

Queen of Peace School

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2026-2027

K-8 Family Handbook



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Mission Statement and Governing Philosophy

Our core mission is to teach students to see Jesus in themselves and others. This gift of seeing is the gift of the Eucharist, which we call Communion because it breaks down the walls of the self and unites our holy spirits across every possible kind of division.

Queen of Peace School is a community of faith organized around the Eucharist and everything it represents about our duty as human beings created for love and by love.

Queen of Peace is a Catholic School with a clear and confident Catholic identity. This identity is rooted in missionary discipleship, which is what we pursue when our vision is formed to see Christ inside of ourselves as the inspiration for how we use our freedom, and to see Christ inside of others as the source of their dignity and worth.

Our Catholic identity is a pledge to the belief that we are made in God's image and likeness. To be made by God and for God confers a special responsibility that we cannot fulfill with a passive or lukewarm temperament. We must wake everyday to the challenge and the promise of the Catholic virtues. We must keep ourselves awake by nurturing a fully Catholic worldview. The alternative is to "fall asleep in Christ."

Joy. Delight. Wonder. Awe. Grace. Mercy. Virtue. Truth. Goodness. Beauty. Faith. Hope. Love. The Catholic formation at Queen of Peace is intended to taper the sensibilities of our students toward these sacred gifts, which in the end is what makes us all free "to choose the path that God has planned for us in this life and to respond with a generous 'yes.'"

Our Catholic identity is our living cornerstone. It is not for mere display or ceremony. It is what gives real and present life to everything we do.

Our belief is that living as committed Catholics is a kind of living that shows we are "made for more." That we are "made for greatness." And that we cannot allow the world's definition of greatness to crowd out or cover over or completely replace the transcendent definition written by God into natural law.

To become great in the estimation of God is to live out the full purpose of our original design. It is when we are living in such a way that we rise to the level of our creation and reach our full capacity to love one another as He loves us.

How We Teach Students To See Jesus in Self and Other

We incorporate the teachings of Jesus into the everyday curriculum.

We promote “epistemic humility,” granting that what one sees in others is not the full picture of who they are.

We promote empathy by teaching students to consciously take on the perspective of one’s neighbor.

Via the Divine Mercy charism, we teach that the love of Jesus is poured out for all, upon all, and through all.

We teach students to act on the understanding that “there but for the grace of God go I.”

We actively provide opportunities for our students to see how others live and think, that they might understand their own personal experiences in life are not necessarily the experiences of all.

We teach our students tools for looking inward and examining conscience, that a wise self-awareness might be cultivated.

We perpetually challenge our students to ask themselves: “What would Jesus do?”

How We Uphold Academic Rigor

We hold our students to high expectations.

When students do not perform to high expectations, we examine the reasons and act upon the results.

We actively involve parents in the challenge of drawing out the best in their children.

We hold ourselves to high expectations, allowing our students to witness models of excellence in their teachers.

We promote the belief that God made us for greatness, and that working towards this promise is a conscious choice, not an arbitrary accident.

We embrace a growth mindset.

We celebrate hard work.

We prioritize professional development.

We use data (quantitative and qualitative) in a systematic way to profile student growth over time.

How We Teach Moral Character

We make the Catholic virtues a major theme of school life.

We measure and report on students' moral growth in the same way that we do their academic growth.

We bring the example of Jesus into the way we discipline our students.

We give students opportunities to live out works of corporal and spiritual mercy.

We invite guests to present to our students on themes of truth, goodness, and beauty.

We teach students basic manners and make no exceptions when enforcing these norms.

We rejoice in our good fortune to be a community of Easter people—happy, joyful, and triumphant!

Non-Discrimination Policy

The Queen of Peace academic curriculum follows the Archdiocesan Graded Course of Study (where applicable), and by extension adheres to the learning standards published by the State of Ohio Department of Education.

Queen of Peace admits students of any race, color, national origin, or ethnic identity to all rights, privileges, programs, and activities generally accorded and made available to students at the school. The school does not discriminate on the basis of any race, color, national origin, or ethnic identity in the administration of administrative policies, educational policies, athletic or other school administered programs, or the hiring of teachers and staff.

Discrimination Policy

Queen of Peace School will evaluate on a case-by-case basis whether or not it can meet the needs of a child with a disability. If the school can make reasonable accommodations to meet the child's needs, then the child may be offered the opportunity to enroll.

Also, it would be inconsistent with our school's identity and mission to teach, promote, or encourage an understanding that is contrary to Catholic teachings. Thus, a student's expression of

his/her gender, sexual identity, or sexuality that is inconsistent with the Catholic faith may be considered by Queen of Peace School when determining whether to admit or retain a student.

According to the Catholic Faith, a person's sexual identity is rooted in one's biological identity as male or female. A person's biological identity and gender identity are considered to be one and the same.

The Archdiocese of Cincinnati has specified the following policy regarding gender identity:

In Catholic schools, all curricular and extra-curricular activity is rooted in and consistent with the principles of Catholic doctrine.

Catholic schools should:

1. Support students with gender dysphoria by treating them with sensitivity, respect, mercy, and compassion.
2. Require that participation on school teams be according to biological sex.
3. Require that names and pronouns be in accordance with the person's biological sex.
4. Designate Catholic sex education, uniforms and gender appropriate dress, bathrooms, locker rooms, showers, and sleeping accommodations on trips according to biological sex.
5. Maintain names in school records according to the student's biological sex.
6. Provide reasonable accommodation to a private bathroom for use by any student who desires increased privacy.

In case of a specific request, consider in a compassionate way, on a case-by-case basis, the physical and psychological needs of a student based on the following questions:

1. What is the specific request of the student and/or parents?
2. Is the request in keeping with the teachings of the Catholic Church?
3. Is the school reasonably able to accommodate the request?

I. School Age

In accordance with [Section 3321.01](#) of the Ohio Revised Code, no child may be admitted to kindergarten or the first grade unless he/she is five or six years of age (respectively) on or before September 30 of the year of admittance. Children who become five or six before October 1 are "of age" for kindergarten and first grade, respectively. Children who become five or six between October 1 and January 1, inclusive, shall be considered as underage candidates for kindergarten and first grade, and may be admitted on a trial basis at the discretion of the administration. No children who turn six after January 1 will be admitted to first grade during the school year already in progress. No child shall be admitted to the first grade if he/she has not successfully completed kindergarten.

At Queen of Peace School, a student must reach the following age benchmarks to be eligible for admission:

- Pre3- 3 years of age on or before August 1st of the upcoming school year
- PreK- 4 years of age on or before August 1st of the upcoming school year
- Kindergarten- 5 years of age on or before August 1st of the upcoming school year

*The August 1st date is a strict cutoff.

II. Educating Students with Special Needs

Queen of Peace School will evaluate on a case-by-case basis whether or not it can meet the needs of a child with a disability. If the school can make reasonable accommodations to meet the child's needs, then the child may be offered the opportunity to enroll.

III. Accuracy of Information Statement

Refusing to provide requested information to the school, or providing false, incomplete, or inaccurate information to the school, may result in the denial or revocation of admission and/or disciplinary action, up to and including suspension and expulsion

IV. Records Review

Student records are private and accessible only to school administrators (including the principal), the teachers who are working with the student, and the students' parents/guardians who make official requests. Parents/guardians are asked to make a request for records in writing 24 hours in advance. An appointment shall be made to view the records the school retains for the student.

In the absence of a court order to the contrary, the school will provide the non-custodial parent with access to academic records and other school related information regarding the student. If there is a court order specifying that no information is to be given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order.

V. Withdrawal/Disenrollment for Academic Reasons

A student may be asked to withdraw for academic reasons from Queen of Peace School if it has been determined the school cannot meet the student's instructional needs or if the student or parents/guardians have not cooperated with the academic team in the educational process of the

school. Queen of Peace School may disenroll a student if a parent/guardian is unwilling to act in accordance with the school's request for withdrawal due to academic reasons

VI. Withdrawal/Disenrollment of Students Based Upon the Conduct of Parents/Guardians

Queen of Peace School may require a parent/guardian to withdraw his/her child based on the conduct of the parent/guardian. This may occur if the conduct of a parent/guardian is threatening, hostile, chronically disrespectful, or disruptive to the educational process. In such cases, principals shall contact their assigned Regional Director before the withdrawal is implemented. In this event, the following procedure shall occur:

1. Written notice will be sent to the parent/guardian and student describing the reasons for the student's potential disenrollment.
2. A meeting (in-person, virtual, or by phone) will be held between school representatives, the parent/guardian, and, if appropriate, the student, prior to the disenrollment.
3. A summary report detailing the reasons for the disenrollment will be sent to the Superintendent of Schools.

A parent/guardian who believes his/her child has been disenrolled for insufficient reason has the right to appeal, in writing sent through US mail, to the Superintendent.

VII. Temporary Home Instruction

Home instruction for children who are physically unable to attend school for an extended period may need to be provided through the local public school district. The student may need to enroll in the local public school to receive this instruction. Special consideration should be given on a case-by-case basis and in full consultation with parents/guardians, physician, school administration, and other related parties

VIII. Diabetic Care Policy

Queen of Peace School complies with [Section 3313.7112](#) of the Ohio Revised Code regarding diabetes care.

Queen of Peace School is committed to ensuring students who have diabetes receive appropriate and needed diabetes care in accordance with an order signed by the students' treating physician. Such care must include the following:

1. Checking and recording blood glucose levels and ketone levels or assisting the student with checking and recording these levels;
2. Responding to blood glucose levels that are outside of the student's target range;
3. In the case of severe hypoglycemia, administering glucagon and other emergency treatments as prescribed;
4. Administering insulin or assisting the student in self-administering insulin through the insulin delivery system the student uses;
5. Providing oral diabetes medications;
6. Understanding recommended schedules and food intake for meals and snacks in order to calculate medication dosages pursuant to the order of the student's treating physician;
7. Following the treating physician's instructions regarding meals, snacks, and physical activity; and
8. Administering diabetes medication, as long as the administration is performed by a school nurse or, in the absence of a school nurse, a school employee who is trained in diabetes care under [Section 3313.7112\(E\)](#) of the Ohio Revised Code.

Within 14 days of receiving an order signed by the treating physician of a student with diabetes, the school shall inform the student's parent, legal guardian, and/or other person having care or charge of the student that the student may be entitled to a school accommodation plan regarding the student's diabetes.

Diabetes medication may be administered by a school nurse or, in the absence of a school nurse, a school employee who is trained in diabetes care under [Section 3313.7112\(E\)](#) of the Ohio Revised Code and so long as all of the following are satisfied:

- 1) The school receives a written request, signed by the student's parent, legal guardian, and/or other person having care or charge of the student, that the drug be administered to the student.
- 2) The school receives a statement, signed by the prescriber, that includes all of the following information:
 - a) The name and address of the student;
 - b) The school and class in which the student is enrolled;
 - c) The name of the drug and the dosage to be administered;
 - d) The times or intervals at which each dosage of the drug is to be administered;
 - e) The date the administration of the drug is to begin;
 - f) The date the administration of the drug is to cease;
 - g) Any severe adverse reactions that should be reported to the prescriber and one or more phone numbers at which the prescriber can be reached in an emergency; and
 - h) Any special instructions for administration of the drug, including sterile conditions and storage.

3) The parent, legal guardian, or other person having care or charge of the student agrees to submit a revised statement signed by the prescriber to the school if any of the information provided by the prescriber pursuant to section (2) above changes.

4) The person authorized by the school to administer the drug receives a copy of the statements referenced in section (2) and (3) above.

5) The drug is received by the person authorized to administer the drug to the student for whom the drug is prescribed in the container in which it was dispensed by the prescriber or a licensed pharmacist.

6) Any and all other procedures required by the school are followed.

If a drug is administered to a student, the school shall acquire and retain copies of the written requests required by section (1) above and the statements required by sections (2) and (3) above. Additionally, the school shall ensure that by the next school day following the receipt of any statement required by sections (2) and (3) above, a copy is given to the person authorized to administer drugs to the student for whom the statement has been received. Diabetes medication that is to be administered at school shall be kept in an easily accessible location.

Parents, legal guardians, and/or other persons having care or charge of the student with diabetes are responsible for providing the needed medication and supplies (including but not limited to foods for treating low blood glucose) for the student.

On written request of the parent, legal guardian, and/or other person having care or charge of a student and authorization by the student's treating physician, a student with diabetes shall be permitted during regular school hours and school-sponsored activities to attend to the care and management of his/her diabetes in accordance with the order issued by the student's treating physician so long as that physician determines that the student is capable of performing diabetes care tasks. The student shall be permitted to perform diabetes care tasks in a classroom, in any area of the school or school grounds, and at any school-related activity, and to possess on his/herself at all times all necessary supplies and equipment to perform these tasks. If the student or the parent, legal guardian, and/or other person having care or charge of the student so requests, the student shall have access to a private area for performing diabetes care tasks.

If the student performs any diabetes care tasks or uses medical equipment for purposes other than his/her own care, the school may revoke the student's permission to attend to the care and management of the student's diabetes.

The school shall not restrict a student who has diabetes from attending the school on the basis that the student has diabetes, that the school does not have a full-time school nurse, or that the school does not have an employee trained in diabetes care. The school shall not require or pressure a parent, legal guardian, and/or other person having care or charge of a student to provide diabetes care for the student with diabetes at school or school-related activities.

IX. Policy On Student Use of Marijuana

Queen of Peace School is committed to providing the most optimal educational environment for all of its students. Drug abuse is a significant problem throughout our society, and it can have devastating consequences, particularly on young people.

Queen of Peace School maintains a policy of zero tolerance for students' use of marijuana, in particular due to its continued criminalization under federal law. Therefore, any student who uses, possesses, sells, distributes, purchases, or is under the influence of marijuana may be subject to discipline, up to and including expulsion. For purposes of clarity, this policy applies in all respects and with equal force regardless of whether a student holds a prescription or recommendation from a health care provider and regardless of a student's status as a medical marijuana cardholder under Chapter 3796 of the Ohio Revised Code. A positive drug test for marijuana will be treated the same as a positive test for any other illegal or controlled substance.

A. Admission of Students

When admitting students to Queen of Peace School and filling out the rosters for each class, we will follow the priority guidelines presented below.

*It is important to note that enrolling students—both current and new--must have all required forms submitted and all tuition/fees paid by the published deadlines in order to secure a roster spot.

*Once the reenrollment process is concluded, we will convene the Admissions Committee. This Committee is composed of the principal and a team of teachers. The committee uses the Priority Rank system and the Application Form to determine the roster for each class. The purpose of the admissions system is to allocate roster spots to families who show good evidence of commitment to our school mission.

Any offer of admission is also contingent upon our student screening process. This process must show a prospective student in good academic and behavioral standing, as well as good financial standing if transferring in from another school that charges tuition and/or fees. The screening

process must also instill confidence that we will be capable of meeting the prospective student's academic and social-emotional needs.

Priority Rank System for Kindergarten Admissions

- 1- Catholic students who are enrolled in Queen of Peace PreK and who have a sibling enrolled in a higher grade at Queen of Peace School.
- 2- Catholic students who are enrolled in Queen of Peace PreK
- 3- Catholic students who are enrolled in another PreK program and who have a sibling enrolled in a higher grade at Queen of Peace School.
- 4- Catholic students who are enrolled in another PreK program
- 5- Non-Catholic siblings of current students at Queen of Peace School.
- 6- Non-Catholic students enrolled in Queen of Peace PreK.
- 7- Non-Catholic students enrolled in another PreK program.

****Sometimes the demand for roster spots is higher than what we can accommodate. In these situations, the Admissions Committee will take an especially close look at evidence of active participation in the life of the church. Details such as whether the child has received the sacraments, the family regularly attends Mass, and other indicators of a sincere interest in a Catholic education will be decisive. A strong preschool attendance record will also be an advantage.***

Priority Rank System for Grades 1-8 Admissions

1. Currently enrolled students
2. Catholic students with siblings already enrolled
3. Catholic students without enrolled siblings
4. Non-Catholic students with siblings already enrolled
5. Non-Catholic students without enrolled siblings

****Sometimes the demand for roster spots is higher than what we can accommodate. In these situations, the Admissions Committee will take an especially close look at evidence of active participation in the life of the church. Details such as whether the child has received the sacraments, the family regularly attends Mass, and other indicators of a sincere interest in a Catholic education will be decisive. A strong prior attendance record will also be an advantage.***

Admissions Timeline

Orientation Days in Early September- Preschool staff reviews our Kindergarten admissions process with families (Priority Rank System, Timeline, Etc.). Pre3 staff explains how we assess readiness for PreK and Kindergarten. PreK staff explains how we assess readiness for Kindergarten.

Fall Conferences- Preschool staff shares any early concerns with current families about PreK or Kindergarten readiness.

Early/Mid January- Next-year reenrollment **opens** for currently enrolled Pre3 and K-7 students. The application **opens** for currently enrolled PreK students seeking a Kindergarten roster spot and for PreK siblings (of current K-8 students) enrolled in a different PreK program.

Mid/Late January- Next-year reenrollment **closes** for currently enrolled Pre3 and K-7 students. Kindergarten application **closes** for currently enrolled PreK students and for PreK siblings (of current K-8 students) enrolled in a different PreK program.

Late January- Open House is held on the Sunday of Catholic Schools Week. This marks the opening of the next-year application window for students not currently enrolled at Queen of Peace School.

Early February- The Admissions Committee meets to review applications of non-enrolled students seeking a next-year roster spot. Through the principal, the Committee funnels any requests for more information from applicants. Examples:

- Request for more detail regarding one or more questions on the application.
- Request to observe the applicant in his or her current classroom.
- Request to further screen the applicant for requisite academic skills/aptitude and/or age-appropriate social skills.
- Request for additional documentation.
- Request to be connected to a current teacher, administrator, or other professional who can answer questions related to the applicant's profile.

Mid February- The principal communicates next-year roster spot offers to currently enrolled Pre3 and K-7 students and stipulates that these roster spots are secure on condition of the current school year closing out with all attendance, behavioral, academic, and financial obligations successfully met.

Early March- The principal communicates next-year roster spot offers to accepted PreK students seeking a Kindergarten roster spot and to accepted students not currently

enrolled at Queen of Peace School. The principal communicates information about waiting lists, rejections, and any other considerations to the appropriate parties.

Early March through Early May- Accepted students send in requested information to the school office. New student files are created. Late fees may be assessed for information not provided by any published deadlines.

Late April/Early May- We administer the Kindergarten Readiness Test (KRT) to all incoming Kindergarten students. Queen of Peace reserves the right to deny a roster spot to any student who scores as "Not Ready" on the KRT.

B. Arrival and Dismissal Procedures

The school day begins at 7:45 AM and ends at 2:40 PM. The entrance of the school is open at 7:10 AM. Students may not arrive before that time. School personnel are not responsible for supervision of students before 7:10 AM or after 3:00 PM. Queen of Peace School is only responsible for students after school hours if the student is present for an after-school activity/obligation, or is signed up for Aftercare.

Arrival Procedures (7:10-7:45)

Buses will release the K-8 students at the back of the school. Students who arrive by car should be dropped off at the front entrance of the school. The students will then gather in the school gym at their grade-level assigned area. The bell will ring at 7:45 AM for prayer and recitation of the pledge and announcements. Students will then proceed to their classrooms.

Dismissal Procedures (2:40-3:00)

- A. Bus riders should bring a note to the main office in the morning if they are NOT riding the bus. Parents may also call or email the main office. The same policy applies to car riders. Any deviation from the student's default mode of transport must be documented by the main office.
- B. At 2:40, bus riders will be dismissed through assigned doors based on the school district transporting them.
- C. Car riders will exit through the front lobby doors, front hallway doors, and classroom doors. Cars should line up single file in the front driveway. Staff on duty will monitor students as they load into vehicles.
- D. As a general rule, changes of afternoon transportation cannot be made after 1:00 p.m.

C. Attendance and Vacation Policy

School begins at 7:45 AM and dismisses at 2:40 PM. for students in grades K-8. A child arriving late for school (after 7:45) must report first to the office.

Please call the main office by 10:00 AM to report an absence. State law requires that we document student absences and the reasons for them.

If a student must be excused from school during regular session, a written note stating the reason is required from parents. Parents may also call or email the main office. In such cases, the student will wait in the school office where the parent or other authorized persons will pick them up. No student

is permitted to leave the school premises without the consent of the school office staff. If someone other than the parent is picking up the child, the school office **MUST** be notified.

When a student is absent, books and homework assignments may be sent home with another student or may be picked up by a parent/guardian between 3:00 PM and 3:30 PM in the school office. It is not possible for these assignments to be picked up any earlier in the school day.

Regular student attendance enables teachers to more effectively maintain academic rigor. It also eases the burden on teachers, who often must spend extra time with chronically absent students to ensure they have learned missed concepts. For these reasons, and to comply with the requirements of Ohio House Bill 410, the following policies are in effect:

- Any student who hits his or her 11th tardy or 11th absence during the course of the school year (or any combination thereof) may be placed on attendance probation. This will entail a conversation to discuss the causes of absenteeism and, if needed, to develop a written improvement plan. Any written plan will include a clear outline of the conditions for continued enrollment at Queen of Peace School. Plans may include the payment of a surcharge on FACTS. This charge may vary based on the severity of the situation.

Concerned that your child will possibly or definitely accumulate 11 or more absences? Skip down to the final bullet point before reading any further.

- Tardy = arrival between 7:46 a.m. and 8:30 a.m.
- .5 Absent = arrival after 8:30 a.m.
- .5 Absent = departure before 2:40 p.m.

Students who leave school and then return later will be marked with a .5-day absence.

- On the one hand, it may be considered overly punitive to charge a student with a .5 absence for leaving school early on a given afternoon at, say, 2:00. BUT- bear in mind that there are ZERO consequences until a total of 11 absences are accumulated. We understand that late arrivals, early departures, etc., will occur for a variety of legitimate reasons. The purpose of the policy is to ensure that these occurrences are not *excessive*.
- For accounting purposes, all absences are created equal. This means that almost all absences will count towards the 10 "free" absences allocated to each student. As a general rule, absences related to school functions are the only absences that will not be tabulated. It is still crucial to call in a student absence before 10:00 each day so we can log the reason for the absence and fully comply with state attendance laws.
- A student absent from school for a full day (1.0) may not participate in any school-sponsored or parish-sponsored events occurring on this same day.

- Students in grades 7 and 8 are directly responsible for making up all missed work due to tardies or absences. This means they must take initiative to make up their work by communicating with their teachers and/or checking designated websites to find the details of missed assignments.

Students in grades K-6 may take such initiative as well, but are not required to do so. In this case, it is the responsibility of the parent to contact the teacher(s) and make arrangements for assignment details and to ensure assignment completion.

Students have the same number of days missed to make up tests and assignments. (Ex. Student missed two days of school. She has two extra days to turn in missed work and/or make up missed tests.) Anything not completed within this timeline will trigger behavioral consequences.

The principal retains discretion in the enforcement of these policies and reserves the right to modify them on a case-by-case basis.

Vacation Procedure

Parents who decide to vacation during the school year must complete the *Vacation-Special Dismissal* form prior to student's absence. Teachers are prohibited from giving assignment information ahead of time. When the student returns, he/she must be prepared to make up all assignments including tests and quizzes.

D. Bus Transportation and Discipline

Approximately 95% of students who attend Queen of Peace are eligible for bus transportation to and from school. The policy dictating the eligibility of the students for transportation by Hamilton, Ross, and Talawanda School Districts (and to any school in the district) is as follows: "Elementary students living over one mile from the school they attend must be transported. Students living within the mile may walk to an existing stop to ride, providing the bus is not over-crowded. We are consistent in this policy for public and non-public students." If parents have questions regarding the eligibility for bus transportation by the Hamilton, Ross or Talawanda District, they should contact the individual district transportation office.

Students are allowed to ride buses only from their home school district (e.g. A Hamilton student may not ride a Ross bus).

Students should follow any and all rules established by the local district for the purposes of safety and student control while riding the bus. If a parent has a concern about the bus transportation, they should call their local school transportation department.

Parents are urged to make their children aware of bus regulations and proper bus conduct.

Students who receive more than one bus misconduct report may be suspended from the bus for 1, 2 or 3 days, depending upon the severity of the offense. Students will still be expected to attend school.

The bus driver will file reports of misconduct with the principal. After appropriate action has been taken, this report will be forwarded to the parents and public school officials. A second written report within the same school year may result in the loss of the privilege to ride the bus for a specified length of time. In the event it is necessary to refuse a student's transportation, the principal will notify the public school officials, the bus driver, and the parents of the action, together with a written report of the misconduct. Until such time as the school authorities receive assurance from the parents of the future good conduct on the part of the student and the bus driver has been so advised, the driver shall not permit the student to board the bus.

E. Food

Hot Lunch

Hot lunch will start early in the school year and will be served Monday through Thursday. Hot lunch does not include milk, which is an extra charge.

A pizza lunch is typically served on Friday.

When funerals coincide with lunch, the students will have silent lunch. Because the church is directly above the cafeteria, noise can disturb the funeral service. To prevent this, and to appropriately honor the deceased and show respect to the family, silent lunch will be an occasional sacrifice that our students make on behalf of those celebrating the life of a loved one. (In a typical year, there are usually 4 or 5 silent lunches.)

Snack Time and Water Bottles

Students in grades K-4 may bring a snack for scheduled break times. A snack is defined as fruit, granola bars, raisins, crackers etc., and should be quick and easy to eat. Snack time is around 10:00 AM each morning.

Students in grades 5-8 may bring a snack to school, but it can only be eaten in the gym between 7:10 and 7:45. We recognize that this is the age when many students stop eating breakfast consistently. This time will allow the older students to eat something if they choose.

Students may bring water bottles to school. These bottles must seal at the top. Students should have nothing but plain water in their bottles- no added powders, etc. Students will not have constant access to their water bottles. Teachers will implement a system for granting selective access (hydration stations, ec.).

Birthday Parties/Celebrations

Students may bring in a small treat for their classmates and teacher on their birthday. The teacher will decide the best time during the day for the student to pass out the treats. (The best time is usually during lunch.)

Students and their families are free to bring in treats that contain common allergens (peanuts, eggs, etc.). Treats can be homemade or store bought. The school will provide treats for those students who cannot eat what is provided due to allergy issues.

A child may pass out birthday party invitations at school only if an invitation is given to every student of the birthday child's same gender. (For the purpose of discouraging hurtful exclusion and promoting class cohesion, this same principle applies for any analogous situation.)

F. Communications

Queen's Messenger—A parish publication that sometimes contains colorful information about school life.

First Day Parent Packet—This packet is given out the first day of school and contains pertinent information as well as important forms that must be submitted to the office.

OptionC- The online program used by the school for communicating important information to parents. OptionC is also the platform used by parents and students for checking assignments, grades, etc. All inclement weather announcements come through OptionC.

Blue Folder- The oldest/only child of the family will be given, on an as-needed basis, a family envelope containing important school information.

Viking Voice Newsletter- This is the weekly newsletter containing commentary by the school principal and important details on upcoming events.

Important Considerations When Communicating with School Staff

We believe that a strong, open, and constructive partnership with parents is conducive to student success. Generally, the principal will deal with questions concerning school policy and procedures. The teachers will respond to questions involving student progress and academic performance.

If a parent has an issue or concern involving student academic performance or teacher instruction, the child should be the first point of contact, followed by the teacher if unresolved issues remain. If this discussion does not provide a satisfactory solution or plan for addressing the matter, the parent should then contact the school principal. If this does not lead to resolution and the issue is of sufficient importance to warrant it, the parent may contact the pastor and/or the Catholic Schools Office at the Archdiocese of Cincinnati.

The school requires that all parent-staff communication be civil and respectful. The school will not engage with communication that does not meet this standard.

Parents and school staff will sometimes disagree on things. This is expected. Disagreement itself is not a bad thing. It can lead to conversations that result in solutions to problems and improvements to policy. Such constructive interactions are positive features of a healthy school culture.

In order for an interaction to be constructive, it must start with the presumption of positive intent and a polite request for more information. No phone call, email, or other message that starts with any angry, overconfident, premature, or ill-informed accusation is one that will end well for anyone involved.

This rule is not designed to silence critics. Its purpose is to ensure that critics approach interactions with staff members in a professional manner.

Also, anyone who undermines the school with a smear campaign, whether on social media, by word of mouth, or other means, will be dismissed from the school. This policy does not punish anyone for sharing criticism of the school. It DOES punish those who go out of their way to spread unfounded or exaggerated criticism, *especially* absent any civil or respectful attempt to present the criticism to school staff in the dignified spirit of seeking a solution to a problem.

Parents should refrain from complaining and criticizing school staff members in front of their children and other students. Grievances should be aired in adult company, with a sincere belief in the good intentions of school staff, and in the spirit of finding common ground in the pursuit of resolution. The effect of parents being critical in front of their students is the undermining of staff authority and an emboldened sense of impunity in the student. If this reaches a certain level, it can be corrosive.

We also acknowledge that rants and tirades in front of kids, or making emphatic condemnations, are very different from expressions of empathy and affirmation that are a normal part of solidarity with children as they confront challenging emotions. Young people often need help knowing how to put their experiences in proper perspective. A parent who gently sides with a child over a teacher in the process of doing this labor is not violating the spirit of this provision, especially when the parent acknowledges the teacher's perspective, retains an overall posture of humility, and makes the most generous possible interpretation of the teacher's motivations.

G. Digital Device and Internet Usage

General Information for Internet Users

In keeping with the mission of the Catholic schools to promote values for a lifetime, the schools will instruct about and guard against inappropriate, unethical, and illegal use of the Internet by the student or adult user.

In order to assure the proper use of the Internet, it is necessary that all users (and their parents, if the user is under 18 years of age) sign the Internet User Agreement before the user is permitted to access the Internet at school. The agreement is sent home as part of the First Day packet.

Each account user is responsible for all the information that is sent and received under his/her account. Passwords are to be guarded and not displayed or shared with others. In addition, the user must strictly adhere to the copyright laws. Unethical and/or illegal activities will not be allowed. Internet accounts will be revoked for those who violate the educational intent of Internet access.

Online Conduct

The user agrees to not submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or otherwise illegal material; nor shall the user encourage the use, sale, or distribution of controlled substances. Any use in violation of any local, state, or federal law is also prohibited and is a breach of the terms and conditions of this policy. Any commercial use is strictly forbidden.

Disciplinary Action

Disciplinary action for inappropriate use of an Internet account will result in loss of Internet privileges for a period of time as determined by the school personnel authorized to make such determinations. In certain cases, if the inappropriate use also violates other school or Archdiocesan policies, further disciplinary measures may be taken.

Agreement Form

The Internet User Agreement form governs the user's access to Internet resources using a school account, school-sponsored account, or adult personal account accessed with school equipment and/or on school premises. The signed form must be on file at the school before Internet access is permitted. The student signing the form indicates that he/she will abide by the rules governing Internet access as stated in the Internet Acceptable Use Policy, and will not hold the school, its personnel and/or the Archdiocese of Cincinnati or any of its personnel liable in the event of breach of this policy by the user.

Note: The Archdiocese of Cincinnati reserves the right to modify this policy as needed.

Use of the internet at Queen of Peace is guided by the principles stated in the Archdiocesan Responsible Use of Technology Agreement. A copy of this document will be sent home for parent's/guardian's signature before a student can use the internet at school.

While Queen of Peace attempts to filter internet traffic at school for the purpose of safeguarding staff and students, nothing is foolproof. It is always the responsibility of the user to comply with Queen of Peace policies and the Archdiocesan Responsible Use of Technology Agreement. Further, the parent/guardian and student are solely responsible for internet usage outside of school, even if on a school-issued computer or other device.

H. Curriculum

Accreditation

Queen of Peace School is accredited by the State Department of Education and is a member of the Ohio Catholic Educational Association, the National Catholic Educational Association, and the Ohio Catholic School Accreditation Association.

Religious Education Program

Religious Education is seen as more than an additional subject in the school curriculum. Its purpose is to convey through every subject area a Christian anthropology—the belief that we have been made by God for a sacred purpose, and that all subsets of human knowledge can be understood as manifestations of divine Truth, Goodness, and Beauty.

Religious instruction is provided following the time allotments and course of study specified by the Office of Religious Education of the Archdiocese of Cincinnati. Teachers are expected to live the Christian message and help their students grow in the understanding of what it means to live a Christian life. Students are given opportunities for service within the school community, the parish and the larger community. Students are exposed to and have the opportunity to participate in a variety of prayer forms both within the classroom and as a school community. This includes all-school liturgies and liturgical music practice.

Sacraments and Liturgy – Liturgical Service – Religious Education

Religious Education classes are taught every day in each grade. All subjects are taught in light of the Gospel messages and Catholic Christian doctrine. The whole school environment reflects Jesus in all of our activities. Each religion classroom has a special place for the Word of God, The Bible, along with liturgical banners that reflect the Church season.

Morning Prayer—Our day begins with a Morning Offering Prayer. We offer our day, all our work, and all our play to God.

Masses—Students in grades K-8 will attend Mass weekly, as well as on Holy Days and special occasions. If a priest is unavailable for Mass, we will have an all-school prayer service instead.

Grade 2 — Sacrament of Reconciliation - November/December

Sacrament of Eucharist – April/May

Grade 8 — Sacrament of Confirmation - Fall or Spring

There are scheduled opportunities throughout the year for students to receive the Sacrament of Reconciliation. Students receive the Eucharist at all-school Masses.

Non-Catholic students are expected to attend Mass with their peers and participate in Religion classes. The faculty/staff of Queen of Peace respect the beliefs of others, but expect ALL students to behave respectfully and reverently during Mass and prayer.

A family approach is used to prepare students for their first reception of the sacraments of Reconciliation and Holy Eucharist. Parents are responsible for the specific preparation of their children and for the decision regarding readiness of their children for the first reception of the sacraments. The school provides preparation guidelines, materials, and general preparation of the student in the classroom. It is also important to note that there are rules within the Catholic Church that guide sacramental prep, and that a parent's desire for their child's reception of a sacrament does not mean that a priest will "take care of this" ASAP. There is often a process that unfolds over many months. For full information, contact our parish office or call the school principal.

The supervision and coordination of the Religious Education program are the direct responsibility of the principal, catechetical director, and pastor

Academic Intervention

Special Academic Services are provided according to student need. Queen of Peace School identifies students eligible to receive special services through an evaluative process that is driven by data collection and analysis. We possess the resources to offer enrichment and extension opportunities to advanced students, as well as small-group tutoring to students who struggle with reading or math.

Graded Course of Study

The subject matter and the time given to each subject is regulated by the Cincinnati Archdiocesan Education Commission and the State of Ohio. The curriculum of Queen of Peace School follows the GRADED COURSE OF STUDY FOR ELEMENTARY SCHOOLS developed by the Catholic Schools Office and the Ohio Department of Education. Most textbooks are selected from a list of books recommended by the Catholic Schools Office.

The major areas of study for all grades include the following: Religion, Language Arts, Mathematics, Science, Social Studies, Health, Art, Music, and Physical Education and STEM. A more detailed description of the instructional goals per subject and grade level may be obtained by contacting the school office.

Parent/Teacher Conferences

Parents and teachers will meet in October/November to discuss student progress. Sometimes the student's presence is requested at these conferences.

Academic Progress Updates

Parents can expect to see meaningful OptionC grade updates on days that will be specified and sent out via OptionC at the beginning of the school year.

Promotion/Placement/Retention

Children learn and grow at their own pace. It is important that we are supportive of each child's needs and allow each child the time to gain mastery of critical skills.

To be promoted to the next grade level, the student must demonstrate competency in meeting subject area objectives as stated in the *Archdiocese Graded Course Study*

The following guidelines govern the decision to promote or retain:

- a. In the Primary Grades (K-2), the promotion of students is based on the satisfactory mastery of: (1) Reading Skills appropriate to grade level (i.e., at the minimum, the completion of the first half of the reading series for the student's grade level, and (2) Mathematics and Language Arts skills appropriate to the student's grade level.
- b. In the Elementary and Middle School Grades (3-8), the promotion of students is based on satisfactory performance that is defined as the maintaining of at least a "D" (70 – 76) average for the school year. This determination is made on the basis of trimester grades in the subject areas of Reading, Spelling and Grammar, Mathematics, Religion, Science, and Social Studies. A student who finishes the year with a cumulative average below 69.5% in two or more of these subject areas might be recommended for retention or disenrollment.
- c. A student who finishes the academic year with a cumulative average below 69.5% in a subject area, and who is not subject to retention or disenrollment, will be required to complete summer school in this subject area.

To consider a child for retention in the same grade for the next school year, the decision is to be based on 1) a clear knowledge and understanding of the student's abilities and achievements; 2) a parent/teacher conference that is initiated many months before a definitive decision is reached. The following series of conferences will be followed when retention is being considered:

January— The teacher confers with the principal concerning the student.

A conference including parents, teachers, and principal, is scheduled to provide information concerning the student's progress in school and to try helping the child avoid retention. A request for an educational evaluation of the student may be made at this time.

March— A second conference is held with parents, teachers, and principal to review and update the student's progress. If insufficient progress is noted, parents must be made aware of the possibility of retention at this time.

May— A third conference is held with parents, teachers, and principal to share a final decision concerning the student's placement for the following school year.

Report Card/Grading

Report cards will be distributed to the students approximately one week after the end of each trimester. Interim reports will not be distributed since parents have the ability to track their child's progress via *OptionC* on a regular and ongoing basis.

Test Corrections

In some subjects and grade levels, students are able to complete test and/or assignment corrections that can lead to a higher score in the gradebook.

In all cases, corrections must be completed in a student's own handwriting.

Corrections turned in past the due date will not be used to raise the grade. The teacher reserves the right to request corrections beyond the due date, and can hold a student accountable for not completing and submitting them.

Homework

Homework is assigned as a means of giving practice, reinforcing concepts, and developing good study/work habits. Homework does not necessarily mean traditional, written work. Students may be requested to review class notes, read, work on projects, or study for a test, etc.

Guidelines for Homework Completion

Time for homework should be set aside after every school day. Students are assigned an amount of homework that is age-appropriate for each grade. The amount of time spent on homework each evening may vary according to the ability of the student. The parent's role is to help create a good homework routine, know how or where to find the details of the student's homework assignments, and to check for completion. If you think that your child is spending an excessive amount of time on homework every night, or believe that the homework does not have enough value to justify it, please talk to his/her teacher about your concerns.

It is sometimes alleged that a homework assignment qualifies as "busywork." For the purpose of any conversation on this topic, we believe an assignment can be labeled as busywork if it has the following two properties:

- 1) Does not serve a clear learning objective.
- 2) Is not assessed by the teacher or used by the teacher in any obvious way to advance a learning objective. (Note that this does not necessarily mean that the homework assignment must carry a grade that is entered into *OptionC*. Assessment comes in multiple forms.)

The following guidelines have been established for the volume of daily homework:

Kindergarten	15 minutes
Grades 1 – 3	20 to 45 minutes
Grades 4 – 6	45 to 90 minutes
Grades 7 – 8	60 to 120 minutes

***Things to keep in mind:

- These are averages.
- Students might be able to complete some homework during the school day.
- Students will probably have trouble getting their homework done reliably if they don't have a good routine or are overscheduled with extracurriculars.
- Procrastination can sometimes make it appear that a student has an unreasonable amount of homework.
- If your student has a spotty track record on homework completion, it is recommended that you verify the homework obligations each night and check for quality completion.
- It is the teacher's prerogative to return low-effort work ungraded and to require that the assignment be redone with proper effort and resubmitted.
- After 3:00, homework left behind in the classroom cannot be retrieved.

Grading Guidelines for Grades Kindergarten Through 2

Queen of Peace School utilizes a standards-based report card system in the primary grades. This system assigns a number (1, 2, 3, or 4) to students across 20+ skill areas.

1 = below expectation

2 = approaching expectation

3 = meets expectation

4 = exceeds expectation

Grading Guidelines for Grades 3 through 8

A+ = 100-99-98	B+ = 92-91-90	C+ = 84-83-82	D+ = 76-75
A = 97-96-95	B = 89-88-87	C = 81-80-79	D = 74 -73-72
A- = 94-93	B- = 86-85	C- = 78-77	D- = 71-70
			F = 69 and below

Honors and Distinctions

Each trimester, we confer first and second honors awards upon qualifying students in grades 5 to 8.

First Honors - A in all subjects.

Second Honors - A or B in all subjects.

Each trimester, we confer awards of high distinction upon qualifying students in grades K-8. There are five levels of achievement, which range from one mark to five marks of high distinction in the Catholic Virtue Behaviors.

At the end of the school year, students in grades 5 to 8 who have achieved a cumulative A average in each graded class will receive a Gold Honors certificate. Students with an A or B average in each graded class will receive a Silver Honors certificate.

At the end of the school year, we confer awards of high distinction upon qualifying students in grades K-8. There are three levels of achievement, which range from 7 to 10 cumulative marks, 11 to 14 cumulative marks, and 15 cumulative marks of high distinction in the Catholic Virtue Behaviors.

Students enrolled in Qaleidoscope will receive an effort grade for the trimester. For Honors purposes, "high distinction" is an A, "average" is a B, and "low distinction" is anything less.

Catholic Virtue Behaviors

Below are the adopted criteria for a high-distinction student in the respective Catholic learner behavior categories. Students who are assessed as low distinction are demonstrating the opposite behaviors. Students assessed as average are performing to an acceptable, developmentally appropriate level. For a thorough explanation of the QP grading philosophy, see pages 29 and 30 of the Student Handbook.

Listens Well

- shows advanced ability to function without reminders
- shows advanced ability to repeat what the teacher/speaker has said
- shows advanced level of behavioral response to the instructions/requests/commands of the teacher/speaker
- shows advanced active listening habits (eye contact, etc.)

Shows Self-Control

- shows advanced executive function

- shows advanced self-efficacy/personal agency
- shows advanced organizational habits
- shows advanced time management skills
- shows advanced ability to resist impulse
- shows advanced ability to remain on task

Works Hard

- shows advanced ability to remain on task
- shows advanced commitment to high standards
- shows advanced ability to persevere through challenge and difficulty
- shows advanced level of participation in their own learning
- shows advanced work quality

Shows Reverence During Prayer/Liturgy

- shows advanced level of singing and responding
- shows an advanced level of body posture and overall self-control that communicates awareness of sacred space and sacred time
- shows an advanced level of commitment to helping others be reverent
- shows an advanced understanding that prayer/liturgy is not about them, but about God

Shows Christ-like Behavior Towards Self and Others

- shows an advanced use of opportunities for prayer, adoration, and other faith practices
- shows an advanced commitment to service
- shows an advanced level of humility
- shows an advanced awareness of others' needs
- shows an advanced level of respect for others
- shows advanced levels of grace, mercy, virtue, and love

The Purpose of Grades

The primary purpose of subject-area grades at Queen of Peace School is to serve as a measure of a student's aptitude in a skill or content area. A secondary purpose of subject-area grades is to reflect a student's willingness to work towards an academic objective.

To achieve this purpose, the teachers will collaborate within their grade bands (K-2, 3-4, 5-6, 7-8) to develop their written grading policies on homework, tests, test corrections, number of assignments per trimester, etc. These specific policies may vary between grade bands, and even slightly within them. However, the overall function of each specific policy will flow from the broad grading philosophy articulated in the opening paragraph.

Academic rigor is part of our school mission. In order to uphold it, we adhere to an ethos that asks students to earn their success. Our job as educators is to facilitate success by bringing it within reach. Not easy reach. Not impossible reach. Just reasonable reach, where students are far enough away from their goals that they must stretch to achieve them, but never so far away that they cease to believe in their ability to get there.

Rigorous academics, as important as it is, does not rise to the same level of virtue as hard work. Therefore, Queen of Peace School promotes hard work as an end in itself. Most of the time, the natural reward for hard work in school will be good grades. But this will not always be the case. What then?

This is where the secondary purpose of grades enters the picture. Teachers have full discretion to reward students for working hard by factoring the variable of *hard work* into grades. However, this will never be done in a way that produces a grade substantially out of step with a student's demonstrated ability in a skill or content area. To do so would violate the primary purpose of grades at Queen of Peace School.

But if hard work is being elevated as a virtue above academic prowess, why does the grading "formula" reverse the two? Because third parties--namely other schools--need to be able to look at academic grades and see a meaningful relationship between a letter or number and what a student can actually do in a designated performance domain. Otherwise grades start to become arbitrary and to convey unclear meanings.

Grades are not designed to tell the full story about a student. So we don't pretend that they do. Our report card is set up for teachers to evaluate academic performance AND emotional intelligence quotient (aka EQ or "soft skills"). In other words, students receive marks or grades in academic subject areas, as well as "virtue" areas such showing courtesy, being cooperative, demonstrating reverence at Mass, etc. You might think of the academic grades as measuring knowledge and the EQ grades as measuring wisdom.

To be clear, a student's grade in math or language arts will be primarily a reflection of his or her ability in that subject area. This said, teachers can factor in a student's work ethic to marginally raise a grade that otherwise would be lower. However, teachers cannot lower a student's grade due to his or her independent judgments about that student's work ethic.

Instead, these EQ measures (hard work, humility, patience, honesty, etc.) will be visible *in a separate spot* on the report card itself. By including these "soft skill" grades on the report card, we illustrate our belief that a student's growth in the Catholic Christian virtues is of utmost importance. This practice is consistent with our mission to teach students how to see Jesus in themselves and other people. When we are seeking, finding, and knowing Jesus, we are rising to the level of our best selves. We are harmonizing with our highest purpose.

Growth Mindset

Failure is bad except when it isn't. In other words, one rarely sets out to fail. Failure is not the desired end goal of any pursuit. However, failure sometimes happens in spite of our best efforts to succeed. And when it does, the deck is set for really strong and muscular learning to occur.

In this way, all failure is opportunistic. Instead of failure being treated as a summary judgment of one's ability in a domain, it should be harvested for information on how to avoid failure and find

success on the next attempt. This is the machinery of the growth mindset at work. Such a mindset does not tolerate self-pity and does not indulge in an attitude of victimhood. Instead, it trains an examining eye on the failure and points an eager eye ahead towards the next challenge.

There are endless parables that illustrate the formative power of failure. Perhaps the most succinct illustration of failure's favor is in the phrase "trial and error." The very notion embeds the point that failure is a feature of learning, not a bug.

Recent research is bearing out the perils of eliminating all threats and stressors and opportunities for failure from a young person's environment. While protectiveness can seem prudent in light of well-documented increases in youth anxiety and depression rates, the consequences of growing up in a failure-free zone are no less salutary than the very stress and anxiety from which this glide path around failure is designed to protect.

Another way of saying this is that young people deprived of opportunities to fail are often doomed to low measures of personal agency, self-efficacy, and overall ability to confront the normal challenges of life.

When adults cooperate to expose kids to challenges ending in occasional failure, they are seeding the ground for growth in kids' ability to recognize the things in life they can control, and to then assert confident and capable exercise over these things.

When we do too much for our kids in the name of "helping them out" or "making sure they are "successful," we are trading out chances to build life skills and to learn virtues for the short-term conveniences of avoiding conflict, providing protection from pain, or preventing the tough emotions that failure can sometimes produce. This is not a good trade.

I. Confidentiality of School Records

Parents have the right to access their child's school records. Records include academic transcripts, health records, and emergency forms.

J. Decree on Child Protection

The Decree on Child Protection is the policy of the Archdiocese of Cincinnati. Queen of Peace faculty members, personnel, and volunteers are required to adhere to this policy.

Although the abuse of children and adolescents is a reality in our society, such abuse, whether mental, physical, or sexual, whether inflicted by lay persons or clerics, professionals or volunteers, cannot be tolerated in the church. The Archdiocese recognizes the need to address child abuse and attempts to do so through this Decree.

The purpose of this Decree is two-fold. It is intended first to prevent the abuse of children and adolescents. Prevention can best be achieved by educating children, parents, professionals, and volunteers who aspire to serve the youth of our parishes and other institutions and through assistance to those who might be inclined toward abuse. The second purpose of the Decree is to provide a system for handling incidents of abuse after they occur. The key elements of this system include a thorough assessment of the allegation, care for the victim and the victim's family, appropriate action with regard to the accused person and attention to the affected local church community.

There are a number of principles which underlie the details of this Decree:

1. Allegations of child abuse are to be taken seriously.
2. Incidents of abuse are to be handled forthrightly, but with due regard for confidentiality and privacy, especially with regard to the victim.
3. The Archdiocese will cooperate with the civil authorities responsible for handling incidents of child abuse.
4. A victim should never be held responsible for the abuse.
5. The paramount concern of the Archdiocese is the well-being of the victim and the victim's family.

K. Code of Conduct

Philosophy

1. The goal of Catholic discipline is the cultivation of self-discipline.
2. It is the individual student who chooses one form of behavior over another. Students must learn to accept the rewards or consequences of their chosen behaviors.
3. Students who choose actions that violate the rules--which exist to protect a well-ordered learning environment and those who respect it--will be dealt with in a manner consistent with the guidelines herein.
4. No policy that affects Queen of Peace students is maximally effective without the support and involvement of parents. Therefore, parents must be familiar with the conduct code and cooperate with the staff in attaining our mutual goal— student growth in self-discipline and social-emotional intelligence.
5. Each student is responsible for displaying the qualities of good Catholic citizenship. Students should show their best conduct in the halls, in the cafeteria, on the playground, in church, in the classroom, and when traveling to or from school. Proper behavior is the basis of good citizenship in one's school community. Proper behavior consists of a student consciously choosing to act in the name of honesty, decency, morality, and courtesy.
6. What exactly does this mean? It means....

- ...being sensitive to others' feelings.
- ...not excluding other children from playing games on the playground.
- ...never ostracizing someone (there is an ugliness and meanness of spirit in ostracism...don't do it).
- ...being kind and patient with a classmate who is annoying or awkward.
- ...walking in a quiet, orderly manner in line, in hallways, and between buildings so as not to disrupt other classes.
- ...showing respect for other people by speaking and responding to them politely.
- ...showing respect for other people by waiting quietly until their conversations have been completed before speaking.
- ...being careful not to walk between two people who are talking.
- ...showing respect for all school property by conserving supplies and taking care that our school's facilities are kept clean and orderly.
- ...holding doors for others and knocking before interrupting a class
- ...protecting your health and the health of others by remembering to wash your hands and properly dispose of paper towels.
- ...using the bathroom facilities properly.
- ...leaving a place cleaner than you found it.

7. It is the goal of the conduct code to create an intrinsic desire within each student to actively choose positive behaviors.

The "BEATITUDES" Code of Conduct (aka "Do these things!")

In Grades K-4, teachers balance positive and negative reinforcement, reward and punishment. This may take the form of a "clip chart," "color chart," "virtue chart," etc. These charts are deployed in a way that leverages opportunity for student growth. These opportunities enable the teacher to model desired behavior and to maintain a culture of accountability and responsibility.

In Grades 5-8, to facilitate the goal of shaping student behavior toward desired behaviors, we use words of affirmation for especially good and virtuous choices.

Classroom Conduct

1. Be an attentive listener.
2. Participate in discussion and share ideas.
3. Do your part when working on a group project (letting others do all the work is selfish and disrespectful).
4. Turn in assignments on time.

Church Conduct

1. Use holy water if desired to make the Sign of Cross.
2. Walk quietly to pew.
3. Kneel or be seated.
4. Participate in songs and responses to the best of one's ability.
5. Listen quietly to the readings and to the priest's homily.

6. Leave church in a quiet, orderly manner with your class

Cafeteria Conduct

1. Follow directions of staff and cafeteria supervisors in a respectful manner.
2. Be courteous while moving through the lunch line.
3. Use appropriate table manners and behave in an orderly manner by sitting while eating.
4. Talk in a normal speaking voice.
5. Eat food only in the cafeteria.
6. Treat food as food, not as material or objects for play.
7. Clean the table and leave it in an orderly fashion.
8. Stay in the cafeteria until given permission to leave.

Playground and Gym Rules

1. Stay in designated areas.
2. Leave rocks, sticks, snow, and other such objects alone.
3. Use physical education equipment for its intended purposes only.
4. Stay in control of yourself while at play.
5. Stay on the playground and in the gym until given permission to leave.
6. Respond to the bell that signals the end of recess by stopping play and moving to the designated line-up area.

The "TEN COMMANDMENTS" Code of Conduct (aka "Don't do these things!")

*****Kindergarten – Grade 4*****

The classroom teacher in these lower grades will develop and implement the classroom's code of conduct. While the behaviors listed in this code of conduct are expected of ALL students (K-8), those in the lower grades will not be subject to the same consequences as older students. If the classroom teacher exhausts normal consequences or student behavior is especially problematic, the principal may get involved in discipline.

*****Grades 5 – 8*****

The behaviors that are prohibited in the Code of Conduct are penalized because they contribute in some way to a culture or environment inconsistent with our school mission and values. In other cases, they might simply promote property damage or some other undesirable outcome. The important thing to remember is that there are important reasons why the behaviors listed below are punished. The ultimate goal of the conduct system is to give students incentive to avoid unwanted and counterproductive behaviors and to equip them with tools for meeting this challenge. To facilitate this goal, we use an Accountability Card.

Level 1 Choice

If a student makes one of the following choices, the student will receive a mark on the Accountability Card.

- Disrupting instruction
- Talking while the teacher, presenter, or recognized speaker is talking
- Not completing homework
- Being a goofball in the wrong place or at the wrong time
- Not following directions
- Other

Level II Choice

If a student makes one of the following choices, the student will receive a mark on the Accountability Card.

- Disrespecting a peer
- Disrespecting a staff member (insubordination)
- Using profane language or gestures
- Not getting necessary permission before acting
- Endangering others
- Playing with food
- Possessing or using a cell phone or smartwatch without permission
- Using a school-owned device for unauthorized purposes
- Other

Level III Choice

If a student makes one of the following choices, the student will be referred to the office. The incident in question will be logged on the accountability card.

- Fighting
- Stealing
- Forgery
- Plagiarism
- Cheating
- Bullying
- Chronic laziness
- Selling or using illegal drugs
- Selling or using tobacco products, e-cigarettes, bath salts, or any other psychoactive substance not prescribed by a doctor (exception: caffeine and caffeine-containing foods/beverages)
- Pulling the fire alarm or making a bomb threat
- Violating the Internet Acceptable Use Policy
- Leaving school without permission
- Public display of affection
- Harassing, threatening, intimidating, shunning, or otherwise acting maliciously
- Damaging or destroying school property
- Addendum violation (see below)
- Other

Atonement

- Three Level I marks on the Accountability Card will lead to one detention.
- One Level II mark on the Accountability Card will lead to one detention.
- All Level III marks will be handled on a case-by-case basis.
- Situations that involve six or more Level 1 marks within a single trimester will be handled on a case-by-case basis.
- Situations that involve more than one Level II mark within a single trimester will be handled on a case-by-case basis.
- Situations that involve a combination of Level I and Level II marks within a single trimester will be handled on a case-by-case basis.
- Students will receive a new Accountability Card at the beginning of each trimester.
- All case-by-case scenarios result in school staff making an earnest effort to balance the severity of the choice with a proportional penance. This effort could result in a unique combination of measures. The open-ended nature of this process is intended to prevent rigid formulas from driving every aspect of the disciplinary process.
- As warranted, school staff reserve the right to withhold students from school any number of privileges.

Addendum

Queen of Peace reserves the right to discipline a student for negative actions reflected on social media or via text message whenever these actions gravely violate the spirit of the school mission.

(Example 1: A picture on Instagram shows the student involved in drug or alcohol activity at a party).

(Example 2: A Twitter post uses vulgar or defamatory language in reference to another person.)

Queen of Peace reserves the right to discipline students for actions of a public nature that violate the letter and/or spirit of the Queen of Peace Code of Conduct.

(Example: A student vandalizes a residential property).

Queen of Peace School reserves the right to impose discipline for unacceptable behavior that takes place off school grounds and outside school hours.

Conduct Disclaimer

No discipline issued pursuant to any handbook shall bind the School to issue the same, or even comparable, discipline to other students in the future. Nor will any form or extent of discipline be construed as a precedent for how discipline will be imposed moving forward. Rather, the School reserves sole judgment and discretion in disciplining students based on the circumstances of each incident, including but not limited to the respective age(s) of the student(s) involved, the student(s)'

perceived maturity level, the conduct at issue, the student(s)' attitude and degree of cooperation, the student(s)' disciplinary history, and any other aggravating or mitigating circumstances the School deems relevant. Nothing in this Handbook limits or otherwise constrains the School's authority, discretion, judgment, or responsibility in any student disciplinary matters.

Procedures to be Followed in Cases of Suspension and Expulsion

In cases where a student is suspended, the following procedures will be followed:

- Written notification will be sent to the parent/guardian and the student stating the reason for the suspension. The notification will also include the length of time of the suspension.
- A meeting (in-person, virtual, or by phone) will be held between school representatives, a parent/guardian, and, if appropriate, the student before or during the suspension. If immediate removal of the student is required, then the meeting (in-person, virtual, or by phone) will be scheduled as soon as practical.
- When a student's behavior is threatening, physically endangers her/him or others, or causes serious disruption to the school or the educational process, he/she may be removed immediately, and the above requirements will be fulfilled as soon as practical.

In cases where a student is expelled, the following procedures will be followed:

- At the discretion of the principal, the advice of a psychologist, physician, social worker, counselor, or other appropriate persons may be sought.
- Written notice will be sent to the parent/guardian and student describing the reasons for the student's removal and proposed expulsion.
- A meeting (in-person, virtual, or by phone) will be held between school representatives, the parent/guardian, and, if appropriate, the student, prior to the expulsion.
- A report detailing the reasons for the expulsion will be sent to the Superintendent of Schools.
- A parent/guardian who believes his/her child has been expelled for insufficient reason has the right to appeal, in writing sent through US mail, to the Superintendent.

Queen of Peace School reserves the right to require a student to participate in counseling/therapy as an ongoing means of remedying behavioral issues, or as a condition of returning to school at all. By signing this Handbook, all students and parents/guardians agree that they will provide whatever authorization is necessary for Queen of Peace School to speak with the counselor, therapist, or other mental health professional in such instances to ensure the students' behavioral issues have been or are being fully addressed. As with the method and extent of any disciplinary measures, Queen of Peace School reserves final judgment in these matters.

The code of conduct and rules stated in this handbook are not exhaustive. There may be inappropriate incidents that occur which are not stated here. In all disciplinary matters, administration and faculty reserve the right to apply disciplinary measures based on their professional and educational discretion. Additionally, please see the Conduct Disclaimer section below.

Coda

All possible behaviors cannot be anticipated nor described within the conduct code. Where "unique circumstances" necessitate, the principal will use appropriate discretion in meting out consequences.

It is reasonable for students and parents to want consistency and transparency in how disciplinary actions are handled. Queen of Peace teachers and staff want the same. However, there is no guarantee that all similar behaviors will trigger identical consequences. Details and circumstances do matter. This code of conduct is built to accommodate consideration of detail and circumstance. Also, parents and students have the right to information that explains why a particular course of disciplinary action is being taken. However, there are sometimes limits to what information can be shared when discussing disciplinary actions taken against other students.

Appeals Process

Catholic schools have a reputation for no-nonsense disciplinary policies. Here at Queen of Peace, we embrace these policies because they represent a higher standard, and because our parents have chosen our Catholic school **for** this higher standard (in all things- not just discipline).

In the vast majority of disciplinary situations, students learn more accountability and more responsibility when parents support the school, *even when the school doesn't get every matter 100% right*. The school is best able to maintain a strong culture of discipline when students know that their parents aren't going to ask for judge and jury to be summoned whenever they get in run-of-the-mill, low-stakes, routine trouble (which is 99% of any trouble that ever happens at QP).

No time will be spent arbitrating these routine disciplinary matters (*defined as all matters that do not result in one of the following consequences: suspension, Saturday School, expulsion*). This is necessary to allow staff to manage students and maintain an orderly learning environment. Staff must be free to exercise their judgment in fluid situations without facing reprisal or grievance from those who were not present when the judgment was made and who cannot know the intangibles and subtleties of a circumstance that led to a particular judgment. In these matters of "balls and strikes," school staff have full discretion.

Staff will always be available to **have a brief conversation** with parents about the conduct of their child in disciplinary scenarios. Parents are free to ask for information about "what happened," and staff will always provide this info. This is fair, reasonable, and expected. However, staff will not respond to **requests that they justify** their routine disciplinary decisions, in the same way that

baseball umpires do not offer justifications for their routine calls behind the plate. Conversations about routine discipline will end whenever demand for justification begins.

Anyone who **demonstrates a pattern** of calling staff into question for their disciplinary decisions, or who undermines staff by refusing to cooperate with a student's assigned disciplinary consequence, will be asked to leave the school.

If a parent disagrees with a **higher-stakes** disciplinary decision (*one that has led to a suspension, Saturday School, or expulsion hearing*), an appeal will be granted upon request. The appeal will prompt an internal review of the known facts in the case and of the conclusion based upon these facts. **There is no external or third-party review process. The Catholic Schools Office does not overrule school disciplinary decisions.*

L. Harassment, Intimidation, Bullying (HIB) Policy

It is the policy of Queen of Peace School (the "School") that any form of harassment, intimidation, or bullying is expressly forbidden.

The Parish and School's internet and computer system and equipment may not be used to engage in harassment, intimidation, or bullying. The "Student Responsible Use of Technology" form must be signed by each student and on file with the School.

The School reserves the right to impose discipline for harassing, intimidating, bullying, and other inappropriate behavior that takes place off School grounds and outside School hours.

Definition of Terms

"Electronic act" means an act committed through the use of a cellular or other telephone, computer, pager, personal communication device, or other electronic communication device.

"Harassment, intimidation, or bullying" means either of the following:

- Any intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both:

- o Causes mental or physical harm to the other student; and
- o Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.

- Violence within a dating relationship.

- "Harassment, intimidation, or bullying" also means electronically transmitted acts i.e., by Internet, social media/network, blog, cell phone, personal digital assistance (PDA), wireless

hand-held device, or other electronic communication device, that a student has exhibited toward another particular student more than once and the behavior both:

- o Causes mental or physical harm to the other student; and
- o Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.

In evaluating whether conduct constitutes harassment, intimidation, or bullying, special attention should be paid to the words chosen and the actions taken, whether such conduct occurred in front of others or was communicated to others, how the offender interacted with the victim, and the motivation, either admitted or appropriately inferred. What may constitute harassment, intimidation, or bullying in one circumstance might not constitute such in another. As in all disciplinary matters, the School will make this determination utilizing its professional and educational discretion and judgment.

Types of Conduct

Harassment, intimidation, and bullying can include many different behaviors including, but not limited to, overt intent to ridicule, humiliate, or intimidate another student. Examples of conduct that could constitute prohibited behaviors include:

- Engaging in unsolicited and offensive or insulting behavior;
- Physical violence and/or attacks;
- Threats, taunts, and intimidation through words and/or gestures;
- Extortion, damage, or stealing of money and/or possessions;
- Exclusion from the peer group or spreading rumors; and
- Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies, computers, cell phones, other electronic devices, the Internet, online websites, blogs, or social media/networks (also known as “cyber-bullying”). Examples of cyber-bullying include, but are not limited to, the following:

- o Posting slurs on the Internet, websites, blogs, or social media/networks;
- o Sending abusive or threatening instant messages, text messages, emails, or other communications through the Internet, websites, blogs, or social media/networks;
- o Taking embarrassing photographs of students and posting them online or otherwise distributing them; and

- o Using the Internet, websites, blogs, social media/networks, or electronic communication devices to impersonate another individual or circulate gossip or rumors to other students.

Complaints Regarding Harassment

Formal Complaints

Students and/or their parents/guardians may file reports regarding suspected harassment, intimidation, or bullying. Such written reports shall be reasonably specific including persons involved, number of times and places of the alleged conduct, the target of the suspected harassment, intimidation, or bullying, and the names of any potential witnesses. Such reports may be filed with any School staff member or administrator, and they shall be promptly forwarded to the principal or his/her designee.

Informal Complaints

Students and/or their parents/guardians may make informal complaints of conduct that they consider to be harassment, intimidation, or bullying by verbal report to a teacher, School administrator, or other School personnel. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including persons involved, number of times and places of the alleged conduct, the target of the prohibited behavior, and the names of any potential witnesses. A School staff member or administrator who receives an informal complaint shall promptly document the complaint in writing, including the above information. This written report by the School staff member and/or administrator shall be promptly forwarded to the principal or his/her designee.

Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the School staff member or administrator who receives the complaint. The anonymous complaints shall be reviewed, and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the concept of fairness to the student alleged to have committed acts of harassment, intimidation, or bullying.

M. Dress Code

Philosophy

The dress code reflects the Queen of Peace School philosophy. The uniform is a Catholic school tradition. It is also useful as a means of setting students in the proper mindset of school and all the behavioral expectations that go along with being in the school environment. When at school, there is important work to do. The uniform signals this, which is why we care about it and all of its details.

It is always possible to single out any particular uniform requirement and call it petty, because uniform codes by nature focus on small details. Is it petty that we only allow certain kinds of earrings? Or that we don't allow boys to wear them? The argument goes that it shouldn't matter what kids wear, or that certain things shouldn't matter, and that these things have nothing to do with being a good person. Who cares whether the socks are low or high or somewhere in between?

The reason we care is not because we equate sock height with morality, but because a good uniform policy will actually be uniform (as in mostly if not entirely the same), and have the effect of communicating to the people wearing the uniform that while they have it on, they are part of a team of people with a certain job to do. From 7:45 to 2:40, the job of a student at Queen of Peace is to work hard at being a good student and a good person. The uniform communicates this to the student, in the same way that an athletic uniform communicates a similar message to a player. And coaches have rules all the time about how the sports uniform is to be worn, all the way down to the socks and shirts. It doesn't mean that you can't be a good person with a green polo shirt on. It simply means coming to school wearing the team uniform in the way the school says it needs to be worn. If a baseball coach says that all the players need to tuck their jerseys in, such is the rule and most people don't question this. Does having the shirt tucked in or not have anything to do with being a good baseball player? Can you play well with an untucked jersey? Absolutely. And yet, it is still accepted that this seemingly arbitrary rule matters to the mentality of the team and the shared goal they have of getting their minds right to play a competitive game of baseball.

When we rolled out the uniform changes over the last couple of years (pullovers, white shirts, etc.), we gave the following explanation for these changes: *An important consideration behind the uniform changes is to present a cleaner, more refined, more standard appearance that visually reflects our school and parish identity as Queen of Peace.*

The dress code is to be followed on all school days unless an exception is made by the principal. When students are out of uniform, parameters will be set and announced. Students should NOT assume they have total freedom of dress on these special occasions. Parents are expected to support the school's policy by ensuring their son or daughter complies with the dress code.

Consequences for dress code violations are addressed in the Code of Conduct.

Required Dress Is As Follows:

Boys and Girls:

*Navy blue pants or shorts (cotton, polyester, corduroy). Students in grades 7-8 may wear khaki shorts or pants.

*If pants/shorts have loops, a belt should be worn (leniency is granted to kindergarten students). Belts must be black, brown, white, navy blue, or gray.

*Shorts may be worn year-round. However, no special accommodations will be made for students choosing to wear them in cold weather. The uniform shorts must come at least $\frac{3}{4}$ down the thigh.

*A white polo shirt (long or short sleeves) is required. Shirts must be tucked in.

Girls ONLY:

*Girls in grades K-3 may wear a plaid jumper.

*Girls in grades 4-8 may wear a plaid skirt.

*Girls must wear shorts underneath their skirts or jumpers.

*Under the skirt or jumper, girls may wear solid white, black, gray, or navy tights or leggings. No sweatpants or flare pants.

*No rolling of the skirts to shorten them. The skirt should be at least $\frac{3}{4}$ down the thigh.

General

The uniform quarter-zip may be worn during the school day over the uniform polo.

Socks must be worn. Socks may be solid white, black, gray, or navy. Crew socks may be worn, but cannot be pulled onto or over the calf.

Boys Grooming—Boys must be cleanly shaven. Boys' hair should not be below the earlobes, touch the top of the shirt collar, or fall below the eyebrows. Mohawks, mullets, razor chops/lines or any sculpting are not permitted. Boys are not permitted to wear earrings or hair accessories. No unnatural hair color or irregular dye patterns.

Girls Grooming—No noticeable makeup. No unnatural hair color, dye patterns, or hair tinsel. No eyelash extensions or similar accessories.

Jewelry—Students may wear a watch, one ring and/or one small necklace. Long or otherwise larger necklaces might be permitted under the condition that they be worn beneath the collar and shirt. Students are limited to two bracelets and one anklet. Girls may wear one pair of small earrings (no hoops or anything dangling - must be a small post).

Cosmetics—No nail polish. No artificial nails.

Tattoos—Students cannot have tattoos that show during school or school-sponsored activities.

Footwear- Students should wear comfortable recreational shoes with laces that can be tied and that are suitable for recess and P.E. class. No boots, boat shoes, crocs, slides, or sandals.

OUT-OF UNIFORM DAY - On out-of-uniform days, students are expected to follow the guidelines that the principal stipulates. Unless otherwise stated, the guidelines listed below should always be followed.

Guidelines:

- i. The appropriate shirt (with sleeves) must be clean and not contain inappropriate (violent, sexually suggestive, crude, or rude) graphic wording images.
- ii. Clothing should not be ripped, torn or unsuitable for school.
- iii. Pants must be clean and without holes or patches.
- iv. Super short shorts are not permitted. (Fingertip rule in effect.)
- v. When leggings or tight-fitting pants are worn, the bottom of the student's shirt or sweatshirt must hang at or below the fingertips.
- vi. Standard rule on footwear applies unless otherwise indicated.

Physical Education

Physical Education class is held according to state requirements. All students are required to participate in P.E. classes. Any student who brings a valid note excusing him/her from P.E. will sit and observe the class to keep up-to-date with instructions.

Students in grades 5-8 **must** change clothes for PE class. PE shorts must be fingertip length or longer. Students wearing improper-length shorts will be asked to put on longer shorts from our school supply.

N. Emergency Delays and Closings

Emergency School Closing/Delays/Early Dismissals

Emergency school closings, delays, and/or early dismissals due to severe weather conditions or building problems will be announced via OptionC.

In most cases, any "calamity day" will be a day on which students are not expected to learn synchronously via Zoom, Teams, or other videoconferencing platform. However, teachers do reserve the right to assign work to be completed by students on the calamity day provided that the work is assigned in class (and not remotely via Google Classroom or any other LMS), and provided that the total amount of work assigned across all the student's classes falls within the "homework volume" ranges stipulated in the HOMEWORK section of the Handbook.

O. Field Trips and Guest Presenters

Field trips and guest presenters are encouraged as extensions of classroom lessons. Field trips are privileges and students may be denied participation if they fail to meet behavioral and/or academic requirements. Students who fail to submit a proper permission slip will not be allowed to participate in the field trip.

Though many do, teachers are not required to take their students on an annual field trip. The more important consideration is that teachers are finding creative and stimulating ways to enhance the curriculum and to provide impactful learning experiences. This can be accomplished with field trips, guest presenters, scavenger hunt lessons that involve parent volunteers and/or use of outdoor spaces on campus, project initiatives such as Invention Convention, etc.

Anyone invited to be a parent chaperone on a field trip must have their status as chaperone confirmed by the classroom teacher at least two days in advance of the field trip. A chaperone cannot be confirmed unless he or she has completed SafeParish training.

P. Health and Safety

State law requires parents/guardians of students new to Queen of Peace School to furnish written documentation of school records from the school most recently attended, a birth certificate, emergency form, and an up-to-date record of immunizations, on the first day of school. The student will not be permitted to remain in school without all the completed forms submitted to the school office.

1. Health Regulations

A school nurse is not in the building on a regular basis. We do have volunteer nurses who are present on an irregular schedule. The school secretaries address routine health and safety needs when a nurse is not present. They also adhere to all requirements of the Butler County Department of Health. If your child has special health needs or you have concerns about a physical or emotional condition, please contact the nurse for an appointment.

2. Health Records and Immunizations

Complete health records for each student will be maintained under direction of the school nurse. These records will include the student's immunization records as required by the Ohio Department of Health (under authority granted in Sections 3313.671 and 3701.13 of the Ohio Revised Code). "Queen of Peace School complies with the minimum immunization requirements set forth by R.C. 3313.67 and 3313.671. Although Queen of Peace School complies with those minimum immunization requirements, it also retains discretion to enforce stricter requirements at any time, for instance, by requiring vaccination even over a guardian's conscience or religious conviction objection or by revoking a previous exception."

All students must be immunized according to State Board of Health requirements.

Students may not be allowed in class if records and immunizations are not up to date.

While the State Board of Health does provide a “Waiver for Immunizations” for medical or religious reasons, Queen of Peace School, as a nonpublic school, is not required to accept these waivers. Our policy regarding a waiver for immunizations is for “documented medical conditions” only. Such a condition must be verified (by providing a medical reason why an immunization is not recommended for the child) and documented in writing by a licensed medical practitioner.

3. Health Screenings

Queen of Peace School will conduct health screening programs for vision, hearing and scoliosis. The State of Ohio mandates vision and hearing screening for Preschool, Kindergarten and grades 1, 3, 5, and 7 and students new to the school. Scoliosis screening is done in Grades 5 through 8 when a health professional is available to offer this service.

These screenings are used to alert parents to potential problems in these areas. Screenings are not intended as a substitution for regular examinations by a physician. Parents are responsible for meeting their children’s basic health and immunization requirements with regular check-ups.

4. Emergency Medical Authorization Forms

The State of Ohio Department of Education requires that an emergency medical authorization form be completed and kept on file in the school office for every student. This form has information for contacting a student’s parents or an alternate person, the name of the student’s physician, etc., to be used in case of an emergency. **Students will be excluded from school if the school does not receive this form.** It is extremely important for parents to notify the school office of any changes in telephone numbers, etc. as soon as possible. Wrong information could cause serious delays when trying to contact parents in the case of an emergency situation.

Required forms needed in the school office at the beginning of the school year include:

- a. Medication forms required for **ANY** medicine given at school
- b. Emergency medical authorization form and other special forms as needed
- c. Student medical information form
- d. Copy of immunization record and any boosters given since admission to Queen of Peace

5. Contagious Disease

Parents are asked to notify the school office if their child has a contagious disease of any kind, including but not limited to, strep infections, chicken pox, mumps, head lice, etc.

The home and school must work together to promote the welfare of the child and prevent the spread of disease. A child should be kept home if he or she is coughing and/or sneezing with frequency. If you suspect a contagious disease, exclude your child until a diagnosis is made and the child is symptom free. If you have questions pertaining to the return of your child, contact the school.

Illness at School—In the event a child becomes ill at school, the child is taken to the clinic and checked for temperature, etc. When indicated, parents/guardians are notified. The parent/guardian is requested to pick up the child at the school office.

If a student vomits at school, the student will be sent home UNLESS there is reason to believe that the vomiting does not indicate a contagious disease.

Accidents—In the event of an accident, basic first aid measures will be used. In case of a serious injury, the parents will be notified and, if needed, EMT services will be sought.

6. Dispensing Medication

Queen of Peace School follows the following Archdiocese of Cincinnati mandate and R.C. § 3313.713 regarding administering medication to students.

Administering Medications to Students (R.C. 3313.713)

Each school shall adopt a policy on the authority of its employees to administer drugs prescribed to students enrolled at the school. That policy must either: (1) prohibit, except as otherwise required by federal special education laws, employees from administering drugs, or (2) authorize designated employees to do so.

In the event the school adopts a policy allowing designated employees to administer drugs to students, the designated employees must be either: (a) licensed health professionals, or (b) have completed a drug administration training program conducted by a licensed health professional and considered appropriate by the school. Likewise, if the school adopts a policy permitting the administration of medication, that policy also may provide that certain drugs, types of drugs, or types of procedures should not be administered or used.

A school which elects to have a policy allowing the administration of drugs to its students may administer the drug only after all of the following occur:

1) The school receives a written request, signed by the student's parent or guardian, that the drug be administered to the student. This request should include a statement that the parent/guardian releases the school and its employees from any and all liability for damages or injury resulting directly or indirectly from the presence of the medication in the school or its use by the student;

2) The school receives a statement, signed by the prescriber, that includes the following information:

- a) The name and address of the student;
- b) The school and class in which the student is enrolled;

- c) The name of the drug and the dosage to be administered;
 - d) The times or intervals at which each dosage of the drug is to be administered;
 - e) The date the administration of the drug is to begin and end;
 - f) Any severe adverse reactions that should be reported to the prescriber and one or more phone numbers at which the prescriber can be reached in case of an emergency; and
 - g) Special instructions for administration of the drug, including sterile conditions and storage.
- 3) The parent or guardian agrees to submit a revised statement signed by the prescriber if any of the information provided immediately above in (2)(a)-(g) changes;
 - 4) The employee(s) designated by the school to administer the drug receives a copy of the statement set forth in (2) and (3), immediately above;
 - 5) The drug is received by the employee(s) designated by the school to administer the drug to the student for whom the drug is prescribed in the container in which it was dispensed by the prescriber or licensed pharmacist; and
 - 6) Any other procedures required by the school are followed.

If the school adopts a policy permitting the administration of drugs to its students, the school shall keep and retain copies of: (a) all written requests by a student's parent or guardian to administer the drugs; and (b) all prescriber statements noted above. The school shall keep and retain copies of all medical records pertaining to each drug a student receives in that student's respective file. The school also must establish a secure and locked location in each building for the storage of drugs to be administered. Drugs that require refrigeration may be kept in a refrigerator in a place not commonly used by students.

The possession or use of non-prescription, over-the-counter medication during school hours is discouraged. Administration of these medications (i.e. throat lozenges, acetaminophen drugs such as Tylenol and Datril, etc.) should be determined on the local school level, if the school determines that adequate personnel are available, and as long as appropriate permission forms are on file. The school will not administer aspirin to students because of its connection to Reye's Syndrome. At the discretion of the principal, the school may require that medication be kept by school personnel until the student needs to use it.

Notwithstanding the above, a student may possess and use an epinephrine autoinjector to treat anaphylaxis, subject to the following conditions. First, the school must have written approval from the student's parent/guardian. Second, the school must have written approval of the prescriber of the autoinjector. The prescriber's written approval must include the following:

- (1) The student's name and address;

- (2) The names and dose of the medication contained in the autoinjector;
- (3) The date the administration of the medication is to begin and end, if known;
- (4) Acknowledgment that the prescriber has determined that the student is capable of possessing and using the autoinjector appropriately and has provided the student with training in the proper use of the autoinjector;
- (5) Circumstances in which the autoinjector should be used;
- (6) Written instructions that outline procedures school employees should follow in the event that the student is unable to administer the anaphylaxis medication, or the medication does not produce the expected relief from the student's anaphylaxis;
- (7) Any severe adverse reactions that may occur to the child using the autoinjector that should be reported to the prescriber;
- (8) Any severe adverse reactions that may occur to another child, for whom the autoinjector is not prescribed, should such a child receive a dose of the medication;
- (9) At least one emergency telephone number for contacting the prescriber in an emergency;
- (10) At least one emergency telephone number for contacting the parent/guardian; and
- (11) Any other special instructions from the prescriber.

The school also must have received a backup dose of the anaphylaxis medication from the student's parent/guardian. And in the event a student or school employee has to administer anaphylaxis medication to the student, the school must immediately thereafter request assistance from an emergency medical service provider.

7. Policies Regarding Illness

Fever:

If your child has a fever (temperature above 99.5), the child is to be kept home until the temperature is normal for a full 24 hours ***without*** the use of Tylenol, aspirin, ibuprofen, etc. Giving these medications will bring down the child's temperature, but it merely masks this symptom of illness.

As long as the child's temperature remains above 99.5, they are still capable of spreading their illness to others. They need to stay at home for their own welfare and for the welfare of the others with whom they come in contact.

Strep Throat and Pink Eye Infections:

Students who have streptococcal throat or eye infections must have received proper medication for a full 24 hours before returning to school to prevent infecting other students and/or teachers. With less than 24 full hours of medication, they are still capable of spreading their infection to others. Both these conditions are highly contagious without adequate medication treatment.

8. Cough Drop Policy

Students are not permitted to carry cough drops or keep them in their desks. If the student must use cough drops at school, parents/guardians must write a note to the teacher explaining the need for cough drops. The cough drops are to be given to the school office or a designated teacher to dispense as directed by the parents/guardians. Cough drops are not to be shared with other students.

9. Head Lice Policy

In order to prevent widespread outbreaks of head lice, we ask parents to notify the school office immediately if their child becomes infested with head lice. If a student is found to have head lice, the parents will be notified to take the student home so that they may receive treatment..

10. Policy for Students with Orthopedic Conditions

INJURIES

Students who have injuries that require care from a doctor or in an emergency room, cannot participate in Physical Education classes or active recess until the school receives a written release from a doctor stating that the student is able to participate in physical activities with no restrictions.

CASTS, SPLINTS, ORTHOPEDIC APPLIANCES.

- Students requiring casts, splints or other orthopedic appliances are not permitted to participate in Physical Education classes or active, contact sports because of the risk of further injury to the student who needs the orthopedic appliance and the risk of injury to other students from contact with the orthopedic appliances.
- Students will be permitted to participate in Physical Education classes and active/contact sports when the casts, splints, etc. have been removed and the school office has received a written release signed by the student's physician giving permission for the student to resume normal school activity with no restrictions.

CRUTCHES.

- Students who need crutches must eat lunch in the main school building when the pavement is wet or when there is snow or ice on the ground. Rubber crutch tips can slip in the presence of moisture, resulting in falls.
- Students needing crutches are not to use either set of steps leading to the Cafeteria because of the danger of further injury from falls, etc.
- Students using crutches may walk down the hill to the Cafeteria in good weather if they have written permission from a parent/guardian.
- Students needing crutches will not be permitted to leave the main school building when it is wet or when snow or ice are on the pavement because of the danger of slipping or falling.

- Written notification from the student's physician is required when crutches are no longer needed and the student can resume normal activity.

WALKING CASTS

- Students with walking casts must eat lunch in the main school when the pavement is wet or when there is snow or ice on the ground leading to the cafeteria.
- In good weather, students with walking casts will be allowed to go to the cafeteria by using the steps in church, as long as the student has written permission from a parent/ guardian and the student exhibits reasonable care in using the steps.
- If the student behaves in a reckless manner, the school may require the student to eat lunch in the main school building for his/her own safety.
- Students with walking casts will not be permitted to leave the main school building when it is wet or when snow or ice are on the pavement because of the danger of slipping or falling.
- Students who require orthopedic appliances (casts, splints, braces, etc.) will NOT be permitted to actively participate in Physical Education classes or recess until the appliance is removed and the physician has given a written release to resume normal activities with no restrictions

WHEELCHAIRS

- Students requiring the use of a wheelchair must have written permission of a parent/guardian in order for an adult to transport the student down the hill when necessary. Other students are not permitted to transport a student in a wheelchair at any time.
- Students requiring a wheelchair must eat lunch in the main building when the pavement is wet or has snow or ice on it. They will not be permitted to leave the main building when these conditions are present.

Q. Emergency Drills

According to state law, a fire drill is required each month while school is in session. Two tornado drills are required.

Queen of Peace conducts a minimum of three school safety drills per year.

R. Library Privileges

The school library is open and available to all students of Queen of Peace. All classes are scheduled for a weekly visit. In addition, teachers may use the library with their class for extra independent research work. All students who take books from the library are expected to take proper care of those books and return them by the due date. If a book is lost or destroyed, the student will be charged accordingly.

S. Lost and Found

There is an area outside the school office for articles which have been found. Lost possessions may be reclaimed there. This area will be cleaned out periodically and items will be displayed for reclamation by students and parents. Any items not claimed will be donated.

T. Non-Custodial Parent

This school abides by the provisions of the Buckley Amendment with respect to the rights of non-custodial parents. In the absence of a court order to the contrary, Queen of Peace School will provide the non-custodial parent with access to the academic records and to other school-related information regarding the child. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order.

U. School Pictures and Yearbook

School pictures are taken early in the school year. A School Yearbook is published and available for purchase by students and parents.

V. Telephone/Cell Phones

Students may call home upon request using the office phone and with the permission of school staff.

As a general rule, students who forget lunch or other school items at home will not be permitted to call home and ask a parent to bring the forgotten item. We have extra lunches for students who need one. Exceptions can always be made depending on the details of the situation. Accountability is important, but so is mercy.

Students may not use cell phones, smartwatches, or any other digital device with bluetooth, wireless, or cellular capability during morning gathering, during the school day, during dismissal, or during after-school activities unless special permission is given by a staff member.

Student cell phones and smartwatches must be silenced while in locker or backpack storage.

W. Tuition

A tuition balance should not be carried beyond the final day of the annual school calendar. Any unpaid balance will result in escalating late fees. Any unpaid balances that remain on August 1st could result in disenrollment from the school.

Past-due payments during the school year are also subject to escalating late fees. Administration reserves the right to disenroll a student during the school year if his or her account balance is not addressed in a proactive, communicative, and responsible manner. This applies especially in circumstances where requests for action from the school or business office are met with repeated silence or inaction.

X. Testing Program

Queen of Peace School, through the cooperation and guidance of the Archdiocese of Cincinnati Office of Education, maintains an accurate record of each student's progress in school through the administration of various standardized testing. The special testing program is in addition to the regular tests and quizzes given by the teachers during the regular course of the school year. The standardized testing program at Queen of Peace includes:

- iReady—grades K through 8
- ARK – grades 2 through 8

Y. Visitors

Any visitor, parent, former students, etc., must report to the office before going to their destination. If a child forgets lunches, books, etc., they must be brought to the office. Parents may not request to see teachers during class time. Should a parent need to see a teacher, an appointment should be made.

Z. Volunteers

Volunteers for class and school activities are welcome. To protect our students and staff, all volunteers must complete SafeParish training and complete fingerprinting through approved Archdiocese of Cincinnati fingerprinting locations. Please contact the school principal or parish business manager for Decree and fingerprinting opportunities.

We review the SafeParish database prior to every school event involving parent volunteers. If you volunteer for an event but are not compliant through SafeParish at the time we run our review, you will not be able to volunteer. The best way to avoid this is staying current with your training!

AA. Withdrawal and Transfer

Withdrawal and Release of School Information

The withdrawal of a student on a permanent basis is a formal procedure and should be completed by means of a letter indicating the official date of withdrawal. All notices of permanent withdrawal should be directed to the principal. When a student is transferring, all pertinent school records will be sent to the new school upon receipt of record release papers and payment of any tuition due.

Transfer of records

When a student transfers to another Catholic School, a duplicate of his/her permanent record card is sent to the school that the child is entering. It will not be given to the pupil or parent. If the pupil is transferring to a public school, the personal information of Baptism, Confirmation, and First Eucharist need not be sent. Queen of Peace must have signed permission from parents or guardians before records are transferred.

Student records will not be transferred if there are delinquent tuition payments or fees. Also, all textbooks, materials, and library books must be returned to school.

BB. Seizure Action Plans

[ORC 3313.7117](#) requires Chartered nonpublic schools to create an individualized seizure action plan for each enrolled student who has an active seizure disorder diagnosis. At least one employee at each school should be trained on implementing the seizure action plan.

The plan must include the following:

- A written request, signed by the student's parent or guardian, to have seizure disorder prescriptions administered to the student; and
- A written statement from the student's treating practitioner providing information on each drug prescribed to the student for a seizure disorder.

Ohio law requires the school nurse (or alternative employee) to notify all school employees, contractors and volunteers who regularly interact with the student in writing of the existence and content of the seizure action plan. The school nurse (or alternative employee) coordinates seizure disorder care at the school and ensures all staff who interact with the student receive necessary training.

Schools and districts must renew each seizure action plan at the beginning of each school year. Schools are responsible for maintaining the seizure action plan in the school nurse or administrator's office.

CC. Room Parents

One or two parent volunteers assist the classroom teacher with party and event planning. These volunteers are selected in an ad hoc manner, with the classroom teacher having ultimate discretion over the filling of these roles.

DD. School Safety

Queen of Peace School has a Safety Committee that meets multiple times per year to design safety drills and discuss best safety practices within our school and campus environment. The committee consists of school staff and school parents with experience in the creation and implementation of safety measures in organizational settings.

Queen of Peace School utilizes the Comprehensive School Threat Assessment Guidelines to manage potential safety hazards.

EE. Right to Amend

This handbook is not a binding contract on Queen of Peace School. Rather, it is a unilateral set of policies which students and families are expected to, and must, follow. The principal, or his/her appointee, with the support of the pastor, retains the right to amend this handbook at any time and for any reason. Parents, guardians, and students will be given notification if changes are made.

Revised August 2026
