or engage in discriminatory or abusive conduct or language, including through the use of social media;
- Access websites or content that are inappropriate for the school environment, including without limitation websites or content that are pornographic or obscene;
- Vandalize or tamper with school equipment and/or System settings;
- Engage in criminal or illegal conduct; and/or
- Violate the Student Code of Conduct.

I also understand that:

- Technological resources are provided for instructional and educational purposes only. Incidental, personal use shall be allowed only so long as such use is appropriate for a school setting, non-disruptive to the school’s operations and mission, and not in excess or to the exclusion of the student’s studies or school responsibilities; and
- My access and use of the System whether on or off school property, including without limitation all devices used by me to access the System, whether personally or school-owned, are subject to monitoring and search and that I have no expectation of privacy in my use or accessing of the System.

I agree to abide by the terms and conditions stated in the **Student Acceptable Use Policy**. I understand that I am responsible for the consequences of inappropriate use of the System, including the Internet, both on and off of school property and those consequences may include revocation of privileges to access the Internet and/or other technological resources, suspension, expulsion, and/or legal action.

User Name (print) _____ School _____

User Signature _____ Date _____

Grade _____ Homeroom _____

Parent/Guardian Signature Section:

As the parent or legal guardian of the student signing above, I have read this **Student Acceptable Use Policy** and grant permission for my child to access the School's information technology resources. I understand that my child will be held responsible for violations of this agreement, that access may be revoked and/or my child may be disciplined for inappropriate use of the System, that my child’s use of the System will be monitored, and that all devices used by my child to access the System whether on or off school property and whether the device is school or personally owned, are subject to search. I understand that I am responsible to supervise my child’s participation on the System when the child is off school property. I understand that the School’s information technology resources are intended for instructional and educational purposes. I also understand that my child’s school may not be able to restrict access to all controversial materials, and I will not hold the School responsible for materials acquired, accessed or viewed on the network.

Parent/Guardian Name (print) _____ Date _____

Parent/Guardian Signature _____

PREGNANCY POLICY

It is understood that we, as Catholic educators, are convinced of the value and dignity of human life. We hold a pro-life position. This stance enables us to bring our students to the realization that a Christian code of morality based on the Gospel should give their lives direction and that thorough instruction should help them understand their own sexuality.

While we do not condone contraception or premarital sex, once a young couple becomes responsible for conceiving life, we believe every effort must be made and every measure taken to preserve this life. In all instances, the student(s) will be treated with great charity.

After consultation with the student, parents, and other persons who may be assisting the family in supportive services, the principal will make a decision regarding continued attendance and the subsequent return of the girl involved. Each case will be determined individually considering the student's welfare, the protection of the unborn child and the welfare of the school.

AIDS POLICY

Students with Acquired Immune Deficiency Syndrome (AIDS) enrolled or seeking enrollment in Julie Billiart Schools shall be permitted to attend school provided:

1. The health of a student, as documented by his/her physician allows participation in regular school activities.
2. The student behaves acceptably, in a manner that would not cause spread of the disease or in any way put others at risk.
3. The student does not have open sores, skin eruptions, or any other condition that prevents his/her control of bodily secretions.
4. There are periodic evaluations of the student's physical condition with written certification from his/her physician allowing continuing participation in regular academic school activities.

The principal will notify the Provincial Superior and the Community Elementary School Supervisor of the Sisters of Notre Dame that a student with AIDS has applied to attend school in a regular classroom setting. The decision concerning acceptance will be made on the Community level.

Parents and guardians have the obligation to report to the school administration when any student has been diagnosed as having AIDS (Acquired Immune Deficiency Syndrome); ARC (AIDS Related Complex), or other illness caused by HIV (Human Immune Deficiency Virus, the virus that causes AIDS also known as HTLVIII or LAV).

In order to protect confidentiality, when a student with AIDS is admitted to school, personnel who are made aware of the student's condition should be the minimum necessary to assure proper care of the student and the safety of all others.

Based on the condition of the student and the expected type of interaction with others, the principal, after consultation with proper authorities may limit the student's participation in school activities.

MEDICAL/HEALTH

HEALTH OF ALL STUDENTS

Students must stay home if they are ill and/or have a fever (temperature greater than 100 degrees).

Students must be **symptom free for 24 hours** before returning to school.

Students seen in the clinic with any of the following symptoms will be sent home:

1. temperature greater than 100 degrees
2. any vomiting
3. diarrhea more than once
4. any undiagnosed skin rash
5. pediculosis (head lice)

NOTE: If a child is not well enough to participate in **all activities** he/she should be kept home. Reasonable exceptions to this would include children with severe asthma or broken bones.

ADMINISTRATION OF MEDICINE

Any student who is required to take prescription or non-prescription medications during the school day must comply with the following:

PRESCRIPTION:

1. Requires parent and physician signature.
2. Must be in the original container from the pharmacy (pills in the bottle must be the same dosage as indicated on the label).
3. Must be marked with the name of the medication, dosage, time it is to be administered during school hours.

NON-PRESCRIPTION:

1. Must have parent and PHYSICIAN signature on permission form filed in the school clinic.
2. Must be in the original container as purchased in the store.
3. Must indicate dosage and when the medication may be given on note from parent after the form is on file.

Authorized school personnel will administer the medication at the given time only if the above criteria are met.

IMMUNIZATIONS

The parent is responsible for sending the dates of immunization to the school. Each vaccination a child has received must be properly documented. The specific month, day and year of each vaccination received by a child must be on record. In compliance with Ohio law, students will not be permitted to attend school unless all immunization requirements are met or the parent files religious or medical exemption.

Required immunizations include:

- DPT (Diphtheria, Pertussis, Tetanus)-4 vaccinations - 5th dose required if the 4th dose was administered prior to the 4th birthday
- Poliomyelitis-3 vaccinations - 4th dose required if the 3rd dose was administered prior to the 4th birthday
- Rubella (Regular ten-day measles)-1 vaccination
- Rubella (German measles)-Three day given on or after the child's first birthday (approx. 15 months)
- Mumps-1 vaccination
- A second MMR is required before entering Junior High - Effective 1999 - 2000 school year: all kindergarten students must have evidence of having received 2 doses of MMR
- Hepatitis B-3 doses required for all kindergarten students beginning in the fall of 1999

MEDICAL LEAVE

At times, it may become necessary for students to take a medical leave from school. A medical leave is given if a child is unable to attend school on a daily basis due to medical issues/reasons (i.e. change in medication, surgery, therapeutic needs).

HEALTH RECORDS

Each child has a permanent Health Record on which pertinent health information is recorded. Please keep the school notified of any health problems. All information is held confidential. Contact the school to discuss any health problems.

EMERGENCY CARDS

Emergency cards must be returned to school by the first day of classes. Both sides of the card must be completed with accurate and current medical conditions. It is of extreme importance that we are able to get in touch with the parents or emergency contact persons when a child is ill. Please make sure that you have a number where you can be reached during the day available, that the emergency contact persons know they are listed on the card, and that emergency contact persons are able to drive/pick up the child if they are notified. All prescription medications must be listed on the card whether taken at home or at school. The card must be signed by a parent.

EMERGENCY INFORMATION

Parents who will be out of town must provide the school with a notarized letter stating who is legally responsible for the child during their absence.

WHEN TO KEEP YOUR CHILD HOME

Students must stay home if they are ill and/or have a fever (temperature greater than 100 degrees).

Students must be **symptom free for 24 hours** before returning to school.

GUESTS AND VISITORS

INTERESTED PARENT OPEN HOUSES

An Interested Parent Open House may be held throughout the school year for parents who are interested in having their child attend Julie Billiard Schools. Interested Parent Open Houses will be held during the school day. All visitors who attend the Open House report to the school office to sign in. See Visitor Policy under Safety Guidelines.

GUESTS AND VISITORS

All visitors who enter the school building at any time during the day must report to the school office. This includes persons who come to pick up students. See Visitor Policy under Safety Guidelines.

PARENTS

Parents are asked to sign in at the office when coming to volunteer at school or when coming to pick up their child from school. See Visitor Policy under Safety Guidelines.

To avoid distraction and interrupting teaching time, parents are requested not to go to the classroom before, during, or after school hours without an appointment.

Students leaving before the 2:40 p.m. dismissal time must be signed out in the office. Students will be called to the office when the parent or designated person arrives. Parents or person designated to pick up the child must come into the building. No student may wait for pick up outside the school building.

GENERAL SCHOOL INFORMATION

LUNCH

Students are required to bring a lunch each day. Students may bring either juice or milk to school for lunch/snack. Pop is not permitted. There are to be no metal or glass containers. Students are not to bring candy or gum as part of their lunch/snacks. Lunches should be healthy.

SNACKS, TREATS, PARTIES

Students may bring a small birthday treat for their class. Expensive items or “hard to eat” treats should not be brought. Wrapped items are preferable. Please check with your child’s homeroom teacher for allergy information and birthday procedures.

CARE OF BOOKS AND PROPERTY

Students are responsible for the material they use. They are responsible for any damage to any property (computers, books, etc...).

LOST AND FOUND

All materials and clothing should be labeled clearly with the student’s name and grade. Lost items will be placed in “lost and found” which is located outside of the school clinic. Items not claimed will be given to charity.

FORGOTTEN ITEMS (LUNCHES, HOMEWORK, GYM UNIFORMS)

Classes cannot be interrupted for a child to be called down to the office to claim items forgotten at home that are delivered to the office. Students may check with the office during the day, however, it is not the responsibility of the office to deliver these items.

Appendix 1

Social Teaching Strategies to use at Home

Use feelings language- student should state how they are feeling, without placing blame or accusing. If student is unable to express their own feelings, simply state what he or she is feeling by reading their non-verbal cues

examples:

“I am frustrated”

“I feel jealous”

crossed arms, turning body away-“you’re mad!”

crying, sad face-“you’re sad!”

laughing-“you think it’s funny!”

1. State the problem-students should state objectively what happened leaving out accusations

example:

“she took my ball!”

“I wanted to play basketball but my friend wants to play kickball!”

“I didn’t get picked for the team!”

“he stole my pencil”

“she hit me!”

2. Request/Protest- Encourage the student to make their wants and needs known in order to begin the resolution process. Although wants and needs cannot always be met, students are encouraged to express their desires to validate their feelings in the situation.

examples:

“I want to play with the ball!”

“I want to be on the green team!”

“I am hungry and need a snack!”

“I need to do my homework!”

3. Take perspective- problem solve with your child about how their actions affected the thoughts, feelings and actions of the other person. For some children it may be helpful to draw pictures to help them understand. Some children may simply verbally discuss both sides of the issue without the use of visuals.

example:

A ball was taken from your child; you may ask your child “why did she take your ball?” The other student could have taken the ball because it was their turn and your child doesn’t like that. If your child doesn’t correctly interpret that it was the other child’s turn, you could draw stick figures showing two people taking turns with a ball or simply have a conversation about taking turns.

4. Resolve-encourage your child to resolve the problem by saying “sorry,” compromising, or

standing up for oneself (when appropriate).

example:

Another child takes your child's cookies on the playground. Encourage your child to say "that's mine!"

Appendix 2

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS AND LIMITED USE OF RESTRAINT AND SECLUSION

Staff work to prevent the need for the use of restraint and/or seclusion. PBIS emphasizes prevention of student behavior problems through the use of non-aversive techniques, which should greatly reduce, if not eliminate, the need to use restraint and/or seclusion. Staff members and support staff will utilize physical restraint and/or seclude a student only when 1) there is immediate risk of physical harm to the student and/or others, 2) there is no other safe and effective intervention possible, and 3) the physical restraint or seclusion is used in a manner that is age and developmentally appropriate and protects the safety of all children and adults at school. All restraint and seclusion shall only be done in accordance with this policy, which is based on the standards adopted by the State Board of Education regarding the use of student restraint and seclusion. Training in methods of PBIS and the use of restraint and seclusion will be provided to all professional staff and support staff determined appropriate by the administrative team. Only school staff who are trained in permissible seclusion and physical restraint measures shall use such techniques. Every use of restraint and seclusion shall be documented and reported in accordance with this policy. This policy shall be made available to parents annually and shall be published on the school's website.

DEFINITIONS

Physical escort means the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location. Physical restraint means the use of physical contact that immobilizes or reduces the ability of a student to move his/her arms, legs, body, or head freely. Physical restraint does not include a physical escort, mechanical restraint, or chemical restraint. Physical restraint does not include brief physical contact for the following or similar purposes to: A. break up a fight; B. knock a weapon away from a student's possession; C. calm or comfort; D. assist a student in completing a task/response if the student does not resist the contact; or E. prevent an impulsive behavior that threatens the student's immediate safety (e.g., running in front of a car).

Positive Behavior Intervention and Supports ("PBIS") means a school-wide systematic approach to embed evidence-based practice and data-driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students. PBIS encompasses a range of systemic and individualized positive strategies to reinforce desired behaviors, diminish recurrences of challenging behaviors, and teach appropriate behaviors to students. Seclusion means the involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier.

SECLUSION

If Student Personnel use seclusion, they must: A. continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern; B.

use verbal strategies and research-based de-escalation techniques in an effort to help the student regain control as quickly as possible; C. remove the student from seclusion when the immediate risk of physical harm to the student and/or others has dissipated; D. conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and E. complete all required reports and document their observations of the student.

Requirements for a room or area used for seclusion: A room or area used for seclusion must provide for adequate space, lighting, ventilation, clear visibility, and the safety of the student. A room or area used for seclusion must not be locked or otherwise prevent the student from exiting the area should staff become incapacitated or leave the area. Additional prohibited seclusion practices: Seclusion shall never be used as a punishment or to force compliance. Seclusion shall not be used: for the convenience of staff; B. as a substitute for an educational program; C. as a form of discipline or punishment; D. as a substitute for less restrictive alternatives; E. as a substitute for inadequate staffing; F. as a substitute for staff training in positive behavior supports and crisis prevention and intervention; G. as a means to coerce, retaliate, or in a manner that endangers a student; or H. if it deprives the student of basic needs.

RESTRAINT

There are different types of restraint, as defined above, including physical restraint, prone restraint, mechanical restraint, and chemical restraint. The use of restraint other than physical restraint is prohibited. If Student Personnel use physical restraint, they must: A. continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern; B. use verbal strategies and research-based de-escalation techniques in an effort to help the student regain control; C. remove the student from physical restraint immediately when the immediate risk of physical harm to the student and/or others has dissipated; D. conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and E. complete all required reports and document their observations of the student. Physical restraint shall not be used for punishment or discipline, or as a substitute for other less restrictive means of assisting a student in regaining control. Prohibited Restraint Practices The following restraint practices are prohibited under all circumstances, including emergency safety situations: A. prone restraint as defined in Executive Order 2009-13 (which defines prone restraint to mean "all items or measures used to limit or control the movement or normal functioning of any portion, or all, of an individual's body while the individual is in a face-down position for an extended period of time"); B. physical restraint that restricts the airway of a student or obstructs the student's ability to breathe; C. physical restraint that impacts the student's primary mode of communication; D. restraint of preschool-age students, except for holding a child for a short period of time, such as in a protective hug, so that the child may regain control; E. restraint that deprives the student of basic needs; F. restraint that unduly risks serious harm or needless pain to the student, mechanical restraint; or H. chemical restraint (which does not include medication administered as prescribed by a licensed physician). ADDITIONAL PROHIBITED PRACTICES The following practices are prohibited under all circumstances, including emergency safety situations: A. corporal punishment; B. child endangerment as defined in Ohio Revised Code 2919.22; and C. aversive behavioral interventions.

MONITORING AND COMPLAINT PROCEDURES

The administrative team shall develop a monitoring procedure to ensure that this policy is appropriately implemented.

REQUIRED DATA AND REPORTING

Each use of restraint or seclusion shall be: A. documented in writing; B. reported to the building administration immediately; C. reported to the parent immediately.