

The Jane Justin School Parent Handbook 2016/2017



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Extended School Program Hours:

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3:10 pm to 5:30 pm

Accredited and Licensed by:

- AdvancEd
- Southern Association of Colleges and Schools (SACS)
- Council on Accreditation and School Improvement (CASI)
- Texas Association of Non-Public Schools (TANS)
- Texas Department of Protective and Regulatory Services
- City of Fort Worth Health Department

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Welcome

Welcome to the Jane Justin School, a community of families and teachers who are committed to helping children become capable scholars, responsible citizens, and loyal friends.

Mission

The Jane Justin School, in partnership with families and the community, fosters the knowledge and life skills necessary for our students to achieve productive and meaningful lives while respecting and embracing the individuality of each child. To achieve this mission, the Jane Justin School responds to the changing needs of our students and their families with compassion and educational excellence.

Vision

It is the vision of the Jane Justin School to return each of our students to a more traditional educational setting with the skills needed to be successful in that setting.

Mascot

The Jane Justin School mascot is the Trailblazer. The Trailblazer symbolizes that perfect combination of strength, courage, resilience, and perseverance. Indeed, Trailblazers are not satisfied with the status quo. They are in search of something better. They are leaders who seek to make the world a better place. They are scholars who challenge people to think differently. To be sure, each of you, and each of your children embody the characteristics of a Trailblazer. No two children are the same. Each will blaze their own trail in this world. The journey will, no doubt, be full of challenges, but it will also be full of successes. Together, we will transcend the challenges and celebrate much success.

The Robert Frost poem, “The Road Not Taken” is an apropos reminder of the benefits of trailblazing.

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear,
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I marked the first for another day!
Yet knowing how way leads on to way
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I,
I took the one less traveled by,
And that has made all the difference.

Collaboration

Child Study Center houses several departments, three of which may be particularly relevant to Jane Justin families: ***The Behavior Disorders Clinic (BDC)***, ***The Psychology Department***, and ***The Developmental Pediatric Department***. Children enrolled in the Jane Justin School do not automatically see a developmental pediatrician, a BDC Behavior Analyst, or a Psychologist. If, however, the Director determines that the child may benefit from additional services, she may refer to one or multiple departments. All departments maintain a waitlist and a referral from the Jane Justin School may not decrease the length of time until the first appointment. See below for more information about each department.

The Behavior Disorders Clinic

The Behavior Disorders Clinic provides parent training to parents of children with developmental disabilities who display difficult behaviors such as noncompliance, tantrums, property destruction, self-injury, food refusal, and aggression. Please make an appointment with the director of the JJS if you are interested in learning more about the services offered by the Behavior Disorders Clinic.

The Developmental Pediatric Department

The Developmental Pediatric Department is staffed by neurodevelopmental and developmental behavioral pediatricians who see children with the full range of developmental disabilities and associated disorders. The focus of the program is on diagnosing and treating children with developmental and behavioral disorders. The diagnostic process involves physical examination, observation, and sometimes developmental or medical testing. Ongoing developmental pediatric care may involve repeated screening or testing, prescribing medication and supervision of the plan of care. Please make an appointment with the director of the JJS if you are interested in learning more about the services offered by the Developmental Pediatric Department.

The Psychology Department

Psychologists at Child Study Center provide comprehensive testing for children with developmental disabilities. Testing provides information on a child's current functioning in the areas of: intelligence, academics, behavior, and emotions. Test results are useful in making a diagnosis as well as to assist doctors, parents, and teachers in making a treatment plan for their child. Although the Department's primary emphasis is on conducting evaluations, therapeutic interventions that may be available include individual therapy and parent training. Therapy services are available dependent upon clinician's schedules and scope of practices. Please make an appointment with the director of JJS if you are interested in learning more about the services offered by the Psychology Department.

Pediatric Rounds

The director of the school accompanies the Medical Director on pediatric rounds in the school every other week. The function of pediatric rounds is to provide a mechanism by which the medical director may observe how well JJS students are functioning in the classrooms. The pediatric rounds are particularly helpful for coordinating treatment for students who are also current patients in the Developmental Pediatric Department.

Classrooms

The Jane Justin School operates classrooms staffed by certified teachers, assistant teachers, Board Certified Behavior Analysts, practicum and internship students, and community volunteers. Because of the great diversity of skills in our student body, the Jane Justin School is ungraded. Classroom rosters are loosely built around age ranges and each classroom is named by a color.

The Green, Purple, Red, and Blue classrooms collectively cover 8 instructional levels (Preschool through 6th Grade). As such, parents should expect students to spend a minimum of 2 years in each classroom. A student's movement from one classroom to another is determined by two factors: (1) the student's demonstration of the prerequisite skills required to be successful in the next classroom, and (2) available space.

Green Room:

The Green Room typically enrolls 10 students between 3 and 6 years of age. One certified lead teacher and one assistant teacher typically staff this classroom which creates a 5:1 student-to-teacher ratio.

Purple Room:

The Purple Room typically enrolls 13 students between 5 and 8 years of age. One certified lead teacher and one assistant teacher typically staff this classroom which creates a 6.5:1 student-to-teacher ratio.

Red Room:

The Red Room typically enrolls 13 students between 7 and 10 years of age. One certified lead teacher and one assistant teacher typically staff this classroom which creates a 6.5:1 student-to-teacher ratio.

Blue Room:

The Blue Room typically enrolls 13 students between 9 and 12 years of age. One certified lead teacher and one assistant teacher typically staff this classroom which creates a 6.5:1 student-to-teacher ratio.

Yellow Room:

The Yellow Room can accommodate 8 students between 3 and 12 years of age. One certified lead teacher, two assistant teachers, and a Board Certified Behavior Analyst staff this classroom which creates a 2:1 student-to-teacher ratio. The Yellow Room is a special therapeutic classroom that primarily helps with the transition of students from Child Study Center's Applied Behavior Analysis Department. It is also for students whose academic needs could not otherwise be met in the four other classrooms (i.e., the student-to-teacher ratios are not sufficiently intense).

Regardless of classroom, a typical day begins with the morning arrival period when parents drop-off their children at the classroom door. The students are welcomed into the classroom and provided with table-top activities to keep them productively occupied while the teacher finishes welcoming the remainder of the class. Immediately after, the students transition to either a circle time (younger students) or morning meeting (older students). Both activities are used to set the day's goals and impart information about upcoming events. Next, those students who have home contracts report their accomplishments. Those who meet the individualized expectations are provided access to reward items/activities. Those who do not meet the expectations participate in corrective activities. The remainder of the morning is spent cycling through the academic center to work on individualized academic goals. When not in the academic center, the students participate in activity zones where social skills are shaped using incidental and contingent access teaching procedures. Lunch and physical education follow the morning's academic and social lessons, and the afternoon hosts a return to those lessons for extra practice. At three o'clock the students are picked-up at the classroom door by their parents and depart for home. Collectively, the day is characterized by highly engaged students and teachers who actively pursue individualized objectives. Smiles, success, and praise are ubiquitous features that help make learning fun. Thus, a typical day for JJS students is one where scholarship, friendship, and citizenship skills are constantly being shaped.

Teachers

The Jane Justin School employs teachers, assistant teachers, and Board Certified Behavior Analysts specially trained in the techniques of classroom management, principles of learning, curriculum development, and data-based decision making. All staff members operate from the perspective that learning is personal and that instruction must be individualized.

Individualized Instruction

Delivering individualized instruction begins with a repertoire assessment designed to reveal skill competencies as well as skill deficiencies, and the results are used to pinpoint proper curriculum placement. Teaching then begins with an emphasis on errorless learning, which has been shown to be generally superior to trial-and-error learning. Progress with respect to each learning objective in each curriculum area is monitored, documented, and communicated to parents on a

daily basis via each student's personal plan. As a student's repertoire becomes more skillful, teachers make adjustments to the personal plan through a process of data-based decision making.

Personal Plan

The device that enables truly individualized instruction at the Jane Justin School is the personal plan—the one-page form that describes a student's current objectives in every curriculum area and serves as a record of every lesson that occurs during each week. This is the form that allows one teacher to explain to another what and how a student was taught and how well the lesson went. The second teacher can then extend the work of the first with great consistency. Anyone who can read the plan and knows the curriculum can see what a student did every day.

The personal plan is also a record for parents. As soon as you can read the plan, you too will know all the details of your child's day.

At the beginning of each week, a new personal plan is constructed based on the experience of the previous week. The current personal plan, along with all prior plans for the current quarter, is kept in the student's folder. That folder also contains the student's curriculum sheets as well as a graph that displays their progress in every curriculum area during the current school year. All of these records are meant to be shared with you. If an entry does not make sense, please ask. The better you understand everything in the folder, the better we can collaborate in creating the best possible educational program for your child.

Complimenting Students and Teachers

Your child's personal plan is a comprehensive and detailed system of academic recording and reporting. How you use the information it provides has great influence over your child's behavior. We highly suggest that parents learn to read the personal plan and review it frequently so that compliments can be given to the student *and* to the responsible teacher(s). The parent who has learned to read the plan well will understand the signs of progress and take the time to comment on them. Nothing is a greater compliment to a teacher than the approval of an informed parent who understands the curriculum and its procedures.

In a conventional classroom, the usual exchange (if any) between parent and teacher at the end of the day is likely to be a friendly, but empty, "How did the day go?" "Fine. He had a good day." Similarly, as parent and student walk together toward the car, mother asks, "What did you do in school today?" The predictable answer, "Nothing," lets the parent go on to consider what's for dinner.

The Jane Justin School parent who takes a moment to review the personal plan can then comment to the student, "Michael, you had another good day with your numbers, didn't you? I'm so proud of you!" And to the teacher, "Thank you, it really is nice to see this kind of progress. It's also nice that he really likes the number games." What teacher does not look forward to the arrival of such a parent? Who among us does not love to show off our good work to an approving and informed audience?

The parent who knows how and when to approve has also learned to read the personal plan well enough to see any problems. More important, however, the parent who has correctly noted and complimented the good things has built the social credits that help when asking about problems. “I see he has not passed a Programmed Reading step in a while. What adjustments are being made to help him meet that goal? What can I do at home to help him be more successful?” A question asked out of thoughtful concern can be part of a normal, friendly conversation. The same words, delivered as a critical challenge by a parent who seldom compliments, may not be received nearly as well.

Unfortunately, too often we find it easier to criticize than to compliment. Some parents seem reluctant to praise the small improvement in their student’s performance fearing that approval of what they have done may stop them from trying to do better. In fact, the opposite is true. People, both big and little, like to get sincere compliments, and they will work hard to get them. The approving audience generates more good performance, not less. The personal plan creates new opportunities for parents to become informed.

Curriculum

To help children reach their fullest potential, the Jane Justin School uses a curriculum that is coherent, unified across all classrooms, and capable of accommodating preschool - 6th grade instructional levels. The curriculum is deliberate. Just as you measure your child’s growth in height with marks on the kitchen door, you can watch your child’s progress in each curriculum area. The specific curriculum areas are listed below:

- Big Movement Skills: Balance, Tumbling, and Hand/Eye Coordination
- Small Movement Skills: Stringing, Building, Drawing, Cutting, Tracing, and Copying
- Self-Help Skills: Personal Information, Eating, Grooming, and Dressing
- Social Skills: Protection, Initiations, Tolerance, Rule-Following, and Community Behaviors
- Verbal Skills: Listener Skills and Speaker Skills
- Concept Formation: Colors
- Concept Formation: Shapes
- Concept Formation: Body Parts
- Concept Formation: Numbers and Numerals
- Concept Formation: Alphabet
- Concept Formation: Money
- Concept Formation: Time
- Concept Formation: Patterning, Puzzles, Ordering, Days, Months, and Seasons
- Concept Formation: Prepositions and Comparatives
- Concept Formation: Receptive / Expressive Labels
- The Great Action Adventure
- Literacy Skills: Early Book Skills, Dictation, and Sight Words
- Language for Learning
- Demonstrating Comprehension Through Reading and Drawing
- Spectrum Writing
- Writing Sentences
- Reasoning and Writing
- Type to Learn

- Talking About a Picture
- Writing About a Picture
- Reading Concordance
- Reading Most Common Words
- Headsprout Reading
- Programmed Reading
- Reading for Concepts
- New Practice Readers
- Reading About Science
- SRA Reading Laboratories
- SRA Corrective Reading
- Accelerated Reading / Listening
- History
- Early Handwriting
- Zaner-Bloser Handwriting
- Edmark Reading
- Programmed Spelling
- Spelling Most Common Words
- Spelling 2100
- Elementary Language Skills
- Grammar, Usage, and Mechanics
- Taking the High Road to Social Studies
- Taking the High Road to Reading, Writing, and Listening
- Map Skills and Exploring Maps
- Math Concordance
- Math Facts: See→Type
- Math Facts: See→Write
- Math Facts: Hear→Say
- Programmed Math
- Programmed Math Word Problems
- Math Concepts and Skills
- Math Concepts and Skills Practice Sheets
- Math Concepts and Skills Intervention
- Math Concepts and Skills Worksheets
- Classroom On-Task Intervals
- Good Behavior Cans
- Good Behavior Stars
- Good Behavior Days
- School Contract
- Home Contract
- Friendship
- Citizenship

Achievement Records

The Jane Justin School conducts achievement testing as a means to assess student progress during the school year. Depending on the child's age and abilities, they may receive one or more of the following assessments: the Kaufman Survey of Early Academic and Language Skills (K-

SEALS), the Woodcock-Johnson Tests of Achievement, and the Vineland Adaptive Behavior Scales. Typically, our 3-, 4-, and 5-year old students receive the K-SEALS and our students 6 years and older receive the Woodcock Johnson. The Vineland is administered to students of any age who may have difficulties in areas of adaptive functioning (i.e., communication, daily living skills, socialization, and motor skills).

All new students will receive a pre-test using one or more of these instruments during the second week of school. The pre-testing results will be shared with parents during the 1st round of parent conferences in November. In general, returning students will not receive a pre-test*. Instead, the end-of-year achievement testing from the previous school year will serve as the pre-test for returning students. All students will receive post-testing. Post-testing occurs near the end of the school year, and the results will be shared with parents during the 4th round of parent conferences in May.

*A returning student may receive a pre-test if it is expected that he or she will receive a different post-test than the one he or she received the previous year. For example, if a 5-year old received the K-SEALS during post-testing in the previous year and will likely be ready to take the Woodcock Johnson by the end of the current school year, he or she will be given the Woodcock Johnson during pre-testing.

The achievement records produced by the testing contain information that describes each student's current level of functioning across broad developmental areas. The information is expressed in terms of the number of months of achievement. The difference between the number of months achieved at post-testing and pre-testing represents the achievement gain for the school year.

IQ Testing

The Jane Justin School, in conjunction with the Psychology Department of Child Study Center, conducts IQ testing for students who are new to the program and for those preparing to transition to another school. The results of the tests provide an estimate of a child's ability level relative to national norms. Those estimates help with proper curriculum placements.

Tracking Progress (Grades, Graphs, and Report Cards)

Traditional schools hold the amount of instruction constant and let the amount students learn vary. Each semester some students will learn more, others less. The variable outcome is then labeled with different letter grades (A, B, C, D, or F) at the end of a set interval. Unlike traditional schools, the Jane Justin School varies the amount of instruction needed to ensure mastery (A⁺) and pays little attention to fixed intervals of time. Students are different, and they progress through each curriculum domain at different rates. Our job is to see that every student masters each step and enjoys the same pride of achievement regardless of time. Because we teach all skills to the mastery level, the critical unit of measurement becomes the number of steps (skills) mastered in a given amount of time. At the end of each week, we count the total number of steps mastered during the week and that number is plotted on a curriculum step graph. The updated step graph is sent home each week along with a behavior graph for posting on the refrigerator. Updated copies of those graphs are also available in each student's curriculum

folder.

At the end of each 9-week quarter, report cards are presented during parent conferences. The report card details the curriculum domains in which the student is enrolled and the number of curriculum steps (skills) mastered during the previous quarter. These quarterly report cards are yet another way to celebrate each student's accomplishments.

Homework

Unlike many schools, the Jane Justin School does not require homework in the Yellow, Green, Purple, and Red classrooms. The reason for this is that the students we serve in those classrooms generally require specialized teaching techniques. Access to those techniques is the main reason many families choose to enroll their children with us. Although each parent has a unique set of talents, we understand that the delivery of specialized instruction may not be among them. As such, we do not automatically assign homework to students in the aforementioned classrooms and expect that you help them.

Although homework is not required in the Yellow, Green, Purple, and Red classrooms, the Jane Justin School does recognize that additional practice in any skill domain is useful. This is, in part, why we offer families the opportunity to participate in a homework program if they so choose. If you decide that you would like your child to complete homework assignments, simply contact your child's teacher. Like all academic programs at the Jane Justin School, homework will be individually tailored to your child's unique repertoire. We do not, however, send home new material, and we do not ask you to teach a new concept to your child. Rather, we send home material that your child has already mastered. Extra practice of mastered material in new setting helps promote generalization and maintenance of skills, and this is a worthy endeavor in and of itself. This is especially true of children with special educational needs because the skills in their repertoire are often fragile.

Because the Blue Room serves our oldest students who are preparing to make a transition to another school, homework is an essential component of this classroom. By introducing homework while still enrolled in the Jane Justin School, we can help get students accustomed to completing assignments at home, which is a skill they will need in most other schools.

Completing homework assignments should not be an arduous task for children, nor should it be too lengthy. Each child's unique repertoire dictates the type of material that is assigned and the approximate amount of time required to accomplish it. Again, this is the essence of individualized instruction.

If you decide that you would like your child to receive daily homework, please schedule some training sessions with your child's teacher to learn how we conduct personalized tutorials. This training will likely make for more productive and happier homework sessions.

Award Ceremonies

Because acknowledging student achievement is important for building self-confidence and self-esteem, the Jane Justin School conducts quarterly classroom award ceremonies. The ceremonies are held every 9 weeks (usually the day before parent conferences) at the end of the school day

(2:30 PM to 3:00 PM) in each classroom. During the ceremonies, the teachers assemble the students, confer award certificates, and celebrate success. It is a wonderful social opportunity for everyone involved, and parents are encouraged to attend.

Parent Conferences

Parents are required to attend a minimum of four quarterly parent conferences during the school year. The first three parent conferences are scheduled over the course of a week at the end of each quarter. The final parent conference is scheduled for the last day of school. Please refer to the school calendar for parent conference dates. During your parent conference, the teacher will present your child's performance data in each curriculum domain for the previous quarter. Next, progress with respect to your child's previous social, emotional, and academic goals will be reviewed. Finally, new goals for the next quarter will be forged. Parents may schedule additional conferences on an as-needed basis with their child's teacher. The teachers are available to meet by appointment between 3:15 PM and 4:00 PM. Parents may also communicate with teachers via email and phone. Please note that teachers will respond to emails and return phone calls at the end of the day. In the case of an emergency, please call the office.

Opportunities to Participate

The Jane Justin School offers over 80 opportunities for parents to participate in school-related events. Indeed, parental participation is a crucial factor in building a robust school community. Some of the opportunities for parents to get involved are organized by the faculty and staff of the school such as the parent orientation, open house, award ceremonies, and parent-teacher conferences. Other opportunities are organized through the Parent Teacher Organization (PTO). Please see below for more information regarding the PTO.

Volunteer Opportunities and Log

“There is no better way to increase the capacity of a nonprofit organization than to increase the quantity and quality of the volunteer workforce.” – Author Unknown

“Volunteers are the only human beings on the face of the earth who reflect this nation's compassion, unselfish caring, patience, and just plain love for one another.” – Erma Bombeck

Many of the opportunities to participate in the Jane Justin School community double as volunteer opportunities. In addition to the many prescheduled events on the calendar, the Jane Justin School also makes use of volunteers for special projects. Past projects include:

- Helping the office staff make copies of materials
- Helping to organize the library
- Helping the teachers prepare new bulletin boards
- Helping design database systems
- Helping to organize the art and PE closets
- Helping with music and art projects

In addition to volunteer opportunities in the Jane Justin School, there are also volunteer opportunities around Child Study Center in general. For example, Child Study Center Development department is always looking for volunteers for special events like the Puzzle Scuttle, the Annual Children's Golf Classic, and Party on the Patio just to name a few.

If you are interested in volunteering in the areas of Child Study Center other than the Jane Justin School, please contact Isabel Guerrero (817-390-2804) in the Child Study Center Development department for more information.

When you do volunteer your time to help in the Jane Justin School for any project, please be sure to log your hours on the volunteer sign-in sheet located outside the school's office. You can also email your hours to the school office and the administrative assistant will log them for you. We tabulate the number of volunteers who donate their time and the total amount of time donated on a quarterly basis. Those numbers are used when seeking grant requests and donations from foundations. Funding agencies like to see that we have strong volunteer support from the community. This is certainly the case. In 2015 the Jane Justin School recorded 106 unduplicated volunteers who collectively donated 1,867 hours of their time.

Parent Teacher Organization

Opportunities for parent involvement are also encouraged through the Parent Teacher Organization (PTO). The purpose of the PTO is to support families, students, and teachers. The PTO meets monthly to discuss, plan, and organize extra-curricular activities. The PTO meeting dates may be found on the school calendar. The following are PTO-sponsored events, and your participation is crucial to the success of these events.

- The PTO Coffee Social
- The Popcorn and Beverage Fundraiser
- Casual Dress Ticket Fundraiser
- Box Tops for Education
- Johnny Appleseed Wish List
- The Fall Book Fair
- The Great Pumpkin Patch
- The Thanksgiving Feast
- Trailblazer Day
- The Talent Showcase
- The Spring Book Fair
- The Egg Hunt
- Field Day
- Grandparent's / Grand Friend's Party
- End of the Year Popsicle Party

For more information about the PTO and sponsored events, please refer to the PTO Manual.

Enrollment

The enrollment process begins with a 2-hour visit to the Jane Justin School during which a repertoire assessment is conducted. The results of that repertoire assessment are then presented before the school's admissions committee. The admissions committee members include the director of applied behavior analysis and education, the director of the school, the administrative assistant, the faculty, and a psychologist from Child Study Center's Psychology Department.

It is the collective responsibility of the admissions committee to determine whether the resources of the Jane Justin School are adequate to make the kind of goals a child's parents are looking for. In making this determination, several factors are considered. Those factors include the degree of developmental delay and behavior patterns that may limit the child's ability to benefit from classroom instruction, such as high levels of stereotypy, aggression, or self-injury. These factors are then considered in the context of the educational needs of the students already enrolled in the classroom. In the end, the members of the admissions committee ask the following question: "Will the Jane Justin School be able to meet the child's educational needs without compromising the success rates of the existing students?" If the answer to that question is "No," referrals are made to put the child in contact with services better matched to his or her unique educational needs. When the answer is "Yes," and space is available, enrollment is offered and continues on a year-to-year basis.

Referral File

If the admissions committee determines that the Jane Justin School can accommodate the special needs of a child, but space for that child is not currently available, the committee will offer to place the child's application in the School's referral file. The referral file is not a wait list. A wait list implies that children are enrolled on a first-come, first-served basis. The referral file is a collection of student applications approved by the school's admissions committee. When space becomes available in the Jane Justin School, every child whose application resides in the referral file will be considered for enrollment. After considering each application in the referral file, the school's admissions committee will offer enrollment to the student whose special needs may be best accommodated.

Registration and Re-enrollment

Registration and re-enrollment begins in January. A \$500 non-refundable registration fee must be paid to secure a student's placement for the fall semester. The \$500 non-refundable registration fee will be applied toward the total tuition. The deadline for payment of the fee is posted on the school calendar. Failure to pay the registration fee by the due date will result in the student's placement being forfeited.

Tuition and Fees

The 2016 / 2017 regular school year tuition (i.e., summer school is not included) for the Green, Purple, Red, and Blue classrooms is \$15,500. The tuition for the Yellow classroom is \$19,000. The Yellow classroom has a higher tuition because it maintains a considerably tighter student-to-teacher ratio.

Financial Assistance

The Jane Justin School has an internal financial assistance program to provide a limited number of partial scholarships on the basis of financial need. Occasionally, external scholarships become available from other community organizations. Applications for these scholarships may be obtained in the school office.

During January, the scholarship application process begins for summer school and the following school year. See the school calendar for information regarding deadlines to submit paperwork.

Scholarship applications that meet the stated deadlines will be considered if funds are available.

To apply for financial assistance, the responsible party must complete the appropriate forms and submit them according to accompanying instructions and timelines. A copy of the most recently completed and signed income tax return (including the 1040 form, all schedules, and W-2s) must also be provided. Families receiving financial assistance must comply with the Jane Justin School rules, policies, and financial obligations to maintain receipt of the scholarship funds. All Child Study Center accounts must be current before families will be permitted to apply for financial assistance and/or receive a scholarship.

In addition to financial need, the Scholarship Committee will also consider the number of unexcused days a child was absent from school, the number of unexcused days a child was tardy to school, and the number of unexcused days a child left school early. Moreover, the committee will also consider the level of parental involvement in the Jane Justin School community by examining participation in the PTO and serving in other volunteer capacities.

Payment Options

1. Payment in full prior to July 1st – With this option, families get a \$125 discount.
2. Monthly Payment Plan through Tuition Management Systems – With this option, tuition is payable in 10 monthly installments beginning July 1st. This plan requires that the financially responsible party complete the financial enrollment form and pay the \$40 enrollment fee to Tuition Management Systems.

Note: If you are seeking financial assistance, the enrollment form for the tuition payment plan cannot be completed until the Scholarship Committee has reviewed your child's scholarship application.

Enrollment Requirements

To maintain enrollment in the Jane Justin School, the following requirements must be met:

- The ability to make adequate progress within the Jane Justin School classrooms (determined by the school's admissions committee).
- Completion of and compliance with the Parent Agreement Form that indicates a willingness to work collaboratively and productively with the Jane Justin School.
- An annual physical examination by your child's regular pediatrician (not a CSC pediatrician).
- A completed and current immunization record that has a physician's signature.
- All school information forms and releases completed and signed by the dates indicated.

Refunds

No refund or reduction in tuition or fees will be made for withdrawal, absence, or dismissal.

Payments on Account

Families are expected to comply with the terms of their tuition payment agreements. Families selecting the monthly payment option through Tuition Management Systems (TMS) must comply with the terms and conditions of the agreement that they have signed with TMS.

In the event that TMS notifies Child Study Center that they are dismissing a family from the monthly payment program due to a poor payment history, the family will be required to submit payment in full for the remaining tuition balance to Child Study Center Finance Department. Failure to do so will result in dismissal from the school.

Delinquent Accounts

Families experiencing financial hardship during the school year are encouraged to discuss the situation with Child Study Center Finance Department in a timely manner.

All tuition payments are due on the first day of the month. If a student's account becomes 30 days delinquent, the student will not be permitted to attend school until all delinquent tuition and late fees have been paid.

If a student is dismissed due to a delinquent account, no school records will be provided or released until the account is settled.

Enrollment for the following year will not be offered until all financial obligations have been fulfilled.

Chronically delinquent accounts will be turned over to an outside collection agency that will submit a report to a credit-reporting bureau.

Parking and the Drive-Through

It is our collective responsibility to make the morning arrival and afternoon departure a safe and expeditious experience. There are 3 entrances on the east side of the building. The first entrance leads into the school, the second entrance leads into the Applied Behavior Analysis Department, and the third entrance leads into the main lobby. Parallel to the three east entrances is a drive-through. When you enter the drive-through, please remain alert and look for children who may step into the road. This is particularly important at the Jane Justin School because many of the children we serve have a variety of conditions that may put them in jeopardy (e.g., impulsivity, poor coordination, non-compliance). In addition, many of the children we serve are only just beginning to learn how to be safe in dangerous situations.

To help maintain safety and the flow of traffic in the drive-through, several signs are posted. Please notice that the drive-through contains speed bumps and that there is no parking on the left side. Use of the drive-through is for student loading and unloading only. To accommodate visits longer than 10 minutes, parking is available on the street or in the north parking lot.

Please park on the street or in the north parking lot for visits to the school for training, meetings, and PTO-related events. We must keep the drive-through clear for the arrival and departure times for children enrolled in the Applied Behavior Analysis Department.

Access Cards

The entrance doors to the Jane Justin School have special magnetic locks. All families with children enrolled in the JJS will be issued up to two access cards or two key fobs with a unique activation code. To use a card or key fob, simply hold it up to the card reader located on the door jamb. This process will unlock the door and permit you to enter the building.

Because Child Study Center serves children with a wide variety of behavior problems including elopement (i.e., running away), the doors have been equipped with an alarm that will sound if a door is opened from the inside without the prior swiping of an access card. Thus, this alarm will alert us if a child attempts to run away so that we may take immediate action to protect safety. This arrangement also means that you will be required to scan your card when exiting the building to avoid setting off the alarm.

Families may request additional access cards or key fobs if more than one family member or family friend comes to the school for drop-off and pick-up. Extra and replacement cards and key fobs are available for a \$5 and \$7 fee, respectively.

Upon disenrollment all access cards and key fobs issued to the family will be deactivated. They should be returned to the school office; however, refunds for returned cards and key fobs will not be provided.

Security Cameras

Child Study Center is monitored with security camera in the hallways, on the playground, and in the parking lot.

Attendance

It is essential that your child attend school on a regular basis to maximize the benefits of education. The attendance policy at the Jane Justin School is based upon the compulsory school attendance laws in the State of Texas. Chronic absenteeism and /or tardiness are grounds for dismissal and the denial of enrollment for the next academic school year.

Below is a table that shows how differing amounts of time out of school on a daily basis is multiplied over weeks, months, and years. As you can see, regularly missing just 5 minutes a day translates into missing a substantial amount of school over the course of a year. Because students enrolled in the Jane Justin School often have skill deficits, it is imperative that their time in school be maximized.

Day		Week		Month		Year
5 minutes per day	=	25 minutes per week	=	1 hour, 40 minutes per month	=	2 days, 1 hour, 35 minutes per year
10 minutes per day	=	50 minutes per week	=	3 hours, 20 minutes per month	=	4 days, 3 hours, 10 minutes per year
15 minutes per day	=	1 hour, 15 minutes per week	=	5 hours, 0 minutes per month	=	1 week, 1 day, 4 hours, 45 minutes per year
20 minutes per day	=	1 hour, 40 minutes per week	=	1 day, 0 hours, 10 minutes per month	=	1 week, 3 days, 6 hours, 20 minutes per year
25 minutes per day	=	2 hours, 5 minutes per week	=	1 day, 1 hour, 50 minutes per month	=	2 weeks, 1 day, 1 hour, 25 minutes per year
30 minutes per day	=	2 hours, 30 minutes per week	=	1 day, 3 hours, 30 minutes per month	=	2 weeks, 3 days, 3 hours, 0 minutes per year

The calculations in the column above are based on a 5 day school week.

The calculations in the column above are based on a 20 day school month.

The calculations in the column above are based upon a 180 day school year.

The calculations in the table above are based on a 6.5 hour school day.

The actual number of hours in each school day and the number of school days in each school week, month, and year varies based upon special events such as holiday parties, awards ceremonies, parent teacher conferences, etc.

Arrival

All students must be signed in by parents/guardians using the attendance binder located outside each classroom. The classrooms open at 8:15 AM and instruction begins promptly at 8:30 AM. From 8:15 AM to 8:30 AM teachers greet parents and students at the door. This is a time for parents and teachers to exchange brief pieces of information. Because of the academic and social needs of an entire class, teachers are not able to accommodate impromptu conferences during this time or when class starts at 8:30 AM. If you have information that requires more than a few minutes to deliver, please call the office to schedule an appointment. We will be happy to accommodate you in every way possible.

Students who arrive after 8:30 AM are considered tardy. Because instruction begins promptly at 8:30 AM, receiving a tardy student is disruptive to the education of other students. As such,

every effort should be made to have students arrive on-time. In addition, every effort should be made to minimize the number of days a student is absent from school.

Dismissal

Teachers at the Jane Justin School are trained to make the most of every possible moment for educating students. As such, students are dismissed at 3:00 PM. Picking up a child before 3:00 PM should be minimized because it is disruptive to the classroom and compromises the learning opportunities of other students. In the rare event that a student must be picked up early from class, the classroom teacher should be notified in the morning.

Students will only be released to parents/guardians and individuals listed on the approved pick-up list. If a person other than the student's parent/guardian attempts to pick up a student, the driver's license of that person will be checked by a staff member to ensure safety. Parents/guardians and individuals listed on the approved pick-up list must sign their child out of school each day using the attendance binder located outside the classroom.

Students who have not been picked up by 3:10 PM will be escorted to the Extended School Program. For more information related to the Extended School Program and its fees, please see the "Extended School Program" section below.

Calendar

It is the responsibility of parents to consult the Jane Justin School calendar on a regular basis to stay informed about scheduled events. Although reminders will be provided via email, postings, and the blue communication folders, it is best to frequently review the calendar. New calendars are distributed in May of each school year. Copies of the calendar are posted outside each classroom and on the general bulletin boards. Copies are also laminated onto the blue communication folders. Additional hard copies are available from the school's office at any time and electronic copies are available on Child Study Center's website (www.cscfw.org). The CSC website also features an interactive Google calendar of JJS events that may be browsed online or downloaded to MS Outlook and most smart phone devices.

Inclement Weather Days

In the event of severe weather conditions, the Jane Justin School will follow the decision of Child Study Center regarding closings and delayed openings. Decisions to close or delay the opening of Child Study Center will be called into Channel 5 by 6:30 AM. Channel 5 will then announce on TV and their website that "Child Study Center" rather than the "Jane Justin School" will be closed or delayed. A text will also be sent to your mobile phone if you choose to sign up for this service. For those who leave early in the morning and travel a long distance to come to Child Study Center, please know that there is often a lag between the time we call Channel 5 and the time the information is posted. Although school may not close during some hazardous driving conditions, it is understood that some children will be unable to attend due to the travel distance involved. In such cases, please notify the school by phone if your child will not be attending school on a particular day due to inclement weather.

Because of the low probability of closing Child Study Center due to inclement weather, the Jane Justin School does not schedule “make-up” days. Please note that a child’s tuition will not be adjusted due to an inclement weather day.

Blue Communication Folders

Good communication between parents and staff is essential for student progress. One of the ways the Jane Justin School communicates with parents is through the use of blue communication folders. When information is scheduled to be sent home, it will be delivered through a blue communication folder placed in your child’s backpack. It is the responsibility of the parent to check their child’s backpack every day to see if the blue communication folder has been sent home. When the folder has been sent home, it is important to carefully read all the information it contains and promptly complete any required action (e.g., signing paperwork and sending it back to school). The Jane Justin School maintains a record of all (non-clinical) communication sent home in the “History of Communication” folder which is located outside the school office. Parents are welcome to review the contents of this folder whenever they wish to do so.

Email

The Jane Justin School frequently communicates non-clinical information to parents via email. If you have extended family members who would like to be included in the Jane Justin School email distribution list, please have them contact Jennifer Pilkenton in the school office by phone (817-390-2831) or by email (jpilkenton@cscfw.org).

The Jane Justin School will communicate clinical information via email to parents who have signed the proper consent forms. These forms are available in the school office.

Classroom and Playground Observation

Because the Child Study Center is a medical facility, all children who consume its services are technically considered patients. As such, students and their families are legally entitled to special confidentiality assurances. To comply with the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and to protect the privacy rights of the students, requests to observe in the school must be scheduled through the office so that appropriate provisions may be arranged.

Lunch

Parents are responsible for providing their children with a well-balanced lunch including a drink, appropriate utensils, and napkins. Students may bring food that needs to be heated in a microwave provided that it requires no more than 2 minutes of heating. Food that requires heating in the microwave must be sent to school in microwave-safe containers that are labeled with your child’s name. Please do not send food in a can or box that needs to be prepared (e.g., canned soup) or frozen meals that require more than 2 minutes of heating. The lunch teacher does not have enough time to prepare these items during a 30 minute lunch.

The Jane Justin School is a nut-free zone. Please avoid sending meals that contain nut-based products (e.g., peanut butter, Chick-fil-A*), as some of the children we serve have severe nut allergies. There are a number of alternatives to these products. If you need suggestions for substitutions please let us know. Our goal is to ensure that all of our students remain safe, happy and healthy.

* We cannot have Chick-fil-A products in the school because Chick-fil-A uses peanut oil.

Dress Code and School Uniform

The complete Jane Justin School uniform must be worn each day unless otherwise specified. Your child's uniform should be clean and neat in appearance. The following guidelines have been established to promote safety and to minimize distractions.

- Leather shoes or athletic footwear may be worn with the school uniform.
- Sandals, open-toed shoes, platform shoes, or "roller" shoes are not permitted.
- Pants must be hemmed or cuffed, fitted by length and size with no cuts, holes, or tears.
- Field Day / Trailblazer T-shirts are not part of the uniform. These shirts may be worn on casual dress days. Please see below for more information.

There are now two options for the purchase of new Jane Justin School Uniforms. The companies listed below are the only two that are permitted to use our trademarked logo. Other manufacturers are not permitted to use our logo or a likeness of it on their garments.

Option 1: Lands' End

Lands' End has many great products available for purchase. Only a portion of those products, however, have been approved for use in the Jane Justin School. Below is a list of all the Lands' End products that qualify as part of the Jane Justin School uniform. Please use this list in conjunction with the catalog when making uniform selections. If you choose to shop on-line, the Jane Justin School Number is 900074121.

Because the Jane Justin School logo does not appear on pants or shorts, you are welcome to purchase pants, shorts, skorts, and skirts from a retailer of your choosing in brown, khaki, navy, white, or black. Please see the following page for a complete list of Lands' End products.

Option 2: Superior Image Sportswear (SIS)

For this option, you may purchase garments from a vendor of your choosing (e.g., Old Navy or Target) and have the JJS logo applied by SIS for \$5 per garment. Please use the following guidelines.

- Polo shirts, in navy and maize (or as close as you can find)
- Oxford shirts in white, French blue, and light blue
- Jackets in navy Sportswear (SIS)

SIS is located at the address listed below:

3625 W. Vickery Blvd.
 Fort Worth, TX 76109
 Office: 817-927-4606
nick@sispromos.com
www.sispromos.com

To help off-set the cost of purchasing new uniforms, the school accepts the donation of used uniforms so that those uniforms may be resold at a modest price of \$5 per article. If you would like to donate or purchase used school uniforms, please see Jenn Pilkenton in the school’s office.

Dress Code and School Uniform (continued)

Approved Products	Approved Color(s)	Notes
Boy pant, chino, reinforced knee	Classic navy, khaki	The logo is not applied to this product
Boy tie, pre-tied, plaid	Hunter green/classic navy	The logo is not applied to this product
Boy tie, pre-tied, solid	Classic navy	The logo is not applied to this product
Boy tie, to-be-tied, plaid	Hunter green/classic navy	The logo is not applied to this product
Boy tie, to be tied, solid	Classic navy	The logo is not applied to this product
Boy pant, chino, elastic waist	Classic navy, khaki	The logo is not applied to this product
Boy pant, chino, plain front	Classic navy, khaki	The logo is not applied to this product
Boy pant, chino, pleat	Classic navy, khaki	The logo is not applied to this product
Boy shirt, Oxford	Blue, white, French Blue	The logo is applied to this product
Boy shorts, chino pleat	Classic navy, khaki	The logo is not applied to this product
Boy shorts, chino plain	Classic navy, khaki	The logo is not applied to this product
Co-ed outerwear polar jacket	Classic navy	The logo is applied to this product
Co-ed midweight fleece jacket	Classic navy	The logo is applied to this product
Co-ed midweight fleece vest	Classic navy	The logo is applied to this product
Co-ed microfleece pullover	Classic navy	The logo is applied to this product
Co-ed shirt, polo, interlock	Classic navy, maize	The logo is applied to this product
Co-ed shirt, polo, mesh	Classic navy, maize	The logo is applied to this product
Co-ed shirt, mock turtleneck	Classic navy, maize	The logo is applied to this product
Co-ed shirt, turtleneck	Classic navy, maize	The logo is applied to this product
Co-ed sweat shirt, crewneck	Classic navy, maize	The logo is applied to this product
Co-ed sweat shirt, zip front	Classic navy, maize	The logo is applied to this product
Co-ed sweater, drifter, cardigan	Classic navy, maize	The logo is applied to this product
Co-ed sweater, drifter, crewneck	Classic navy, maize	The logo is applied to this product
Co-ed sweater, drifter, v-neck	Classic navy, maize	The logo is applied to this product
Co-ed sweater, drifter, vest	Classic navy, maize	The logo is applied to this product
Girl jumper, poly-rayon	Classic navy, khaki, plaid	The logo is applied to this product when using classic navy and khaki colors. It is not possible for Lands’ End to apply the logo to the plaid.
Girl dress, mesh polo, long sleeve	Classic Navy	The logo is applied to this product
Girl dress, mesh polo, short sleeve	Classic Navy	The logo is applied to this product
Girl shirt, Peter Pan, microfiber	Blue, white	The logo is applied to this product
Girl pant, chino, elastic waist	Classic navy, khaki	The logo is not applied to this product

Girl pant, chino, plain front	Classic navy, khaki	The logo is not applied to this product
Girl pant, chino, pleat front	Classic navy, khaki	The logo is not applied to this product
Girl pant, corduroy	Classic navy, khaki	The logo is not applied to this product
Girl shirt, Oxford, short/long sleeve	Blue, white, French Blue	The logo is applied to this product
Girl shirt, Oxford, 3-qtr sleeve	Blue, white, French Blue	The logo is applied to this product
Girl shorts, chino	Classic navy, khaki	The logo is not applied to this product
Girl skirt, A-line	Classic navy, khaki, plaid	The logo is not applied to this product
Girl skirt, pleated	Classic navy, khaki, plaid	The logo is not applied to this product
Girl skort, chino	Classic navy, khaki	The logo is not applied to this product
Girl skort, corduroy	Classic navy, khaki	The logo is not applied to this product
Girl sweater, fine gauge, cardigan	Classic navy, maize	The logo is applied to this product
Girl sweater fine gauge, crew shell	Classic navy, maize	The logo is applied to this product
Girl sweater, cable hooded, zip front	Classic Navy	The logo is applied to this product

Casual Dress Days

The following days have been designated as “casual dress” days. Casual dress simply means non-uniform attire. Casual dress days are a good time for students to wear their Field Day / Trailblazer t-shirts. Clothing worn on these days must be clean, neat, in good condition, age appropriate, and free of offensive images and text. If you have a question about the appropriateness of an article of clothing, please visit the school office. For safety reasons flip-flops are not permitted.

Dates for Casual Dress:

- Sept. 16th Trailblazer Day
- Oct. 21st Pumpkin Patch
- Oct. 28th Fall Party/Classroom Awards 1
- Nov. 18th Thanksgiving Feast
- Dec. 22nd Winter Party
- Jan. 20th Classroom Awards 2
- Feb. 10th Valentine’s Day Party
- March 31st Classroom Awards 3
- April 13th Egg Hunt/Spring Party
- April 27th Talent Showcase
- May 19th Field Day
- May 25th Classroom Awards 4
- July 21st Last Day of Summer School

Your child is also permitted to wear casual clothes on his or her birthday.

In addition, you may purchase casual dress tickets in the office for \$2.00 apiece. The sale of each ticket will directly benefit the Jane Justin School PTO. While there is no limit on the number of tickets you may purchase at any given time, use of casual dress tickets is limited to once per week. Casual dress tickets are not needed for the regularly scheduled casual dress days listed above.

Health Policy

The Jane Justin School is committed to wellness.

You will be notified if your child becomes ill at school. It will then be your responsibility to contact your private physician if treatment is needed. It is important for the health of the other children that your child does not come to school when he/she is ill. If your child is ill, please let us know if the illness is contagious so we may notify the other parents. The notification will occur via a letter and will not reveal your child's name. According to school policies, a child must not attend school with fever, vomiting, diarrhea, or any contagious illness.

A child having one or more of the following symptoms will be sent home:

- Fever (100.5 degrees Fahrenheit or higher)
- Suspected contagious disease
- Vomiting
- Diarrhea

If your child has any of the above symptoms please keep him/her at home. A child with a cold or rash should be kept home for observation.

A student may not return to school until their temperature is normal (98.6 degrees Fahrenheit) and they are free of vomiting and diarrhea for 24 hours without the aid of fever reducing, nausea, or anti-diarrheal medications.

School Exclusion for Communicable Disease

The following list presents a variety of medical conditions and the attendance contingencies associated with each:

- Chicken Pox - exclude from school until free of fever, scabs are dry, and there is no evidence of secondary infection.
- Head Lice – American Academy of Pediatrics in 2015 recommends that a healthy child should not be excluded from school because of head lice or nits (eggs). We do, however, recommend that you provide treatment to your child if he or she has head lice and nits. Over-the-counter medications are adequate in many cases, but you may want to seek guidance from your child's primary care pediatrician regarding the best treatment.
- Impetigo - may attend school if under medical treatment for 24 hours.
- Infectious Hepatitis – may attend school when physician permits.
- Measles - may attend school when free of rash and fever.

- Mumps - exclude from school until swelling and fever is gone.
- Pink Eye - may attend school if under treatment for at least 24 hours.
- Ringworm – may attend school if under treatment for at least 24 hours and the infected area is covered.
- Scabies - exclude from school until day after treatment is completed.
- Streptococcal (including scarlatina, scarlet fever, and strep throat) - may return to school after 24 hours of antibiotic treatment and free of fever for 24 hours. Antibiotic treatment usually requires 10 days. Medication to be given outside school hours if possible. A written statement from the child’s physician is necessary prior to the child’s return to school.
- Meningitis Meningococcal (Epidemic type) – exclude from school until a statement from the child’s physician is provided that indicates that the child is non-infectious.
- Mononucleosis (infectious) – exclude from school until recovered or released by physician.
- Tuberculosis – exclude from school until released by physician.
- Whooping Cough – exclude from school until the child is free of cough, following completion of antibiotic therapy and release by physician.

When a communicable disease is detected in a member of the student body, the Jane Justin School will issue a letter to all parents alerting them to the possibility that other children may have been exposed. To protect privacy and maintain confidentiality, the Jane Justin School will not release the name of the child who has been infected.

Immunization Policy

The Jane Justin School abides by the immunization schedules set forth by the Centers for Disease Control and Prevention. All vaccinations must be completed and validated by a physician or health clinic before a student is admitted to school. ***Please note that students who have not turned in immunization forms and physicals by the 1st day of school will not be admitted.*** Because the Jane Justin School is committed to the wellness of *all* of our students, we do not accept requests for exemption from immunizations for reasons of conscience. If your child’s physician has suggested an alternative vaccination schedule, please contact the school office. Requests of this nature will be reviewed by our Medical Director, and decisions will be made on a case-by-case basis. Note that a student with an approved modified vaccination schedule will be required to stay home in the event of a vaccine-preventable disease outbreak. Your child’s immunization must be kept up-to-date and a copy of the immunization record must be provided to the school office. Even if your child has not received any new immunizations, please turn in a new copy with your enrollment paperwork each year. An immunization schedule is attached below for your reference. Please note that this immunization schedule is new for 2016.

Figure 1. Recommended immunization schedule for persons aged 0 through 18 years – United States, 2016.
(FOR THOSE WHO FALL BEHIND OR START LATE, SEE THE CATCH-UP SCHEDULE [FIGURE 2]).
 These recommendations must be read with the footnotes that follow. For those who fall behind or start late, provide catch-up vaccination at the earliest opportunity as indicated by the green bars in Figure 1. To determine minimum intervals between doses, see the catch-up schedule (Figure 2). School entry and adolescent vaccine age groups are shaded.

Vaccine	Birth	1 mo	2 mos	4 mos	6 mos	9 mos	12 mos	15 mos	18 mos	19–23 mos	2–3 yrs	4–6 yrs	7–10 yrs	11–12 yrs	13–15 yrs	16–18 yrs
Hepatitis B ¹ (HepB)	1 st dose	2 nd dose					3 rd dose									
Rotavirus ² (RV) (RV1 [2-dose series]; RV5 [3-dose series])		1 st dose	2 nd dose	2 nd dose	See footnote 2											
Diphtheria, tetanus, & acellular pertussis ³ (DTaP; <7 yrs)		1 st dose	2 nd dose	2 nd dose	3 rd dose		4 th dose					5 th dose				
Haemophilus influenzae type b ⁴ (Hib)		1 st dose	2 nd dose	2 nd dose	See footnote 4		3 rd or 4 th dose, See footnote 4									
Pneumococcal conjugate ⁵ (PCV13)		1 st dose	2 nd dose	2 nd dose	3 rd dose		4 th dose									
Inactivated poliovirus ⁶ (IPV; <18 yrs)		1 st dose	2 nd dose	2 nd dose	3 rd dose		3 rd dose					4 th dose				
Influenza ⁷ (IV; LAIV)						Annual vaccination (IV only) 1 or 2 doses					Annual vaccination (LAIV or IV) 1 or 2 doses			Annual vaccination (LAIV or IV) 1 dose only		
Measles, mumps, rubella ⁸ (MMR)					See footnote 8		1 st dose					2 nd dose				
Varicella ⁹ (VAR)							1 st dose					2 nd dose				
Hepatitis A ¹⁰ (HepA)																
Meningococcal ¹¹ (Hib-MenCY ≥ 6 weeks; MenACWY-D ≥ 9 mos; MenACWY-CRM ≥ 2 mos)																
Tetanus, diphtheria, & acellular pertussis ¹² (Tdap; ≥ 7 yrs)														1 st dose (Tdap)		
Human papillomavirus ¹³ (2vHPV; females only; 4vHPV, 9vHPV; males and females)																
Meningococcal B ¹⁴																
Pneumococcal polysaccharide ¹⁵ (PPSV23)																

Range of recommended ages for all children
 Range of recommended ages for catch-up immunization
 Range of recommended ages for certain high-risk groups
 Range of recommended ages for non-high-risk groups that may receive vaccine, subject to individual clinical decision making
 No recommendation

This schedule includes recommendations in effect as of January 1, 2016. Any dose not administered at the recommended age should be administered at a subsequent visit, when indicated and feasible. The use of a combination vaccine generally is preferred over separate injections of its equivalent component vaccines. Vaccination providers should consult the relevant Advisory Committee on Immunization Practices (ACIP) statement for detailed recommendations, available online at <http://www.cdc.gov/vaccines/hcp/acip-recs/index.html>. Clinically significant adverse events that follow vaccination should be reported to the Vaccine Adverse Event Reporting System (VAERS) online (<http://www.vaers.hhs.gov>) or by telephone (800-822-7967). Suspected cases of vaccine-preventable diseases should be reported to the state or local health department. Additional information, including precautions and contraindications for vaccination, is available from CDC online (<http://www.cdc.gov/vaccines/recs/vac-admin/contraindications.htm>) or by telephone (800-CDC-INFO [800-232-4636]).

This schedule is approved by the Advisory Committee on Immunization Practices (<http://www.cdc.gov/vaccines/acip/>), the American Academy of Pediatrics (<http://www.aap.org>), the American Academy of Family Physicians (<http://www.aafp.org>), and the American College of Obstetricians and Gynecologists (<http://www.acog.org>).

NOTE: The above recommendations must be read along with the footnotes of this schedule.

Annual Physical Examination

Upon enrollment and before the first day of school each year, you must turn in an annual physical examination form signed by your child's regular pediatrician. The CSC developmental pediatricians do not offer this service. This form is included in the enrollment packet families receive each year.

Medication Policy

Medication may be administered to a student during school hours only if a written order, signed by the attending physician and dated within the past twelve months, for such medication is in the student's file. The authorization form must also be signed by the parents. Parents must notify the office administrative assistant, Jennifer Pilkenton, when prescriptions are changed or discontinued by the attending physician.

Any medication to be given at school must be checked-in with a member of the school's administrative staff. All medication must be in the original prescription bottle. You can request the pharmacy to put the medication in multiple labeled bottles: one for home, one for the classroom, and one for the ESP, if medication must be given during school hours. Prescription refills should be supplied monthly.

Before your child's teacher can administer medication, the required paperwork must be filed with the front office. The medication form includes a section to be completed by your child's physician, so please plan accordingly. Once signed by your child's physician, return the medication form to the school's administrative office. You may also submit medication forms to ESP staff at drop-off or pickup. Our staff will count the medication with you and ask you to verify the amount. You may check medication in as often as you would like. However, please keep in mind that each time you drop off medication you will be asked to wait and verify the amount.

Aspirin, cough medication, eye drops, ear drops and other over-the-counter medication can only be administered with a physician's written order and when the medications are in their original containers.

Specific Medical Protocol

If your child has a medical condition that requires a specific medical treatment (e.g., a seizure disorder), please inform the school of the condition and ask your physician to write a protocol indicating that which should be done if the condition requires special care. Your child will not be admitted until we have a plan of care from the physician on file and staff have received any necessary training.

Allergies

If your child has allergies that require a specific medical treatment, changes to diet, and/or restriction from activities, etc., please inform the school of the condition and ask your physician to write a protocol indicating that which should be done at school if your child experiences an

allergic reaction.

School Visitors

All visitors must report to the school office.

Service Animals

The only types of animals allowed to enter the building are service animals. Pets are not allowed in Child Study Center. Some service animals are specifically trained to perform tasks for people with disabilities. As such, service animals are working animals, not pets.

For educational purposes, the administration of Child Study Center does allow non-service animals on the premises during occasional visits from the Fort Worth Zoo and other reputable agencies.

Birthdays

Parents may prearrange birthday celebrations with their child's teacher. The teacher will let you know the time available during the school day to celebrate these occasions.

No Latex

Child Study Center maintains a latex-free environment. Latex gloves and balloons will not be used in the school. Vinyl gloves and mylar balloons are permitted.

Items from Home

Please consult your child's teacher before sending your child to school with items from home.

Private Tutoring and Babysitting

In an effort to avoid the potential conflicts of interest that can arise from dual relationships, the staff members of the Jane Justin School do not provide private tutoring or babysitting services for currently-enrolled students.

Discipline Policy

Parents are the primary educators of their children, working in partnership with the Jane Justin School and Child Study Center. Discipline begins at home and will be maintained by the school. It is essential for students to experience parents and teachers working together cooperatively. The solidarity of this partnership empowers students to focus on the development of self-discipline, the ultimate goal of our discipline policy.

All people need to understand limits and boundaries and follow clear and concise guidelines for expected behavior. Students are expected to show courtesy and respect to each other, adults, themselves, and property. Defiance, violence, insubordination, or any behavior that infringes on the learning process will not be tolerated.

Students and parents will be treated with respect by the Jane Justin School, and in turn, the Jane Justin School expects to be treated with respect by students and parents.

Intervention Techniques

It is the policy of The Jane Justin School to use positive approaches to behavior management that encourages appropriate behavior in an effort to replace inappropriate behavior. Positive reinforcement is the primary teaching procedure used by the staff of the Jane Justin School to promote the acquisition of pro-social behavior. Spanking or paddling is not allowed. When clinically appropriate to do so, a brief period of "time-out" from positive reinforcement may be used to reduce problem behavior. If significant problem behavior persists, an individualized treatment protocol will be developed in cooperation with the student's parents.

Home Contracts

To foster the cooperative partnership between the Jane Justin School and its families, we offer a Home Contract Program to help parents manage mild to moderate problem behaviors that occur outside of the school. Mild to moderate problem behaviors observed at home can be many and varied and may include noncompliance with instructions and routines, engaging in tantrums, being disrespectful to others and failing to accept denials. A home contract is a tool that can help parents manage these challenging behaviors. In general, it specifies what the student is to do and what the reward will be for doing so. The specified behaviors are incompatible with the target problem behavior. For example, if your child does not stay in bed at night, his home contract item would say, "Remember, stay in your own bed all night." When children meet the appropriate behavior(s) specified in their home contract, they earn reward time at school; if they do not, they will miss reward time and engage in a corrective activity. Home contracts are not designed to address more serious problem behaviors such as aggression, property destruction, or food refusal.

Remember, behavior management begins at home and to see changes in your child's behavior, you must first change your own. The addition of a home contract *alone* is unlikely to result in lasting behavior change. Before you begin, we require that you first meet with the behavior analyst to discuss your concerns regarding your child's behavior at home. From there, you will be asked to discuss various behavior management techniques, collect data on your child's behavior at home, and you may be asked to read a chapter or two to help support your success in implementing a home contract. Then we ask that you schedule a meeting to discuss the home contract and strategies for successful program implementation at home. Once the home contract is in place, you will be required to bring the data you collect back to the center (i.e., whether or not your child met the home contract each morning). Your child's teacher will work with the behavior analyst to track the data and monitor your child's success. Changes will be made to the home contract accordingly. Additionally, you will be required to schedule a quarterly meeting with the behavior analyst to discuss your child's data, their success, and possible changes to the home contract. We recommend that you schedule these meetings immediately prior to or following your parent/teacher conference.

If you are interested in creating a home contract for your child, please contact Jennifer Pilkenton in the administrative office by phone (817) 390-2831 or via email (jpilkenton@cscfw.org) and schedule an appointment to meet with the behavior analyst.

Extended School Program (ESP)

The Jane Justin School offers before- and after-school care through the Extended School Program. Two rooms are certified for ESP use. The first is Green Room 2 (817-390-2832) and the second is Red Room 2 (817-390-2837). The room that is used at any particular time depends upon the general age of the students currently enrolled.

- Sandy Rodriguez is the ESP Coordinator. Her telephone number is 817-390-2842. The ESP telephone number is 817-390-2838.
- Morning ESP opens at 7:30 AM and closes at 8:15 AM.
- Afternoon ESP opens at 3:10 PM and closes at 5:30 PM.
- The ESP registration fee for the regular school year is \$50. This registration is valid for 1 regular school year (mid-August to late-May).
- The ESP registration fee for the summer session is \$30. This registration is valid for 1 summer session (mid-June to late-July).
- The ESP weekly fee when school is in session is \$75/week. Payment is due on Friday prior to the week that your child will attend. Payments received after Friday will result in a \$10 late payment fee. If payment is not received by Monday of the week of service, your child will not be permitted to attend ESP until full payment (including the late fee) is made. When ESP is open three days or more in a single week, the full weekly rate is charged. ESP fees are not prorated when a holiday, school break, or inclement weather day falls during a program week. ESP accounts will not be credited for family vacations, illness, etc.
- If a non-registered student “drops-in” to ESP due to necessity (e.g., parent is not able to pick up the student on time), the registration fee will be waived one time during a particular school year as a courtesy. However, the student’s account will be charged \$20/hour of ESP use. If a non-registered student “drops-in” to ESP a second time during a particular school year, the student’s account will be charged the \$50 registration fee as well as \$20/hour of ESP use.
- The accounts of “drop-in” students are charged in whole-hour increments beginning at 3:10 PM. This means that:
 - Time spent in ESP from 3:10 PM to 4:09 PM will be charged \$20.
 - Time spent in ESP from 3:10 PM to 5:09 PM will be charged \$40.
 - Time spent in ESP from 3:10 PM to 5:30 PM will be charged \$50.
- A \$1 per minute late fee will be charged for each minute any student remains in ESP past 5:30 PM. This late fee will be charged to your account. Failure to pay the late fee will result in the termination of ESP services for the student. If a student has not been picked up by 5:30 PM, the ESP staff will begin calling people listed as emergency contacts to arrange

for the student's transportation home. If the ESP staff is unable to contact people listed on the student's list of emergency contacts and the student is still in ESP at 6:00 PM, the Fort Worth Police will be contacted.

- The clock on the wall in the ESP classroom will be used to make all billing calculations.
- Any medication to be administered during ESP must be prescribed by a physician, accompanied by the appropriate Child Study Center form, and be contained in the original prescription bottle (one bottle for the classroom and one bottle for ESP).
- The policies and procedures of the Extended School Program (ESP) are the same as those used in the Jane Justin School.
- Children who engage in challenging behavior that requires more support than what is available in ESP during non-school hours (7:30 AM – 8:00 AM and 4:30 PM to 5:30 PM) will not be able to attend during these times until their problem behavior is under control. So, if your child is currently enrolled in ESP, and their behavior begins to present a safety risk to themselves or others, your child will no longer be eligible to participate in ESP services. This determination may be made by the administrative team at any point during a student's enrollment. Your child will be eligible for reenrollment based on their behavior data and room availability in ESP.
- All Yellow Room students must be approved to enroll in ESP by the director before ESP is used. The Yellow Room has a much smaller teacher-to-student ratio than that provided in ESP, and Yellow Room students may not be able to be successful in the ESP ratio.
- Parents are entitled to see the following information:
 - The Minimum Standards for this licensed child-care center.
 - These are available upon request from the director of the child-care center.
 - These are also available on the web at www.dfps.state.tx.us and at your local licensing office.
 - The most recent Department of Family and Protective Services inspection/investigation report for this licensed child-care center.
 - These are available upon request from the director of the child-care center.
 - Compliance information is also available on the web at www.dfps.state.tx.us and at your local licensing office.

Texas Department of Family and Protective Services-----817-321-8618
1501 Circle Drive, Suite 310, Fort Worth, Texas 76119

Child Abuse Hotline -----800-252-5400

Parental Rights

Child Study Center maintains educational records for your child that contain personal information such as dates of attendance, level of development, record of immunizations, intervention programs, and correspondence. Parents / legal guardians of children enrolled in the Jane Justin School are entitled to inspect and review the records pertaining to their child. A request for review should be made in writing and addressed to the Director of Education and Chief Executive Officer of Child Study Center. If a parent should disagree with any part of their child's record, they are entitled to challenge the contents.

A parent who has concerns about the staff of the Jane Justin School or its procedures should follow the steps outlined below:

1. Initially, discuss your concerns with the teacher or staff person involved.
2. If satisfaction has not been reached, contact the Director of Jane Justin School.
3. If satisfaction has not been reached, contact the Director of Applied Behavior Analysis and Education
4. If you are still not satisfied, concerns should be presented, in writing, to the President and Chief Executive Officer of the Child Study Center.

Frequently Asked Questions

Do you have any openings?

The Jane Justin School maintains a full enrollment at all times. When a child is transitioned to another school, another child from a younger classroom within the school is promoted to fill the vacancy. This process typically pushes the enrollment opening to the youngest classroom. A child whose application resides in the referral file and who is of an appropriate age for the classroom in which the opening exists is then accepted into the program.

Do you have a “Waiting List?”

The Jane Justin School does not maintain a “waiting list” because the term implies that students are enrolled on a first-come, first-served basis. The Jane Justin School does, however, maintain a referral file. The referral file allows us to offer enrollment to students whose repertoire and age can best be accommodated by the classroom in which the enrollment opening exists.

What kinds of students do you serve?

The Jane Justin School serves children with developmental and learning disabilities and related behavior problems. The school is not limited to serving any one particular diagnosis. Any child with a developmental or learning disability or related behavior problems who can function well within the context of the student-to-teacher ratios we offer will be considered for enrollment. Children whose special needs require a tighter ratio are referred to the Child Study Center’s Applied Behavior Analysis Department and/or other schools in the area.

What is the age range of children you serve?

The Jane Justin School serves children between the ages of 3 and 12 years old.

What is the grade range of the school?

The Jane Justin School offers a curriculum that covers instructional levels preschool through 6th grade.

Are your teachers certified?

Yes, every classroom has a lead certified teacher.

What is your student to teacher ratio?

Yellow Room = 2.5:1
Green Room = 5:1
Purple Room = 6.5:1
Red Room = 6.5:1
Blue Room = 6.5:1

What is the cost of tuition?

The 2016 / 2017 regular school year tuition for the Green, Purple, Red, and Blue classroom is \$15,500. The tuition for the Yellow classroom is \$19,000. The Yellow classroom has a higher tuition because it maintains a considerably tighter student-to-teacher ratio.

Do you offer financial assistance?

The Jane Justin School offers a need-based scholarship program. Families may apply for a scholarship upon enrollment. The financial need of a family is determined by a 3rd party organization. The Scholarship Committee of Child Study Center uses the information provided by the 3rd party to determine the amount of scholarship to award.

What are your hours of operation?

The morning drop-off begins at 8:15 AM and continues until 8:30 AM. The afternoon pick-up time is 3:00 PM.

Do you offer extended care?

The Jane Justin School operates an extended care program for an additional fee. Students who are enrolled in this program may be dropped off as early as 7:30 AM and picked up as late as 5:30 PM.

What does your calendar look like?

The Jane Justin School calendar is similar to that of the Fort Worth Independent School District. School begins in mid-August and ends in late-May.

Do you offer a summer school program?

The Jane Justin School offers a summer school program that typically runs 6 weeks in June and July. Regular school year tuition does not include summer school.

How do I apply to the Jane Justin School?

1. Download the Client Services application from the website www.cscfw.org.
2. Complete the Client Services application.
3. Deliver the Client Services application to the school's office.
4. Schedule a time for your child to visit the school.

What will happen during my child's visit to your school?

The visit will last 2 hours (10 AM to 12 PM). Upon arrival, the child will be taken to the classroom that is best suited to his or her age. While the child gets comfortable in the classroom, the child's parents will meet with the director of the school. The director will ask the child's parents to describe the behavioral, developmental, and academic challenges that have led them to seek out the services of the Jane Justin School. The director will then describe how the Jane Justin School operates and give the parents the opportunity to ask questions. The director will then tour the parents through the entire school. At the end of the tour, the director will leave the parents in the waiting room so that she may return to the classroom and assist the teacher in gathering information for the school admissions committee.

Information gathered during the visit will be presented during a school admissions committee meeting. If the committee determines that the services offered by the Jane Justin School are well matched to the special needs of the child, placement of the child's application in the referral file is offered. If, however, the committee determines that the services offered by the Jane Justin School are not well matched to the special needs of the child, recommendations are made to seek the services offered by the Child Study Center's Department of Applied Behavior Analysis as well as other schools in the area.

What pre-requisite skills should the children have to attend?

The pre-requisite skills needed to attend the Jane Justin School include (but are not limited to) the following:

- Generalized motor imitation
- Generalized verbal imitation
- Generative language
- Ability to follow 2-step simple directions

For more information, please see the answer to the frequently asked question-“What kinds of students do you serve?”

Does there need to be a certain IQ score for admittance?

IQ is not a consideration for enrollment in the Jane Justin School. However, the mean IQ in the school is 79 (range 49 to 121). The majority of students have an IQ between 65 and 100. For more information, please see the answer to the frequently asked question-“What kinds of students do you serve?”

Do the children have to have a certain diagnosis to attend?

The Jane Justin School serves children with a wide array of developmental and learning disabilities. We are not limited to serving children with any one particular diagnosis. Some children who attend the school do not have a formal diagnosis, but do have documented skill deficits. For more information, please see the answer to the frequently asked question-“What kinds of students do you serve?”

Do the children have to see a Child Study Center developmental pediatrician in order to attend the Jane Justin School?

The students of the Jane Justin School are not required to see one of the Child Study Center developmental pediatricians. However, many of our students do see one of our pediatricians for developmental following, education regarding diagnosis, and medication management.

Is a referral required to visit and/or attend the JJS?

A referral from a doctor is not necessary to have your child considered for enrollment in the Jane Justin School. Interested parents who have a child with special developmental or educational needs are welcome to contact the school’s office at 817-390-2831.

What paper work should I bring with me to the initial visit?

It is not necessary to bring paperwork to the initial visit unless additional reports have become available since the time the appointment was made. In that case, copies of any additional information regarding your child’s development should be brought so that it can be reviewed and added to the application.

