



**Boulevard
Family & Student
Handbook
2026-2027**

Table of Contents

[Principal Welcome Letter](#)

[Boulevard Elementary Overview](#)

[Calendars](#)

[Family-School Partnership](#)

[General Information - Attendance, Arrival, and Dismissal](#)

[General Information - Communication](#)

[General Information - Safety](#)

[General Information - Health & Wellness](#)

[General Information - Academics and School Day](#)

[General Information - What to Wear and Bring](#)

[General Information - School Climate](#)

[Partnership](#)

Principal Welcome Message

Dear Boulevard Elementary Families,

Welcome to a new school year at Boulevard Elementary! I'm excited and honored to continue growing in this role. I have spent about half of my career helping to develop strong readers and working with Boulevard teachers and staff to meet the needs of all of our Boulevard students and families. As we prepare to start this journey together, I am pleased to share that we will continue with our theme for the year: *1 person, 1% better every day*. This idea, inspired by James Clear's theory of continuous improvement, reminds us that even the smallest steps forward can lead to significant growth over time. By striving to be just 1% better each day, we can achieve remarkable progress by the end of a day, month, and year.

At Boulevard Elementary, we believe in the power of kindness and collaboration. Our school is a place where everyone—students, parents, teachers, and staff—works together to create an environment where every child can thrive. Our focus is on more than just academic achievement; we are deeply committed to the social-emotional development of each student, understanding that a well-rounded education is key to lifelong success.

This year, we will continue to cultivate the Boulevard Student Learner Powers. These essential skills—persistence, problem-solving, collaboration, reflection, inquisitiveness, and engagement—are the foundation of our Boulevard Blueprint. By developing these qualities, we empower our students to become not only excellent learners but also compassionate and responsible members of our community.

I am excited about the opportunities this year will bring and look forward to the growth and learning we will achieve together. Please stay informed by reviewing our weekly newsletters. If there is anything that I can do to help, please do not hesitate to call the school at (216) 371-7140 or email me at j_curry@chuh.org

Let's make this school year one of continuous improvement and shared success!

Warm regards,

Joi Mahoney-Curry

Principal, Boulevard Elementary School

Boulevard Elementary Overview

- ★ Mission, Vision, Core Values
- ★ Equity Practices
- ★ District Facilities Ground Rules

Mission:

Our schools provide a challenging and engaging education to prepare all of our students to become responsible citizens and succeed in college and career.

Vision:

The Cleveland Heights-University Heights Schools educate students by embracing diversity, ensuring equitable experiences, and fostering outstanding teaching and learning to develop academically prepared critical thinkers who contribute positively and compete successfully in the world.

Core Values:

Excellence
Equity
Integrity
Trust
Respect

Boulevard Mission Statement:

Our mission at Boulevard, in partnership with our families and community, is to empower our students to develop essential learner dispositions—collaboration, persistence, reflection, inquisitiveness, problem-solving, and engagement. We work to nurture the whole person so they feel seen, heard, and supported in order to reach their goals.

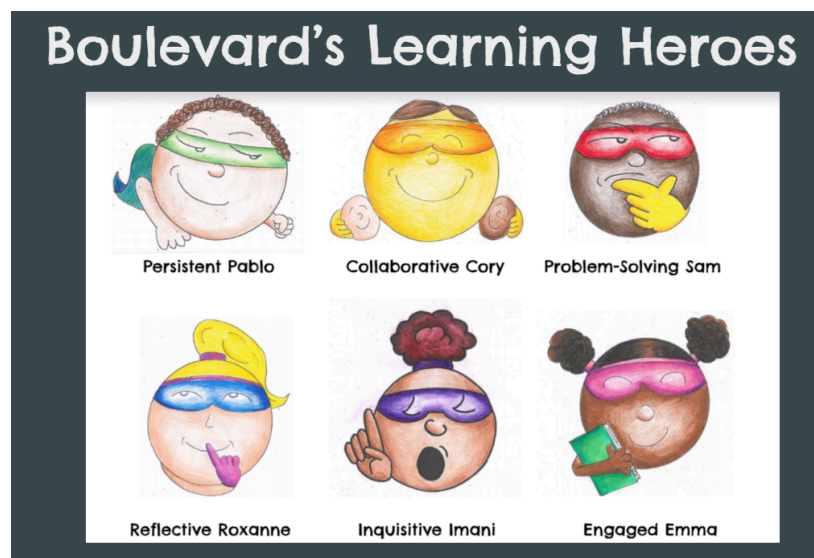
Boulevard Vision Statement: *To create a school community where each of us is empowered to grow with purpose, supported as a whole being and inspired to achieve meaningful success.*

Boulevard Motto: “1 Person 1% Better Everyday”- James Clear

Boulevard Pedagogical Framework and Instructional Expectations

Boulevard Elementary follows a teaching framework based on Visible Learning and Clarity principles. The staff at Boulevard believes that all students have an inherent capacity to learn through taking ownership of their learning, regulating themselves, and assessing their progress. They also emphasize the importance of setting clear expectations, providing abundant feedback, and practicing skills to achieve this. The school believes that attitudes toward learning and strong social-emotional skills can be explicitly taught and are essential for long-term success.

Boulevard Learner Powers



Boulevard Elementary incorporates 6 learner dispositions that are explicitly taught throughout the year. Teachers are encouraged to take every opportunity they can to teach and reinforce these dispositions with their students. The following chart provides observable descriptors as resources within teaching these dispositions:

Learner Powers-Progression Chart

	REFLECTIVE	PROBLEM SOLVER	INQUISITIVE (INQUIRER?)	ENGAGED	PERSISTENT	COLLABORATIVE
K & 1	I am able to talk about what I do well and what I need to work on.	I am able to think of different strategies when I'm stuck.	I am able to wonder and ask questions.	I am able to actively focus and participate.	I am able to keep trying even when it's hard.	I am able to listen and work with others (taking turns).
2	Analyzes own work and learns/builds from it. Models exemplars.	Solves problems on his/her own. Tries various strategies.	Asks questions for clarification or researches topic.	Eye contact, active participation, adds to class discussion.	Does not give up. Tries until he/she gets it. Asks questions for understanding.	Works well with other students and the teacher. Takes turns, listens to the perspectives of others.
3	Able to thoughtfully and carefully think about ones work and actions and adapt when necessary.	Being able to use a variety of strategies to solve problems both academically and between peers.	Wonders and asks questions about topics that are unknown.	Actively participates in classroom activities and discussions.	Ability to overcome obstacles in learning by using multiple strategies.	Is able to work with a diverse group of peers to work towards a common goal while staying on task and being engaged.
4 & 5	I use data and knowledge of self to set goals and analyze my success' and failures. I use a growth mindset. I give and use feedback.	I use different strategies to tackle a problem or goal. I take risks.	I ask questions and seek out answers through different sources. I wonder and investigate.	I ask and answer questions. I use active listening with the speaker.	I use setbacks as opportunities to help me grow. I never give up.	I work well with others toward a common goal. I encourage compromise and cooperation.

Introducing Learner Powers

For the first six weeks of school, the school will focus on each learner's power in this order:

Week 1: Engaged

Week 2: Inquisitive

Week 3: Persistent

Week 4: Collaborative

Week 5: Problem-Solver

Week 6: Reflective

Guiding Questions: The following questions are posted and used during instruction as needed to help foster student ownership and connection during learning:

What am I learning today?

Why am I learning this?

How do I know I've learned it?

What is next for me?

Learning Intentions and Success Criteria: All classrooms have both learning intentions and success criteria posted in the classroom in a place that is student-friendly. The use of these elements will vary depending on instruction and there should be evidence of student orientation of them.

Learning Pit



All classrooms utilize James Knottingham's Learning Pit from his work *The Learning Challenge* posted in the classroom in a place that is student-friendly. The use of this concept will vary depending on instruction and there should be evidence of student orientation of it. Each classroom should already have a Learning Pit poster

Equity Practices

Boulevard Elementary School is aligned with the District's [Educational Equity Policy](#). We believe that every student has the right to an equitable educational experience.

District Facilities Ground Rules

Boulevard Elementary School is the property of the Cleveland Heights-University Heights district. Our facilities and grounds are dedicated primarily to the use of our students and district activities. Please note that pets are not permitted on school grounds in accordance with district policy. If you represent an outside organization interested in using our facilities, please contact Mrs. Karen Spinks our administrative assistant at k_spinks@chuh.org. She will coordinate with district leadership to help assist in filling out your request.

Calendars

- ★ Instructional Calendar
- ★ Progress Reports/Report Card Calendar



2026-2027 At-a-Glance Calendar

August 2026							September 2026							October 2026							November 2026							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
						1			1	2	3	4	5						1	2	3	1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	
23 ₃₀	24 ₃₁	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30						

December 2026							January 2027							February 2027							March 2027						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4						1	2														
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
27	28	29	30	31			24 ₃₁	25	26	27	28	29	30	28							28	29	30	31			

April 2027							May 2027							June 2027							July 2027						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3							1												1	2	3
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
25	26	27	28	29	30		23 ₃₀	24 ₃₁	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31

Aug. 10-12 Orientation of New Teachers
Aug. 13-14, 17-18 Professional Development Days (Students Not in Attendance)
Aug. 19 First Day of School
Sept. 7 Schools Closed (Labor Day)
Sept. 21 Schools Closed (Yom Kippur)
Oct. 22 Elem. Records & Conf. Day (Elementary Students Not in Attendance)
Oct. 23 Records Day (Students Not in Attendance)
Nov. 3 Professional Development Day (Students Not in Attendance)
Nov. 25 No School (Compensatory Day for Parent Conferences)
Nov. 26 & 27 Thanksgiving Recess
Dec. 21-Jan. 3 Winter Recess
Jan. 4 Records Day (Students Not in Attendance)
Jan. 5 Students Report to School
Jan. 18 Schools Closed (M. L. King, Jr. Commemorative Day)
Feb. 12 Teacher Independent Work Day (Students Not in Attendance)
Feb. 15 Schools Closed (Presidents' Day)
Mar. 18 Elem. Records & Conf. Day (Elementary Students Not in Attendance)

Mar. 19 Professional Development Day (Students Not in Attendance)
Mar. 22-26 Spring Recess
Mar. 29 No School (Compensatory Day for Parent Conferences)
Mar. 30 Students Report to School
May 27 Last Day for Students
May 28 Prof. Day (Students Not in Attendance)/End of School Year
May 31 Schools Closed (Memorial Day)
June 18 Schools Closed (Juneteenth Observed)
July 5 Schools Closed (Independence Day Observed)

The 2026-2027 School Calendar is subject to revisions. Days that may be used to reschedule classes are Martin Luther King, Jr. Day, Presidents' Day, Compensatory Day(s), and/or May 28.

All Schools Closed	No School for Students - Teacher Independent Work Day
No School for Students - Teachers Report for PD or Records Day	First and Last Day of School (K-12)
No School for Elementary Students Only - Teachers Report for PD or Records Day/Conferences	First Day of Preschool

August 10-12 Orientation of New Teachers
August 13-14, 17-18 Professional Development Days (Students Not in Attendance)
August 19 First Day of School
September 7 Schools Closed (Labor Day)

September 21 Schools Closed (Rosh Hashanah)
October 2 Schools Closed (Yom Kippur)
October 22 Elementary Records & Conference Day (Elementary Students Not in Attendance)
October 23 Records Day—Teachers Report for Duty (Students Not in Attendance)
November 3 Professional Development Day—Teachers Report for Duty (Students Not in Attendance)
November 25 No School (Compensatory Day for Parent Conferences)
November 26 & 27 Thanksgiving Recess
December 21-January 3 Winter Recess
January 4 Records Day—Teachers Report for Duty (Students Not in Attendance)
January 5 Students Report to School
January 18 Schools Closed (M. L. King, Jr. Commemorative Day)
January 26 Professional Development Day—Teachers Report for Duty (Students Not in Attendance)
February 13 Teacher-Independent Work Day (Students Not in Attendance)
February 16 Schools Closed (Presidents' Day)

March 19 Elementary Records & Conference Day (Elementary Students Not in Attendance)
March 20 Professional Development Day—Teachers Report for Duty (Students Not in Attendance)
March 23-March 27 Spring Recess
March 30 Students Report to School
April 3 Schools Closed (Good Friday)
April 6 No School (Compensatory Day For Parent Conferences)
April 7 Students Report to School
May 25 Schools Closed (Memorial Day)
May 29 Last Day for Students
June 1 Professional Day—Teachers Report for Duty (Pupils not in Attendance) End of School Year

171 days Pupils in Attendance
182 days Staff in Attendance
2 days Compensatory Days (Nov. 26 and April 6)

8 days Holidays (Labor Day, Rosh Hashanah, Yom Kippur, Thanksgiving (2), Martin Luther King Day, Presidents' Day, Memorial Day)

The 2025-2026 School Calendar is subject to revisions. Days that may be used to reschedule classes are Martin Luther King, Jr. Day, Presidents' Day, Compensatory Day(s), Memorial Day and/or June 1.

Instructional Calendar

First Quarter	<i>Wednesday, August 21 - Friday, October 25</i>
Fall Conferences	<i>Thursday, October 24 & Friday, October 25</i>
Second Quarter	<i>Monday, October 28 - Friday, January 10</i>
Third Quarter	<i>Monday, January 13 - Friday, March 21</i>
Spring Conferences	<i>Thursday, March 27 & Friday, March 28</i>
Fourth Quarter	<i>Monday, March 24 - Thursday, May 29</i>

Progress Reports/Report Card Calendar

Q1 Progress Reports	Available after September 20, 2024
Q1 Report Cards	Available after October 30, 2024
Q2 Progress Reports	Available after November 26, 2024
Q2 Report Cards	Available after January 15, 2025
Q3 Progress Reports	Available after February 21, 2025
Q3 Report Cards	Available after March 28, 2025
Q4 Progress Reports	Available after May 2, 2025
Q4 Report Cards	Available after May 30, 2025

Family-School Partnership

- ★ Collaborative Code of Respect
- ★ Behavior Expectations
- ★ Positive Behavior Intervention & Supports
- ★ Severe Behavior
- ★ Student Code of Conduct
- ★ Student Assistance Team

Collaborative Code of Respect

We believe in a collaborative code of respect between all adults at Boulevard Elementary School staff, families, and visitors. We ask that all who enter Boulevard Elementary show respect to our office staff and all teachers in the building. This includes following our safety protocols, communicating with respect, and bringing concerns to adults in the building. We believe in mutual respect and ask all who visit Boulevard Elementary show that respect to all.

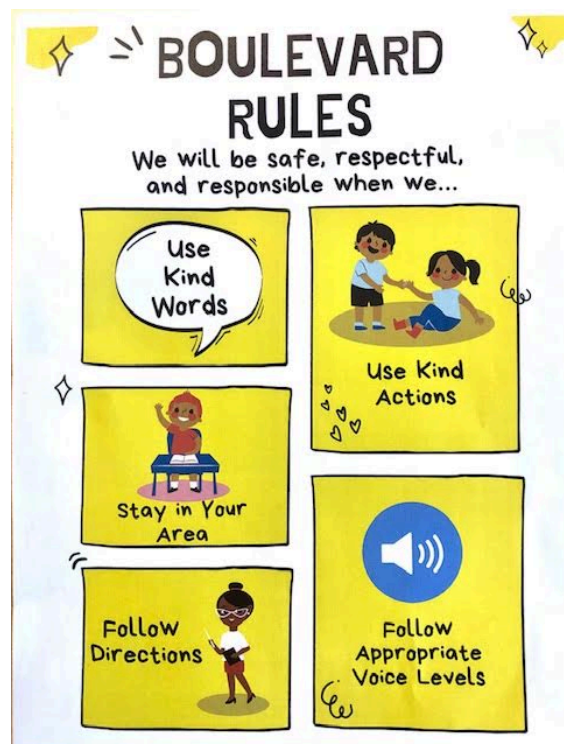
Behavior Expectations

All students are expected to meet our behavior expectations. **Be Respectful. Be Responsible. Be Safe.** These behavior expectations are taught and reviewed throughout a variety of locations at Boulevard including classrooms, hallways, bathrooms, the cafeteria, the gymnasium, and the playground.

Boulevard School Rules

We are safe, respectful, and responsible when we...

- Use kind words
- Use kind actions
- Stay in your area
- Follow directions
- Follow appropriate voice levels (0=Silence 1=Whisper 2=Conversation/Inside 3=Presentation/Recess/Loud)



Positive Behavior Intervention & Supports (PBIS)

What is PBIS?

You may have heard your child mention it or talk about Hallway or Restroom Expectations. Perhaps they've repeated phrases like "Be Safe, Be Responsible, and Be Respectful." But what exactly is PBIS?

PBIS stands for Positive Behavior Interventions and Supports. It's a proactive system designed to teach, model, and reinforce positive behavior throughout the school. At Boulevard Elementary School, our core expectations are simple yet powerful: Be Safe, Be Respectful, and Be Responsible.

Our staff has worked collaboratively to create specific expectations for common areas, such as the hallways, playground, and restrooms. These expectations are clearly taught to students, ensuring that everyone understands and strives to meet them. Through PBIS, we create a consistent, supportive environment where positive behaviors are recognized and celebrated.

[Boulevard's Behavior Matrix](#) provides more detailed expectations and descriptors depending on the area of the building. This matrix also includes how Boulevard's Learner Powers are aligned with these expectations. At Boulevard Elementary School, we are dedicated to teaching and reinforcing our behavioral expectations by celebrating students who consistently meet them.

By acknowledging and praising these students, we encourage others to follow. This helps to foster a positive environment where the majority of students strive to meet expectations in hopes of receiving recognition from teachers and staff.

One of the key ways we reinforce these expectations is through our Dojo points and Boulevard Bucks. Students can earn Dojo points and Boulevard Bucks to earn rewards and special activities by following the Boulevard school rules. This serves as a motivator, encouraging students to consistently exhibit positive behavior.

Restorative Practices

Boulevard staff utilizes Restorative Practices through both preventative and restorative methods. Restorative Practices aim to build empathetic conflict resolutions and strong classroom communities. Morning Circle Meetings: All "homeroom" classes hold a morning meeting using the restorative circle format. This meeting should take (approximately 10 minutes).

The success criteria for these meetings are to:

- Build psychological safety
- Give voice to all students
- Build social capital

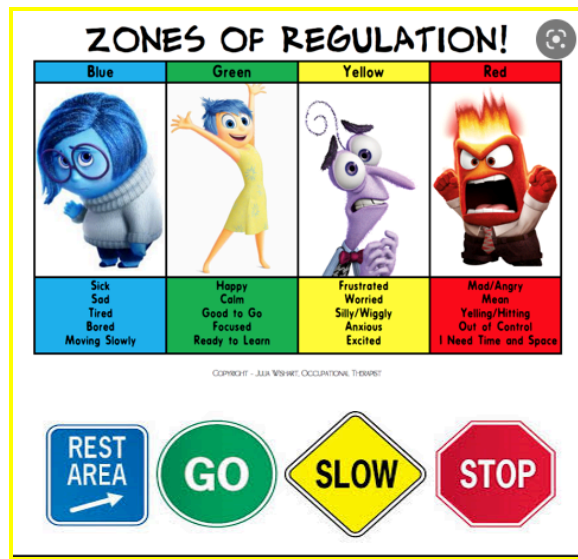
- Sharpen students' focus
- Start the day on a positive note

Zones of Regulation

The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy, and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us with an easy way to think and talk about how we feel on the inside and sort these feelings into four colored Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones to meet goals like doing schoolwork or other tasks, managing big emotions, and having healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

Classroom Expectations for Zones of Regulation:

Classroom teachers have the Zones of Regulation charts and/or visual resources posted in a place that is student-friendly. Teachers foster the student's use of the language to aid in self-regulation.



Student Code of Conduct

While we strive to reinforce behavior through positive praise and rewards, there are still misbehaviors that may occur. All Cleveland Heights-University Heights schools, follow a Student Code of Conduct. [CLICK HERE](#) to access the Student Code of Conduct (SCOC). The SCOC

outlines school responses when students are not meeting behavioral expectations and receive an office referral. If you would like a hard copy of the SCOC, please contact the main office.

MTSS Team

Boulevard has a Multi-tiered System of Support Team (MTSS). The MTSS team aims to work together with families to support academic growth, behavior, social and emotional needs, and absenteeism. The team is comprised of the principal, school counselor, school social worker, teacher, school psychologist, Title I lead, speech/language therapist, and parent/guardian. A teacher or parent may request to meet with the MTSS team by contacting the school counselor Tristyn Matthews, at 216 371-7140 or email: t_matthews@chuh.org

General Information - Attendance, Arrival, and Dismissal

- ★ Absences/Late Arrivals
- ★ Arrival and Dismissal
- ★ Breakfast
- ★ Early Dismissal
- ★ Tardies

Absences

All student absences should be reported to our attendance line (320-4665) with the reason for the absence. Although you may receive a call from the school reporting that your child is absent if we do not hear from you via telephone or note your child will be marked with an unexcused absence.

- ***Chronic Absenteeism***

At any given point in the school year, if a student is missing 10% or more of school, they are considered chronically absent. By the end of the school year, anything over 18 days missed is chronically absent. This is the equivalent of missing 2 days of school a month.

Chronic absenteeism includes all excused and unexcused absences. Research has shown that chronically absent students are seriously at risk of falling behind academically and socially. If your child is struggling with attending school regularly, please contact the school social worker (Caryl Yoo c_yoo@chuh.org) for assistance in developing a plan of support.

- ***Habitually Truant***

A student is considered Habitually Truant if they meet certain criteria involving unexcused absences:

30 consecutive hours, equivalent to 5 Consecutive unexcused absences

42 hours in a month, equivalent to 7 unexcused absences in a month

72 hours in a school year, equivalent to 12 unexcused absences in a school year

If your child is late to school, those minutes/hours count toward unexcused absences. For example, if your child is an hour late to school, that is 1 hour toward unexcused absences. If your child is late to school by just one hour on six different days, it adds up to the equivalent of missing an entire day of school.

According to House Bill 410, when a student is deemed habitually truant, the school is required to contact the parent and schedule a meeting to create an Attendance Intervention Plan (AIP). This plan aims to identify any obstacles to regular attendance and explore potential supports to address those needs. If the student does not show improvement in attendance within 60 days, the school must report the case of educational neglect to the Department of Children and Family Services.

Arrival and Dismissal

Arrival

ARRIVAL TO SCHOOL by 8:40 AM:

Students in KG and Grades 1-3rd line up outside at the back playground and will be escorted into the school building by their teachers.

Students in Grades 4-5 line up outside at the front entrance and will be brought into the school building by their teachers.

In the case of bad weather conditions, students will line up in the hallways in designated areas for each grade level until their teachers arrive to escort them to class.

Dismissal

DISMISSAL AT 3:20 PM:

Mrs. Reynolds' KG class and Grade 1 leave the school building through the main front door.

Mrs. Robinson's KG class is dismissed directly from the exit door in the classroom (facing Euclid Heights Blvd.)

Grades 2 and 3 leave the school building through the east door (facing Euclid Heights Blvd.)

Grade 4 and Mrs. Bradley's Class leaves the school building through the west door (facing Lee Road)

Grade 5 leaves the school building through the east door (facing Euclid Heights Blvd.)

Students in Mrs. Kuhn's (K-2) and Mr. Ortiz classes (3-5) are met in the morning by the front door when their transportation arrives and escorted to their classrooms by their teacher; at dismissal, teachers will escort students to their transportation.

EARLY DISMISSAL PROCEDURES

Early dismissals by parents will be discouraged. In the case of an emergency and a child must be picked up early, the parent/guardian is to report to the office. A note from the parent/guardian is necessary for early dismissal, although emergencies will be honored. The child will be dismissed from the main office. A parent/guardian must sign the student out in the office.

STUDENTS WILL NOT BE RELEASED FOR EARLY DISMISSAL AFTER 3:00 PM.

Any changes to your student's dismissal routine must be communicated to the office before 2:00 pm each afternoon. To ensure student safety, we are not able to take a student's word about a change in dismissal routine. **We must hear from the parent/guardian.**

Breakfast

Breakfast is offered to all Boulevard free of charge. Breakfast runs between 8:15 -8:40 am each morning. Students can enter through the breakfast door for access to the Cafeteria.

Tardies/Late Arrivals

A student is considered tardy to school if they are not in their classroom by 8:55 am. Any student arriving later than 8:55 am will need to enter through the front entrance. A tardy pass will be issued. If a student arrives at school later than 15 minutes, those minutes are calculated toward an unexcused absence (state law).

Please remember that when a student is late to school they may have trouble settling into class routines. If your child is arriving late to school due to a medical appointment, please turn in a medical note so that the time missed can be marked as excused.

General Information - Communication

- ★ ClassDojo
- ★ Infinite Campus
- ★ Conferences
- ★ Transportation
- ★ Telephone and Messages for Students

ClassDojo

ClassDojo is an application to communicate with families, share classroom and schoolwide information, and positively reinforce behavior expectations. We like to have each of our families connected to ClassDojo so that you can take advantage of all these features. We strive for 100% parent connection.

You can receive an invitation with a special code from your child's teacher. If you have not yet connected, please be sure to connect! You can access ClassDojo on your phone (free app) or on the computer.

Once you are connected, you can send direct messages to your child's teacher and other staff members, view pictures of the learning taking place in the classroom and school, and see your child's Scholar Points that they have earned for exhibiting positive behavior.

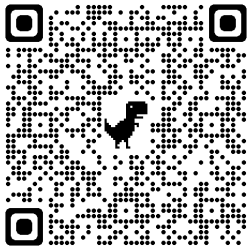
Infinite Campus

Infinite Campus (IC) is the computer system that the district uses to store student information such as contact information, grades, and attendance. All parents have access to their child's information through Infinite Campus, and therefore all parents should set up an account. IC allows parents to view current information about their children. Infinite Campus can be accessed on a computer or through an app on a smartphone. Once you are signed up for Infinite Campus, you will not need to sign up for it, again, as long as your child remains in the CHUH School District.

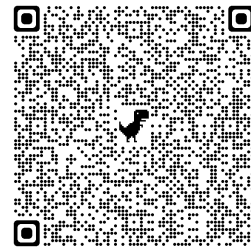
In order to set up your parent account for IC, you will need your Activation Code. Here is how you can get your activation code,

- Complete a Google Form - Scan the QR code below (the one to the left)
- Contact the office (371-7140) and request the code be emailed to you

There are two ways to log into IC. The first is to go CHUH.org website; you will see an icon for Infinite Campus Parent Portal (click on it). The other way to access IC is to download the mobile app; just scan the QR code below (the one to the right).



Request an Activation



Mobile App Directions

Conferences

Boulevard hosts fall and spring conferences to strengthen our partnership with families and support students' academic success. Fall Conferences are scheduled for late October, and Spring Conferences will be held in late March. Additionally, you are always welcome to schedule a conference with your child's teacher outside of these designated times.

We strive to schedule a Fall Conference with each of our families. Spring Conferences are available for all families, but are usually geared towards students who may be struggling with mastery of grade level standards.

Transportation

Cleveland Heights-University Heights provides school transportation for any student who lives more than 1 mile away from their assigned school. You can access information about transportation by following this url: https://www.chuh.org/Transportation_bs.aspx

If you are interested in bussing transportation but you do not live 1 mile away, you can submit a Transportation Appeal form accessible at the website above. [CLICK HERE](#) for information regarding the Transportation Appeal Process. [CLICK HERE](#) for direct access to the Transportation Appeal Form.

Telephone and Messages for Students

Boulevard prioritizes uninterrupted instructional time for all students. For this reason, we ask that there are minimal to no interruptions during the instructional hours of 8:55am-3:20pm. If you need to leave a message for your child, you can leave it at the office and we will deliver the message to your child each afternoon. We are not able to deliver messages after 2:45pm since we have begun the end of day process.

As teachers are prioritizing instruction during the school day, they are not expected to check and respond to messages during the school day. They will respond to messages within 24-48 hours. If there is an important message, please contact the Main Office directly by calling 216.371.6535.

General Information - Safety

- ★ Visitor Policy
- ★ Classroom Visit Policy
- ★ Inclement Weather
- ★ School Safety Drills
- ★ Mandated Reporter
- ★ Title IX Procedures
- ★ Anti-Bullying Protocol

Visitor Policy

When any outside visitors come to Boulevard, they need to report to the main entrance Mrs. Cynthia Jones- Douglas, Boulevard Security Monitor, is stationed there to welcome all visitors. All visitors will need to bring valid ID to be scanned upon entry. All visitors will be required to fill out visitor log [Tiger Check in Log](#) . After being checked in, Mrs. Douglas will escort all visitors to their destination in the building.

In order to ensure the safety of all students and staff, visitors are not able to walk through the building unattended. If you need to go somewhere in the building, a staff member will escort you. If you are going someplace in the building, you will receive a lanyard to wear while visiting Boulevard. It will need to be returned to the main office when you have completed your visit.

Classroom Visit Policy

While we welcome classroom visits, it is required that any visitors provide the teacher and office with 24 hours advance notice. Visitors will not be permitted to visit classrooms without advance notice.

Inclement Weather

Please make sure that your child is prepared for the weather. Whenever possible, we go outside for recess and wait outside for dismissal. While we will always use our professional judgment, we will be outside unless it is actively raining or feels below 20 degrees. If you are ever in need of clothing or outdoor gear for your child, please contact Caryl Yoo social worker c_yoo@chuh.org

School Safety Drills

Each year, we conduct a variety of safety drills. We conduct a monthly fire drill to prepare students for safe evacuation from the building in the event of a real fire. In the spring, we will conduct tornado drills, as well.

We also conduct Safety Drills to prepare students in the event of an intruder in the building. Throughout the course of the school year, we will review and practice both a Level 2 Lockdown Drill and a Level 3 Lockdown Drill.

Mandated Reporter

All Cleveland Heights-University Heights staff members are mandated reporters in cases of suspected or potential child abuse. Please know that as mandated reporters, if a staff member has reason to suspect potential child abuse, we are legally responsible to contact Child Protective Services to report the potential abuse.

Title IX Procedures

Title IX protections exist for all students. These protections include against any type of harassment behavior (sexual or otherwise), sexual violence, or aggressive behavior. At the elementary level, we speak about personal space and practice self advocacy skills. If you ever suspect any of these misbehaviors are occurring, please reach out to any office staff member so we can properly investigate.

Anti-Bullying Protocol

Boulevard strives to show kindness in all we do! Ms. Matthews, Ms. Yoo, and our amazing support staff work with our students and teachers in order to instill the importance of Boulevard Elementary being a Bully-Free School. We are always here if a parent or family has a concern about potential bullying - so please reach out via phone (371-7140) for any additional support you may need.

If you would like to report a bullying allegation, [CLICK HERE](#) for the CHUH Bullying Investigation Form. You can submit this form to the front office and a staff member will be in touch soon after to follow-up and being investigating.

Thank you for supporting and joining us in our mission to ensure that Boulevard Elementary School stays BULLY-FREE!!

General Information - Health & Wellness

- ★ Illness or Injury at School
- ★ Immunization
- ★ Medication
- ★ Head Lice
- ★ Bed Bugs

Vaccinations

Staying up to date on vaccinations, including boosters, provides the best protection against serious illness from COVID-19. Everyone 6 months of age and older is now eligible to get a COVID-19 vaccination.

Illness or Injury at School

The role of the school nurse is to provide ongoing nursing assessments and treatments, evaluate health information specific to the needs of the child, perform health screenings, assure compliance with immunizations, and promote wellness through education. The nurse's office is not a clinic. No diagnosis of illness or injury can be made.

IT IS THE RESPONSIBILITY OF THE PARENT/GUARDIAN TO NOTIFY THE SCHOOL NURSE REGARDING SIGNIFICANT HEALTH CONCERNS OR CHANGES IN YOUR CHILD'S HEALTH STATUS. THIS MAY INCLUDE INFORMATION REGARDING CONDITIONS SUCH AS FOOD ALLERGIES, OTHER SIGNIFICANT ALLERGIES, DIABETES, SEIZURES, SICKLE CELL DISEASE, RECENT HEAD INJURY, MENTAL HEALTH ISSUES, SURGERIES OR HOSPITALIZATIONS, MEDICATIONS, OR ANY OTHER HEALTH ISSUE THAT MAY HAVE AN IMPACT ON YOUR CHILD AT SCHOOL.

Trying to determine if your child is sick and should remain at home is often a puzzle. Here are a few guidelines to help you make that determination:

- Temperature of over 100 degrees
- Vomiting or diarrhea within the last 24 hours
- Acute respiratory problem, or difficulty breathing
- Skin rash of unknown origin, lesions or draining areas on the skin
- Pus and/or excessive drainage from the eyes
- Untreated, reported pediculosis (head lice) or ring worm

Ask yourself: "WILL MY CHILD BE ABLE TO LEARN TODAY?", or call the school and ask the nurse if you are uncertain.

Immunization



Department
of Health

Ohio Immunization Summary for School Attendance

VACCINES	FALL 2022 Immunizations for School Attendance
DTaP/DT Tdap/Td Diphtheria, Tetanus, Pertussis	K-12 Four or more doses of DTaP or DT, or any combination. If all four doses were given before the fourth birthday, a fifth dose is required. If the fourth dose was administered at least six months after the third dose, and on or after the fourth birthday, a fifth dose is not required.* Grades 1-12 Three doses of Td or a combination of Td and Tdap is the minimum acceptable for children ages 7 years and older with the first dose being Tdap. Minimum spacing of four weeks between doses 1 and 2, and six months between doses 2 and 3. Grade 7 One dose of Tdap vaccine must be administered on or after the 10th birthday. ** <i>All students in grades 8-12 must have one documented Tdap dose.</i>
POLIO	K-12 Three or more doses of IPV. The FINAL dose must be administered on or after the fourth birthday, regardless of the number of previous doses and there must be six months spacing between doses 2 and 3. If a combination of OPV and IPV was received, four doses of either vaccine are required.
MMR Measles, Mumps, Rubella	K-12 Two doses of MMR. The first dose must be administered on or after the first birthday. The second dose must be administered at least 28 days after the first dose.
HEP B Hepatitis B	K-12 Three doses of hepatitis B. The second dose must be administered at least 28 days after the first dose. The third dose must be given at least 16 weeks after the first dose and at least eight weeks after the second dose. The last dose in the series (third or fourth dose) must not be administered before age 24 weeks.
VARICELLA (Chickenpox)	K-12 Two doses of varicella vaccine must be administered prior to entry. The first dose must be administered on or after the first birthday. The second dose should be administered at least three months after the first dose; however, if the second dose is administered at least 28 days after the first dose, it is considered valid.
MCV4 Meningococcal	Grade 7 One dose of meningococcal (serogroup A, C, W, and Y) vaccine <u>must be administered prior to seventh grade entry</u>. All students grades 8-11 must have one documented dose of MCV4. Grade 12 Two doses of MCV4 by age 16 years, with a minimum interval of eight weeks between doses. If the first dose was given on or after the 16th birthday, only one dose is required. ****

NOTES:

- * Vaccine should be administered according to the most recent version of the Recommended Child and Adolescent Immunization Schedule for ages 18 years or younger or the Catch-up immunization schedule for persons aged 4 months-18 years who start late or who are more than 1 month behind, as published by the Centers for Disease Control and Prevention's Advisory Committee on Immunization Practices. Schedules are available for print or download through www.cdc.gov/vaccines/schedules/index.html.
- ** Vaccine doses administered less than or equal to four days before the minimum interval or age are valid (grace period). Doses administered greater than or equal to five days earlier than the minimum interval or age are not valid doses and should be repeated when age appropriate. If MMR and varicella are not given on the same day, the doses must be separated by at least 28 days with no grace period.
- *** For additional information, please refer to the [Ohio Revised Code 3313.67](#) and [3313.673](#) for school attendance and the [ODH Director's Journal Entry](#) on required vaccines for child care and school. These documents list required and recommended immunizations and indicate exemptions to immunizations.
- **** Please contact the Ohio Department of Health Immunization Program at 800-262-0546 or 614-466-4643 with questions or concerns.

* Recommended DTaP or DT minimum intervals for kindergarten students are four weeks between the first and second doses, and the second and third doses; and six months between the third and fourth doses and the fourth and fifth doses. If a fifth dose is administered prior to the fourth birthday, a sixth dose is recommended but not required.

** Tdap can be given regardless of the interval since the last tetanus or diphtheria-toxoid containing vaccine. Children age 7 years or older with an incomplete history of DTaP should be given Tdap as the first dose in the catch-up series. If the series began at age 7-9 years, the fourth dose must be a Tdap given at age 11-12 years. If the third dose of Tdap is given at age 10 years, no additional dose is needed at age 11-12 years.

*** The final polio dose in the IPV series must be administered at age 4 years or older with at least six months between the final and previous dose.

**** Recommended MCV4 minimum interval of at least eight weeks between the first and second doses. If the first dose of MCV4 was administered on or after the 16th birthday, a second dose is not required. If a pupil is in 12th grade and is 15 years old or younger, only one dose is required. Currently, there are no school entry requirements for meningococcal B vaccine.

Last updated 12/01/2021.

7th Grade Immunization Requirements

Prior to entering 7th grade, Ohio law requires every student to have documentation of the following immunizations:

- Tdap vaccine booster (must have been given after August 30, 2015)
- Meningococcal MCV4 vaccine

Verification of these immunizations must be sent to the School Nurse using the following form or other documentation from your health care provider by August 17, 2020, or your

student will not be allowed, by state law, to attend school until documentation is received.

12th Grade Immunization Requirements

Prior to entering 12th grade, Ohio law requires every student to have documentation of the following immunization:

- Meningococcal MCV4 vaccine *(A single dose is required after the 16th birthday. If your child received the vaccine before their 16th birthday, a second dose is required prior to 12th grade.)*

Verification of these immunizations must be sent to the School Nurse

Medication

Medications cannot be administered in school without the doctor's and parents' signatures. Forms are available in the school office or the school website. All medication must be delivered to the school in the original pharmacy container including inhalers (no envelopes or plastic bags). The school provides NO medications.

It is extremely important that the school has reliable telephone numbers in case of an emergency. Please provide all numbers that might enable us to reach you. And remember that your contact numbers must be updated every time there is a change. Call the school office to report a new number.

Head Lice

Each year millions of school-aged children in the United States get head lice. Though head lice may be a nuisance, they don't cause serious illness or carry any diseases. Also, head lice can be treated at home.

The following information from the American Academy of Pediatrics (AAP) will help you check for, treat, and prevent the spread of head lice.

What are head lice?

Head lice are tiny insects. They are about the size of a sesame seed (2–3 mm long). Their bodies are usually pale and gray, but color may vary. One "lice" is called a louse.

Head lice feed on tiny amounts of blood from the scalp. They usually survive less than a day if not on a person's scalp. Lice lay and attach their eggs to hair close to the scalp.

The eggs and their shell casings are called nits. They are oval (about 0.8 x 0.3 mm) and usually yellow to white. Nits are attached with a sticky substance that holds them firmly in place. After the eggs hatch, the empty nits remain attached to the hair shaft.

Head lice live about 28 days. They can multiply quickly, laying up to 10 eggs a day. It only takes about 12 days for newly hatched eggs to reach adulthood. This cycle can repeat itself every 3 weeks if head lice are left untreated.

Who gets head lice?

Anyone can get head lice. Head lice are most common in **preschool**- and elementary school-aged children. It doesn't matter how clean your hair or home may be. It doesn't matter where children and families live, play, or work.

How are head lice spread?

Head lice are crawling insects. They cannot jump, hop, or fly. The main way head lice spread is from close, prolonged head-to-head contact. There is a very small chance that head lice will spread because of sharing items such as combs, brushes, and hats.

What are symptoms of head lice?

The most common symptom of head lice is itching. It may take up to 4 weeks after lice get on the scalp for the itching to begin. Most of the itching happens behind the ears or at the back of the neck. Also, itching caused by head lice can last for weeks, even after the lice are gone. However, an itchy scalp also may be caused by eczema, dandruff, or an allergy to hair products.

How do you check for head lice?

Regular checks for head lice are a good way to spot head lice before they have time to multiply and infest your child's head.

- Seat your child in a brightly lit room.
- Part the hair and look at your child's scalp.
- Look for crawling lice and for nits.
- Live lice are hard to find. They avoid light and move quickly.
- Nits will look like small white or yellow-brown specks and be firmly attached to the hair near the scalp. The easiest place to find them is at the hairline at the back of the neck or behind the ears. Nits can be confused with many other things, such as dandruff, dirt particles, or hair spray droplets. The way to tell the difference is that nits are attached while dandruff, dirt, or other particles are not.
- Wet the hair. Use a fine-toothed comb to help comb out the lice or nits. Comb through your child's hair in small sections. After each comb-through, wipe the comb on a wet paper towel. Examine the scalp, comb, and paper towel carefully.

How do you treat head lice?

Check with your child's doctor first before beginning any head lice treatment. The most effective way to treat head lice is with head lice medicine. Head lice medicine should only

be used when it is certain that your child has head lice.

When head lice medicines are used, it is important to use them safely. Here are some safety guidelines.

- Follow the directions on the package.
- Never let children apply the medicine. Medicine should be applied by an adult.
- Check with your child's doctor before beginning a second or third treatment. A second treatment is usually needed 10 days after the first treatment. In some cases, a third treatment 10 days after the second treatment is needed.
- Do not use medicine on a child 2 years or younger without first checking with your child's doctor.
- Do not use or apply medicine to children if you are **pregnant** or **nursing** without first checking with your doctor.
- **Store medicine** in a locked cabinet, out of sight and reach of children.
- Ask your child's doctor if you have any questions.

Note: *The comb-out method (removing head lice without medicine from damp hair with a fine-toothed comb) often fails. Also, home remedies, like using petroleum jelly, mayonnaise, tub margarine, herbal oils, or olive oil, have not been scientifically proven to work. Never use dangerous products like gasoline or kerosene or medicines made for use on animals!*

Bed Bugs

Beating Bed Bugs: Our District's Protocols & Procedures



Bed bugs—two words that undoubtedly can cause a person to feel itchy while merely reading them on a page. They are also two words that no parent, teacher, student or school administrator wants to hear.

However, in light of a recent increase of bed bug sightings in other school districts around Northeast Ohio, the Cleveland Heights-University Heights City School District wanted to make its parents and community aware of the protocols and procedures it has in place to deal with this annoying nuisance.

What is a bed bug?

A nuisance—that is primarily what bed bugs are. The tiny insects are not considered a serious health threat because their bites are not known to transmit disease.

Bed bugs are usually active at night and prefer to feed on human blood. Their bites do not normally hurt, but a small, hard, swollen, white welt may develop at the site of each bite. This is accompanied by severe itching that lasts for several hours to days. Scratching may cause the welts to become infected.

Rows of three or so welts on exposed skin are characteristic signs of bed bugs. Welts do not have a red spot in the center such as is characteristic of flea bites.

How do CH-UH Schools handle bed bugs?

If a bug is discovered inside one of the CH-UH Schools, the District has an explicit protocol for handling the situation.

The first step is identifying and confirming that the bug in question is, in fact, a bed bug. Treatments for different insects vary, and bed bugs are no exception. The District has two trained professionals on staff who are certified in identifying bed bugs and treating the affected areas.

If a student is found to have a bed bug on him or her, parents are notified and provided with information on home inspection, treatments and prevention. The student's belongings are also bagged and sealed—though it is unlikely that items would be infested, since bed bugs prefer to be near the heat of the body. Since bed bugs are not known to transmit disease, students are not excluded from school due to bed bugs.

If a bed bug is found inside a classroom or common area of a school, one of the certified staff members thoroughly inspects the premises for evidence of a bed bug infestation. If no infestation is found, the staff member continues to monitor the building for additional sightings.

In the unlikely case that an infestation is discovered, the school will follow the District's Integrated Pest Management (IPM) plan and conduct appropriate treatment and control measures. Parents and staff would also be notified of the situation and of the measures being put in place for treatment and prevention.

What are the steps to prevent bed bugs in the first place?

With the increase in bed bug sightings in Northeast Ohio, parents are encouraged to be vigilant about possible occurrences in their homes.

A thorough inspection of one's home is important for early detection of bed bugs. Also, carefully inspect clothing and baggage of travelers, in addition to secondhand beds, bedding, and furniture. Use caulk to fill in cracks and crevices in your home's exterior

while also repairing openings to exclude birds, bats, and rodents that can serve as alternate hosts for bed bugs.

Sanitation measures are also encouraged, including frequently vacuuming mattress and the premises, laundering bedding and clothing in hot water, and cleaning and sanitizing dwellings.

For more information and resources on bed bug prevention and treatment, visit these sites:

- [Cuyahoga County Bed Bug Taskforce](#)
- [Central Ohio Bed Bug Taskforce](#)
- [Ohio Department of Health](#)
- [Ohio State University Extension Fact Sheet](#)

Note: The District's bed bug protocol and guidelines include information from the Central Ohio Bed Bug Taskforce, the Cuyahoga County Bed Bug Taskforce, IdentifyUS, the Ohio Department of Health, and The Ohio State University.

General Information - Academics and School Day

- ★ Curriculum and Instruction
- ★ Title 1 Services
- ★ Homework Policy
- ★ Family Support
- ★ Media Center Usage
- ★ Technology
- ★ Lunch & Recess
- ★ General Recess Rules
- ★ Report Cards
- ★ Disruptions to the Classroom
- ★ Birthday Treats and Invitation Policy
- ★ Class Placement

Curriculum and Instruction

Our curriculum and instruction is designed and implemented to showcase student growth and achievement. We believe in holding high expectations for our students and delivering instruction in a way that is both engaging and effective in helping our scholars grow and achieve.

Boulevard staff uses explicit instructional strategies to engage students. During academic instruction, we use the gradual release model. This begins with teacher modeling and moves to shared practice with the teacher facilitating and providing feedback as students practice. Once the teacher believes that students are ready, they move their students into independent practice.

Title I Services

Boulevard is a Title I school, which means we are committed to providing targeted academic support to all our students from Kindergarten through Fifth Grade. Teachers work closely with students to address specific needs in their learning. Additionally, our Instructional Support Team identifies students requiring extra assistance and implements focused interventions to help close academic gaps and strengthen essential skills.

Homework Policy

Each teacher has their own homework policy. To gain clarity on your child's homework policy, please contact your child's teacher directly via Class Dojo or email.

Family Support

We strongly encourage and support family engagement here at Boulevard. We know that we can't do this work alone and want to effectively partner with all of our families to support our students' growth and achievement. Contact your child's teacher for ways to support Learning At-Home. Please participate in Curriculum Night, Parent teacher conferences and Literacy Night.

Media Center Usage

Students visit the Media Center once every two weeks to listen to stories, and check out library books. Mrs. Young provides many literacy activities throughout the year that encourages love of reading.

Technology

Students in Kindergarten, First Grade, and Second Grade have one-to-one technology that is kept at school to use to enhance instructional practices and learning. Students in Third, Fourth, and Fifth Grade each have an assigned Chromebook. 3rd Grade chromebooks do not leave the building. 4th and 5th grade students are allowed to take Chromebooks home. Chromebooks need to come back to school daily and charged.

Students and families are responsible for the safety of these Chromebooks. If there is an incident when the technology is damaged, students can bring it to Mrs. Young, Boulevard's Media Ancillary, for repair.

Lunch Hour

Our lunch hours run as a 20-20-20. All lunch hours include 20 minutes of recess, 20 minutes of independent practice (Zearn, Reflex math, Waggle), and 20 minutes of lunch.

Lunch Bunch

Boulevard students have an opportunity to participate in lunch clubs that they are interested in during the lunch period. Each year Ms. Ford our attendance secretary works hard to provide students with opportunities to participate in a variety of clubs and activities such as chess, yoga, hip-hop, STEM club and many more!

General Recess Expectations

Recess rules follow our Boulevard expectations of Be Respectful, Be Responsible, Be Safe, and Be Kind. Our lunch paraprofessional staff review these expectations with students daily to ensure that they are being followed appropriately.

Students that are not meeting recess expectations may lose some time with their class.

Report Cards

At the end of each reporting period, students will receive a report card. Report Cards are mailed home about one week after they are completed within our Infinite Campus online data system. See report card schedule above.

Disruptions to Classroom

If you have a question or concern that needs to be addressed with the teacher, please contact them via Class Dojo or email. Parent requests to see teachers during the school day without notice cannot be accommodated due to teachers being in the classroom with students.

If you would like to visit your child's classroom, we require 24 hour advance notice in order to ensure all parties have been notified.

You can expect Class Dojo messages to be responded to within 24 hours when received during the weekday. Messages sent over the weekend will be responded to at the beginning of the week.

Birthday Treats and Party Invitation Policy

We love to celebrate our students and their milestones at school. A small birthday treat can be brought in to celebrate students' birthdays in the classroom. Please be sure to send in everything needed to distribute your child's birthday treats and we always appreciate it when it is kept simple (cookies, cupcakes). Please contact the classroom teacher prior to bringing in a treat as there may be students with food allergies. We try to celebrate at the end of the day to minimize the disruption to the instructional school day.

Party invitations can not be distributed in school unless given to every student in the classroom. Teachers are not permitted to share phone numbers of families nor are they allowed to assist in making phone calls, sending dojo messages or emails to invite students to private birthday parties.

Class Placement

Students are placed into specific classrooms based on a number of components. Make-up of students is taken into consideration, regarding both academics and behavior. Parent preference is not an indicator taken into account.

General Information - What to Wear and Bring

- ★ Dress Code Guidelines
- ★ Personal Items at School
- ★ Cell Phone and Smartwatch Policy
- ★ Forgotten Items at School
- ★ Lost & Found

Dress Code Philosophy

The Cleveland Heights University Heights City School District dress code reflects the District's commitment to ensuring a safe, respectful, and responsible learning environment for all students. The purpose of implementing this student dress code is to strengthen the learning environment for classroom instruction and academic performance, prevent disruption of the educational process, and increase the atmosphere for school pride in Tiger Nation. This dress code policy shall be in effect during the regular school year and any summer programming.

The Tiger Nation Student Dress Code was updated in the Fall of 2023 and will be in effect this school year.

The District recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The District will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools as stated in this Dress Code.

This Dress Code is established to promote a safe and healthy school setting and enhance the educational environment, maintain order, secure the safety of students, establish discipline practices, and provide a healthy environment conducive to academic purposes.

This Dress Code supports equitable educational access and does not perpetuate gender stereotypes. The Dress Code is written to ensure the health and safety of all members of Tiger Nation. It does not reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, living situation, identity or cultural observance. Students have the right to dress in accordance with their gender identity.

Our values are:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or hurtful remarks.
- Students should have minimum and only necessary restrictions on the exercise of the

student's taste and individuality.

- All students and staff should understand that they are responsible for managing their own personal “distractions” without regulating individuals’ clothing and self expression.
- Students should not face unnecessary barriers to school attendance.
- Students may choose to wear religious attire without fear of discipline or discrimination.

This Dress Code is designed to prohibit dress/grooming practices that:

- Present a hazard to the health or safety of the student or to others in the school;
- Materially interfere with school work, create disorder, or disrupt the educational program;
- Cause excessive wear or damage to school property; and/or
- Prevent the student from achieving the student's educational objectives because of blocked vision or restricted movement.

The primary responsibility for student attire resides with the student and parent or guardians. The school district is responsible for fostering its mission to prepare all students to become responsible citizens and succeed in college and career.

The Dress Code Defined

1. Basic Principle: Certain body parts must be covered for all students. Clothes must be worn in a way such that genitals, buttocks, and all private parts are covered with opaque material.
2. Students Must Wear:
 - Bottom; pants/sweatpants/shorts/skirt/dress/leggings
 - Shirt with fabric on the front, back, and on the sides under the arms
 - Shoes; activity-specific requirements are permitted (for example, students may be required to wear closed toed shoes to play on the playground at recess). Tiger Nation recognizes and recommends that the safest footwear for all students completely encloses the entire foot.
3. Students Cannot Wear:
 - Violent language or images or clothing indicating gang identifiers.
 - Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of the same.
 - Hate speech, profanity, pornography.
 - Images or language that creates a hostile or intimidating environment based on any protected class.
 - Visible underwear. Visible waistbands or straps on undergarments worn under other clothing are not a violation.
 - Bathing suits.
 - Headgear or hoods that obscure the face and ears.
 - Outerwear (coats/jackets) should not be worn unless there are temporary building environment issues.

Members of the athletic teams, bands, and other school groups, when representing the District at a public event, shall dress in accordance with this Dress Code, and members shall further dress in accordance with team/group rules (e.g., wear a band uniform/warm ups, athletic uniform/warm ups).

Religious Exemptions

If a student requires a religious or medical exemption, requests for exemptions from the Code, including the reasons for the request, should be made in writing to the building principal/assistant principal, or through a discussion with the principal/assistant principal.

No student should be disproportionately affected by Dress Code enforcement because of gender, race, body size, or body maturity. Students shall not be required to put on “alternate” clothing that is shaming or displays a message that the Dress Code has been violated. Furthermore, students shall not be shamed or required to display their body in front of others (students, parents, or staff) in school. “Shaming” includes but is not limited to kneeling or bending over to check attire fit, measuring straps or skirt length, and asking students to account for their attire in the classroom.

Dress Code Violation

The building principal/assistant principal is designated as the arbiter of student dress and grooming at the building level. Enforcement must be consistent with the Tiger Nation Student Code of Conduct, and Dress Code infractions should be enforced consistently with comparable behavior and conduct violations. Enforcement for students in grades K-5 should be limited to safety and non-violence/non-discrimination and should not include messages predicated on body maturity or “professionalism.”

In order to support District students, staff members are also asked to demonstrate by example and present neatness, cleanliness, propriety, modesty, and good sense in attire and appearance, consistent with Board Policy.

Students who violate the Dress Code will not be admitted to class, but with class disruption limited to the greatest extent possible under the circumstances, and may be disciplined in accordance with the Tiger Nation Student Code of Conduct.

If a student disagrees with a principal’s/assistant principal’s decision concerning enforcement of the Dress Code (i.e., with respect to the student’s compliance with the Dress Code), the student may appeal the principal’s/assistant principal’s decision to the Superintendent, who will meet with the student within ten (10) school days to discuss the nature of the student’s disagreement.

The Superintendent will issue a written decision on the matter within five (5) school days of the

meeting. The Superintendent's decision shall be final. Due process in the event of student discipline shall also be followed, consistent with Board Policy.

Tiger Nation Wear

All students and staff are encouraged to promote school spirit through the use of “Tiger Nation Wear.” Tiger Nation Wear is defined as an approved top or bottom having affiliation with the Cleveland Heights-University Heights City School District either by displaying the District emblem and/or containing the colors of black and gold. All students and staff are encouraged to wear Tiger Nation clothing each Friday during the school year.

Personal Items at School

In order to ensure the safety of personal items, we ask for students to not bring personal items to school unless directed by their teacher. We never want anyone's items to go missing at school, so please assist us with this by ensuring that no valuable items are sent to school.

Cell Phone and Smartwatch Policy

If your child brings a cell phone or Smartwatch to school, All students are allowed to bring a cell phone to school, but they must turn it off and place it in their backpack upon arrival at school (when they get to their morning line).

Students in grades 3, 4, and 5 will hand their device to their teacher upon entering the classroom. Teachers in grades 4&5 will collect the phones and place them in an office-provided bin. The bins will then be collected by office-designated personnel and placed in the office for safekeeping. Designated office personnel will return the bins by the end of the day to return the phones to students.

3rd-grade teachers will collect phones and keep phones in a secured area within the classroom until the end of the day and return the phones to students.

If a student fails to give his or her phone to the teacher, the phone must be collected and returned at the end of the day with a warning on the first offense. Parents will be notified if cell phones rules are not being followed.

Forgotten Items at School

If your child has forgotten an item at school that is needed, you are welcome to come up to the Main Office until 4:30p each afternoon. An office staff member will escort you to the classroom in order to locate the forgotten item.

Lost & Found

Boulevard's Lost and Found is located on a table in the cafeteria.

General Information - School Climate

- ★ Field Trips
- ★ After School BLAST
- ★ Academic Celebrations
- ★ Alternative Learning Classroom (ALC)

Field Trips

Throughout the school year, classes go on educational and social field trips around the Cleveland area. All students need to turn in a signed field trip permission slip in order to participate in the trip. Some of the field trips do come with a cost. If you ever have any difficulties covering a field trip cost, please contact the Main Office for support.

After School BLAST Program

BLAST is an after-school program facilitated by Ms. Sabrina Green. Students may qualify for the program if they need additional academic support.

Academic Celebrations

We celebrate academic achievement and growth at Boulevard While we will have celebrations interspersed throughout the school year celebrating achievement and growth, we have some set celebrations scheduled to promote academic success throughout the year.

Each quarter, students in third, fourth, and fifth grade will be recognized achieving Honor and Merit Roll status. Starting in Quarter 2, we will also celebrate students who showed improvement in their grades at these celebrations.

Goal Setting

Students will participate in goal setting to identify areas of strengths and areas for improvement. Students will set goals after their first benchmark assessment. Teachers and students will monitor progress towards meeting academic goals. Please review your child's academic goals with them and monitor their progress as well.

Alternative Learning Classroom (ALC)

Alternative Learning Classroom. This space is for students who need to de-escalate based on misbehavior during instructional time. Mr. Cliff Sweeney is our ALC Ancillary and works tirelessly to support our students and their diverse needs.

Students can also be assigned a day to multiple days of *In-School Suspension* in the ALC classroom. This takes place daily between 8:15am-3:20pm daily. Students are expected to complete classwork assigned by their homeroom teacher during their *In-School Suspension*. If they do not follow the ALC behavior expectations or complete their assigned work, their consequence may be reassigned to an *Out-of-School Suspension*.

Partnership

- ★ BLAST program
- ★ Parent Teacher Association (PTA)
- ★ Volunteers
- ★ MetroHealth
- ★ Family Connections
- ★ Communities in Schools

BLAST

The Boulevard Blast program is designed to provide qualifying students with after school reading and math supplemental instruction along with engaging enrichment programs. If you choose to participate, a team that includes an on-site coordinator, certified teachers, counselors, and paraprofessionals will assist your child with homework help, tutoring, reading and math instruction, STEAM enrichment, community service project development, and exciting field trips.

All students who participate in the Boulevard BLAST will receive a free after school snack, and dinner. We assist with strengthening academic skills while improving social, team building, and life skills. Parent involvement is encouraged and needed to support our kids!

Parent Teacher Association (PTA)

PTA is the oldest and largest child advocacy association in America, with over 24,000 local PTAs and 4 million members. Boulevard Elementary PTA exists to serve as a powerful voice for all children, a relevant resource for families and communities, and a strong advocate for the education and well-being of every child. PTA bridges the gap between schools and families and research shows that children perform better in school when their parents are engaged.

- We're a group of parent, staff, and community volunteers who give their time and resources to create better learning experiences for our students.
- We help to raise necessary funds to support school programs.
- Our social events bring the whole community together.
- Our connection with teachers helps to give all parents a voice in their child's education.

Anyone can join our PTA each school year for a nominal fee (currently \$4.75). Membership does not commit you to extra responsibilities, but it makes you part of our community and shows that you are committed to the nurturing and success of our students. Please know that ALL help is appreciated and ALL contributions matter!

Volunteers

We appreciate our volunteers! We need volunteers to tutor all grades and help with various events throughout the school year. If you would like to volunteer for any events contact Ms. Ford at c_ford@chuh.org

MetroHealth

MetroHealth is coming back to Boulevard! Metro's pediatricians can help your student with check ups, immunizations, sports physicals, prescriptions, medication orders for the school nurse, referrals to specialists, and mental and behavioral health issues. Their team can also help with any needs you have at home, like food and clothing, utilities, and housing.

If you've already filled out a consent form, no need to do another one. You only need to do this form ONCE in their K-12 career and you'll be able to benefit from Metro services as much or little as you need. You can request a consent form at anytime by contacting Nurse Delambo (ldelambo@chuh.org) Boulevard student and families can also be seen at Heights high school any Friday of the school year!

Link: <https://www.chuh.org/MetroHealthSchoolHealth.aspx>

Family Connections

Family School Connection is a kindergarten-focused home-visiting program that supports Boulevard Kindergarten students and families. Family aids in connecting with families, encouraging their involvement with the school, and help them access community resources. Family Coaches interact with parents as supportive peers and offer home visits, evening programs, and direct work with students in the classroom. Contact Ms. Alisa Littljohn Boulevards school liaison if you have any questions (216) 321-0079

Community in Schools

Community in Schools offers Boulevard teachers, students, and families another layer of support within the school in the following ways:

- Attendance support
- Academic support
- Behavior support
- SEL supports
- Parent engagement supports

Ms. Quonesha Pritchett works with Boulevard students base on teacher recommendations and parental permission.

Please review this Family Handbook with your child attending Boulevard Elementary. Upon finishing your review, complete the tear-off bottom half of this page and have your child return it to their teacher at Boulevard

When your child returns this tear-off slip, they will be awarded 5 Dojo points for Family Engagement!

Thank you for helping your child and reviewing our Boulevard procedures.

Mrs. Mahoney-Curry
Principal Boulevard Elementary School

Student Name _____

Parent Name _____

_____ We have reviewed the Boulevard Family Handbook.