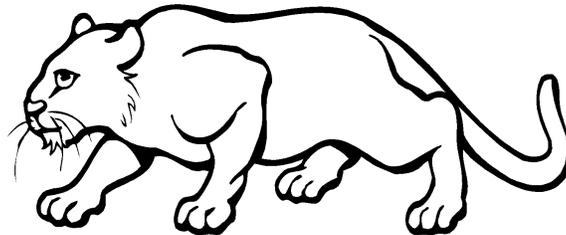


Benjamin L. Braun Educational Center
Parent/Guardian & Student Handbook

2017-18

The Braun Basics



Principal: Mrs. Kristine Jones
Assistant Principal: Ms. Colleen Geary

Southwest Cook County Cooperative
Association for Special Education

THE BRAUN BASICS

Respect Yourself

Respect Others

Respect Learning

***All information provided in this Parent/Guardian & Student handbook is current as of August 1, 2017 and may be changed throughout the school year without notice. The most current document will be on the website at www.swcccase.org.

Please complete the form below and return it to Braun.

Braun Parent Handbook

2017-18

I, _____, have read and reviewed all policies and procedures. I understand and will abide by the policies, guidelines, and procedures within this handbook.

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____

Check below if applicable:

- I DO request notification of pesticide application procedures.**
- I do NOT request notification of pesticide application procedures.**

Dear Parents and Students:

We are looking forward to the coming school year at Braun Educational Center. This handbook has been prepared to help you understand the program, procedures, and activities of our school. Please read it carefully.

We believe that parents play a key role in their children's success at Braun. Students do better when their parents show interest in their education and support the efforts of staff. We welcome parents as team members in working with us in creating and implementing their student's Individual Education Plan.

We work very hard to create an environment that supports learning. Of course, the physical and emotional safety of all students is equally important. We expect and teach students to take responsibility for their actions and exercise self-control. We also expect everyone at Braun, staff and students alike, to respect each other.

Finally, we ask parents to share with teachers or social workers any information that will help us meet their children's needs. Communication among parents, students and school staff is critical for ensuring student success.

If you have any questions or concerns regarding Braun Educational Center, please feel free to call us.

With great expectations!

The Braun Staff



Braun Educational Center is the alternative therapeutic school of Southwest Cook County Cooperative Association for Special Education (SWCCCASE). The program provides quality educational services for students with social/emotional needs. Braun is located on the campus of the Southwest Cooperative's Administrative Offices in Oak Forest. SWCCCASE's Executive Director is Dr. Gineen O'Neil. The administrative office phone number is (708) 687-0900, and the website address is www.swcccse.org. Information about Braun, including this handbook and all forms, can be found on the website.

Braun Educational Center

6020 West 151st Street

Oak Forest, IL 60452

Phone: (708) 687-4971

Fax: (708) 687-6495

Hours of Operation

Office Hours: 8:00 a.m. – 4:00 p.m.

Student Hours: 9:15 a.m. – 3:10 p.m.

Staff Hours: 8:15 a.m. – 3:30 p.m.

Staff Phone: (708) 687 – 4971

Braun Administrative/Support Staff

Principal: Kristine Jones Direct Line: 708-342-5384

Assistant Principal: Colleen Geary Direct Line: 708-342-5379

School Secretary: Shiren Cannon Direct Line: 708-342-5380

Receptionist/Secretary: Ady Saenz Direct Line: 708-687-4971

PROGRAM INFORMATION

Program Description

Braun Educational Center offers an alternative school placement for kindergarten through high school age students whose social/emotional/behavioral disability interferes with their ability to adequately benefit from the educational opportunities provided within their home school. Based on research and aligned with Common Core standards, we strive to implement a curriculum that meets the individual needs of students with the goal of enabling them to become productive members of society. We employ differentiated instruction, vocational education and technology in our classrooms. Our social workers, art therapist and speech & language pathologist integrate therapies within the classroom, as well as serve students on an individual basis. Our team of highly qualified professionals is committed to providing a safe and supportive learning environment for all members of our learning community.

Mission Statement

Braun Educational Center utilizes positive behavior supports, individualized instruction and a variety of therapeutic services to teach students the academic and social coping skills necessary to become productive members of society.

Strategies

We will:

- provide an emotionally and physically safe setting for our students and staff
- develop a school community that celebrates diversity and fosters belonging
- nurture the unique character and self-esteem of each student
- address the educational needs of all students through use of differentiated instruction
- recognize unique learning styles and use multiple intelligences and techniques
- build and promote a partnership with parents, students, and community members
- integrate expressive therapies into the curriculum
- maintain small class sizes
- mainstream students back to their resident district school whenever appropriate

Program Evaluation

Evaluation is an integral part of programming at Braun Educational Center. The evaluation process may consist of many different methods of information collection, including but not limited to: questionnaires, scales, observations, tasks and interviews. All collected data is completely confidential. Individual student data is not identified or analyzed. The information gathered is not used for planning for individual students, but rather for information regarding general groups of students who attend the school. The data collected may be used to:

- evaluate the effectiveness of the current program and practices
- understand student, family and staff characteristics and needs
- further research knowledge of children and families with special needs
- plan new program components to meet the identified needs of our students, families and staff

Eligibility Criteria

Before considering a referral to Braun, the student must be eligible for special education services and exhibit one or more of the following characteristics over an extended period of time and to a marked degree, which adversely affects educational performance:

- inability to learn which cannot be explained by intellectual, sensory or health factors
- inability to develop or maintain satisfactory interpersonal relationships with peers and teachers
- inappropriate types of behavior or feelings under normal circumstances
- general pervasive mood of anxiety, unhappiness and/or depression
- a tendency to develop physical symptoms or fears associated with personal or school problems

Best practices dictate that school personnel should consider using a school-based problem solving process to produce a plan for managing a student's behavior within the regular education setting. A functional behavioral analysis and behavioral intervention plan should be written and implemented to address the problem areas.

Intake IEP Conference

After a review of the referral packet, the IEP team (including a representative from Braun) will decide at an IEP meeting the appropriateness of a placement at Braun. Parents/guardians must complete the enrollment forms. A parent and student visit may be scheduled prior to this meeting.

Behavioral Assessments

The *Behavioral Assessment System for Children (BASC)* is an instrument used by educational professionals and other clinicians to learn about the behavior and feelings of children and adolescents. It helps identify strengths, as well as problem areas in a student's ability to function in school. Information from the *BASC* may be gathered from teachers, parents and students.

The *BASC* will be administered when a student is first placed at Braun and may be re-administered when recommended by the student's team. Social workers will use the information to write and revise IEP behavioral goals and behavioral intervention plans. Other assessment instruments may be used to help clarify suspected problem areas such as depression, anxiety or ADHD.

The results of assessments will always be shared with parents. Parents may choose to give the information obtained from the assessment instruments to their child's private doctor or therapist to aid in treatment.

Exit Criteria

A student will be given the opportunity to return to the district home school when he/she demonstrates the academic and behavioral skills necessary to be successful there. In general, this readiness is shown when the student maintains the highest level in the Braun level system for six to eight weeks. Other exit criteria may be specified in the student's IEP. The IEP team is responsible for making the final decision on transition back to the home school. Whereas primary students may return at any time during the school year, high school students usually return at the beginning of a semester.

ED Classroom

The purpose of the ED classroom is to provide a therapeutic educational environment for students with severe emotional disabilities who have internalizing behaviors. Students will be able to gain skills in emotional regulation, healthy communication and self-esteem while receiving the state approved curriculum for high school. This self-contained classroom will be physically distant from classrooms containing students with externalizing behaviors.

Specific services offered:

- Frequent communication with families
- Communication with outside providers, regular feedback for psychiatrists and referrals to community services
- Consultation by Braun's consulting psychiatrist
- Daily non-verbal emotional check-in to assist in self-assessment and emotional regulation based on cognitive-behavior principles
- Weekly goal setting and self-evaluation
- Development of a personal emotional management plan individualized by the student identifying triggers and coping strategies that can be implemented in school or at home

What Parents/Guardians and Students Can Expect

Parents/guardians can expect:

- to be treated with courtesy and respect at all times
- that their child will attend school in a safe and well-controlled setting
- an instructional program planned by competent and qualified teachers, clinicians and administrators
- regular communications regarding the progress of their child
- administration involvement when more severe problems arise
- prompt communication relative to program, policy and rule changes

Students can expect:

- a safe and supportive learning environment
- to be taught by competent and highly qualified teachers and staff
- individualized instruction based on Common Core Standards, Braun curriculum and student's unique needs
- individual and group guidance/counseling services and activities provided by competent and qualified staff
- field trips and other community educational experiences
- vocational classes and career exploration activities
- to earn a diploma
- assistance with college and job applications

Parental Involvement:

It must be noted that there is a high correlation between active parent involvement in the school setting and success of a student. We, therefore, strongly encourage all parents to take an active part in their child's education.

BEHAVIOR MANAGEMENT SYSTEM

Students are expected to exhibit behavior that supports learning in the classroom and throughout the school. Progress in maintaining self-control and acting appropriately is measured through a level system. The level system serves as documentation of the success students achieve in acquiring and using the social/emotional skills and knowledge required for them to be successful in school. There are five (5) levels in Braun's behavior management system. All incoming students begin on Level Five.

Movement up or down the five (5) levels in the level system is based on "time-in-class". "Time-in-class" is the amount of time a student maintains self-control and acts appropriately through the school week. Subtracted from "time-in-class" is the amount of time a student is removed from the classroom and other settings for disruptive behaviors that keep other students from learning. A student can earn up to 360 minutes per day and 1800 minutes per week of "time-in-class." The number of minutes a student earns each week, along with other relevant information is recorded on the student's daily Level Sheet. The Level Sheet is sent home at the end of each Level Sheet week for the student's parents or guardians to review.

Students are offered incentives and privileges to motivate them to climb to the next level. Students have the greatest number of incentives and privileges on Level Five (5).

Behavioral Interventions

Braun Educational Center uses both individualized and school-wide interventions and supports to help students acquire the knowledge and skills they need to maintain self-control and display behavior that leads to success in school, home, and community. Every student has an individualized Behavior Intervention Plan (BIP) based on a Functional Behavioral Assessment (FBA) that is a part of his/her Individual Education Plan (IEP). As a Positive Behavioral Interventions and Systems (PBIS) school, it is our goal to keep our behavior management system aligned with research based practices and Common Core Standards.

Self-Care Centers

Self-care centers are designated areas in each classroom that provide resources for students to meet their own emotional needs in stressful situations without disrupting others and taking staff time. *Time spent in self-care centers counts as time-in-class.*

I.R. (Isolation & Reflection rooms)

A student may be directed to leave the classroom, accompanied by a staff member, and go to an I.R. room outside of the classroom when he/she becomes disruptive and prevents others from learning. At this time, the interventions and supports offered to the student in the classroom are not enough to help him/her maintain self-control and exhibit good classroom behavior.

If a student is trying to elope from the IR room or is demonstrating physical aggression to supervising staff, the use of an IR room with a door may be utilized. Documentation is completed to detail the incident in which the door was shut which includes: the length of time, supervising staff and student's behaviors. Parents are notified by phone within 24 hours of the student being placed in an isolated time out room with the door shut. A letter is sent home within 3 days of the incident to provide written documentation of the isolated time out. The purpose of I.R. is to give the student an opportunity to regain his/her composure in a quiet, safe and private area. The student is to return to class when he/she demonstrates to the supervising staff member that he/she is

ready to act appropriately in the classroom. Isolation & reflection are shown on the student's Level Sheet when they occur. *Time spent in I.R. does not count as time-in-class.*

CIBS Room

The CIBS Room is an isolated classroom that is used when extended removal from the classroom is warranted. A student may be sent to the CIBS Room for severe behaviors such as ones that:

- result in injury to self or others
- put self and others at risk for injury

A student may also be sent to the CIBS Room when the I.R. and other interventions do not work.

Unless the behavior requires further therapeutic or disciplinary intervention, the student returns to class when he/she demonstrates to his/her supervising staff that he/she is ready to act appropriately in the classroom. To demonstrate readiness to return to class, a student may be required to complete a written assignment, meet with a social worker or perform some other therapeutic task, as well as have a reflective conversation with the staff involved in the incident that led to placement in the CIBS Room. *Time spent in the CIBS Room does not count as time-in-class.*

Detention

A detention is assigned for the hour before the school day begins. Rules for detention include:

- A student must be present at Braun at 8:15 a.m. to serve a detention. Parents/guardians are responsible for transporting the student to the detention by 8:15 a.m.
- If the student does not arrive in time to serve the detention, he/she will serve it during school hours.
- A student must display appropriate behavior during detention to return to the classroom at the start of school.

A detention may be assigned for:

- leaving an area without supervision
- misbehavior on the bus
- extended time in the Crisis Room
- threatening to fight another student

A detention may also be assigned at the discretion of the building administrator.

Out of School Suspensions

Possession, with intent to use, weapons or drugs, along with acts that cause injury to students or staff, may result in an out-of-school suspension. A parent/guardian conference may be requested after a suspension to review the incident and look for remedies. This meeting will be scheduled at a mutually convenient time and will include the student, parent/guardian, Braun's principal and relevant Braun staff.

An IEP meeting must be convened after a student's tenth suspension in the school year to discuss whether Braun continues to be an appropriate educational setting for the student. Every attempt will be made to remediate problem behaviors that lead to suspensions. A student cannot be on school grounds during a suspension.

Crisis Management

The administration has the right to take appropriate medical and/or legal action when a student demonstrates or verbalizes that he/she is a physical threat to self or others.

Physical Management (Use of Restraints)

The staff at Braun Educational Center believe in keeping students safe at all times. All Braun staff members are trained annually in The Menta Method.

The Menta Method provides educators with an effective continuum of responses to successfully intervene in a crisis situation, to safely use physical management techniques to resolve a crisis situation, to properly document incidents and to gather and analyze data to measure progress toward student and programmatic goals. The Menta Method places a great deal of emphasis on the use of the least restrictive intervention procedure, yet provides the educator with more restrictive tools should the situation warrant such escalation. The goal of training is to provide not only the tools, but also the confidence that comes from being able to use the tools proficiently and effectively. This level of confidence increases the likelihood that crisis situations can be handled calmly and safely.

A phone call home is made within 24 hours of physical management being utilized with a student. A letter is sent home within 3 days of the incident to provide written documentation of the physical management.

Bullying

Bullying, intimidation and harassment diminish a student's ability to learn and a school's ability to educate. Bullying on the basis of actual or perceived race, color, nationality, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristics is prohibited in each of the following situations: during any school sponsored education program or event, while in school, on school property, on school buses or through the transmission of information from a school computer, a school computer network or other similar electronic school device.

The term bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following: placing students in reasonable fear of harm to the student's person or property, causing a substantially detrimental effect on the student's physical or mental health, interfering with the student's academic performance, or interfering with the student's ability to participate or benefit from the services, activities or privileges provided by the school.

Bullying, intimidation and harassment may take various forms including: threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. If a student is being bullied, intimidated or harassed they can report the incident to any staff member. The staff member will document the incident and bring it to the student's educational team.

Possible consequences for bullying are:

- counseling
- mediation
- detention
- CIBS room
- parent conference
- change of placement
- suspension

Sexual Harassment

Sexual harassment is strictly prohibited at Braun Educational Center for staff members, students and visitors. While any comments or acts of a sexual nature do not belong in a school, sexual harassment includes comments and acts that are unwelcome and cause discomfort. They impede the ability of a student to benefit from the educational and social opportunities offered him/her.

Some examples of sexual harassment are:

- sexually-oriented comments that embarrass another (both in person and in social media)
- touching when specifically requested not to touch
- demanding or suggesting sexual involvement after it was made clear that the other person has no interest
- expressions of humor or jokes referencing sex, gender specific traits or sexual orientation that another finds distasteful
- exclusion from activities based on sexual orientation

Students can report incidences of sexual harassment to any staff member. They can choose to speak directly to the principal about an incident. Appropriate action will be taken to end the harassment.

Gangs

No student on or about school property or at any school activity shall:

- Wear, possess, use, draw, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign, or other things which are evidence of membership or affiliation in any gang, including wearing certain colors or combinations of colors.
- Commit any act or use any speech, either verbal or nonverbal (gestures, handshakes, etc.), showing membership or affiliation in a gang.
- Use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including but not limited to:
 - soliciting others for membership in any gangs
 - requesting any person to pay protection or otherwise intimidating or threatening any person
 - committing any other illegal act or violation of school policies
 - inciting other students to act with physical violence upon any person

Destruction/Defacing of School Property

Students who destroy or deface school property will be required to make full restitution. In addition, appropriate disciplinary action will be determined, per administration. Parents/guardians will be billed for the damages.

Searches

All students are required to walk through a metal detector and be searched by Braun staff daily. The following items, including but not limited to, are prohibited: illegal substances or items, drug paraphernalia, pornographic materials, weapons, cigarettes, e-cigarettes, matches, lighters, firecrackers and laser pointers. If a student is in possession of these items, they will be confiscated. They will not be returned. If at any time a student is suspected of having contraband items, staff will conduct a search. In the event that a student refuses a search, and staff believes the student is in possession of prohibited items, the student will not be allowed to go to class. The parent/guardian may be called to assist with the search or pick up the student.

The Oak Forest Police Department will be called when a student is in possession of items, such as drugs or weapons, which require that police be notified. An IEP meeting may be called to determine the appropriateness of Braun as the educational placement of the student in such cases.

Leaving School Without Permission

Students are expected to remain on campus for the duration of the school day. The Oak Forest Police will be notified of any student's departure. A truancy ticket may be issued by the Oak Forest Police Department. Parents/guardians will be contacted as soon as possible and appropriate disciplinary action will be taken.

Dress Code

Students are expected to wear proper attire while attending school and participating in all school activities. Students are expected to dress in a manner that does not disrupt the educational process, constitute a safety or health hazard or violate civil law. Students may not enter his/her classroom dressed inappropriately. Failure to comply will result in extended time in an Isolation and Reflection room (IR). Dress code guidelines include, but are not limited to:

- Outside clothing, such as coats, jackets, hats, scarves, bandanas, sweatbands, gloves, sunglasses and purses, are to be placed in a designated area immediately upon entering the classroom.
- Headwear is not allowed and must be removed prior to entering the building or the items will be confiscated.
- No drug, alcohol, sexually suggestive or obscene, satanic or gang-related insignias will be allowed. Students are expected to cover, turn inside-out or change into appropriate clothing
- No short-shorts, tank tops, camisole tops, halters or half shirts for males or females.
- Skirts and shorts cannot be shorter than 2 inches above the knee. This includes slits.
- Shoes are to be worn at all times. No bedroom slippers.
- Shirts must be buttoned or zipped at all times.
- No undergarments showing.
- No hooded sweatshirts with hoods up.
- Offensive and/or gang related tattoos must be covered at all times.
- Pants must be worn and belted at the waist.
- No metal chains, studs, etc. may be attached to clothing.

Smoking/Tobacco

No smoking or tobacco use of any kind will be allowed anywhere on school property. Smoking is not permitted on the school bus. As previously noted, lighters, matches, cigarettes, E-cigarettes and tobacco products will be

confiscated and not returned. Students under the age of 18 will be issued a ticket by the Oak Forest Police Department if they are in possession of tobacco or tobacco products.

Substance Abuse

All addictive disorders, including substance abuse, are considered a very serious matter at Braun Educational Center. Students suspected of being under the influence will be assessed by Braun's clinical team consisting of a licensed clinical social worker, the school nurse, and a liaison police officer. The School Nurse may perform a saliva alcohol test and the liaison police officer may perform a field sobriety test.

Parents/guardians will be notified whenever a student has been assessed for suspicion of use, whether or not the assessment results are deemed positive or negative.

If a school administrator has reason to believe, following the procedure described above, that a student is under the influence, he/she will recommend to parents/guardians that the student be taken immediately for further evaluation by a professional of the parents/guardians choice. Parents/guardians will be provided information regarding a professional chemical dependency evaluation and local treatment programs.

Transportation

Students must use the transportation services provided by their districts for transportation to and from school unless their parents/guardians provide their own.

Bus Rules

- All school disciplinary policies apply to the bus.
- Seat belts must be worn.
- Smoking is NOT allowed.
- Students are only picked up and dropped off at his/her pre-arranged site.
- Students may only ride his/her assigned bus.
- Students must remain on the bus until they arrive at school or home.
- Students must remain seated while on the bus.
- Only appropriate language is allowed.
- Food or beverages may not be consumed on the bus.
- Students must follow other bus company and school district rules.

Violation of bus rules may result in a detention or other consequence in the Braun behavior management system. A student may be suspended from bus transportation by his/her school district for disruptive and unsafe behavior.

Valuables/Money

Students may not bring valuables or large amounts of money to school. Any amount of money over \$10 will be confiscated and, on the first offense, be returned to the student at the end of the day. A second offense will require that the money be picked up by the parent or guardian (not the student). Parents/guardians will be notified when a student is in possession of more than \$10.

Teen Dating Violence

Teen dating violence is unacceptable and prohibited. Each student has the right to a safe learning environment. Possible consequences for incidents of teen dating violence include but are not limited to: counseling, mediation, parent conference and notification.

Social Media

The school may request or require a student to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website if the school has reasonable cause to believe that the student's social networking account contains evidence that the student has violated a school rule or policy.

GENERAL INFORMATION

Attendance Procedures

All students are expected to attend each class and be on time. Absenteeism is a prominent cause of failure and dropout. Success in school depends on regular attendance and punctuality.

Reporting an Absence

When calling in an absence, dial **(708) 687-4971** and ask for the school secretary. Parents or legal guardians must call before the day of the absence or by 10 a.m. on the day of an absence. If the secretary is not available, a message should be left on the school's voice mail. Voice mail is available at all times and checked regularly. To ensure accuracy, speak slowly and clearly providing the following information: THE STUDENT'S NAME, DATE(S) OF ABSENCE, AND REASON FOR THE ABSENCE.

Excused Absences

The *School Code of Illinois* identifies student illness or death in the immediate family as "valid cause" for absences. Car problems, oversleeping, missing one's bus and personal reasons are not valid and are unexcused. Medical documentation (doctor's note on prescription pad or stationery) may be required to excuse extended absences of more than three consecutive days, or for more than ten nonconsecutive days per semester. It is the parent's responsibility to maintain a copy of all documentation.

Absences will be unexcused if a call is not received before the day of the absence or by 10 a.m. the day of the absence. In emergency situations, excused status will be given consideration when parental notification is received within 24 hours of the absence and proper documentation is provided to school staff.

Parents may request a PowerSchool login to check their student's daily attendance online. Attendance is taken by 10 a.m. by homeroom teachers.

Prearranged Absences

Extended absences for reasons other than illness are discouraged. The official school calendar is available prior to the school year. Family vacations that are not planned to coincide with scheduled school breaks adversely affect student learning and grades. Prearranged absences may be valid for the following reasons: religious

holidays, college visitation (maximum of 2 visits per year, before May 1), job interview and/or district approved activities. Planned absences must be approved in advance, and may not exceed five school days. A planned absence or early dismissal may be granted for other reasons deemed appropriate by the principal or her designee.

Tardiness

All students are expected to come to school and be in class on time. Frequent tardiness results in loss of instructional time and opportunity for learning.

Excessive Absences

The district home school will be notified of an excessive number of absences, including ones for valid reasons such as prolonged illness, hospitalization and court appearances. The IEP team may be convened to review absences and possible interventions to improve the student's attendance.

Make-up Work

One school day for each day of absence will be allowed for the completion of make-up work. For example, if a student is absent three days, he or she will be given three school days to complete and return the missed work.

It is the student's responsibility to request all missed work, assignments, and tests within the allotted time. Parents or guardians of any student who is absent due to hospitalization or extended illness should inform the school and contact the student's social worker. A 24-hour notice is required to obtain make-up work.

Truancy

Students that are absent without valid cause may be issued a truancy ticket through the Oak Forest Police Department. The student's social worker will contact the district and issue a warning letter once a student is absent for 8 days. After 10 days absent, the social worker will communicate with the district, and a truancy ticket may be issued.

Medical

If a student presents any signs or symptoms of a contagious disease and/or meets the requirements that would deem possible contagiousness, the parent/guardian will be contacted. The student must be picked up and will not be permitted to return to school until proof from a licensed medical professional is presented stating that the student is no longer contagious to others.

Vision and Hearing Screenings

Vision and hearing screenings will be conducted in accordance with the rules and regulations of the Department of Public Health and by individuals whom the Department of Public Health has certified (i.e. School Nurse). A vision screening is not a substitute for a complete eye/vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating an examination has been administered within the previous 12 months.

Cell Phone Policy

Students who choose to bring their cell phone to school must turn the **phone off** and keep it **out of sight** in their possession during the school day. If the cell phone is in use for any reason during the school day (making a phone call, texting, checking their calendar, playing games, using their phone as a mirror, etc.), it will be confiscated and secured for the remainder of that school day. It will be returned to the student at the end of the school day.

After the 3rd cell phone violation, the student's cell phone will be secured upon arrival. The student will be placed on the ***No Phone List***, and they will not be permitted to have the cell phone in their possession for the day. Their cell phone will be returned to them at the end of the day.

Classroom Birthday Parties

Any food that is sent to school for birthdays/holidays/etc. must be approved by Braun staff prior to the occasion, should be store-bought and in the original unopened package.

Pesticides

As part of the Cooperative's on-going concern regarding the health and welfare of our students and staff, and to comply with legislation, the SWCCCASE will establish a list of students and staff who want to be notified of the Cooperative's use of pesticides and lawn care treatments. The Cooperative tries to limit its use of such products; however, occasionally needs arise where their use cannot be avoided. The Cooperative maintains professional services for both applications. If you would like to be notified when these pesticides and lawn care treatments will occur, please indicate so on the sign off sheet located at the back of this handbook.

School Fees

All registration fees will be paid to the district of residence.

Eighteen-Year-Old Students

Eighteen year-old (and older) students are subject to all school policies, rules and standards with the following exceptions:

- Communication from the school that was previously sent to parents/guardians are now mailed directly to the student, including report cards, progress reports, IEP meeting notices and other reports. However, any student 18 years of age or older may choose to give the parent/guardian permission to be party to any verbal or written communication from the school.
- While parents still have the right to receive notice of the Annual IEP Meeting and attend and receive a copy of the report, students who are eighteen years of age or older must give permission for parents to participate and share in the decision making at the Annual Review. They must also give permission for parents to attend and participate in other IEP meetings.
- Students age 18 and older do not require parent permission to attend field trips or make other decisions previously delegated to parents/guardians.

Emergency School Closings

In case of bad weather or dangerous road conditions, Braun and SWCCCASE officials may deem it necessary to close schools or dismiss students early. Parents are encouraged to check the SWCCCASE website, www.swcccase.org, to access information regarding any school closing due to weather or other problems.

Grading Scale

- A: 90 -100
- B: 80 – 89
- C: 70 – 79
- D: 60 – 69
- F: 59 and Below

Library

The Braun Library is a resource for students that can be used as an academic, therapeutic or intervention setting. Students have access to the Library with their classroom staff. Students may check out two books for personal use in the classroom or at home. The circulation period for a book is two weeks. The Library also supplies Braun students with all novels required by Reading and English teachers.

Any student that has lost or damaged a book will be fined the cost of the book. The student and/or parents/guardians will be held responsible for paying any Library fines. Parents/guardians will be billed the cost of replacing textbooks and related items lost or destroyed by their children.

Lunch

Braun Educational Center provides breakfast and lunch for students, without cost, that meets state nutritional standards. Students may supplement or substitute the school lunch with one of their own. Students may bring into the building sandwiches, salads, fruits or vegetables along with factory sealed containers of fruit juice or water.

Student Records

Parents/guardians have the right to review their student's files/records held at Braun unless prohibited by a court order. Copies may also be requested. Please make requests for access to files/records to the principal.

The content of student files/records is confidential. No records may be made available to individuals, agencies or organizations without the written consent of parents/guardians or students over the age of 18 except when required by law.

Telephone

Students are permitted to make phone calls only in special circumstances with the approval of administration. The nurse or her designee will call to inform a parent/guardian of an illness or injury.

BRAUN IS A PBIS SCHOOL

Braun is a nationally recognized PBIS school! Schools are successful when they help children grow academically, socially and emotionally. For this to happen, it is very important that we have a safe environment that is supportive and conducive to growth. By setting clear social and behavioral expectations and directly teaching students about those expectations, it is our goal to create an atmosphere for learning.

Our plan is based on PBIS – Positive Behavioral Interventions and Supports. The staff has been trained in this system, and it will be explained to the students during the first week of school.

The PBIS system has 4 parts:

- A behavioral expectations matrix
- Social Skills lesson plans to teach students the behavioral expectations
- An acknowledgement/reinforcement system
- Office Discipline Referral Forms (ODR)

Behavioral Expectations

The Braun staff has developed the Braun Basics. These are the student expectations that everyone at Braun will abide by.

- Respect Yourself**
- Respect Others**
- Respect Learning**

It is our goal to make the understanding of the Braun Basics matrix clear and easy for all students. The behavior matrix included in this section shows you the actual rules for various places in the school and on the school grounds. In a positive manner, the matrix tells children what to do and how to behave in order to abide by these three expectations in the various areas of the school. The matrix will be posted in each classroom and in areas around the school.

Social Skills Lesson Plans

One of the most important parts of the PBIS system is that behavioral skills and expectations are taught directly to students. This way all students know exactly what is expected of them and how they are to behave. During the first week of school, all students will be taught the Social Skills lesson plans that will impact our school.

The Acknowledgement and Reinforcement System

Another component of the PBIS system is the use of consistent positive reinforcement of appropriate behavior. All staff members who observe children following the Braun Basics can acknowledge and reinforce the behavior. Research shows us that positive reinforcement is one of the best ways to not only change problematic behavior but also to encourage and maintain appropriate behavior.

The ODR (Office Discipline Referral Form)

The Office Discipline Referral Form is a data sheet used to inform administration, staff, and parents of problem behavior. Before an ODR is filled out, teachers will:

- Pre-correct
- Give reminders
- Use the positive reinforcement system

WE NEED YOU!

We would like to work with our students' families as a team. We hope that you support our program. Please read the Braun Basics matrix over with your child. Please reinforce the student expectations listed on the matrix with your child. Success comes when students meet the set expectations. We look forward to working with you to make your child successful in school. If you have any questions about this program, or would like more information, please contact your child's teacher or social worker. Thank you for your support.