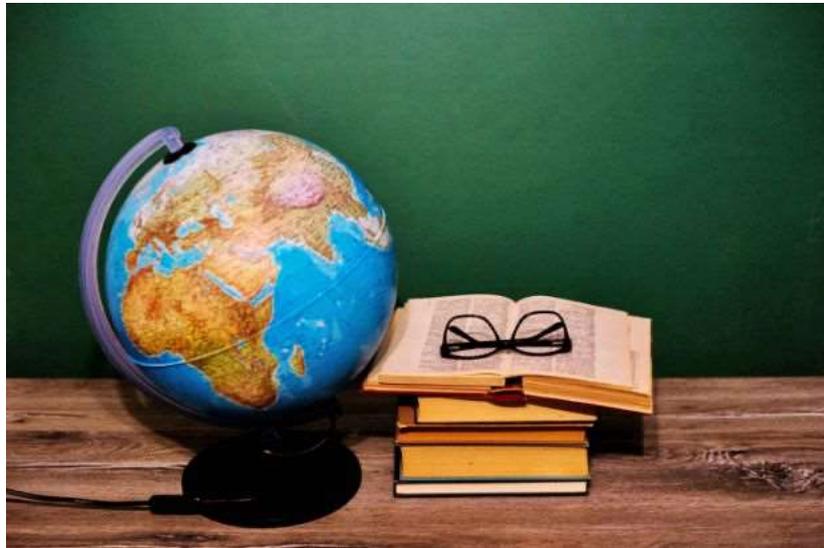


Christopher Columbus Charter School
916 Christian Street
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Philadelphia, PA 19147
www.columbuscharter.org



**Student – Family Handbook
2022-2023
A Title I School**

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A Message from Our CEO

CCCS Families,

I am extremely excited to officially welcome you to the 2022-2023 school year at Christopher Columbus Charter School. As we embark on another successful journey, I would like to express our appreciation to our amazing teachers who have made a commitment to providing the consistency that our children need. We are excited to have our returning students back and we would like to welcome our new students and families who have joined us this year.

Every summer at this time, I am reminded that each new school year provides us with another opportunity to give our students the very best education. Our teachers have worked tirelessly throughout the summer months to develop a learning experience for our CCCS students and families. We are committed to making the connection between family, staff, and students is at the center of everything we do.

This Family Student Handbook is filled with important information regarding school policies and procedures. It is designed to allow you to become familiar with all aspects of our school and to encourage you to participate fully in helping to make our students experience at CCCS rich and meaningful. Please review this handbook with your child(ren) and discuss the topics as a family. When you sign and return the Acknowledgement page, you are stating that you are aware and agree to the information contained within the handbook and committing your support of our school's value's and policies.

Please keep this handbook in a convenient location so that it can provide answers to most of your questions as uncertainties arise. However, if any topic of your concern is not addressed in the handbook, please contact us for clarification.

At CCCS, we are striving to move from good to great. We live by our number one rule of Respect to support the growth and development of all our children, to build the character of our school community, and to meet the academic challenges of this new school year. Your partnership and commitment to supporting our goals and values will ensure limitless possibilities for the academic achievement of our students and the overall success of our school.

Sincerely,

Edward Poznek

The Mission

The mission of Christopher Columbus Charter School is to provide students with content-rich academic rigorous Core Knowledge education, with a well-defined, sequential curriculum in a safe, orderly, disciplined, and caring learning environment. CCCS students will learn to express themselves in at least one international language, and will utilize computer technology to support learning in all major subjects, and become literate in the technologies of the 21st Century.

The Vision

The vision of the founding board members of Christopher Columbus Charter School was the development of a school community in the ever-changing "Italian Market" area of South Philadelphia, which could be a source of hope for children from all cultural backgrounds and family situations. This vision included welcoming all children so that they could experience the joy of learning. One of the major goals of the founding board members' vision was to promote responsible citizenship and the skills for utilizing that citizenship throughout their lives.

Student Arrival Policy

9th Street Building

Students may not arrive to the school building prior to 8:00am. Students arriving prior to this time will be unsupervised, and CCCS will not be responsible for the students at this time. Foundations Before Care is available prior to 8:00am but there is a charge for this service.

13th Street Building

Students may not arrive to the school building prior to 7:30am. Students arriving prior to this time will be unsupervised, and CCCS will not be responsible for the students at this time.

Visitor Policy

CCCS reserves the right to approve or deny visit requests as deemed appropriate by the building administrators. If a visit is approved, the parent(s)/guardian(s) must abide to the following:

1. Administration reserves the right to request current FBI, Child Abuse, and PA Criminal Background Clearances

2. Email the building administration at least 48 hours in advance for approval
3. Check in with the front desk with a state ID or driver's license and wait for an administrator
4. Receive and wear a visitor badge
5. Be escorted to and from the class by an administrator and follow any health and safety rules that may be in effect at the time of the visit.

Emergency School Closing

Should CCCS close for any reason (e.g. inclement weather), we will communicate closing information on our website (www.columbuscharter.org), Class Dojo, and families will receive an automated phone message, text, and email. In the event of a school closing, families can also tune in to 6ABC, Fox29, and CBS3 for information.

Families do have the option of not receiving automated calls. To opt out of these calls, families should contact their building's front desk.

School Transportation

CCCS does not provide school buses for transportation. Students who reside more than 1.5 miles from their respective building can receive either a SEPTA Pass or reimbursement for their travels.

For additional information please contact Ms. Lana McKenna at 215-925-7400.

Parent/Guardian Contact & Custody

At the beginning of the school year, parents/guardians must fill out a parent/guardian location form and a medical/health insurance form so that we can keep families informed of their child's progress and contact them quickly in case of an emergency.

Should an address change during the course of the school year, parents/guardians must complete a Contact Information Change form and provide us with a new proof of address.

CCCS may also request a copy of any court order or agreement affecting the custodial rights of parents/guardians. It is important that CCCS understands custodial arrangements in order to determine who is eligible to pick a student up from school and communicate with school staff.

Demographics Update Policy

In the second semester of the school year, all students who plan to return for the following school year are required to submit an updated demographics packet. These packets are essential for school planning purposes. School staff base supply orders and staffing decisions on the number of packets they receive.

Pre-Kindergarten Summer Program

CCCS offers a summer program for enrolled students entering kindergarten (2021-2022 school year) for the next school year. The goal of this program is to prepare incoming kindergarteners for the expectations and rigor of school. It focuses on the development of early literacy and math skills.

Students may participate in this program only if they have enrolled at CCCS for the upcoming school year. Students are considered enrolled if their parents/guardians have returned the following documents to the school prior to the beginning of the summer pre-kindergarten program:

1. Completed enrollment packet
2. Birth certificate
3. Proof of residence (e.g. utility bill)
4. Immunization record

Health Policy

The School Nurse

The school nurse maintains medical records for each student. Parents/guardians are required to submit the following medical forms: Medical Emergency Contact Form, Physical Form, and Immunization History. If parents/guardians fail to submit an Immunization History Form, their student may be excluded from school until proof of immunizations is supplied.

Parents/guardians must inform the nurse promptly of any special health problems and should contact the nurse if they have any questions.

If a student becomes ill during the school day, the student will be given immediate attention. Students cannot personally call home if they feel ill; they should report to the school nurse. Parents/guardians will be notified if their child is too ill to return to class.

School Administration of Medication

No child is permitted to carry his/her medication on them.

1. Medication should be given at home whenever possible.
2. Medication prescribed 3 times per day can be given at home (morning, after school, and bedtime).
3. Medication prescribed 4 times per day can be given once in school with a doctor's order.
4. All medication must be prescribed by a qualified health care provider on form MED-1. Forms available upon request. A written order by a physician on a prescription pad or letterhead is also acceptable. No medication or treatment will be administered without directions, therefore please do not send the medication to school. This includes but is not limited to epi-pens, pills, and inhalers.
5. In the event of an asthma flare, inhalers may be administered in the nurse's office without a medical form, this is a one-time exception. A written order from your child's physician is expected within 10 days. Inhalers will be returned after 10 days if the proper form is not on file.
6. Prescription medication must have the name of the recipient clearly visible on the label or box and in its original package.
7. Any dose changes to your child's medication must have documentation from his/her physician.
8. OTC (over the counter) medications such as Tylenol and/or Motrin require written confirmation by a qualified health care provider (prescription pad, letterhead, and/or fax is acceptable). Dosing should be determined by the physician and not the parent or packaging.
9. OTC must be in the original manufacturer's container (Pills loose in a bag are unacceptable).
10. All medication that is to be given in school (inhalers, pills, etc.) must be given to the nurse/health tech as soon as the student arrives at school. Students may not carry medication on them for any reason. Students who are caught with medication will be issued demerits, detention, or suspension as determined by administration.
11. A new medication form, MED-1 is needed each school year.
12. Any medication sent with your child that does not meet the above requirements will not be administered by the medical staff.

Health Room Policies

1. The school nurse/health tech cares for illnesses and injuries that occur in the school setting.
2. Notification of families will be on a need to know basis and at the discretion of the nurse. The school district states you will be called in an emergency and/or if your child's sickness or injury requires them to go home.
3. The nurse will not treat injuries that occurred at home, redressing wounds from home is the families' responsibility and/or your family doctor.
4. Children with complaints of headache will be offered ice; only children with a doctor's order on file will be given Tylenol.

5. Children who are sick must stay home; perfect attendance is not an appropriate reason to send a sick child to school. Remember, Tylenol masks/hides a fever (100 or above), it does not cure it. Your child is still sick and will be sent home.

Mandated Health Records

1. All 6th graders will need a new physical by the eighth month (April) of the school year. A copy of shot records is not a physical.
2. All new students will need a physical; this includes Kindergarten and students transferred from other schools.
3. Dental exams are requested for Kindergarten and grades 1, 3, and 7.
4. All immunizations are now required on the first day of school as per the Pennsylvania Department of Health. Students will not be admitted without them.
5. Students entering 7th grade are required to have 1 dose of Tdap and 1 dose of MCV on the first day of school as per the new immunization laws.

The CCCS Academic Program

Our academic program is designed to bring students rigorous, engaging instruction in a safe environment. To create this educational environment, we incorporate the following elements: a relationship-driven classroom culture, the strategic use of data, and a continuum of student supports. Below is an outline of our elementary and middle school academic program.

Elementary Program (Kindergarten through Grade 4)

ELA – Wonders Program

- Standards-aligned program
- Engaging in diverse texts
- Student-friendly resources that facilitate the development of literacy skills
- Rigorous curriculum that prepares students for middle school and secondary school success

Math – Eureka

- Standards-aligned program
- Rich digital resources such as virtual manipulatives
- Rigorous curriculum that prepares students for middle school and secondary school success

Science – McGraw Hill

- Research-driven, flexible, new solutions built for the Next Generation Science Standards
- Three-dimensional approach helps students develop key skills like collaboration, communication, and problem solving

Social Studies – McGraw Hill

- Up-to-date, research-based content makes social studies more relevant than ever
- Partnership with National Geographic Society ensure geographic literacy
- Fully integrated Big Ideas deepen understanding of key social studies concepts

Specials

- Physical Education/Health
- Art
- Music
- Italian
- Library
- Computers

Middle School Program (Grade 5 – Grade 8)

ELA (5th – 6th Grades) – Wonders Program

- Standards-aligned program
- Engaging in diverse texts
- Student-friendly resources that facilitate the development of literacy skills
- Rigorous curriculum that prepares students for middle school and secondary school success

ELA (7th – 8th Grades) – My Perspectives

- Standards-aligned
- Interactive, engaging, and relevant learning environment through diverse readings
- Provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness

Math – Eureka

- Standards-aligned program
- Rich digital resources such as virtual manipulatives
- Rigorous curriculum that prepares students for middle school and secondary school success

Science – McGraw Hill

- Research-driven, flexible, new solutions built for the Next Generation Science Standards
- Three-dimensional approach helps students develop key skills like collaboration, communication, and problem solving

Social Studies – McGraw Hill

- Up-to-date, research-based content makes social studies more relevant than ever
- Partnership with National Geographic Society ensure geographic literacy
- Fully integrated Big Ideas deepen understanding of key social studies concepts

Specials

- Physical Education/Health
- Art
- Music
- Italian
- Enrichment

Grading & Promotion

At CCCS, we value outcomes-driven instruction based on student data. Teachers implement daily, informal checks to ensure students are understanding the material as well as quarterly benchmark assessments to gain insight into concept mastery, growth, and gaps. Data analysis informs daily lessons, targeted student supports, and differentiation. Robust data systems and reporting tools put actionable information into the hands of the teachers.

CCCS School Grading Policy

Assignments are consistently weighted in every CCCS classroom. The chart below identifies grading weights for each grade type.

Assignment Types	Weight
Homework	10%
Projects	20%
Classwork	30%
Assessments	40%

At the end of the school year, a cumulative course grade is determined by averaging the grades students earned each report period (a total of 3 report periods).

Report cards are distributed for Parent-Teacher Conference Days. To ensure that schools work in partnership with students and their families, parents/guardians are expected to attend parent-teacher conferences. If a parent/guardian cannot attend a conference, we ask that they notify us so that we can arrange another time to meet.

Honor Roll

To be eligible for honor roll, students must pass all of their classes and have a passing “Charter Development” grade. CCCS recognizes students who excel academically with the following designations.

Achievement	Grade Range
Distinguished Honors	<u>>95</u>
High Honors	<u>>90</u>

CCCS Summer School and Retention Policy

A student must attend summer school if he/she misses more than 15 days of school. If he/she does not complete summer school successfully, then he/she will be retained. Summer school is five weeks long and takes place during June and July. A student must pass all of his/her work and cannot be absent more than two times, nor can they be late more than three times.

In the event that it is necessary to retain a child in a grade, the parents are notified three times during the year, in December, at the end of the first semester, in March, and in May. A series of conferences are held to discuss the child’s progress and the need for retention. Students who fail either Reading or Math must attend summer school. Students who fail both Reading and Math will be retained. Students who do not attend or complete summer school will be retained.

Field Trips

Field trips are a valuable teaching aid. They provide direct experiences for learning and are an extension of what is being taught in the classroom. A permission slip must be signed by the parent/guardian for a student to participate in a field trip. Families are required to pay fees to cover the cost of transportation and other expenses associated with the field trip and have current clearances. Families are also required to pay their fees if accompanying student(s) on the trip. The school will accept cash or money order only. No personal checks will be accepted as payment for field trips.

Good behavior is required for a student to be eligible to participate in field trip activities; the Student Code of Conduct remains in force during all school-sponsored field trips and students who violate the Code will be subject to disciplinary consequences. Administration reserves the right to require a parent/guardian to accompany a student who has had difficulty with his/her behavior. Administration also reserves the right to decide whether or not a student may participate in a field trip based on his/her behavior. Students will not be permitted to leave the school without a signed permission slip. Unless otherwise specified by administration, students must be dressed in the official

school uniform in order to participate in any school trip. There will be no exceptions made.

SAP/Multi-Tiered System of Supports

CCCS aims at promoting appropriate student behavior and increasing student learning through increasingly intensive interventions. Maintaining our effort to help all students meet with continuous behavioral success through Response to Instruction and Intervention (RtII), we are moving ahead with Pennsylvania's Multi-Tiered System of Supports (PA-MTSS), which represents a broad set of evidence-based practices that may be implemented across a system to include academics AND behavior within a recursive and systematic problem-solving process.

Tier 1: Classroom and School-Wide Interventions – Foundation/Standards-Aligned Instruction for All Students.

At this Tier, standards-aligned instruction and school-wide foundational interventions are provided to **ALL** students as part of the general education core curriculum. Students who are making expected grade level progress (benchmark students) in the standards-aligned system and who demonstrate social competence receive regular instruction and interventions at Tier I.

Grade groups meet on an on-going basis to discuss student needs and to act as a peer support group. School administrators and facilitators also participate in the grade level team meetings. Students needing academic, attendance, or behavioral supports are identified using various school-wide and grade-level data and screenings. Classroom teacher(s) and grade groups implement strategies to promote student success. In-class and grade level interventions are clearly documented.

Tier 2: Targeted Interventions for Some Students

In addition to students identified through school-wide data review, a written request for student support may be made by staff and/or parents/guardians for those students who require additional academic and behavioral support to successfully engage in the learning process and succeed in the standards-aligned system.

Standard students supported at this level include students who are in danger of retention, students who have accumulated multiple disciplinary referrals, and students who were retained in the preceding school year.

At Tier II, academic and behavioral strategies and interventions are designed for **SOME** students – those who are not making expected progress in the standards-aligned system and who are at risk for academic and behavioral failure. At this level, *Targeted Interventions* are provided. Interventions are frequently delivered in smaller group settings.

In assessing students' progress at the Tier II level, interventions are documented. Through on-going team discussion and data review, a decision is made to continue with targeted intervention strategies, to implement additional supports and interventions

at a Tier 3 level, OR to refer the student for a multi-disciplinary evaluation, i.e. special education testing and services.

Tier 3: Intensive Interventions for a Few Students

At this Tier, academic and behavioral strategies are designed for the **FEW** students who remain significantly below established grade-level benchmarks in the standards-aligned system or who demonstrate significant difficulties with behavioral and social competence. *Intensive Interventions* are provided and are individualized.

At Tier III, CCCS proceeds with the recommendation of the Team (including the student's family) for additional level of supports. For each student referred to Tier III, the Team makes a decision to either provide additional supports and interventions and/or recommend the student for a multi-disciplinary evaluation (special education testing). The documentation of interventions continues.

Students who receive targeted or intensive interventions are **not** generally exempt from disciplinary consequences which may include suspension and/or expulsion. For additional information on special education, please refer to the Special Education Programs section of the handbook.

Special Education Overview

CCCS believes that all students can learn and should be supported to reach their potential. We take the necessary measures to meet the needs of individual students and to ensure that they receive a rigorous education regardless of disability. To this end, we have certified special education teachers who provide on-going support to students who have been identified as needing special education services. Our special education program complies with the Individuals with Disabilities in Education Act (IDEA) and other federal and state laws that impact special education.

Step 1: Identification

CCCS identifies and refers students who might be eligible for special education services for evaluation. Screening and referral processes include standardized reading and mathematics assessments, classroom performance, benchmark examinations, vision and hearing screenings, and the Student Assistance Program (SAP). Whenever a student is referred by the SAP Team for a multi-disciplinary evaluation, CCCS must obtain written consent from a parent/guardian before the evaluation can be conducted. Please note that, if a parent/guardian consents to the evaluation of their student, they are agreeing to an evaluation of their student's eligibility for services, not to the implementation of special education services.

If parents/guardians think that their child might be eligible for special education services, they should contact the Principal to request a multi-disciplinary evaluation for their child. When they make a request for an evaluation, the school will provide them with an

evaluation request form to complete within ten (10) calendar days. Upon receiving the evaluation request form, the school will issue a formal Permission to Evaluate. The multi-disciplinary evaluation will occur within sixty (60) calendar days of the School's receipt of the signed Permission to Evaluate form. Once the multi-disciplinary evaluation has been completed, the psychologist and team will meet with the parent/guardian to review the findings of the evaluation.

In order to qualify as a "student with a disability" under the IDEA, a Student must be found to: (1) have one or more of the following physical and/or mental disabilities: autism; deaf-blindness; deafness; emotional disturbance; a hearing impairment; an intellectual disability; multiple disabilities; an orthopedic impairment, other health impairments (e.g. ADD or ADHD); a speech or language impairment; a traumatic brain injury; a visual impairment; and/or a specific learning disability in the following areas: basic reading skills, reading comprehension, math calculations, math reasoning, listening comprehension, written expression, and/or oral expression; and (2) require specially designed instruction and/or related services as a result of his/her disability(ies).

Step 2: Individualized Education Program (IEP) Process

If a child is identified as having a disability and in need of special education services, the next step in the process is to develop an Individualized Education Program (IEP). This document describes the child's needs and explains the specific services that CCCS will provide to assist them in achieving academic and/or social-emotional progress in school. The IEP details the special education, related services, specially designed instruction, accommodations/modifications, and other supports the child needs to maintain steady and ongoing progress. The IEP is a living document and can be amended at any time in order to consistently reflect the needs of the child, as may change from time to time. Either a parent/guardian or the school staff can initiate the process for reconvening the IEP team to amend the service plan.

The IEP is written by a team of qualified professionals, and parents/guardians are critical members of the team. Parents/guardians are invited to attend all IEP meetings. We value parent/guardian and student input during these meetings. This input allows the team to devise an IEP that will meet the student's individual academic and/or social-emotional needs. When the student turns fourteen (14) years of age within an IEP term, they will be invited to the IEP meeting to discuss post-secondary goals and transition needs.

After the IEP is written, parents/guardians will be asked to sign a Notice of Recommended Educational Placement (NOREP). By signing this document, the parent/guardian indicates his/her approval of the proposed program and services included in the IEP. Services will commence once the NOREP is signed by the parent/guardian. Please note that parents/guardians are not required to sign the NOREP at the IEP meeting. CCCS encourages families to think deeply about the proposed services before signing the NOREP. We request that families indicate their

approval of services or present clarifying questions and/or changes to the IEP/NOREP within 48 hours of the IEP meeting.

Step 3: Start Services and Progress Monitoring

After the NOREP is signed, indicating approval of proposed services, the student will begin receiving the services outlined in the IEP. CCCS uses data to monitor the academic and social-emotional/behavioral growth of all students in order to determine progress towards meeting the goals outlined in their IEP. Progress monitoring reports are sent home quarterly, along with the report cards.

Step 4: Transition Services

CCCS wants to ensure that all students are able to transition to secondary and post-secondary opportunities. Consideration of transition needs is required annually for all students once they reach fourteen (14) years of age.

Specialized Programs Overview

504 Plan

School age children who have a disability but do not meet the eligibility criteria for an IEP may be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities under Section 504 of the Rehabilitation Act. Section 504 is an Act that prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. It assures that persons with disabilities have educational opportunities and benefits equal to those provided to nondisabled students. The act defines a person with a disability as anyone who: (1) has a mental or physical impairment which **substantially limits** one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working); (2) has a record of such impairment; or (3) is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, CCCS recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices at CCCS.

CCCS has specific responsibilities under Section 504, which include the responsibility to identify, evaluate, and, if the child is determined to be eligible under Section 504, to afford access to appropriate educational accommodations. Children who are eligible may receive a Section 504 Education Plan that details these accommodations.

English Learners (EL's)

Christopher Columbus Charter School provides an appropriate planned instructional program for students identified as English learners (ELs) which meets Federally Mandated criterion that is: (1) based on sound educational and language learning

theory; (2) implemented with sufficient resources and staffed by appropriately prepared personnel; and (3) periodically evaluated. The program model uses Content and Language Integrated Learning; our PA Standards-based curriculum (including the PA English Language Proficiency Standards) provide the content for language learning. Our EL students fully participate in the general curriculum and receive push-in English language support in the classroom and pull-out instruction in small groups with ELs in the same grade.

The active encouragement of family engagement and regular collaboration with classroom teachers ensures that students thrive and achieve at high levels. We encourage literacy in and maintenance of the home language, and the full participation of ELs in the CCCS community. We support our learners in attaining control of academic language and fluency in the domains of reading, writing, listening, and speaking. Language skills are fostered and developed in small grade-level groups, with lessons created sequentially using the WIDA Can-Do Indicators. By working with students in small groups in addition to push-in collaboration with classroom teachers, instruction for our students can be individualized and language learning accelerated.

The ESL program is designed to provide students with direct language instruction through grade level content using a balance of what Paul Nation describes as “The Four Strands”; meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Our ESL specialists work with all teachers to create adaptations to instruction and assessment in content areas, both of which must be commensurate with the student’s level of English proficiency. Students in the ESL program are provided with meaningful, comprehensible access to instruction in all content areas and are graded using the same grading system as all other students. The grading of ELs reflects what the students know and are able to do at their level of English language proficiency. ELs cannot be retained based solely on their level of English language proficiency.

Our ESL teachers are PA certified and highly qualified, and are required to continue their professional development and to remain current regarding state and federal regulations and best practices in the teaching of English learners. They have a wealth of resources and technology, and are dedicated to the success of our students.

Identification Procedure

Upon enrollment, all parents/guardians are given a Home Language Survey to complete. Based on the results of the home language survey and parent interview, students identified as potential English learners will be screened within 30 days of the beginning of the school year or within 14 days of enrollment for transfer students. The test used to assess English proficiency is the WIDA W-APT. If a student is found to be in need of language support parents/guardians will be notified immediately in writing *in the preferred language* of the results of this screening test, and the specifics of the schedule and curriculum. CCCS follows the entrance criteria determined by WIDA and the PA Department of Education.

Families have the right to opt-out of some or all portions of our language program, but once identified as an EL they must be included in the annual ACCESS assessment. Families can also reinstate services should they choose to do so after opting-out.

Reclassification and Monitoring

CCCS follows the state-mandated reclassification and monitoring criteria for English learners as outlined in current PDE exit criteria and PDE's Basic Education Circular (providing guidance for compliance with 22 Pa. Code section §4.26, reviewed and revised July 1, 2017). Program exiting takes place each year when the results of the WIDA ACCESS test are reviewed; determination of students' status is made by September 30 and reported to the state in the October enrollment data. An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for EL's, and gathered by teachers using standardized language use inventories.

Reclassification Criteria

Students are reclassified and exited from the ESL program through two metrics; the ACCESS test score and language inventories from ESL and content teachers. If the total points awarded are 10.5 or greater, then a student should be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

Monitoring

Exited students are actively monitored for two years; the ESL teacher and classroom teachers maintain communication and complete monitoring forms each quarter. ESL teachers provide support to monitored students as needed, assisting with projects, writing assignments, classwork, and assessments. The student is classified as an exited EL in the first or second year of monitoring. In the third and fourth year of monitoring, students are classified in PIMS as former ELs but are not actively monitored.

Redesignation Process

If a student who has exited the ESL program is not making adequate progress or is not meeting academic standards after supports and interventions have been put in place, redesignation as an EL and participation in the ESL program is considered. Parents/guardians would be notified if a student was found to be eligible for redesignation. Our goal is to provide the students with the appropriate supports so that they can reach their highest potential.

Equal Opportunity Policy

CCCS and the Board of Directors requires equal educational opportunity for all students including, but not limited to course offerings, sports, guidance and counseling, and tests and procedures, regardless of age, gender, sexual orientation, race, color, creed, religion, national origin, social or economic status, parenthood, marital status, or disability.

Students must also respect the rights of other students to receive an education in an atmosphere that is conducive to learning and free from discriminatory practices. No student has the right to diminish another student's rights.

If you have any questions regarding this policy or feel it has been violated, please contact Edward Poznek (215) 389-6000, poznek@cccs.k12.pa.us.

Attendance Policy

The Best Ability is Availability!

Students are expected to be in school and on time every day. CCCS has a legal obligation to ensure that all students attend school every day.

Pennsylvania's Compulsory School Attendance Law mandates that all children under the age of 17 attend school once enrolled. Every parent/guardian of a school-aged child is responsible for the child's attendance at school. Failure of a child to attend school has certain legal consequences for parents and, possibly, for the student.

In Pennsylvania, truancy is defined as when a child of compulsory school age is absent from school for three (3) or more days without a valid excuse. Absences without a valid excuse are considered "illegal" absences. If a child is found to be truant, their parent/guardian can be convicted and incarcerated for the crimes of Corrupting the Morals of a Minor and/or Endangering the Welfare of a Child. Students aged 15 and over are held responsible by the courts for truancy and could face fines up to \$750.00, assignment to community service, and/or participation in a program designed to improve attendance.

Absence Notification

The parent/guardian must call the school no later than 8:00am if a student is sick and unable to attend school. CCCS will notify the parent/guardian if the phone call was not received by the designated time.

Absent – "Excused – Parent Note"

Parents/guardians are required to submit written notification of the reason(s) for a student's absence ***within three (3) calendar days of the absence***. The absence will be counted as "excused" as long as the written note is provided during this three (3) day period. Administration reserves the right to approve a parent note written for the

absence. CCCS does not allow more than three (3) parent notes to be accepted for excused absences per year; for any absences beyond the third parental notification, a physician's note is required.

Absent – “Excused”

CCCS may excuse student absences under certain circumstances, as long as original documentation is provided. Those circumstances only include emergency (non-routine) doctors' appointments, court subpoenas, funeral notices and other reasons recognized by law. Routine medical and dental appointments are to be made outside of school hours. If a student is absent for three (3) or more consecutive school days, a doctor's note must be presented in order for those days to be counted as excused.

Absent – “Unexcused”

All absences are treated as unexcused/illegal until CCCS receives original documentation/written explanation of the reason(s) for the absence. The absence will be permanently recorded as unexcused if the parents/guardians do not provide the original documentation/written explanation within the three (3) days of the absence.

Family vacations will be counted as unexcused absence from school.

Tardiness

Students who arrive after 8:30am are considered late. Students who arrive to school after 11:30am will be considered late and absent one half of the day.

Chronic Absences and Tardiness

A student is considered truant once they have accumulated three (3) or more unexcused absences. A notification of three (3) illegal absences will be sent home to notify families in an attempt to rectify the tardiness. Meetings will be held after five (5) and eight (8) absences in order to work together and remove any barriers that are preventing the students from attending school. Students and their families will be referred to DHS or Truancy Court once a student reaches ten (10) unexcused absences. Students will be dropped from CCCS's enrollment after ten (10) consecutive unexcused absences. Students will be required to attend summer school once they reach twenty (15) absences and may be retained in their current grade if they reach twenty-five (25).

Students who arrive after the start of the school day (8:30am) will be considered late for school. Students who reach twenty (20) tardies will be required to attend summer school and may be retained in their current grade if they reach thirty (30) tardies.

Early Dismissal

Parents/guardians may request for the early dismissal of students during school hours in cases of emergency, which include crises within the family that cannot be managed without the student's presence. Early dismissals for activities such as music, dancing,

gymnastics, dramatics, etc. are not allowed. Please make routine medical and dental appointments after school hours.

Early dismissals will be granted if the student provides a valid appointment slip from a physician or court system. Students must hand in these appointment slips during morning entry. CCCS may call the family to confirm the early dismissal request. The parent/guardian can also come in person to the school's front desk to process a request for early dismissal. Telephone requests for early dismissals will not be granted except in cases of emergency.

Students who leave before 10:00am will be considered absent for the entire day. Students who leave between 10:00am and 1:15pm will be considered absent for a half (1/2) day.

Parents/guardians can pick up their student from school if they are listed as a parent/guardian or an emergency contact. They will be asked to present a state ID or driver's license to ensure the safety of the student. Anyone not listed as a parent/guardian or emergency contact will not be permitted to pick up the student.

Dress Code

School uniforms create a sense of school pride and community. It is expected that students will come to school wearing clothing that should be neat, appropriately sized, and fully cover undergarments. Pants are to be worn at the waistline. Students will wear the complete school uniform from the first day of school until the last day of school. **Uniform inspections will be held on a regular basis.**

Hair Styles

Hairstyles should be neat and pulled back out of the face. No extreme or "unnatural" dyed hair is permitted. **Natural colors include black, brown, blonde, or red.** The administration reserves the right to determine what constitutes a hairstyle that does not follow our dress code. Students are not permitted to wear hats or hoods in the building. They are only permitted to wear head coverings for religious purposes.

Boys

The boys' formal uniform consists of **all black or all white sneakers (no boots, Crocs, etc)**, dress khaki pants, a belt, and dark blue polo shirt with the CCCS insignia. These uniforms are required to be worn between October 15th and April 15th. They can be purchased from uniform stores such as KO Sporting Goods, Triple Play, Mr. Tees, or Flynn & O'Hara. No jeans or cargo pants are allowed.

The boys' summer uniform consists of **all black or all white sneakers (no boots, Crocs, etc)**, khaki dress shorts, and dark blue polo shirt with the CCCS insignia. Students are allowed to wear this uniform instead of the formal uniform until October 15th and after April 15th.

Girls

The girls' formal uniform consists of **all black or all white sneakers (no boots, Crocs, etc)**, navy blue khaki pants, a belt, and light blue polo shirt with the CCCS insignia. These uniforms are required to be worn between October 15th and April 15th. They can be purchased from uniform stores such as KO Sporting Goods, Triple Play, Mr. Tees, or Flynn & O'Hara. **No jeans, leggings or cargo pants are allowed.**

The girls' summer uniform consists of **all black or all white sneakers (no boots, Crocs, etc)**, navy blue khaki dress shorts (**no more than 1 inch above the knee**), and light blue polo shirt with the CCCS insignia. Students are allowed to wear this uniform instead of the formal uniform until October 15th and after April 15th.

Gym Uniform – Boys and Girls

The gym uniform consists of navy blue sweatpants (or mesh shorts **no more than 1 inch above the knee** during Summer Uniform months) with the CCCS insignia, gray tee shirt with the CCCS insignia and **all black or all white sneakers**. Students may also wear a gray or navy sweatshirt with the CCCS insignia. All gym clothing must have the CCCS insignia on it. If a student is unable to wear the gym uniform, then that student must come to school in their regular school uniform. Noncompliance with these regulations will warrant a uniform warning. Three warnings will warrant a demerit.

Jewelry/Accessories

The only jewelry permitted are **post earrings** in each ear and a watch. Children are asked to leave all rings and other types of jewelry at home. No nose jewelry, eye brow, tongue or other facial jewelry is permitted. Visible tattoos are not permitted.

Nails must not be any longer than finger length. Nails can be painted, but no acrylics or fake nails are allowed.

Links for appropriate sneakers

Below are some links to appropriate sneakers should you need help finding affordable options

Amazon:



Amazon Essentials Uniform Sneaker (in black or white) \$26.30
https://www.amazon.com/Amazon-Essentials-Toddler-Uniform-Sneaker/dp/B08B8GCFSX/ref=sr_1_4?crid=3J1ERHICBSBAY&keywords=white%2Bkids%2Bsneakers&qid=1657114440&s=apparel&sprefix=white%2Bkids%2Bsneakers%2Cfashion%2C44&sr=1-4&th=1&psc=1



DVTENI Unisex-Child White Boys Girls Shoes Antiskid (\$27.99)

https://www.amazon.com/DVTENI-Unisex-Child-Antiskid-Sneakers-Outdoor/dp/B08THY3HBH/ref=sr_1_17?crd=3J1ERHICBSBAY&keywords=white+kids+sneakers&qid=1657114632&s=apparel&sprefix=white+kids+sneakers%2Cfashion%2C44&sr=1-17



Skechers Unisex \$34.88

https://www.amazon.com/Skechers-Glimmer-Sneaker-Medium-Little/dp/B07LB3ZJB9/ref=sr_1_2?crd=3J1ERHICBSBAY&keywords=white%2Bkids%2Bsneakers&qid=1657114632&s=apparel&sprefix=white%2Bkids%2Bsneakers%2Cfashion%2C44&sr=1-2&th=1&psc=1



Skechers Unisex \$32.99

https://www.amazon.com/Skechers-Elite-Flex-WASIK-Sneaker-Medium/dp/B07WSY3ZQB/ref=sr_1_24?c=ts&keywords=Boys%27%2BSneakers&qid=1657115760&refinements=p_n_size_two_browse-vebin%3A5391077011&s=apparel&sr=1-24&ts_id=3420717011&th=1&psc=1

Target



Girl's Slip ons, Cat & Jack \$19.99

<https://www.target.com/p/girls-hailey-slip-on-sneakers-cat-jack-white/-/A-83869471?preselect=83726037#ink=sameta>



Boys Slip on, Cat & Jack \$19.99

<https://www.target.com/p/boys-tyler-slip-on-sneakers-cat-jack/-/A-83782003?preselect=83750587#ink=sameta>

Walmart



Dek Kids Junior Lace \$19.45

<https://www.walmart.com/ip/Dek-Kids-Junior-Lace-White-Canvas-Gym-Sneakers/887090171>

School Culture

Non-Violent Community

Safety is an absolute priority at CCCS. Students are not to use violence for any reason whatsoever at CCCS, while representing CCCS, or with any members of our school community. Students are officially under CCCS' Code of Conduct from the time they leave home in the morning until they reach home in the afternoon. CCCS will follow mandated due process procedures and determine appropriate consequences for any violation.

Restorative Practices

CCCS believes that learning comes from understanding one's responsibility to oneself and to the community. Therefore, we embrace a Restorative Practices approach. This school-wide culture system is built around strengthening and repairing relationships

both in the classroom and in the school community. Students and staff are expected to demonstrate our Number One rule of Respect in their behavior. Students who violate our Code of Conduct will, at the discretion of the administration, be granted the opportunity to give back to the community they violated and repair relationships they have damaged.

Kindergarten through Grade 4 Code of Conduct

The culture system in the elementary building is structured to encourage students to make good choices. A behavior calendar is used to help students and families see how their choices impact themselves and the school community. Students receive a “number” when they violate a school expectation. Three numbers equal one demerit and three demerits result in a Wednesday, after school detention. After three detentions, the student may receive a three-day suspension instead of a fourth detention.

Grade 5 through Grade 8 Code of Conduct

The culture system in the middle school building is structure to encourage responsibility and accountability. A demerit system is used to help students and families see how their choices impact themselves and the school community. Students receive a demerit when they violate a school expectation. Three demerits result in a Wednesday, after school detention. After three detentions, the student may receive a three-day suspension instead of a fourth detention.

Procedures of the CCCS Discipline Policy

Demerits will be issued for minor infractions such as, but not limited to, the following: chewing gum/eating, talking in class, misbehavior in the cafeteria, disrupting class, and other minor offenses.

Private Detentions may be given by teachers for a variety reasons including not completing home assignments, school assignments, not returning test papers, etc. Private detentions will be issued by a teacher and families will receive 24-hour notice prior to the detention.

Lunch detentions may be given by an administrator for various infractions of the discipline code. The students will be kept from lunch recess when serving a lunch detention. Families will receive notification of the lunch detention.

Detentions will be given for accumulated demerits and also for more serious offenses such as, but not limited to, disrespect of any kind, foul language, cheating, teasing other children, and non-compliance. Families will receive a phone call when the 3 demerits/detention is given to inform them of the undesired behavior.

Three detentions will warrant school suspension on the next detention. Suspensions may also be imposed upon a student who deliberately disrupts a class, exhibits gross disrespect, consistently violates school rules and expectations, and/or brings drugs, alcohol, tobacco and other inappropriate items to school. The type and length of suspension will be determined by the severity and frequency of the disciplinary infraction. Families must reinstate any student who was suspended at a conference with an administrator after the suspension has been served. Students with continual disciplinary difficulties may be placed in a program of positive behavioral support. This procedure warrants a monthly, weekly, or daily report.

Ten-Day suspension is a third suspension period served by students who have not responded to prior reinstatements, assistance from the school counselor, meetings with parents, etc. This is a suspension period that may occur following a hearing with the CCCS Board of Directors. These measures listed in the above paragraphs are measures of last resort. Every effort is made to assist a youngster who finds it difficult to maintain an appropriate social presence in the school community. Some interventions that may occur are: interviews with the administration, students, and their families, assistance from the school counselor, daily behavior reports and rewards from the classroom teacher, behavioral support program with a monthly report, and many other types of intervention programs. Students who face disciplinary hearings will be afforded the due process rights outlined below. A formal hearing shall be required in all expulsion actions.

Informal Hearings

Informal hearings are designed to bring forth all relevant information regarding disciplinary and academic problems facing the student. Informal hearings also provide an opportunity for students, their parents/guardians, and school officials to discuss incident involving the student and strategies for avoiding future problems.

The outcomes of such a hearing may include:

- Additional days of suspension (up to 10 days) and a behavior contract for the student illustrating the full range of possible consequences, including expulsion;
- An invitation to rejoin the community with mandatory or voluntary disciplinary and/or academic intervention;
- A transfer to a disciplinary placement or alternative placement; and
- A recommendation to the Board for expulsion, which would result in the mandatory attendance of the student and parent/guardian at a formal expulsion hearing. See “Expulsion” section below for further information.

Steps to ensure due process include:

- Notifying parents/guardians in writing regarding the reasons for the informal hearing;
- Providing parents/guardians with sufficient notice of time and place for the hearing;

- Providing a student with the right to question any witnesses present at the hearing and to produce witnesses on his/her own behalf; and
- Allowing for the review of teacher narratives, grades, attendance, and disciplinary records during the hearing.

Formal Hearings

The formal hearing shall observe the due process requirements outlined below:

1. Notification of the charges in writing by certified mail to the student's parents/guardians.
2. At least three (3) days notice of the time and place of the hearing, which shall include a copy of this policy, hearing procedures, and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when he/she demonstrates good cause for an extension.
3. The hearing will be held within fifteen (15) school days of notification unless otherwise agreed by both parties and shall be private unless the student or parent/guardian request a public hearing.

During the hearing the student has the right to:

1. Be represented by counsel at the expense of the parent/guardian.
2. Have parents/guardians present.
3. Disclosure of the names of witnesses against the student and copies of their written statements.
4. Request that witnesses against the student appear in person and answer questions or be cross-examined. Witnesses, including teachers, should be present only when they are providing information.
5. The right to testify, make arguments, and present witnesses on his/her behalf.

A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.

The hearing shall be held within fifteen (15) school days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:

1. The need for laboratory reports from law enforcement agencies.
2. Evaluations or other court or administrative proceedings are pending due to a student's invoking his/her rights under the Individuals with Disabilities Education Act (IDEA).
3. Delay is necessary due to the condition or best interests of the victim in case of juvenile or criminal court involving sexual assault or serious bodily injury.

Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision. During the period of the expulsion hearing and decision, the student shall be permitted to access his/her classes. The name of a student who has been disciplined shall not become part of the agenda or minutes of a public meeting, nor part of any public record of the Board. Such students may be designated by code. Appeal requests must be made in writing to the principal. Such request must be filed with the principal within five calendar days of the suspension decision, or the right to

appeal is waived. The parent and/or student have the right to bring forth witnesses to speak on behalf of the student.

Special Education Suspensions

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons. When a student with a disability is excluded for more than ten consecutive school days or subjected to a series of removals that result in a pattern because the removals constitute more than ten school days in any one school year, a change in placement has occurred and prior written notice is required. If any disciplinary action results in a suspension of more than 10 days, an expulsion, or a placement change, a manifestation determination meeting will be held to determine whether the student's misconduct was a manifestation of the student's underlying disability or a failure to implement the child's IEP. This meeting will include school personnel, parents/guardians, and relevant members of the IEP team. The manifestation determination meeting will be held within 10 school days of any decision to change the student's placement. If the student's parents/guardians disagree with the manifestation determination decision, a due process hearing may be requested (see due process requirements above). In order to determine that a behavior was not a manifestation of the disability, the team must decide that the current IEP and placement are appropriate and have been put into place; that the child was able to understand the consequences of his/her actions, and that the child could have controlled his/her actions. Children with disabilities cannot be punished for behaviors that are related to, or are manifestations of, their disabilities. If the IEP team decides that the child's behavior was not related to the disability, the child's placement may be changed for disciplinary reasons.

Cell Phone/Electronic Device Policy

CCCS acknowledges the right of parents to send students to school with a personal communication tool. The school, however, maintains its right to limit the use of these tools, especially cell phones, on its property, during school events, and/or while utilizing transportation provided by the school. Students should follow the restriction guidelines regarding the use of personal communication devices. When a student arrives at school, the cell phone should be turned off before they enter the building. It should then be handed into the homeroom teacher, who will place it in a secure location for the duration of the school day. The student may re-claim the cell phone at the end of the day, but may not use it while participating in extra-curricular activities or while in the process of dismissal.

An administrator may confiscate the cell phone/electronic device from the student and keep it upon its misuse on school property. The student will receive a one-day suspension if found using the device or in possession of a device that is turned on. A parent may re-claim the cell phone by making an appointment to see the administrator.

Electronic devices are defined as but not limited to: cell phones, smart watches, laser pointers, laptop computers, personal digital assistants, shock devices, beepers, cameras, etc.

Weapons Violations

The Pennsylvania General Assembly has enacted legislation (Act 26) which requires all public schools to take a mandatory course of action in dealing with students who are found to be in possession of weapons. The law requires the arrest and expulsion, for at least one year, of any student found in possession of a weapon on school property, in a school program, or while traveling to or from a school program, including time on public transportation. The law defines a weapon to include, but not limited to, any knife, cutting instrument, cutting tool, firearm, shotgun, rifle, and any other tool or implement capable of inflicting serious bodily injury. There is no requirement that the student use or try to use the weapon.

Harassment Policy

Harassment includes, but is not limited to, slurs, jokes, or other verbal, graphic, or physical conduct relating to an individual's race, color, religion, ancestry, sex, sexual orientation, national origin, age, or handicap/disability. CCCS faculty is responsible for maintaining an educational environment free from all forms of harassment. Harassment of any kind is not tolerated.

Bullying

Bullying is defined as behavior toward another person that creates an inhospitable environment for that person. This includes, but is not limited to, taunting, fighting, threatening, gossiping about another, intimidating, or a combination of any of these behaviors. Bullying is not tolerated in any way as the CCCS School Community believes that each student has the right to a safe learning environment. A student who is found to be participating in any type of bullying will be subject to suspension. A repeated pattern of bullying could result in the CCCS Board requesting a hearing to determine the student's continued enrollment at CCCS.

Cyber-Bullying

Cyber-bullying is defined as the use of the internet as a tool to intimidate another person, by means of transmitting information (true or false) regarding that person. It also includes transmitting threatening messages or using any type of slur. Cyber-bullying is not tolerated in any way at CCCS. Any student who is found to be participating in cyber-bullying will be subject to suspension. A repeated pattern of cyber-bullying could result in the CCCS Board requesting a hearing to determine the student's continued enrollment at CCCS.

Substance Abuse Policy

The Board of Trustees recognizes that substance abuse and the misuse of alcohol are serious social problems that have far-reaching implications for both the user and the entire community. The Board is committed to the prevention of drug and alcohol abuse and accepts the responsibility for instructing students in the nature of these substances.

The use, possession, sale or distribution, or possession with intent to sell or distribute any substance* (a) on school property, (b) at any place where an interscholastic and/or athletic contest is taking place, (c) during the course of any field trip, (d) during the course of any trip or activity sponsored by the Board of Trustees or under the supervision of the Board or its authorized agents, or (e) upon school transportation vehicles at any time is prohibited, as well as (f) the use of any substances prior to participation in the activities listed in (a) - (e) above is prohibited.

Use, by the student, in proper amounts, of a drug authorized by a medical prescription for the student from a licensed physician shall not be considered a violation of this rule.

Likewise, no student shall aid, abet, assist or conceal the possession, consumption, purchase or distribution of any substance by any other student or students (a) on school property, (b) at any place where an interscholastic athletic contest is taking place, (c) during the course of any field trip, (d) during the course of any trip or activity sponsored by the Board under the supervision of the Board or its authorized agents, or (e) upon school transportation vehicles at any time.

Any student found engaging in any of the foregoing prohibited activities will be subject to suspension or expulsion from school pursuant to existing administrative procedures for the discipline of school students and any other applicable provisions of the law.

*Definition: For the purpose of this policy, "substance" shall mean alcoholic beverages, anabolic steroids, controlled dangerous substances as defined in Section 2 of P.L. 1970, c. 266 (C.24: 21-2) or any chemical or chemical compound which releases vapors or fumes causing a condition of intoxication, inebriation, excitement, stupefaction or dulling of the brain or nervous system including, but not limited to, glue containing a solvent having the property of releasing toxic vapors or fumes as defined in Section 1 of P.L. 1965, c. 41 (C.2A: 170-25:9), and any prescription drugs, except those for which permission for use in school has been granted. (Refer to the school policy on the use of medications.)

Use and Possession of Tobacco Policy

The Board recognizes that smoking presents a health hazard, which can have serious consequences, both for the smoker and the nonsmoker and is, therefore, of concern to the Board. Smoking will not be permitted anywhere in the school or on school property.

The use of tobacco is defined as the possession and/or use of any cigarette, pipe, cigar, chewing tobacco, snuff or related tobacco product and/or paraphernalia. Smoking means the burning of a lighted cigarette, pipe, cigar, or any other matter of material that contains tobacco.

Students shall not use or possess any product containing tobacco while on school property or at a school-sponsored event. School functions shall be defined as (a) on school property (b) at any place where an interscholastic and/or athletic contest is taking place; (c) during the course of any field trip; (d) during the course of any trip or activity sponsored by the Board of Trustees or its authorized agents; or (e) upon school transportation vehicles at any time.

Search Policy

In the interest of maintaining an educational environment and providing for the health and safety of our students, CCCS administrators reserve the right to conduct a search of a student's property, person, or personal effects (including without limitation, purse, bookbags, athletic bag, lockers, desks, computers, cell phones, other electronic devices, etc.). Administrators may perform such a search if the administrator has a reasonable suspicion that a student has violated or is violating state or federal laws, city codes, or school policies. Student do not enjoy an expectation of privacy in the items or that they bring to school or to school-sponsored events.

To maintain order and discipline at CCCS, and to protect the safety and welfare of students and staff members, school authorities may conduct a search and may seize any illegal, unauthorized or contraband materials discovered. Law enforcement may be contacted in accordance with a Memorandum of Understanding between CCCS and the Philadelphia Police Department.

Parents/guardians and students should be aware of the following.

- The school maintains a record of every locker number and every lock combination.
- The school assumes no responsibility for loss of students' personal property.
- Random "locker sweeps" and bag searches are conducted periodically throughout the year.
- Illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding. At least two (2) staff members will be present when searching a student's locker, bag, or person.

Student Technology Policy

Technology Equipment

CCCS students are fully responsible for CCCS technology equipment, especially when taken off campus. Students must take appropriate measures to prevent loss, theft, or damage to the equipment. In the event that CCCS property is stolen, damaged, or

misplaced, students will be responsible for reporting the loss to their administrator immediately.

In the event of damage to CCCS equipment, students will be responsible for all or part of the repair or replacement cost and may be subject to discipline in the event of negligence. CCCS will retain ownership of all equipment and it must be returned to CCCS at the end of the class, project, or school year for which it was issued.

Limited Rights of Use

Use of CCCS technology is a privilege, not a right. When necessary to protect and ensure the operability, integrity, security, and reliability of CCCS' resources, students may be denied access to said technology. Materials created by students using CCCS technology are the property of CCCS and CCCS retains the right to review, edit, and/or delete any material created by students.

Security

CCCS technology used by students may contain tracking and monitoring software that may provide CCCS with information pertaining to the use of the technology by the student. CCCS retains the right to enable the location tracking function at any time, especially if the equipment is lost, stolen, or not returned.

CCCS provides filtering to help protect students from inappropriate content. CCCS uses third party services to filter/block inappropriate content. As a result, CCCS is not responsible for any inappropriate content that may inadvertently or mistakenly pass through the third-party content filter.

No Privacy Expectation

Any issued equipment is not for personal use. Students have no expectation of privacy or confidentiality with the use of CCCS equipment. CCCS may at any time, with or without prior notice or consent, log, supervise, access, view, monitor, and record use of the equipment. By using CCCS technology, students agree to such access and monitoring of their use. Monitoring will be limited to student use. At no point will students be viewed or recorded using technology.

Grievance Procedure

The grievance procedure is available to parents/guardians or students who are dissatisfied with an action of a CCCS employee or a CCCS school policy:

- Address the issue directly with the party concerned.
- If the matter is not resolved, address the concern to that employee's direct supervisor. For academic, specialized services (including special education and counseling), or disciplinary concerns, please contact the building principal.

- If the matter is still not resolved, the concern can be addressed to the CEO. The CEO will respond within five (5) school days.
- Unresolved matters can also be addressed directly to the CCCS Board of Trustees by registering for public comment at a public board meeting.

Photography & Video Permission

From time to time, photographs or videos may be taken of students for CCCS public relations publications, professional development of staff, or other school-related purposes. Additionally, students' school-related work may be displayed in a school building in conjunction with displays of other students' work. These photographs, videos, and school-related work (which are not considered student records) will be used/displayed in a manner designed to ensure that confidential information about the child's educational program will not be revealed. Parents/guardians provide consent in the enrollment and re-enrollment packets. Parents/guardians who had provided consent in this packet and currently object to the use of their child's photograph, the videotaping of their child for our professional development program, the posting of their child's name or image on our district website, and/or the display of their child's work by the district in any manner should contact their child's Principal.

Notification of Rights, Policies, & Procedures

Child Abuse Reporting Policy

All CCCS employees, independent contractors and volunteers are mandated by the Commonwealth of Pennsylvania to report suspected child abuse. The responsibilities of CCCS in this regard are set forth in a Board-adopted policy that can be found at www.columbuscharter.org/policies.

Reporters are required to make a report when they have reasonable cause to suspect that a student is a victim of child abuse, which includes being physically abused, emotionally abused, neglected, or sexually abused. When reporters have reason to suspect child abuse has occurred, they are required to notify the Commonwealth's child abuse hotline, either via telephone or online. Following the report, staff members are required to notify the CEO, who is responsible for following up on child abuse reports.

Homeless Children

CCCS ensures that any child of a homeless individual has equal access to the same free, appropriate public education as provided to other children in accordance with the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. Please see more information at www.columbuscharter.org/policies or contact our school counselors. Their role is to improve identification of students experiencing

homelessness, understand the rights of such children (including enrollment and transportation), and heighten the awareness of, and capacity to respond to, the educational needs of such children.

Family Education and Privacy Act (FERPA)

In accordance with state and federal regulations, CCCS has established policies and procedures to ensure the confidentiality of student records.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents have the right to request that a school amend records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may also disclose, without consent, "directory" information to third parties. "Directory" information as defined by CCCS includes records such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, parents may request that CCCS not disclose directory information to third parties by completing the opt-out provision below.

If you do not want CCCS to disclose directory information (CCCS designates name, address, email address, parent name/email address, photograph, grade level, awards and accolades as directory information) from your child's education records without your prior written consent, please write and sign a letter to the school including the statement below within sixty (60) days of your students' enrollment:

I have read this statement of privacy rights to information in my student's education record and request that CCCS NOT disclose any personally-identifiable information from my student's records, including what is called "directory information," without my prior written consent, to any outside person or organization.

Annual Notices for Section 504, Title I, Title IX, & IDEA

Please find and review these notices at www.columbuscharter.org/policies. If you have any questions, please contact your building principal.

Right to Amend

CCCS retains the right to amend the handbook from time to time. Families will be given prompt notification if changes are made.

CCCS does not discriminate against any child – all are considered equal regardless of race, sex, sexual orientation, religion, or beliefs.

Media Release Form

We require a signed Media Release form indicating that your child's likeness/image or classroom work may be photographed or videotaped when involved in educational activities as part of the school program. That form contains the following provision:

Check One:

I hereby grant CCCS the right and permission to publish/use photograph, video, and/or audio tapes of my child, and schoolwork created by my child, to promote my child, and CCCS through the school's website, media productions and platforms, or through external media.

In addition, I accept responsibility, knowing that this release is on file for the extent of my child's career at CCCS. If I deem it necessary to remove such consent, I shall notify CCCS in writing of my intent.

I DO NOT grant CCCS the permission to publish or use photographs, video, audiotapes, or any other media showing my child's image, likeness, or school work. I understand, however, that despite CCCS's efforts, some materials (such as videos of large group assemblies) may contain images of my student.

***Please note: if CCCS does not receive a completed and returned Media Release form for your child, CCCS will recognize this as your implied consent to allow CCCS to include your child's image, audio/visual, and or writing in internal and external media.

Student Name _____

Student Signature _____

Parent/Guardian Name _____

Parent/Guardian Signature _____

Date _____

Family Acknowledgment

Families,

Please acknowledge that you and your child(ren) have seen and read this Student Family Handbook together by completing the information below. Please also take time to review the annual notifications in the "Policies" section of our website at www.columbuscharter.org. Once you sign this form, please immediately return it to his/her homeroom teacher. All forms must be returned to school by September 16, 2022.

We believe that long-lasting, respectful partnerships are built on a foundation of mutual respect and shared vision. Your signature will indicate that you have reviewed and discussed the handbook together and you join the CCCS faculty and staff in our efforts to keep our school safe and orderly.

By signing this document, I affirm that I have read, understood, and will comply with the CCCS Student Family Handbook and all policies, interventions, and consequences contained within this document.

Student Name _____

Student Signature _____

Parent/Guardian Name _____

Parent/Guardian Signature _____

Date _____