

Since



1961

ST. ELIZABETH SCHOOL

2022 - 2023 STUDENT HANDBOOK

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This handbook reflects the school's regular operating policies and procedures. Some policies and procedures may be modified during emergency conditions that result in the closing of school for 10 or more days.

**ST. ELIZABETH SCHOOL
STUDENT HANDBOOK**

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INTRODUCTION

The information in this Student Handbook will help students, parents, and staff members to promote a safe, orderly, and supportive learning environment at St. Elizabeth School. It is our pleasure to work with the students as they develop into adults who are successful at home, in the workforce, and in the community. Thank you for your support!

ABOUT THE SCHOOL

History: St. Elizabeth School was established in 1961 by the Franciscan Sisters of Baltimore, and is now a ministry sponsored by the Sisters of St. Francis of Assisi. The origins of the school extend back to 1953, when the Franciscan Sisters founded St. Francis School for Special Education. This school was for elementary-aged children who had intellectual disabilities and who were not served by the public school systems. There was no appropriate placement for the children once they left St. Francis School, so parents encouraged the Sisters to organize a school for the older children. The Sisters expanded their work to found St. Elizabeth School on Ellerslie Avenue, on the first floor of the convent building.



Parents and many service organizations, such as the St. Elizabeth School Ladies' Guild, helped to raise money to support the new school. Even so, parents had to pay some tuition. St. Elizabeth School quickly outgrew the Ellerslie Avenue facility, so plans for the existing building on Argonne Drive were initiated. Funding for the construction of the school building on Argonne Drive came from the Cardinal's Campaign in the mid-1960s and contributions from the Franciscan Sisters. The newly constructed school building was completed in 1967, in time for the beginning of the fall semester.

State and federal laws regarding education for children with special needs changed in the 1970s. Today, public schools are mandated to provide a free and appropriate education to all students with disabilities. Local school systems refer students to St. Elizabeth School for its unique environment and special services that, for certain students, public schools cannot provide.

In the mid-1990s an additional 26,000 square feet were added to the building. At that time, any remaining classrooms and offices in the convent building were moved to the newly expanded and renovated school building on Argonne Drive.

In 2001 the Franciscan Sisters of Baltimore merged with the Sisters of St. Francis of Assisi, headquartered in Milwaukee, Wisconsin. St. Elizabeth School is now one of nine ministries sponsored by the Sisters of St. Francis of Assisi.

In 2017, St. Elizabeth School purchased the former convent laundry building and two additional acres of land from the Sisters of St. Francis of Assisi. In 2018, the abandoned laundry building, which is located adjacent to the SES greenhouse, was converted into SES, Inc. and now houses a horticulture classroom, a life skills classroom and lab, and a store called DaiSES.



Facility: St. Elizabeth School has the capacity to serve 145 students, grades 1-12 and ages 6-21, from the central Maryland region. The school is approved by the Maryland State Department of Education and receives tuition reimbursement from local school systems for the students they refer. Tuition reimbursement does not cover all expenses, so funds must be raised annually for special projects, program enhancements, and capital improvements. The school also accepts private pay students.

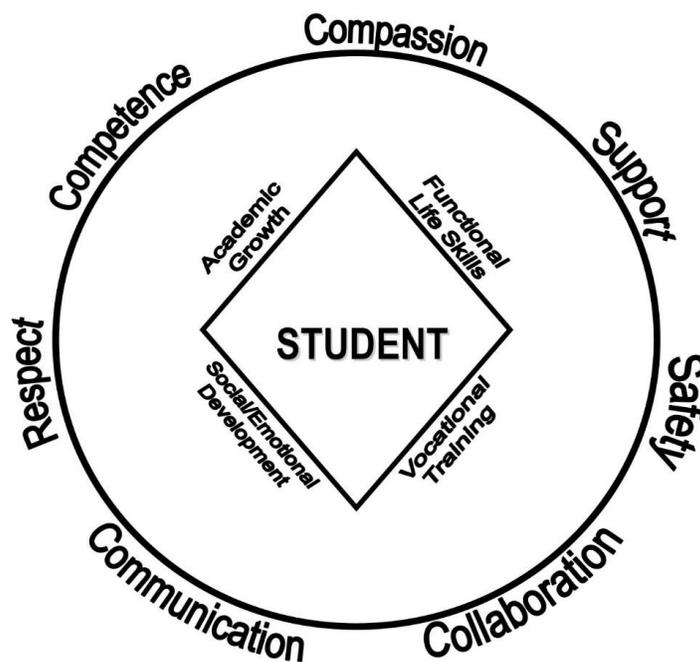
The three-story, accessible school building is located on a six-acre campus in Baltimore. In addition to academic and vocational classrooms, it includes a library, indoor playground, school store, computer lab, gymnasium, fitness room, science lab, cafeteria, therapy rooms, sensory rooms and a full-service commercial kitchen. The adjacent greenhouse and SES, Inc. are located behind the main building.

MISSION STATEMENT

St. Elizabeth School graduates students who are successful at home, in the workforce, and in the community. By maximizing each student’s unique abilities, we enhance the quality of life for elementary, middle, and high school students with cognitive and other disabilities.

Our program focuses on the realization of personal potential by integrating academic growth, social/emotional development, functional life skills, and vocational training. We create a community environment that fosters a sense of belonging. Students, faculty and families are committed to the stewardship of a learning environment with these core values:

- All people are respected and valued
- Every student can learn
- Competence, compassion, support and safety are essential
- Communication and collaboration are standard practice
- Time and talent are given generously in the service of others



NON-DISCRIMINATION POLICY

At St. Elizabeth School students are not defined by their diagnoses. Each student is a unique person with his or her own strengths, abilities, needs, interests and personality.

It is the policy of the State of Maryland that all public and publicly funded schools and school programs operate in compliance with:

(1) Title VI of the federal Civil Rights Act of 1964; and
(2) Title 26, Subtitle 7 of the Education Article of the Maryland Code, which states that public and publicly funded schools and programs may not:

- i. Discriminate against a current student, a prospective student, or the parent or guardian of a current or prospective student on the basis of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability;
- ii. Refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, a prospective student, or the parent or guardian of a current or prospective student because of an individual's race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability; or
- iii. Discipline, invoke a penalty against, or take any other retaliatory action against a student or parent or guardian of a student who files a complaint alleging that the program or school discriminated against the student, regardless of the outcome of the complaint."

St. Elizabeth School is a diverse community. We respect and appreciate the individuality of our students, families, and staff members. Our program fosters understanding and celebrates the differences that make up our school community.

OUR STUDENT POPULATION

St. Elizabeth School is a co-educational, 11-month, nonpublic program serving students ages 6 to 21 in grades 1 to 12. We currently serve students from across the State including Anne Arundel County, Baltimore City, Baltimore County, Carroll County Frederick County, Harford County, Howard County, Montgomery County, Queen Anne County, and St. Mary's County. SES is open to partnering with any other Local School System (LSS) within the State of Maryland.

Students at SES may be diagnosed with the following primary disabilities:

- Autism Spectrum Disorders
- Intellectual Disabilities
- Traumatic Brain Injury
- Emotional Disability
- Multiple Disabilities which may include a combination of the following secondary disabilities:
 - ✧ Orthopedic Impairment
 - ✧ Speech or Language Impairment
 - ✧ Visual Impairment
 - ✧ Hearing Impairment
 - ✧ Other Health Impairment including, but not limited to:
 - ADD and ADHD
 - Specific Learning Disability

PROGRAM AND CURRICULUM

The School Year: St. Elizabeth School provides an 11-month program. There are 199 school days of classroom, work-based learning, and community-based instruction during the school year, which begins in early July and ends in mid-June, with a summer recess in August.

Supports: St. Elizabeth School is committed to helping students reach their full potential. Supports may include assistive technology, computer-aided instruction, one-to-one assistance, and other highly individualized and creative approaches to meeting student needs.



Programming for Success: In preparation for successful and meaningful lives in their communities, students receive instruction in academics, life skills, the arts, physical education, technology, and employment competencies. Appropriately certified and licensed staff members provide educational and clinical services, including special education, counseling, behavioral support, speech-language services, nursing, occupational therapy and physical therapy. Students are given the opportunity to participate in a variety of activities, including student council, competitive and intramural sports, dances, and recreational events that are designed to promote positive social behavior. In addition, approaches such as Social Thinking and Social Stories are frequently employed to aid students in the acquisition of appropriate social skills.

Academics: The academic program is designed for students to experience success as they prepare for the future by gaining knowledge and skills. Traditional and innovative coursework is highly individualized and emphasizes the practical application of functional skills. Students will receive a Maryland High School Diploma or a Maryland High School Certificate of Program Completion from their local school system upon graduation from St. Elizabeth School, as determined by their IEP team.

Clinical Services: Social-emotional development is promoted through group and individual therapy. Clinical services are provided by licensed social workers to address the mental health, behavioral and social skills needs of our diverse student population.

Speech-Language, Occupational, and Physical Therapy; Assistive Technology:

Speech-language, occupational, and physical therapy are offered in accordance with students' Individualized Education Program (IEP). Students with augmentative and alternative communication devices, as well as their families, receive ongoing training and support to use them effectively. This may occur on campus and at home.



Transition Services: The Transition Department assists students in two vitally important ways: first, by preparing them to fully participate in community life including employment, mobility and independent living, and second, by helping them transition from school to post-graduation services with Developmental Disabilities Administration (DDA), licensed adult service agencies or other appropriate programs offered through community colleges or agencies licensed by Division of Rehabilitation Services (DORS) as they approach graduation.

Work-Based Learning Program: The Work-Based Learning program (WBL) utilizes student interests and abilities to guide on-the-job training. Students learn how to effectively plan for the future by refining their employment and education goals. While in school, SES students are provided with:

- a) Hands-on WBL opportunities on and off campus running a variety of microbusinesses including the SES Artisans, Enterprise, and Horticulture Programs.
- b) Access to community-based internships through a large network of business partners
- c) Job coaching support on and off campus to practice work-related skills, communication skills, behaviors, and attitudes required to become successful working adults.
- d) Career Research and Development-aligned (CRD) curriculum

Internship placements change twice a year to give each student a rich variety of work-based learning experiences and an opportunity to learn about the various career clusters. These experiences help students:

- a) Explore their job preferences
- b) Learn how to meet employer expectations
- c) Develop the social skills to relate appropriately to others in a work environment
- d) Develop marketable and transferable job skills

Transition to Adult Services: In addition to business partnerships, our transition team has also developed partnerships with adult agencies to provide upperclassmen with a seamless transition from school to adult life. Our transition staff work with students, parents/guardians, and other school team members to ensure that students are linked with adult service agencies and receive the community supports required to help these young adults transition from school to adult life.

GRADUATION REQUIREMENTS

Students will receive a Maryland High School Diploma or a Maryland High School Certificate of Program Completion from their local school system upon graduation from St. Elizabeth School. Decisions regarding participation in these programs are made and reviewed annually by the IEP team.

Students who attend SES have significant academic, vocational, and/or social/emotional needs. In addition to academics, students receive instruction and support to enhance their social, emotional, and behavioral development, as well as their job-related competencies. Therefore, students typically require more than the traditional four years of high school to meet their educational needs. Students with significant special needs may be eligible for special education services until the end of the school year in which they reach the age of 21.



Certificate of Program Completion: A student may seek a Certificate of Program Completion if an IEP Team determines that the student qualifies to participate in instructional programming with alternate instructional standards and/or alternate assessments.

To earn a Maryland High School Certificate of Program Completion, a student must:

- I. Participate in the required curriculum
- II. Successfully participate in job-training placements
- III. Complete 75 service-learning hours, unless otherwise specified by the IEP team

IV. Have been enrolled in an education program for 4 years beyond grade 8, or its age equivalent.

High School Diploma: St. Elizabeth School meets the standards set by the Maryland State Department of Education for schools in which students may earn a Maryland High School Diploma.

To earn a Maryland High School Diploma, a student must:

- I. Take and pass the assessments, including Bridge Projects if necessary, as required by the State of Maryland
- II. Complete 75 service-learning hours
- III. Complete the 22 credits required by the State of Maryland
- IV. Meet attendance and any other local school system requirements

CERTIFICATE OF PROGRAM COMPLETION: GRADES, CREDITS AND REPORT CARDS

This section explains grades, credits and report cards for students who are pursuing a Maryland High School Certificate of Program Completion.

The Letter Grade (LG) Scale is used for students who are pursuing a Certificate of Program Completion. It is based on a student's progress on classroom and community-based instruction, measured against the student's own level of functioning:

A—Excellent B—Very Good C—Fair D—Poor F—Unacceptable
I—Incomplete WB—student not in class due to Work-Based learning N/A—Not Applicable

Credits: Certificate-bound students participate in instructional programming addressing alternate instructional standards as well as their IEP goals and objectives. Therefore, students seeking a Certificate of Program Completion do not earn credits necessary to earn a Diploma.

Report Cards are issued to students by mail at the end of each quarter. Students receive grades for all courses and also for the work-based learning program. Honors are awarded to students who receive Letter Grades of "B" or above in all subjects. Parents are encouraged to review report cards with their student and to contact the Academic Case Manager with questions or concerns.

MARYLAND HIGH SCHOOL DIPLOMA: GRADES, CREDITS AND REPORT CARDS

This section explains grades, credits and report cards for students who are pursuing a Maryland High School Diploma. For these students, two separate grading scales are used: Letter Grade (LG) and Grade Point Equivalent (GPE).

The Letter Grade (LG) Scale is used for students who are pursuing a High School Diploma. It is based on a student's progress on classroom and community-based instruction, measured against the student's own level of functioning:

A—Excellent B—Very Good C—Fair D—Poor F—Unacceptable
I—Incomplete WB—student not in class due to Work-Based learning N/A—Not Applicable

The Grade Point Equivalent (GPE) Scale is based on a student's mastery of grade-level/curricular standards in each course grade 1 through 12, as demonstrated by classwork, homework, participation, projects, presentations, quizzes, and tests. GPE is used in addition to the LG scale for students who are pursuing a High School Diploma. Students in Grades 1-8 are awarded a GPE based on their mastery of grade level standards but will not receive credits for any course regardless of the GPE. Only students in grades 9 through 12 will earn credits based on their GPE in accordance with MSDE graduation requirements.

4.0—90%-100% 3.5—85%-89% 3.0—80%-84% 2.5—75%-79% 2.0—70%-74%
1.5—65%-69% 1.0—60%-64% 0.0—59% and below

- If a diploma-bound student does not earn a GPE of 1.0 or higher in a quarter, his or her work (i.e., the percentage of grade-level content he or she has mastered) will carry over and be counted towards the GPE for the following quarter.
- Diploma-bound high school students who do not earn a full credit in a school year will continue in the same course until they have completed the credit.

Credits: Credits are awarded to students in grades 9-12 who are pursuing a Maryland High School Diploma. Students must successfully complete 80% of the curricular objectives with a GPE of 1.0 or better to earn the related 1.0 credit for the year.

In order to meet the diverse needs of our students, the amount of time scheduled to attend a class may vary. For example, a student may miss a class once per week to receive a related service, or to participate in work-based learning. Therefore, students may earn a partial credit in a course (i.e., 0.75, 0.5, and 0.25) at the conclusion of the school year.

If students are absent from class due to school activities, illness, or disability-related special circumstances, arrangements can be made to make up the missed curricular content and the appropriate amount of credit may be awarded.

Report Cards are issued to students by mail at the end of each quarter. Students receive grades for all courses and also for the work-based learning program. Honors are awarded to students who receive Letter Grades (LG) of “B” or above in all subjects. Parents/guardians are encouraged to review report cards with their student and to contact the Academic Case Manager with questions or concerns.

Each GPE of 1.0 or higher in any quarter is equivalent to .25 credits. The total credits earned each year are reflected in the Diploma Credits column of the report card.

Why Are Two Grading Scales Used? For diploma-bound students, the school is required to produce report cards that show grades and progress towards mastery of grade-level/curricular standards. The school meets this requirement by using the GPE scale. In contrast, the LG scale is appropriate for all of our students because it provides an accurate performance report which takes into account the learning differences of our student population.

Assigning grades without considering learning differences risks unnecessary harm to our students’ self-confidence. It is well established that poor self-confidence impedes learning and increases the likelihood of failure in school and other endeavors. With the LG scale, teachers measure students’ performance against their personal level of functioning when determining grades. It is an appropriate measure for both certificate and diploma-bound students.

There may be additional factors that slow credit accrual, such as rate of learning, related services, increased participation in work-based learning, and absences. Rather than failing students who do not master enough of the curriculum or who miss too much class time, the GPE scale allows a student’s efforts to carry over from one quarter to the next without penalty.

COMMUNITY BASED INSTRUCTION (CBI) AND PUBLIC TRANSIT TRAINING

It is essential that our students learn to function successfully in the community. To this end, some students will participate in Community-Based Instruction (CBI). Accompanied by staff members, students visit various locations in the community (e.g., retail stores, post offices, libraries, and restaurants) to gain experience in seeking and obtaining products and services. CBI is an integral part of the educational program at SES and, as such, the school does not provide parents with specific notice for each CBI experience. Students may also receive public transit training to facilitate job placement and to foster independence.



IEP MEETINGS

A student's IEP team generally includes parents, guardians, Academic and Clinical Case Managers, the local school system (LSS) liaison, the St. Elizabeth School IEP Coordinator, and related service providers. This team meets annually, or as needed, to review progress, and develop goals and objectives. Programming and placement decisions are discussed in the context of the IEP.

ATTENDANCE AND SCHOOL HOURS

Mandatory Attendance: Under the Age for Compulsory School Attendance Act, the age for compulsory school attendance is 18 for all students.

All enrolled students, regardless of age, must attend school regularly during the 199-day school year in order to remain enrolled at St. Elizabeth School. The school year begins in early July and ends mid-June, with a summer recess in August. Punctual and regular school attendance is the responsibility of both parents and students.

Local school systems monitor student attendance and may implement their own attendance policies. Excessive absences may jeopardize a student's continued placement at St. Elizabeth School. Local school systems consider vacations as unexcused absences if school days are missed.

Notifying the School of an Absence: Each day that a student is absent from school for illness or other reasons, parents should contact the school by 8:30 AM and state the reason for the absence. Messages may be left in the school's general voice mailbox (410-889-5054) outside of normal school office hours. Parents may notify the school ahead of time for a planned absence. A doctor's note may be required before a student who is absent due to illness or injury is allowed to return to school (see the *Student Illness or Injury* section of this handbook). For students from Baltimore City, parents are required to submit a written note for each absence.

Arrival at School: Students may enter the building at 8:05 AM, the start of homeroom.

Late Arrival: Homeroom is an important part of a student's day. Students who arrive after 8:30 AM are considered tardy. Parents who bring their child to school after 8:30 AM must sign their child in at the front desk. Students who arrive on their own (e.g., walkers and those using public transportation) after 8:30 AM must sign in at the front desk.

Change of Classes: Bells are used to signal the change of classes. Students are considered late if they are not in class when the second bell sounds, unless they are excused by the teacher of the previous class. Please refer to the *Bell Schedule* on the last page of this handbook.

Dismissal begins at 2:20 PM (12:45 PM on Wednesdays), and ends at 2:45 PM (1:05 PM on Wednesdays). Parents who are picking up a student must do so before the dismissal period is over. Students are dismissed from their homerooms. Unless otherwise directed, all students are expected to leave the school through the front entrance. MTA riders and walkers must leave the school grounds promptly and not return until the following school day. Appropriate behavior is expected of students both on and off school property during the dismissal process. In the event that a parent authorizes another person to pick up their child from school, written notice must be provided at least 1 hour prior to dismissal. Identification will be required. If a designee will be picking up a student on a regular basis, this written permission can be submitted at the start of each school year.

Students Leaving School Before the Regular Dismissal Time: Parents who plan to pick up their student before the regular dismissal time should notify the school office in advance. Upon their arrival at school, the office will call the student to the lobby. Parents, or authorized designee, must sign out the student at the front desk.

After the Graduation Ceremony: After the Graduation Ceremony, seniors are required to attend school for the remainder of the school year, as the occurrence of the ceremony does not supersede Maryland attendance regulations.

TRANSPORTATION

Transportation to and from school is provided by students' Local School Systems. Students are expected to conduct themselves in a safe and appropriate manner when riding school buses.

Written permission, signed by both the parents and the Principal, must be completed before a student may drive a motor vehicle or bicycle to school. Students who drive to school may not transport other students.

HOME-SCHOOL COMMUNICATION

Communication between school and home is fundamental to the success of students at St. Elizabeth School. Students are most successful when parents and school staff members work together as a team.

Your Primary Contacts: Academic and Clinical Case Managers A student's Academic Case Manager and Clinical Case Manager are the primary school contacts for parents. For the school program to be most effective, Academic and Clinical Case Managers and parents must share information on a regular basis. Academic and Clinical Case Managers may call home from time to time with updates on student progress. Parents are encouraged to call, email, or send notes to Academic and Clinical Case Managers with questions or concerns, or to share information regarding a student's behavior, health, or motivation. Texting is not a supported mode of communication and staff are discouraged from using their personal phones to contact families.

Students frequently bring home important documents from school. Parents should check each day to see if students have notices or forms that need to be signed and returned the following day.

School staff members work collaboratively with the parents of students who have ongoing difficulty due to academic, medical, emotional, or behavioral challenges. Parents may be asked to come to school for a conference when a student is not making progress in one or more areas.

The Core Team: The Academic Case Manager and Clinical Case Manager are a student's "Core Team." If there is an issue that involves other disciplines within the building (e.g., Behavior Support, Transition, Assistive Technology, Speech and Language, OT/PT), then the student's representative from that discipline serves as a member of the "extended Core Team."

Visiting the School: All visitors should enter through the front doors and check in at the reception desk in the lobby. Visitors must sign in and display a visitor's badge while on campus. Parents who wish to meet a staff member are asked to make an appointment, as staff members are expected to focus on the students in their care and may not be available to accommodate an impromptu meeting or phone call. Parents may contact the school office with urgent matters. All visitors should be prepared to provide a state-issued photo ID for admittance.

Observations: St. Elizabeth School welcomes visits from parents who want to observe their son or daughter during the school day. Parents should contact the student's Core Team to arrange for the observation at least two days in advance in order to avoid conflicts with related services, assemblies, and other activities that do not coincide with the purpose of the visit. During the observation, parents should keep in mind that teachers and other staff members are busy attending to the needs of students and may not be able to interact directly with classroom visitors. Staff members are not permitted to discuss other students with visitors.

School News Sources: St Elizabeth School reaches out to parents and the community through several publications and media. Three times per year the school publishes the *Milestones* Newsletter with articles about recent events and student achievements; as well as a monthly newsletter (*SES Bulletin Board*).

The school also has several social media pages to follow for day-to-day updates, photos, and events. Parents/guardians and students are encouraged to access these sources as a family activity:



<https://www.facebook.com/sesbmore>



<https://www.linkedin.com/company/st-elizabeth-school>



<https://www.instagram.com/sesbmore/>



<https://www.youtube.com/user/sesbmore>



<https://twitter.com/sesbmore>



<http://www.sesbmore.smugmug.com/>

The school website (www.stelizabeth-school.org) includes a great deal of useful information, including the school calendar, the monthly lunch menu, photos from recent school events, an electronic version of the *Student Handbook*, articles/videos about the school from other media sources and much more. The website's homepage also includes a news feed with urgent school updates including school closings or delays.

Changes in Address: Changes in address require advance notice in order to maintain consistent bus transportation. If an address change results in a change of local school system (LSS), it is important to notify St. Elizabeth School as early as possible. Each LSS has a process for placing students in nonpublic schools, and placement at St. Elizabeth School is not guaranteed when a student moves from one jurisdiction to another. St. Elizabeth School will work with parents and the LSS to maintain the student's placement and to facilitate a smooth transition whenever possible.

Changes in Contact Information: In order to maintain effective, home-school communication, changes to phone numbers, email addresses, and emergency contacts should be reported to the school whenever they occur.

RAPID NOTIFICATION SYSTEM

St. Elizabeth School uses a rapid notification system which allows the school to contact parents with changes to the normal schedule (e.g., school closed, delayed opening, early dismissal) due to unexpected events such as weather or a water main break. In these instances, it is important to have updated contact information in the system. As the rapid notification system is often used early in the morning, some families may opt to include only some of their phone numbers. Parents need to specify which contact information should apply only to the rapid notification system. The system is also used to send out important reminders and information about upcoming school events.

EMERGENCY CLOSINGS AND DELAYED OPENINGS

St. Elizabeth School makes independent decisions regarding emergency closings and delayed openings. The school does not automatically follow the decisions made by any local school system.

Methods of Notification: St. Elizabeth School asks the following television stations to announce emergency closings and delayed openings:

WBAL-TV (Channel 11)
WMAR-TV (Channel 2)
WJZ-TV (Channel 13)



"St. Elizabeth School on Argonne Drive" will be announced during the alphabetical listing of schools. Television stations usually post the announcement on their websites as well. As no system is error proof, parents are encouraged to use more than one source to confirm the information.

Emergency closing information may also be obtained from the following sources:

- The message on the school's answering machine (410-889-5054). Note: If the school does not have power, the answering machine will not respond and the phone will simply keep ringing.
- Phone calls and emails from the school's rapid notification system
- The school's Facebook page (www.facebook.com/sesbmore)
- The newsfeed on the homepage of the school's website

Delayed Opening: If St. Elizabeth School opens two hours late, buses usually pick up students two hours later than usual. Similarly, if St. Elizabeth School opens on time but a local school system opens on a two-hour delay, buses serving that jurisdiction usually pick up students two hours later than usual. It is recommended that families confirm this information with their local school system and bus company early in the school year.

Emergency Closing: If a public school system is closed and St. Elizabeth School is open, buses typically will not transport students from that jurisdiction.

Emergency Early Dismissal: If St. Elizabeth School dismisses early due to weather conditions or another type of emergency, the early dismissal will be announced by the methods previously listed. When an emergency dismissal occurs, it is important for a parent to contact the school (410-889-5054) to confirm that the bus can drop off the student safely at home, or that a family member is *en route* to the school.

Hazardous Road Conditions: Some school systems will not transport students through or into jurisdictions that are closed or delayed. It is recommended that families confirm this information with their local school system and bus company early in the school year.

May I drive my student to school if buses are not running and SES is open?

Answer: YES! In these situations, parents may transport their student to St. Elizabeth School. However, parents who chose this option must also transport their student home at the end of the day.

Special Wednesday Procedures: When St. Elizabeth School opens on a two-hour delay on a Wednesday, the school day will be extended and dismissal will take place between 2:20 PM and 2:45 PM, which is the regular dismissal time for the other days of the week.

- Nevertheless, some school systems may transport students home at the usual Wednesday dismissal time, between 12:45 PM and 1:05 PM, even though the school day has been extended. Students without extended-day transportation may remain at school, provided that parents (a) notify the school that their student should not board the afternoon bus, and (b) agree to pick up their student from school between 2:20 PM to 2:45 PM.
- It is recommended that families clarify transportation information with their local school system and bus company early in the school year.

GIFTS TO STAFF MEMBERS

Items such as a heartfelt note or baked goods may have little monetary value, but they are highly valued by the staff members who receive them. There are no prohibitions or limits on this type of gift.

Some families may want to give gifts with monetary value as a way of showing appreciation, usually around the holiday season or at the end of the school year. At St. Elizabeth School there is no expectation that staff members will receive such gifts, and families should not feel obligated to provide them. For those families who choose to give this type of gift, the value limit for each staff member is \$100.00 per gift, and \$200.00 per school year.

DONATIONS TO THE SCHOOL

As a nonprofit organization, St. Elizabeth School depends on the generosity of its donors. Thanks to the dedication and support of our generous donors, volunteers, and friends, St. Elizabeth School has been able to positively impact the lives of special needs children for over 60 years. Every act of kindness—whether helping as a volunteer, attending one of our fundraising events, or making a charitable gift—contributes to the success of school, and ultimately to the success of our students. You CAN make a difference!

Even a small donation can have a large effect. To read more about the many ways to give to St. Elizabeth School, visit our website (www.stelizabeth-school.org) and click the 'Support Us' tab.

SES PARENT TEACHER ORGANIZATION (PTO)

Parent Teacher Organization (PTO) is a parent focused group, open to all SES families, along with interested staff volunteers including the school principal. The PTO meets quarterly to coordinate and plan

events that may include: staff appreciation events, educational forums for parents, social gatherings for SES families, parent support groups, and fundraising for school endeavors.

BEHAVIOR SUPPORT



The Behavior Support Program at St. Elizabeth School serves to support the social, emotional, and behavioral growth of students.

The Behavior Support Program at St. Elizabeth School (SES) supports the social, emotional, and behavioral growth of our students. The program includes a continuum of behavioral supports including:

- A school-wide Positive Behavioral Interventions and Supports program (PBIS).
- Staff training in positive behavioral support practices, trauma-informed care, and consistent and therapeutic responses to student behavior.
- Functional Behavioral Assessment (FBA) and Behavior Intervention Planning (BIP)
- Intervention and support provided by trained Behavior Support Personnel.

Behavioral Support Incentive Plan/Eagle High Five

The PBIS (Positive Behavioral Intervention and Support) / Eagle High Five is the comprehensive school-wide behavior support program used at St. Elizabeth School. The behavior program measures specific universal goals daily that target the development and maintenance of essential social, academic, and work skills necessary for students' behavioral success, academic achievement, and positive sense of self-worth. In addition to five universal goals, the students, together with their Academic and Clinical Case Managers, may modify the Daily Expectation Checklist to address more individualized needs.



Eagle High 5 promotes a school environment in which all personnel teach a set of universal behavioral expectations that apply to all school-wide settings, as follows:

Settings:

- Classrooms
- Hallways
- Cafeteria
- Gymnasium
- Work-based learning placements

Universal Behavioral Expectations:

Responsibility	Respect	Rethink	Achievement	Encouragement
Be on time in correct place	Think of other people	STOP: Stop, Think, Options, Plan	Get started	Share
Be prepared	Use nice words and actions	Think about size of the problem	Stay focused	Help
Follow directions	Use whole body listening	Be flexible	Ask for help	Celebrate successes
Use your voice	Keep personal space		Finish	

It is the school’s mission to facilitate student improvement in, and maintenance of, these essential skills. This is accomplished throughout a school day as staff and students are engaged in a strengths-based evaluation of performance, problem solving, assigning points for goals achieved each school period, and reviewing the day’s outcome. Points are earned throughout the school day as well as on bus rides to and from school. Daily points are converted to Eagle Bucks based on percentage of points earned and deposited in a checking account. There are a few students for whom the plan is not suitable because of diagnostic considerations. During their senior year most students are encouraged to participate in the school program without the use of a Daily Expectation Checklist in order to better prepare for the independence necessary in the adult community.

Exclusion, Seclusion and Physical Restraint: St. Elizabeth School is committed to helping students manage their own behavior in a safe and therapeutic environment.

- Exclusion is defined by COMAR 13A.08.04 as the removal of a student to a supervised area for a limited period of time during which the student has the opportunity to regain self-control; and is not receiving instruction including special education, related services, or support. Any incident of exclusion will be documented on a behavior support referral. Exclusion may be used to address a student’s behavior if it unreasonably interferes with the student’s learning or the learning of others; or if it is requested by the student; or if the student’s behavior constitutes an emergency and exclusion is necessary to protect a student or other person from imminent harm and other less intrusive interventions have failed or been determined inappropriate; or if supported by the student’s IEP and Behavior Intervention Plan.
- Seclusion is defined by COMAR 13A.08.04 as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time out, which is a behavior management technique, involves the monitored separation of a student in a non-locked setting, and is implementing for the purpose of calming. St. Elizabeth School prohibits the use of seclusion until there is an emergency situation and seclusion is necessary to protect a student or other person from imminent, serious, physical harm; and after other less intrusive, non-physical interventions have failed or been determined inappropriate; or the students’ IEP or behavioral intervention plan describes the specific behaviors and circumstances in which seclusion may be used.
- Physical restraint is defined by COMAR 13A.68.04 as a personal restriction that immobilizes or reduces the ability of a student to move the student’s torso, arms, legs, or head freely. Physical restraint does not include a physical escort, which is the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. Designated St. Elizabeth School personnel are prohibited from using physical

restraint unless there is an emergency situation and physical restraint is necessary to protect the student or other person from imminent, serious, physical harm after other less intrusive, non-physical interventions have failed or been determined inappropriate; or the student's behavioral intervention plan or IEP describes specific behaviors and circumstances in which physical restraint may be used.

Parents are notified whenever seclusion and/or physical restraint have occurred.

Prohibited Behaviors and Behavioral Consequences: Prohibited behaviors may result in consequences such as behavioral contracts, loss of privileges, detention, In-School Intervention (ISI), send home, suspension, and expulsion. These behaviors include, but are not limited to:

- Abusive language
- Aggressive posturing
- Fighting or rough play
- Threatening students or staff
- Physical or verbal aggression
- Stealing
- Gambling
- Failure to report to class
- Entering prohibited areas
- Displaying a cell phone or prohibited electronic device
- Using tobacco products, e-cigarettes and vaping devices, including all non-nicotine versions
- Leaving class, homeroom, recreation area, or school grounds without permission
- Continued failure to participate in class as expected (this includes sleeping in class)
- Inappropriate physical interactions or remarks, including inappropriate sexual contact.
- Continued failure to follow school rules, including those not included in this *Student Handbook*
- Behavior that threatens the safety of the student or others, of that or interferes with the safe and orderly operation of the school
- Defiance toward a staff member
- Possession, use, or display of contraband, including drugs or weapons
- Vandalism and destruction of property (restitution may be required)
- Continued late arrival to school
- Continued failure to be prepared for class
- Continued disruptive behavior

Behavioral Contract: A contract developed by the parent, student, St. Elizabeth School, and sometimes the local school system, that defines expected behavior and specific consequences for noncompliance.

Lunch Detention: Students serving detention have lunch in the detention room, apart from other students. After finishing lunch, students must do assigned classwork during the remaining time. Social interaction and participation in recreational activities are not permitted while students are serving detention.

In-School Intervention (ISI): The ISI space is a self-contained classroom. Students in ISI continue their school program including IEP implementation, but do not leave the classroom, except to receive related services. Students may be referred to ISI for certain serious behaviors as well as for additional support when a pattern of poor academic or behavioral performance is evident. After a suspension, students may re-enter the regular program through the ISI classroom. Students who have been absent for an extended period may re-enter the regular school program through ISI.

Send Home: Students are sent home from school for the remainder of the school day. Parents/guardians are responsible for picking their child up from school promptly upon request. The Maryland State Department of Education considers a student send home to be a single day of suspension.

Suspension: Students are removed from the school program for one or more days.

Contraband Items: The following items are not permitted on school grounds and may be confiscated. The Core Team will decide whether the item will be returned to the student, family, or not at all. Students may be disciplined for possessing such items.

- Any item the possession of which is prohibited by law, including stolen items
- E-cigarettes and vaping devices, including all non-nicotine versions
- Cigarettes, tobacco products
- Prescription or over-the-counter medication
- Alcohol
- Matches, lighters
- Walkie-Talkies
- Laser pens/pointers
- Obscene magazines, pictures or videos

Drugs/Drug Paraphernalia/Weapons, including play or replica weapons, may result in immediate police contact.

St. Elizabeth School is required to follow the disciplinary procedures of the referring local school systems for weapon and drug violations; this may include referral to an alternative school placement.

Student Searches: If it is reasonable to believe that a student possesses an item which violates the law or school rules, the student and the student's possessions may be searched by the Principal or a Principal's designee. Students who are searched remain fully clothed and physical contact is kept to a minimum. Searches are conducted by a person who identifies as the same gender as the student, in the presence of a third party, and in a location where no other students are present.

Bullying and Harassment: St. Elizabeth School has written policies and procedures in place to address bullying, harassment, and intimidation. St. Elizabeth School prohibits bullying, harassment or intimidation of any person on school property, at school-sponsored functions, or by the use of electronic technology. It is the policy of St. Elizabeth School to prohibit reprisal or retaliation against an individual who reports acts of bullying, harassment, or intimidation, or who are victims, witnesses, bystanders, or others with reliable information about an act of bullying, harassment, or intimidation.

As used in this policy, "bullying, harassment, or intimidation" means intentional conduct, including verbal, physical, or written conduct or an intentional electronic communication (sometimes referred to as "cyber bullying") that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is:

- Motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or,
- Threatening or seriously intimidating; and,
- Occurs on school property, at a school activity or events, or on a school bus; or,
- Substantially disrupts the orderly operation of the school.

"Electronic communication" means a communication transmitted by means of an electronic device, including a telephone, cellular phone, or computer.

EVACUATION DRILLS AND EMERGENCY PLANNING:

The safety of the students and staff members is of the utmost importance. Accordingly, the school has comprehensive policies and procedures for fire, intrusion, and other emergencies. Drills are conducted each school year according to Maryland State Department of Education Regulations to familiarize students with the appropriate procedures and to minimize anxiety regarding potential emergency situations.

BREAKFAST AND LUNCH

Purchasing Meals: School breakfast and lunch are provided at a reasonable cost. Reduced-cost or free meals are available to students who are eligible. Parents must apply for free or reduced-cost meals each year. Applications are sent home early in the school year. Students who purchase school meals may pay in advance by cash or check (made payable to St. Elizabeth School), or by eCheck or debit/credit card via our online payment portal at www.myschoolbucks.com. There is a small fee for using the payment portal. Students may also pay with cash at the register on the day the meal is purchased. The school breakfast and lunch menu is sent home monthly and is also available on the school's website, under the Parents and Students tab.

Bringing Lunch from Home: Students may bring their own lunch to school. Microwave ovens are available for student use. Students who bring their own lunch must provide their own utensils and microwave-safe containers. Students are expected to clear their places after eating and to put their trash and trays in the proper receptacles.

Recreation Time is available to students as part of the lunch period. Courteous behavior is expected during recreation time.

INDOOR PLAYGROUND

The playground has a padded floor and various pieces of equipment, including two slides, two spinning elements, monkey bars, and a music-making unit which is mounted to the floor. Students may be allowed to access the playground at various times, including PE class and lunchtime recreation.

Permission for students to use the SES indoor playground is granted after parents and the students' physician complete and return the SES Physical Form. This required form allows staff to consider physical needs and restrictions prior to students' use of the playground equipment.

Parents are encouraged to contact their Core Team to express any concerns regarding playground use.



STUDENT ILLNESS OR INJURY

Prevention: St. Elizabeth School maintains a healthy school environment for students and staff members. However, germs spread easily in schools and families with school-age children have more infections than others. The school asks parents to encourage the following healthy habits:

- Cover mouth and nose with a tissue when sneezing or coughing. If a tissue is not available, sneezing into the elbow or shoulder is the next-best option.
- Frequent hand washing with warm water and soap
- Keep hands away from mouth nose and eyes

Students with Current or Recent Symptoms: A student will be sent home from school if the following symptoms are present:

- A. A temperature of 100 degrees or higher
- B. Vomiting or diarrhea
- C. A serious injury
- D. A suspected contagious illness or the appearance of an obvious illness

Students with the following symptoms should remain home until they are symptom-free, without the use of medication, for a full 24 hours:

- A temperature of 100 degrees or higher
- Vomiting or diarrhea

Required Healthcare Provider Visits and Returning to School After an Injury or Illness:

In certain situations, a return-to-school slip or treatment plan from a healthcare provider's office is required before a student can return to school. These documents are required when:

- A student is absent due to an injury that required outside medical treatment
- A student is absent from school for three or more consecutive days due to illness or injury
- A school nurse requires a student to see a healthcare provider before returning to school

The information in these documents should include the diagnosis, treatment plan, follow-up information, the date the student is allowed to return to school, any restrictions (it should be indicated if there are no restrictions), and the doctor's signature.

Questions about this policy or any health-related concern should be directed to the school's nurses.

HEALTH OFFICE

Parents are encouraged to speak with the school nurse about ongoing health concerns and any changes to health status or medications.

First Aid for Illness and/or Injury: Students who are ill or require first aid will be seen by the nurse in the Health Office.

If a student becomes ill during the school day, parents are required to take the student home. In most cases, parents can determine if their child requires treatment from a healthcare provider. However, school policy or the nurse may require a student to see a healthcare provider before returning to school. If this occurs, the student must be seen in a healthcare provider's office.

In the event of a serious accident or other health emergency, efforts will be made by the school to contact parents immediately. If necessary, 911 will be called and the student will be transported to a medical facility for treatment.

Medication: It is important for parents and the nurses to communicate and collaborate in order to provide the most effective treatment for each student.

- Parents must provide a written medication order before any medication can be administered, or whenever there is a change in the dosage or the time when a medication is given. This includes over-the-counter medicine, homeopathic medicine, and prescription medicine. The order must be signed by the parents and an authorized healthcare provider (i.e., a physician, dentist, physician's assistant, or nurse practitioner). A new medication order form needs to be submitted each time there is a change in dose or time of administration
- All medication must be properly labeled and consistent with the medication order. Pharmacy containers and labeling are preferred; a second labeled container can be obtained by asking the pharmacist. Parents/guardians should label over-the-counter medication with their child's name.
- Over-the-counter medications must be received in new, unopened containers and be clearly labeled with the student's name.
- A new medication order is required for each new school year, dated on or after July 1.
- Medication should be delivered to the school by the parent/guardian or an adult designated by the parent/guardian. If this is not possible, the parent/guardian should inform the school nurse by phone or email that the child is bringing the medication to school and how much medication is in the container.
- **IMPORTANT:** The first dose of any new prescription must be given at home.
- Expired medication cannot be given. Within two weeks after the expiration date of the medication, the parent/guardian must personally collect any unused portion. Medication not claimed within that period will be destroyed.
- Occasionally a student may need to self-administer/carry medications such as inhalers or emergency medication. A written medical order needs to be signed by the authorized healthcare provider, which specifically states that the student may self-administer/carry medication.
- The Health Office will inventory medications weekly and contact the student's parent/guardian by email or a note home for medications that are low or due to expire. For medications that have been unavailable for more than ten consecutive school days, the student's physician may be contacted to discontinue the medical order.

IMMUNIZATIONS

Students must be up to date on the immunizations required by the Maryland Department of Health and Mental Hygiene. Students who are not in compliance may not be allowed to attend school until they have received all required immunizations (*Code of Maryland Regulations 10.06.04.03 to 10.06.04.05*). Immunization forms may be obtained from the Health Suite. These forms include options for religious and other exemptions.

DRESS CODE FOR STUDENTS

Student attire should support a safe and orderly learning environment. During work-based learning experiences that are off campus, student attire must conform to the standards of the workplace. If special considerations are requested, parents should contact their academic or clinical case manager.

Prohibited Attire:

- Visible undergarments or exposed torso
- Clothing with vulgar pictures or slogans that refer to alcohol, drugs, violence, gang activity, or morbid topics
- Tank tops or tops with spaghetti straps
- See-through garments
- Hats, sweatbands, or bandanas. Religious head coverings are permitted.
- Skirts or shorts that expose undergarments or the buttocks.

BACKPACKS AND BOOK BAGS

Students should be prepared for school each day. A backpack or book bag may be necessary to transport assignments, supplies and correspondence. The school will prohibit or set limits on a student's use of backpacks and book bags if such actions are necessary to maintain a safe and orderly school environment.

SERVICE DOGS

St. Elizabeth School does serve students who require specially trained and vaccinated service dogs at school. For more information, please speak with the Principal to review the school policy

OUT-OF-SCHOOL-TIME SPORTS & ACTIVITIES

Out-of-school-time sports and activities provide students with extracurricular opportunities for enjoyment and personal growth. Coaches and Activity Leaders guide students toward improvement in the following areas:

Physical Fitness
Teamwork
Coordination

Social Skills
Responsibility
Resilience

Skilled Development
Leadership
Graciousness in both victory and defeat

The number of participants in each out-of-school-time activity is limited by the amount of volunteer staff support that is available. Efforts are made to distribute participation equitably across the student body. In general, out-of-school-time sports and activities are most appropriate for older students who are able to manage longer school days and less-structured environments. For students who cannot participate in out-of-school-time sports and activities, efforts are made to include them in activities that take place during the regular school day.

When a student expresses interest in a sport or activity, the student's Sports Core Team (Academic and Clinical Case Managers, Coaches, and Coordinator) evaluates the requirements relative to the student's ability to meet them. Various factors are considered, including the student's independence, behavior, skill level, age, interest and the parent's ability to provide transportation. The Sports Core Team then determines if the student will be offered a space in a particular activity.



The school website has a complete list of the sports programs offered on the Athletics page (under the

Parents & Students tab), including the approximate start date of each season.

Parents are not permitted to serve as Coaches or Activity Leaders, but they may be asked to provide support by serving as drivers or chaperones.

“Out-of-school-time” includes weekends, any day when school is not in session, and after dismissal on school days.

REQUIREMENTS FOR EXTRA-CURRICULAR PARTICIPATION IN OUT-OF-SCHOOL TIME SPORTS & ACTIVITIES

Students are eligible to participate in out-of-school-time activities, sports teams, and intramural sports as a player, manager, or helper if the requirements listed below are met.

- Students are deemed eligible to participate by the core team
- Parents are required to pick up students promptly at the designated time and location. If a student is picked up late more than two times in a season, the student will be disqualified for the remainder of the season.
- Regular attendance is required for games, practices, and activity sessions. Students with excessive absences are not fulfilling their responsibility to the team, and they are failing to use a spot that could be taken by another student.
- Students must indicate a preference to participate. Students may require encouragement to try a new activity or to avoid discouragement with a sport after a series of losses. These are common feelings and parents and staff members should promote resilience while students manage these difficult emotions. Other times, a student will indicate through words or behavior that they do not want to participate. In these cases, the student’s Sports Core Team will determine how honor the information that the student is communicating.
- Coaches and activity leaders begin each season by explaining the rules and behavioral expectations for participation. Students and parents sign a participation agreement at the beginning of each season. The agreement states the rules for participation and outlines the possible consequences for rule violations. It is important for parents to take an active role in helping students to understand the agreement and follow the rules.
- For many activities, the school joins in a sports league or partners with an organization such as Special Olympics. In such cases, students must follow the participation rules of both St. Elizabeth School and the partner organization.
- Serious behavioral incidents while participating in a sport/activity, or during the school day, may result in suspension from a practice or game, being removed from the activity or team, or any of the behavioral consequences listed elsewhere in this handbook. The appropriate consequence will be determined by the student’s Sports Core Team. Serious behavioral incidents include, but are not limited to, eloping, threatening, posturing, instigating a fight, physical aggression, and chronic noncompliance with the rules.

These requirements apply to all out-of-school-time activities, intramural sports, and team sports. They apply to league play, tournaments, Special Olympics of Maryland events and practices, and activities that take place both on and off campus.

Special Olympics of Maryland requires students to have a physical exam once every three years in order to participate in any Special Olympics activity. Blank Special Olympics physical forms are available from the Health Office or on the school's website. To access the form, go to the Parents & Students tab, click the School Forms button, and then choose *Special Olympics Athlete Participation Application*. Copies of completed forms are kept on file in the school's Health Office.

TAKING PHOTOGRAPHS AND MAKING VIDEOS

Students are prohibited from taking photographs or creating videos while at school or while attending any school-sponsored event, with the following exception: Students are allowed to take photographs or create videos using school-owned equipment, if doing so is part of a school-directed activity (e.g., a class assignment, therapy session, or the student work program). Once they have been created, the photographs and videos will remain under the management of staff members.

PERSONAL PROPERTY

The school is not responsible for items that are lost or damaged while at school. Staff members may confiscate items that are not permitted at school, or that are disruptive to the learning environment. Parents may be required to come to school to retrieve confiscated items.

Borrowing, Lending, Trading and Gift Giving of money or personal belongings (for example: phones, jewelry, video games, clothing) are not permitted. These behaviors often lead to disagreements and may result in missing or broken items.

Electronic Equipment: Recent years have brought an increase in both the educational opportunities and challenges associated with electronic devices. In collaboration with families, St. Elizabeth School will adapt to changing technology and help students learn to use it safely and effectively. Each year families will receive the Personally Owned Electronic Equipment Form to give permission for this purpose which includes instructional and recreational uses at the discretion of staff. The school reserves the right to confiscate any electronic device when it is used inappropriately. St. Elizabeth School is not responsible for devices that are lost, stolen, or damaged.



Cell Phones: Cell phone use may not interfere with instruction or the educational environment.

Inappropriate use of cell phones may result in behavioral consequences, including phone confiscation or the loss of cell phone privileges at school.

The school is not responsible for lost, stolen, or broken cell phones, or for any charges that occur as a result of cell phone use.

GPS TRACKING DEVICES

GPS devices may be used to track the location of your student during the school day. Many of these devices include a "listen-in" feature, which enables a parent to hear what is happening in your child's surroundings. The Listen-In feature must be disabled during school hours and all school-sponsored activities for reasons stemming from both state and federal law. At the State level, Maryland prohibits the interception of in-person oral communication without the consent of all parties; at the federal level, "listening in" conflicts with FERPA guidelines that protect the privacy of other students and their families.

STUDENT INTERNET USE

Internet access on school computers is a privilege provided under staff supervision to enhance student progress. The internet is an important resource for academic and therapeutic programming at St. Elizabeth School.

Acceptable Internet use by students may include, but is not limited to:

- Conducting academic research
- Accessing recreational sites during free time (e.g., lego.com)
- Keeping up with current events (e.g., news, sports scores, the weather)
- Gathering information for school related-activities (e.g., Student Council, the yearbook)

Prohibited use of the Internet includes, but is not limited to:

- Searching for information or accessing sites involving inappropriate content, such as drugs, violence, and topics of a sexual nature
- Accessing sites that use objectionable language
- Using non-approved email and messaging services
- Accessing social media
- Installing or downloading any content to school computers including games or software.

Interaction on the Internet:

At times students will use web sites that have the potential to interact with others or to publish materials on the internet. Examples of such interactions may include publishing blogs or wikis for school projects. Use of these interactive sites may only occur when explicit permission is given by staff and while under close staff supervision to keep student information confidential.

Students must adhere to the following guidelines:

- Students are not permitted to create usernames or publish anything that reveals specific information about their identity including name, age, gender, or location.
- Students are not permitted to play games or use sites that have a live-chat feature (such as ROBLOX).
- Students may not post on topic or discussion boards unless administered by a school staff member.

Use of Non-SES Internet:

- Students are not permitted to access the Internet through any personal electronic device or means that bypass the filters used by the SES IT department.
- The school's *Student Internet Use Policy* applies to all school-sponsored activities, including work-based learning placements, CBI experiences, extracurricular activities, and field trips.

The consequences for violating this policy may include, but are not limited to:

- Restriction or loss of Internet privileges
- Any of the behavioral consequences described elsewhere in this handbook

COLLECTIONS AND SOLICITATIONS

In general, students may not collect money or make sales for business or charitable organizations, or for themselves, while at school. However, the Principal or Executive Director may allow school-sponsored student groups to hold fundraisers that are consistent with the school's mission and the programming needs of the students.

LIBRARY

Checking Out Books: Up to two books may be checked out at one time, for a period of two weeks. Books may be renewed one time for an additional two-week period. Students are not permitted to remove media materials from the library unless the items have been checked out.

Fines and Replacement Charges: Borrowing privileges will be suspended until overdue books are returned. If books or other materials are lost or destroyed, students must pay the full replacement value for the items.



SCHOOL RECORDS/CONFIDENTIALITY

The Family Educational Rights and Privacy Act (FERPA) provides parents with certain rights regarding their child's education records, unless the school has been provided with a court order or legally binding agreement that specifically revokes these rights (such as a divorce, separation, or custody agreement). These rights include:

1. Parents may inspect and review the student's education records maintained by the school.

School Policy:

Parents/guardians should submit to the Principal a written request that identifies the records they wish to inspect. The Principal will make arrangements for the parents/guardians to review the records within 45 days, and will notify the parents/guardians of the times when the records may be inspected.

The school will provide copies of student education records at cost.

2. Parents/guardians may request that the school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the records, parents/guardians then have the right to a formal hearing.

School Policy:

Parents/guardians may ask the school to correct a record by writing to the Principal, identifying the part of the record to be changed, and specifying why it should be changed. If the school decides not to amend the record as requested, the school will notify the parents/guardians of the decision and advise them of their right to a hearing. St. Elizabeth School will also notify the Local School System since many of the records are duplicated in their files.

3. The school may not disclose personally identifiable information from a student's record without the prior written consent of a student's parent, unless otherwise allowed by law.

FERPA allows schools to disclose education records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest
- A person/company with whom the school, or a local school system, has contracted as its agent to provide a service (such as therapists, consultants, attorneys, or bus personnel)
- A school to which a student is transferring
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within the justice system, pursuant to state law

School Policy:

The school will not disclose personally identifiable information from a student's record without the prior written consent of a student's parent, unless otherwise allowed by law.

Release Records to a Representative: With prior written consent, parents/guardians may release records to a representative. Per FERPA, prior written consent must be signed and dated by a parent, and must specify which records should be released, the purpose of the disclosure, and the parties to whom disclosure may be made. The Principal will make arrangements for the representative to receive/review the records within 45 days of the date the school receives the request. The school will provide copies of student education records at cost.

Directory Information: Under FERPA, the school may disclose appropriately designated directory information without written consent from parents/guardians, unless a parent has advised the school to the contrary in accordance with school procedures. Directory information is information that is generally not considered harmful or an invasion of privacy if released. Directory information is designated as such primarily for the purpose of allowing the school to include this type of information in school publications. Examples include:

- The yearbook
- Graduation programs
- A class or group photo which includes the names of students and is shared with the students' parents
- Honor roll or other recognition lists
- Sports activity sheets, such as for a basketball game, with the height of team members
- A program showing the names of students in a fashion or talent show

Directory information may also be disclosed to outside organizations, such as companies that manufacture class rings or publish yearbooks. Directory information does not include the use of student information for promotional purposes, nor does it include the inclusion of contact information in a parent directory—separate releases are used for these purposes. Parents who want St. Elizabeth School to seek prior consent before disclosing specific directory information should notify the Principal in writing.

Log of Requests: The school shall maintain a written record of requests for, and disclosure of, personally identifiable information. This record will include the first, middle, and last name of the student, the name of the reviewer, the month, day, and year of the review, and the purpose of the review.

Files of Former Students: Student files are condensed when a student leaves St. Elizabeth School. An official copy of the secondary school transcript will be permanently maintained for each individual who has been enrolled as a high school student.

AGE OF MAJORITY

St. Elizabeth School requires parent signatures on school-related documents and permission slips. The parents of a student with a disability continue to exercise their rights to educational decision-making and informed consent throughout the educational of their child until the student graduates from high school or through the end of the school year in which the student turns 21.

Maryland law includes specific and limited circumstances when the rights afforded to the parents of a student with a disability may transfer to the student at the age of majority. The statute only applies to a limited number of students who have a disability under the IDEA, who are 18 years of age, and who qualify for consideration in accordance within one of the limited circumstances described in the legislation. If necessary, the Executive Director or Principal will determine if these rights have transferred to the student for matters relating to the school.

HAVE A GREAT SCHOOL YEAR!

We at St. Elizabeth School are looking forward to a wonderful year of learning together. St. Elizabeth School is fully compliant with MSDE/COMAR regulations regarding student/staff ratios and teacher certification. See COMAR (13A.09.09.06C and 13A.09.09.07D) for more information.

Bell Schedule

St. Elizabeth School

PERIOD	M, T, Th, F Schedule		WEDNESDAY	
	ARRIVE	DEPART	ARRIVE	DEPART
HR	<i>Bus and parent drop-off 8:05-8:30</i> 8:05	<i>8:05-8:30</i> 8:35	<i>Bus and parent drop-off 8:05-8:30</i> 8:05	8:35
1st	8:37	9:22	8:37	9:22
2nd	9:24	10:09	9:24	10:09
3rd	10:11	10:56	10:11	10:56
4th <small>1ST LUNCH</small>	10:58	11:43	10:58	11:43
5th <small>2ND LUNCH</small>	11:46	12:31	11:46 - 12:31 Empathy/Mercy Houses Regular 5 th Period	
6th	12:34	1:19	Empathy/Mercy House Homeroom 12:34 - 1:05	
7th	1:21	2:06	Compassion House Lunch 11:46 - 12:10 Homeroom 12:10 – 1:05	
HR	2:08	2:45	Dignity House Homeroom 11:46 - 12:10 Lunch 12:10 – 1:05	
	<i>Bus and parent pick-up</i> 2:20 – 2:45		<i>Bus and parent pick-up</i> 12:45 – 1:05	