

UCS

Urban Community School

Parent/Student Handbook 2018-2019

The rules and regulations in this handbook are subject to change. These rules and regulations are not all-inclusive. It is the right of the co-principals, after consultation with the president, to make the final decision about an issue/incident that may not be specifically stated in these pages.

Dear UCS Families,

Thank you for being a part of our community. As a school, we know that you have options in education and the fact that you choose Urban is very meaningful to us. Thank you.

Our mission is to know each child and to help them grow academically, physically, socially, emotionally and spiritually. We take this mission very seriously and, with you, believe that our school's approach and culture will help each child reach their full potential.

Of course, we are not in this alone. Schools are at their best when we work in partnership with families. In order to build this partnership, we continually try and communicate. Please find enclosed our Parent/Student Handbook for the 2018-2019 school year.

As you read through it, please know that first and foremost this is our best effort to provide you all of the information you need. There is a lot that happens at UCS every day and covering all of the aspects of the school takes some time. Most importantly, please know that you can call us any time. There is no such thing as a bad question. If you think there is something missing or need clarification on a certain topic, please call us.

Finally, I also recognize that this is a lot of paper. We continue to work toward finding digital solutions to communicate with families and hope that we can continue to streamline effective communication with you. We hope we will have news to share on new and better ways to communicate over the course of this school year.

Sincerely,

Tom Gill
President, UCS

Parents: The Acknowledgement and Receipt Form for this handbook is found on the inside back cover.

Please tear off this form, fill it out and return to the school office by September 7, 2018.

Both a parent/guardian and student(s) must sign this book. If student is below Level 1, parents may sign for them.

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VISION

The children of Cleveland's near west side receive a quality education that empowers them to achieve their full potential and inspires them to give back to the community.

(Urban Community School Strategic Plan: UCS Board of Trustees)

MISSION

Urban Community School provides primarily low-income children from Cleveland's near west side with an individualized, innovative and challenging education. Founded and sponsored by the Ursuline Sisters of Cleveland, UCS is an ecumenical school in the Catholic tradition.

(Urban Community School Strategic Plan: UCS Board of Trustees)

FURTHERMORE

Urban Community School, grounded in the Catholic tradition, and focused on the individual student, serves families on the near west side of Cleveland. We strive to provide high quality; non-graded instruction that fosters resilient, independent learners. UCS serves the needs of the whole child through differentiated, individualized, innovative and challenging educational experiences.

We believe the purpose of UCS is to create and nurture an environment that celebrates Catholic/Christian values with respect for other faith traditions and focuses on the needs of the whole child.

We believe in differentiated, individualized, hands on learning with high expectations where students can achieve success.

We believe in providing a student centered environment fostering independent learners, utilizing differentiated strategies and the tools necessary to meet the individual needs of students. We strive to prepare them to become productive, contributing citizens of the local and global community.

We believe curriculum serves as a guide for instruction, learning and assessment. Curriculum, driven by the common core standards, should be aligned and scaffolded throughout the grade levels.

We believe that assessments should be varied and inform instruction and learning.

We believe that we must engage in ongoing, formative assessment to reach learning goals, which are communicated across levels.

We believe all stakeholders nurture a culture that fosters open dialogue and professional inquiry for continuous improvement where all can progress and succeed.

We believe and value building community in our classrooms, on our levels and within our entire school population. We strive to provide an environment abounding in respect with an emphasis on non-violent solutions to problem solving.

We believe that with a spirit of compassion and empathy, we look beyond our needs to share our gifts and talents within the school community and beyond our doors.

We believe in building a personal relationship with God and the importance of building a faith life built upon gospel Christian values, morals and life experiences through sacramental formation and worshipping as a community.

URBAN COMMUNITY SCHOOL
Progressive Education, Impressive Results

UCS STUDENT BILL OF RESPONSIBILITIES

1. I have the responsibility to allow others to learn. I have the responsibility to work at learning, stay on task and exercise effort.
2. I have the responsibility to care for myself and the environment so as not to endanger others.
3. I have the responsibility to manage my own body so as not to hurt myself or others. I have the responsibility to go to and remain in designated areas.
4. I have the responsibility to manage my own body so that I do not touch others when they do not want to be touched. I have the responsibility to tell an adult when someone is touching me in a way that is inappropriate.
5. I have the responsibility to respect others. I have the responsibility to take care of my own areas. I have the responsibility to return things to their proper areas.
6. I have the responsibility to respect the property of others. I have the responsibility to keep any possessions where they belong.
7. I have the responsibility to listen and respond to others. I have the responsibility to speak clearly, honestly, appropriately and respectfully.
8. I have the responsibility to wait my turn and respect the turn of others. I have the responsibility to ask for help when I need it.
9. I have the responsibility to express my opinions appropriately. I have the responsibility to respect the opinions of others.
10. I have the responsibility to express my feelings appropriately. I have the responsibility to respect the feelings of others.

GUIDELINES FOR SUCCESS

U = Uncompromising Integrity
R = Real Perseverance
B = Boundless Respect
A = Awesome Accountability
N = Never-ending Faith in God

LEVELS OF SOCIAL DEVELOPMENT

D = Democracy

C = Cooperation, Compliance

B = Bossing, Bullying, Bothering

A = Anarchy, Acting Out of Control

UCS BILL OF RIGHTS

1. I have the right to learn without interference.
2. I have the right to work and play in a safe environment.
3. I have the right to move without interference.
4. I have the right to be touched by another person only when I choose.
5. I have the right to have my work respected.
6. I have the right to have my property respected.
7. I have the right to be listened to when I am speaking.
8. I have the right to get help when it is my turn.
9. I have the right to express my feelings appropriately and to have my feelings respected.
10. I have the right to have my opinions respected.
11. I have the right to tell someone when one of my rights is not being respected.

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The **Leadership Team** of the school includes: Tom Gill, President; Lisa De Core, Co-Principal; Nora French, Co-Principal; Jessica Gilway, Curriculum Director/Accreditation Chair; John Hagerty, Advancement Director; Josh McLaughlin, Director of Technology & Communication; Pattie Skrha, Enrollment Director; Chris Tipton, Director of Family Engagement & Athletics.

SCHOOL-HOME COMMUNICATIONS

Throughout the course of the school year, many questions and/or concerns arise that need to be answered. In order to know who can best deal with these questions or concerns, it is best to follow some important guidelines.

President Tom Gill is available to meet with parents upon request. A request can be made through Alyssa Mitchell via email at amitchell@urbancommunityschool.org. Mr. Gill will also host Coffee Hour each Monday morning from 8:00 to 9:00 am in his office.

It is encouraged that parents/guardians reach out to the co-principals prior to Mr. Gill with concerns that involve school issues.

Co-Principal Lisa De Core is the principal that oversees Levels PreK-3. She can be reached at ldecore@urbancommunityschool.org or 216-939-8330, Extension 141. **All things related to Levels PreK-3 are handled through Mrs. De Core's office.**

Co-Principal Nora French is the principal that oversees Levels 4-8. She can be reached at nfrench@urbancommunityschool.org or 216-939-8330, Extension 1023. **Ms. French manages all things that relate to Middle School and Specials.**

It is encouraged that parents/guardians reach out to the teacher(s) prior to the co-principals with concerns that involve school issues due to the teachers being the ones who work with the students most directly.

Feel free to reach out to the co-principals regarding all suggestions, questions, etc., via their contact information above.

Teachers are the individuals who are most engaged with students each and every day. The teachers are a key component to the child's education. Please reach out directly to the student's teacher with any thoughts, concerns or suggestions any time. The teachers contact information can be found at the beginning of this handbook or on our website at www.urbancommunityschool.org.

Director of Family Engagement Director & Athletics Chris Tipton can be reached at ctipton@urbancommunityschool.org or 216-939-8330, Extension 146. Mr. Tipton is available to connect with families regarding all engagement opportunities, PTO, etc. Feel free to reach out to Mr. Tipton regarding suggested family engagement opportunities, CYO and PTO.

Director of Curriculum and Instruction Dr. Jessica Gilway is able to provide parents/guardians information about the teaching and learning that is taking place in the classrooms. Dr. Gilway is also able to provide information about state testing, MAP, Edgenuity, etc., that students are engaged in during the school year. Dr. Gilway can be reached at jgilway@urbancommunityschool.org or 216-939-8330, Extension 244.

Director of Technology/Communications Josh McLaughlin is able to assist with technology questions and to provide an overview about the technology that our students utilize during the school year. Mr. McLaughlin can be reached at jmclaughlin@urbancommunityschool.org or 216-939-8330, Extension 241.

Enrollment Director Pattie Skrha works with all of our new families with enrollment. She also works closely with our Level 8 students with high school testing and placement. Mrs. Skrha can be reached at pskrha@urbancommunityschool.org or 216-939-8330, Extension 145.

Support Systems/Best Practices - There are a variety of support services for students. If a child is in need of support services, he/she and/or his/her parents can let the teacher, co-principals or other person with whom the student or family has a

relationship in the building and accommodations will be coordinated. A description of the support services can be found later in this handbook.

Family Resource Center - The Family Resource Center is located in Room 146, directly off of the school's front office. There are kiosks available to our families during the school day. Feel free to contact Chris Tipton for more information.

There are many ways in which the Leadership Team, Administration, teachers and group/organization heads will contact you throughout the school year. These include the UCS website, emails, Yellow Envelope, PowerSchool, School Messenger and the U.S. Mail.

The weekly parent newsletter and much more communication will be done online. Parents will have the opportunity to inform the front office if they need to have hard copies provided if you do not have Internet access. Look for a form regarding "No Internet Access" at Open Classrooms or coming home the first day of school. This must be filled out and returned to the school office in order to receive hard copies.

The UCS website can be accessed at www.urbancommunityschool.org.

The Yellow Envelope will go home on Wednesday. This envelope will usually just be sent to those people without Internet access. The information included will be school newsletters, updates on classroom activities and calendars for the month. There may be times during the school year when information will be sent home to all families (youngest and only children) or to all students (i.e., parent/teacher conference information, voucher applications, etc.).

PowerSchool training sessions will be available to new parents in the near future. Look for further information to come home.

OFFICE HOURS

Urban Community School Office is open from 7:00 am until 4:00 pm.

USE OF THE TELEPHONE

Students will not be taken from class to accept telephone calls. If a parent must get a message to his/her child, the school secretary will relay the message. Students may only use the telephone to make calls with the permission of a school staff member.

STUDENT CELL PHONES

We recognize students may need a cell phone before and after school for safety; however, **CELL PHONES ARE NOT TO BE USED ON SCHOOL PROPERTY OR IN SCHOOL**. Students need to keep their cell phones **out of sight and turned off**. If the educational atmosphere is disrupted by a student cell phone, the phone will be confiscated. The phone may be picked up by the student's parent/guardian from one of the school's co-principals.

Procedurally, in the middle school, students will be expected to turn in all electronic devices (cell phones, tablets, iPods) upon arrival to their advisor. If a student arrives late, he/she will be responsible for giving his/her device to a teacher who will have either one of the Middle School aides or Ms. French put the device(s) in the appropriate bag and bin. Devices will be put in plastic bags with your child's name on it and placed in a bin marked with the advisory room number. The bins are locked in a secure storage room that only staff have a key to and will be returned to students at the end of the day. **Students will not be allowed to keep these devices on their person or in their lockers.**

If a device is found on the student or in their locker, or if it is heard in a student's possession, the device will be confiscated. The co-principal will be informed of the breach and the device will be given to her. A parent/guardian will need to collect the device in person and agree to support this procedure. As is our protocol, it will be up to the student to inform the parent. They may call from a school phone or tell the parent after school.

ACADEMICS

CURRICULUM

Urban Community School uses the Common Core Standards and Curriculum of the Diocese of Cleveland as the basis for the education of our students.

LEARNING LEVELS AND LOOPING AT UCS

LEARNING LEVELS

UCS is organized into specific learning levels in order to allow for flexible groups. Students are organized into the following learning levels:

1. PreK - Three-year olds and four-year olds.
2. Montessori Pre-K - Three through five-year olds.
3. Kindergarten - Three classes.
4. Level 1 - Three classes.
Level 2/3 - Five classes combined of Level 2/3 students.
5. Level 4/5 - Five classes combined of Level 4/5 students.
6. Level 6 - Three classes of students for subject area classes and mixed level advisories and specials.
7. Level 7 - Three classes of students for subject area classes and mixed level advisories and specials.
8. Level 8 - Three classes of students for subject area classes and mixed level advisories and specials.

WHY DO WE LOOP LEVELS 2/3 AND 4/5?

Students who participate in Levels 2-5 loop with their teachers. At UCS, we have built a loop model for students in Levels 2-5 based on the following research. Looping allows teachers to provide a richer curriculum in which they rotate what they teach and the curriculum materials in two-year cycles; build stronger relationships with their students and always have positive models in the class; meet the needs of each student in the class more effectively through increased differentiation; help at risk students succeed; and smooth transitions from level to level.

SUBJECT AREAS TAUGHT AT EACH LEVEL

1. **Pre-K** - Students in Pre-K receive differentiated instruction in math, foundational reading and writing skills, science, social studies, religion, and social skills. Pre-K students also participate in library, music, and garden as specials.
2. **Montessori** - Montessori students receive individualized instruction in the Montessori format and philosophy in all content areas. Three and four-year old Montessori students participate in library, music, and garden as specials.

Five-year old Montessori students participate in all specials that kindergarten students participate in.

3. **Kindergarten** - Students in Kindergarten receive differentiated instruction in math, reading foundational skills (through our Being a Reader program), reading comprehension and fluency skills (through our Making Meaning program) and writing skills (through our Being a Writer program), science, social studies, religion, and social skills. Kindergarten students also participate in library, music, garden, physical education and art as specials.
4. **Level 1** - Students in Level 1 receive differentiated instruction in math, reading foundational skills (through our Being a Reader program), reading comprehension and fluency skills (through our Making Meaning program) and writing skills (through our Being a Writer program), science, social studies, religion, and social skills. Level 1 students also participate in Spanish, library, music, garden, physical education and art as specials.
5. **Level 2/3** - Students in Level 2/3 receive differentiated instruction in math, reading foundational skills (through our Being a Reader program), reading comprehension and fluency skills (through our Making Meaning program) and writing skills (through our Being a Writer program), science, social studies, religion, and social skills. Level 2/3 students also participate in Spanish, library, music, garden, physical education, and art as specials.
6. **Level 4/5** - Students in Level 4/5 receive differentiated instruction in math, reading comprehension and fluency skills (through our Making Meaning and LLI programs) and writing skills (through our Being a Writer program), science, social studies, religion, and social skills. Level 4/5 students also participate in Spanish, library, music, garden, physical education and art as specials.
7. **Level 6-8 (MS)** - Middle School students at UCS receive differentiated instruction in math, communication skills workshop (CSW), science, social studies and social skills through a daily mixed-level advisory course. Students participate in interfaith religion class, Spanish and/or reading intervention and support (LLI) as core coursework. For specials, students also participate in art, music, library, physical education, tech help desk, technology, project-based learning and advanced Spanish. Once a week MS students also participate in an academy of their choice in the place of specials (i.e., cooking class, creative writing, dance, drama, rowing, lacrosse, etc.) Starting in the 2018-2019 school year, screened students will have the opportunity to participate in a high school algebra program.

EARLY CHILDHOOD PROGRAM

The Early Childhood Center offers two pre-primary programs to meet the needs of families with children under the age of six. The Montessori Preschool Program includes three, four and five-year olds. Normally, in the preschool, children enter at age three and attend for three years. The three and four-year olds may attend mornings, five days a week or all day and the Montessori five-year olds attend all day, five days a week (known as Extended Day). The Pre-Kindergarten Program is designed for four-year old children as a preparation for Kindergarten. The Pre-Kindergarten meets five days a week with the choice of a full day or half-day program. The Kindergarten meets full days, five days a week for those children who will be five years old by September 30th. Children who successfully complete the Extended Day preschool program or the Kindergarten program enter the lower primary level at Urban Community School.

MONTESSORI PRESCHOOL

In preschool, the young child is introduced to an environment prepared to encourage individual learning. The classroom contains plants, activities and materials that help the child develop a sense of responsibility for self, others and the environment while mastering learning skills. Children work at their own pace on activities they choose themselves. The goals of the preschool program are:

1. To teach the child that learning is joyful and satisfying.
2. To develop in each child a sense of caring for others.
3. To develop in each child a sense of confidence in his/her own creativity and ability as a learner.
4. To teach basic cognitive skills.

PRE-KINDERGARTEN

Our five star Pre-Kindergarten preschool program is designed for three and four-year old children to assist their readiness to begin Kindergarten. Our program advances a safe and stimulating environment that promotes the growth of the whole child. Students are provided with opportunities to investigate and explore their world creatively in a hands-on environment.

KINDERGARTEN

During the year, children participate in practical, hands-on activities to help them develop intellectually, socially, physically and emotionally. To gain independence and responsibility, children are asked to move about in the room in an orderly manner during learning centers.

They are encouraged to select, complete and return activities. To promote children's development, positive learning experiences are planned in the following interest areas: language and reading readiness, numbers and math, creative music and art, listening, and fine and gross motor activities. Occasionally, activities will be sent home with the children. These activities must be returned promptly, completed and in good order.

RELIGIOUS EDUCATION PROGRAM

All students at UCS participate in religion classes. UCS provides two tracks for students to participate in: a Catholic track or an interfaith track. All students at UCS are invited to participate in an interfaith religious program that focuses on social justice and social teaching principles. The Catholic sacramental preparation program, hosted at UCS, starts in Level 2. Upon admission to UCS, parents will be asked to provide the baptismal certificate for their child/ren. Families that provide the baptismal certificates will have the option to participate in the sacramental preparation program.

SACRAMENTAL PREPARATION

Catholic students in Level 2 are prepared for First Reconciliation and First Communion during their religion classes. These students celebrate First Reconciliation as a class, in the evening, at either St. Malachi, St. Wendelin or St. Patrick Church. Students celebrate First Communion at their home parish.

Catholic students in Level 8 are prepared during religion class (outside of school hours) for the reception of the sacrament of Confirmation. UCS students join the parishioners at St. Malachi, St. Wendelin or St. Patrick Church for the reception of the sacrament of Confirmation.

PRAYER EXPERIENCES

In addition to whole school daily prayer and prayer in class, students participate in other types of prayer experiences. Some of these are interfaith and Catholic retreats, prayer services and attendance at Mass. Families are invited to join us for the interfaith prayer services held at UCS on a regular basis and for the monthly Catholic masses that will be held in the UCS Chapel.

SPECIALS

MUSIC PROGRAM

The music program at Urban Community School includes weekly general music classes. The main focus in music is to match pitches, learn and play rhythm patterns with body percussion or instruments and learn to write notes on the music staff.

Elementary students learn to read notes and play the recorder. The music teacher will share more information about the recorder lessons during the school year including associated cost for the instrument.

There is one vocal choir and one chime choir available for students to sing and perform in. Practices are held after school. **ALL** choir members are required to perform at the evening Christmas celebration in December as well as the Spring concerts. As service to their community, the choir may perform at an area healthcare facility as well as UCS benefits and special programs. These performances take place during and outside of school hours.

PHYSICAL EDUCATION

A physical education teacher will instruct all students, Kindergarten/Extended Day through Middle School. HeartSmart aerobic exercise, games and team sports are all part of the program. Each student is expected to participate in the program since it is a basic subject. **All students are required to wear tennis shoes for physical education.** Urban Community School discourages expensive footwear.

Students in Levels K-8 are strongly encouraged to wear the UCS gym uniform to school on physical education class day. UCS logoed sweatpants and UCS logoed t-shirts may be worn to school on P.E. class day. Students do not change for P.E. class during the school day.

ART

A visual arts teacher will instruct all students in the visual arts. In art class, students work on the skills of perceiving and knowing (learning to observe, listen, attend to and discriminate), producing and performing (generate, create, realize and use and master skills) and responding and reflecting (making connections, reconsidering, questioning and self-assessing). If students are expected to pay a fee or purchase extra supplies for art, they will be notified on the annual supply list that is sent home to families each year.

GARDEN

A garden teacher will instruct students in the life sciences, with a focus on the life cycles of plants in the UCS garden and other relevant topics such as genetics, cooking, living things, scientific observation, scientific questioning, habitats, growth and development,

ecosystems and more. Students participate in garden activities both in the UCS edible school yard and in the garden science lab indoors based on the weather.

SPANISH

A Spanish teacher will instruct students starting in Level 1 in the Spanish language with a focus on interpretative communication skills (reading, listening and viewing), interpersonal communication skills (speaking, listening, reading and writing), presentational communication skills (speaking and writing) and cultural awareness and understanding. At the Middle School level, students will have the opportunity to elect an Advanced Spanish course in order to build their skills and language understandings.

LIBRARY

Students will participate in a library course in Levels Pre-K-8 with a focus on inquiry, research, problem solving skills, digital literacies and personal responsibility. Students will learn and practice personal responsibility through the opportunity to borrow books, organize books and participate actively and positively in library activities.

MS (MIDDLE SCHOOL) ELECTIVES

In addition to the specials offered to students in Levels PreK-5, Middle School students will be provided the opportunity to participate in tech help desk, technology and keyboarding, project-based learning and advanced Spanish as additional elective courses.

MS (MIDDLE SCHOOL) ACADEMIES

Once a week on Thursdays, Middle School students have the opportunity to participate in an academy in the place of their daily special. Students select the academies based on a wide variety of offerings including, but not limited to, digital arts, chime choir, drumming, lacrosse, soccer, radio, yoga, dance, kitchen classroom, study skills, rowing, sailing, minecraft, Pre-Algebra, design thinking, soccer, animation and more.

TECHNOLOGY

We are pleased to offer students of Urban Community School the privilege of accessing the school's network and thus the Internet. Students must agree to abide by the established rules found in the Acceptable Use Policy (found near the end of this handbook) in order to use the school network. This Acceptable Use Policy is sent home the beginning of the school year and must be read and signed by the parent/guardian and student(s). It should be returned to school immediately.

Access to the Internet will enable students to explore thousands of libraries, databases and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying standards that their children should follow when using media and information sources. To that end, Urban Community School supports and respects each family's right to decide whether or not to permit access. The school will assume that permission has been granted the student to use the Internet when the Acceptable Use Policy near the end of this handbook has been signed and returned to school.

POWERSCHOOL STUDENT INFORMATION SYSTEM

PowerSchool is the UCS online data management system that houses attendance, report card data and other student information.

For access, parents/guardians must have a school-assigned username and password that is given at the beginning of the school year. Your login credentials will be sent home by October 1. If you do not receive your credentials, please call the school office.

Parents/guardians and students who have usernames and passwords will access information by going to the URL: <https://psuc.nccohio.org/public/home.html>.

Usernames and passwords have been changed so login information from the 2017-2018 school year will not allow you to access the system this year.

UCS CHROMEBOOK RESPONSIBLE USE POLICY

All students in Levels 2-8 use a school-issued Chromebook for academic tasks. Following is guidance for the use of technology by all these students, as well as specific information pertaining exclusively to middle-school students.

This policy is intended to promote responsible use and protect students and the school from liability resulting from any misuse of the school-issued Chromebook. This form is **in addition to the Student Acceptable Use Policy** already distributed and signed.

The use of Chromebook technology is fundamental to the instruction process. Use of Chromebook technology is required. Technology, on or off-campus, must be used in accordance with the mission and philosophy of Urban Community School as well as the Student Acceptable Use Policy. The Chromebook and accessories remain the property

of Urban Community School at all times. Therefore, there is no assumption of privacy. Urban Community School reserves the right to inspect student Chromebooks at any time during the school year. Misuse of the Chromebook will result in disciplinary action.

Above all, the Chromebook Program at Urban Community School is an academic program, and the policies governing the use of the Chromebook support its academic use. To maintain the integrity of the Chromebook Program, all students and parents/guardians are subject to the following conditions of use.

Liability

The parent/guardian/student is responsible for the cost to repair and/or replace the Chromebook and/or charging cable, up to \$125, in the case of damage or loss.

Chromebook Covenant

I understand the school's policies and expectations for earning the use of the Chromebook and the consequences for not following those policies and expectations.

1. I will remain in the learning zone by utilizing programs and visiting websites that are related to my academic work.
2. I will only use the Chromebook assigned to me, and will only access documents, accounts and content that are my own.
3. I will care for the Chromebook, transporting it carefully, storing it safely and being responsible for charging it.
4. I will only use technology, apps, programs and sites that my teacher has given me permission to use.
5. I will make sure I have permission and properly give credit to the creator any time I use someone else's work or ideas.
6. I will be in possession of the Chromebook at all times it is assigned to me, and I will return it to its proper location at the conclusion of a class.
7. I will follow the procedures to pick up and put away my Chromebook throughout the day including plugging it in at the end of the day.

In the event that I am unaccountable for the use of the Chromebook, I will complete a written reflection and receive it back once conditions are met.

Detailed Chromebook Use/Care

1. Do not leave the Chromebook unattended at any time.
2. Students are not permitted to take the Chromebook out of learning zones at any time.
3. Never pile things on top of the Chromebook.
4. Keep Chromebooks on tables and desks.
5. Keep food and drink away from the Chromebook at all times.
6. Keep in place all labels, stickers, or screen protectors placed on the Chromebook by UCS.
7. Keep all original UCS settings without any modifications and report to the classroom teacher any modifications found on the Chromebook. Do not upgrade or change in any way the Chromebook operating system.
8. Report to the classroom teacher if an account has been left open by a previous user.
9. Do not lend the Chromebook to a classmate, friend or family member.
10. Plug the Chromebook into designated Chromebook slot in the cart after use.
11. Do not attempt to repair a damaged or malfunctioning Chromebook. All damaged and malfunctioning Chromebooks need to be given to classroom teacher.
12. Do not sync the Chromebook with a school or home computer or personal device.
13. Do not install any apps on the Chromebook.
14. Avoid touching the screen with fingers or any foreign objects such as pens, pencils or markers.
15. Only use UCS school Google Mail accounts from the Chromebook. No other email accounts or profiles may be used on a Chromebook.
16. Passwords should never be changed, remain protected and never shared with other students.
17. Watching non-academic videos of any kind (i.e., movies, television shows, Youtube, Twitch) will not be allowed during school hours, unless assigned by a teacher. Video segments required for school use will be allowed on Chromebooks with teacher permission.
18. Each student Chromebook is equipped with a digital camera feature.
 - a. The camera should be used for educational purposes only.
 - b. Non-academic pictures/video of yourself (selfies) are prohibited.
 - c. Students are not allowed to take any pictures/video of staff and/or students without expressed permission by those individuals. Any violation of this policy will result in disciplinary measures.
 - d. Examples of Appropriate Use are:
 - i. Recording and/or taking pictures for project-based learning assessments.
 - ii. Assisting in ensuring accurate notes are taken in class.
 - iii. Submitting work digitally.

19. While at school, music apps will be available on student Chromebooks for academic uses only. Streaming music is not allowed at school without permission from the teacher. Users must follow copyright and other applicable laws.
20. Students may not play games on the Chromebook during school hours unless they are given permission by the teacher **AND** the game supports education.
21. Users are prohibited from plagiarizing content, including words or images, from the Internet. Users should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original authors. Plagiarism will be handled according to the school discipline policy on plagiarism. Users must follow copyright and other applicable laws.
22. Use the Chromebook exclusively for educational purposes and refrain from any non-educational and unsafe use:
 - a. Jokes, chain letters, images; non-academic images; messaging peers socially; airdropping non-academic information or images; harassment; cyber-bullying; profanity; obscenity; racist terms; and hate mail.
 - b. The National Crime Prevention Council defines cyber-bullying as "when the Internet, cell phones, or other devices are used to send or post text or images intended to hurt or embarrass another person." Cyber-Bullying will not be tolerated and is strictly forbidden. Digital activities may be monitored and retained. Students are expected to report cyber-bullying immediately to teachers or administrators.
 - c. Users should recognize that communicating over the Internet brings risks associated with the lack of face-to-face contact. Users should carefully safeguard their personal information and that of others. Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without parental and/or teacher permission. Students should never agree to meet someone they meet online in real life. If the user sees a message, comment, image, or anything else online that makes them concerned for their personal safety, it should promptly be brought to the attention of school personnel.

Middle School Chromebook Privileges, Timelines and Benchmarks

All Middle School students will have the use of Chromebooks during instruction and approved in-class learning activities. In some cases, students will use a Chromebook assigned to them for the day (if they are eligible for an independent Chromebook) and, in other cases, the student will use a Chromebook only during a specific class activity as assigned by the teacher.

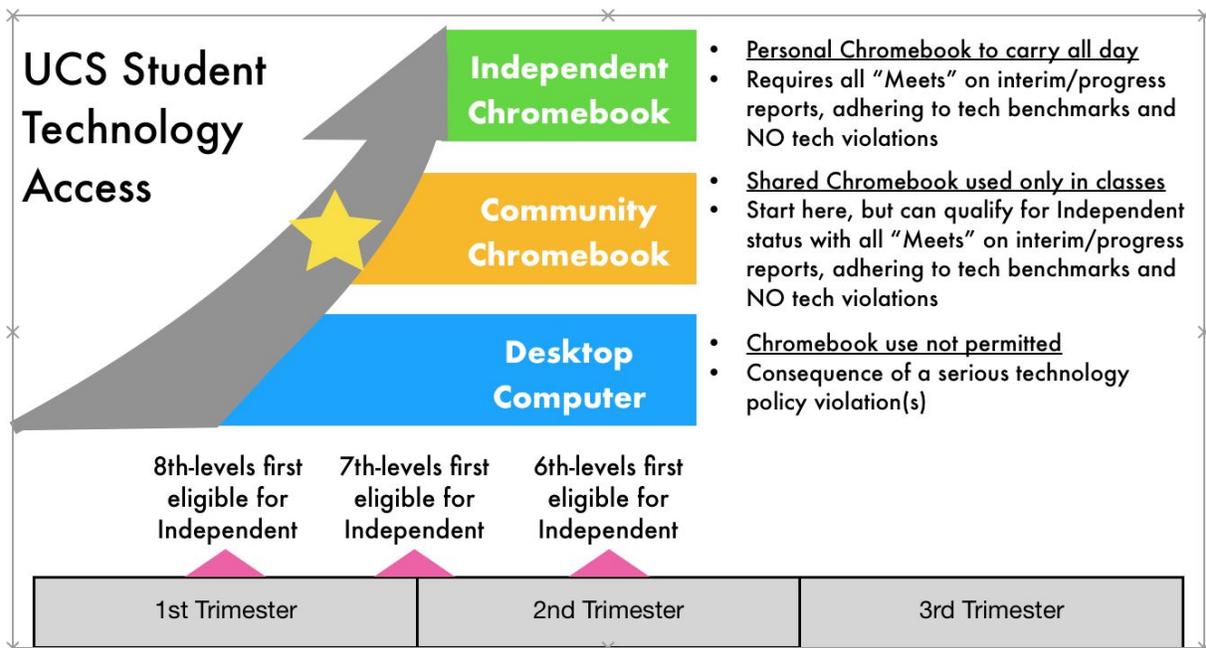
Progression of Technology Privilege at UCS

In order to be eligible for an independent Chromebook, a student must meet the following requirements:

1. Student must satisfy academic requirements which include having Meets Expectations (overall) in all coursework in the preceding grading period. Other forms of academic eligibility is at the discretion of the teacher and/or co-principal. In order to maintain independent Chromebook use in each subsequent grading period, the student must maintain Meets Expectations (overall) in all coursework.
2. Regular, appropriate use of all technology including, but not limited to, Chromebooks, desktop computers, Airplay, personal devices and cell phones is required per the Chromebook Covenant. Any violation of this policy will result in the immediate loss of Chromebook privileges for one grading period.

Independent Chromebook Eligibility Timeline (first opportunity)

- Level 8: Eligibility begins after Trimester 1 Interim Report (October 10, 2018)
- Level 7: Eligibility begins after Trimester 1 Progress Report (November 19, 2018)
- Level 6: Eligibility begins after Trimester 2 Interim Report (January 16, 2019)



Technology Benchmarks

In order to earn the privilege of independent use, the following benchmarks must be maintained consistently through daily technology use.

1. Teacher direction/permission before borrowing a Chromebook from a cart.
2. Plugs Chromebook in to charge, in correct slot and cart, after use.
3. Signs in and out of personal Google account when using Chromebook or desktop computer.
4. Accesses school appropriate and academic content only.
5. Regularly checks Gmail for communication from teachers and administrators.
6. Uses properly formatted emails to reach out to teachers and administrators with questions, concerns or to schedule meetings or tutoring.
7. Checks PowerSchool/Google Classroom for assignments (before verbally asking teachers).
8. Uses formal language in all communication and writing (no text slang).
9. Properly names all assignments on Google and PowerSchool
(FirstInitialLastName Class AssignmentTitle - eg. NFrench CSW 6A Persuasive Essay).

Email and Learning Management System

Students will be issued an individual Gmail account. They will also have an account within UCS's learning management platform, Google Classroom. With these accounts, students will have access to educational applications which include productivity and instructional tools and much more. Emails will only be able to be sent to or received from other UCS users (internal users only). The effective use of email will:

1. Develop 21st Century Communication skills.
2. Allow students to develop positive relationships with peers and staff.
3. Assist in collaboration skills required in careers and higher education settings.

Personal Safety

Users should recognize that communicating over the Internet brings risks associated with the lack of face-to-face contact. Users should carefully safeguard their personal information and that of others. Users should never share personal information including phone number, address, social security number, birthday or financial information over the Internet without parental and/or teacher permission. Students should never agree to meet someone they meet online in real life. If the user sees a message, comment,

image or anything else online that makes him/her concerned for his/her personal safety, it should promptly be brought to the attention of school personnel.

Netiquette

Users should always use the Internet, network resources and online sites in a courteous and respectful manner. Users should recognize that, with valuable content online, there is also unverified, incorrect and/or inappropriate content.

Cyber-Bullying

The National Crime Prevention Council defines cyber-bullying as “when the Internet, cell phones or other devices are used to send or post text or images intended to hurt or embarrass another person.” Cyber-bullying will not be tolerated and is strictly forbidden. Digital activities are monitored and retained. Students are expected to report cyber-bullying immediately to teachers or administrators.

Guidelines and Reminders

1. School email accounts should be used for educational use only.
2. Students should only have their school email account set up on their Chromebook. No other personal email accounts should be set up on the Chromebook.
3. **ALL** communication from students to teachers must be on their school issued email account or through Google Classroom. Personal accounts are not an acceptable means of communication with teachers.
4. Email transmissions at school are subject to inspection by teachers and/or administrators as deemed necessary.
5. All email and contents are property of Urban Community School.
6. Only the authorized user of the account should access, send and/or receive emails for the account.
7. Passwords should be protected and never shared with other students.

Examples of Unacceptable Use: Non-educational related forwards (i.e., jokes, chain letters, images); messaging peers socially; non-academic images; harassment; cyber-bullying; profanity; obscenity; racist terms; and hate mail.

Camera

Each student Chromebook is equipped with a digital camera feature. The camera should be used for educational purposes only. Chromebooks may not be brought into restrooms, locker rooms or other changing areas. Chromebooks may not be taken to Physical Education classes, or other events where physical damage to the Chromebooks would be likely to occur, without permission from the teacher. These restrictions are for both sanitation and social health reasons. **Non-academic pictures/video of yourself (selfies) are prohibited.**

Students are not allowed to take any pictures/video of staff and/or students without expressed permission by those individuals. Any violation of this policy will result in disciplinary measures.

Examples of Appropriate Use

1. Recording and/or taking pictures for project-based learning assessments.
2. Assisting in ensuring accurate notes are taken in class.
3. Submitting work digitally.

Listening to Music

1. While at school, music apps will be available on student devices for academic uses only.
2. Streaming music is not allowed at school without permission from the teacher.
3. Users must follow copyright and other applicable laws.

Watching Movies/Streaming

1. Watching movies will not be allowed during school hours unless assigned by a teacher.
2. Video segments required for school use will be allowed on student devices with teacher permission.
3. Students will have access to YouTube with teacher-approved video clips being authorized.
4. Students should not be watching videos or streaming video unrelated to school (i.e., sports, games, shows, music videos, etc.).

Games

Students may not play games on UCS devices during school hours unless they are given permission by the teacher **AND** the game supports education.

Plagiarism

1. Users are prohibited from plagiarizing (using as their own without citing the original creator) content including words or images from the Internet.
2. Users should not take credit for things they didn't create themselves or misrepresent themselves as an author or creator of something found online.
3. Research conducted via the Internet should be appropriately cited, giving credit to the original authors.
4. Users are prohibited from accessing sites that promote plagiarism. These sites should be reported to school personnel.
5. Plagiarism will be handled according to the school discipline policy on plagiarism.
6. Users must follow copyright and other applicable laws.

EDGENUITY

UCS uses Edgenuity as a research-based, online learning system. Edgenuity offers standards-aligned video-based curriculum for Levels K-8 blended learning environments. This online program allows teachers to differentiate the curriculum for their students who monitor their own progress while completing lessons, assessments, and interactive activities. The content is exciting and fun, and the students look forward to their time on Edgenuity. You may ask - How does the program know what to teach my child? Students take the MAP assessment, then their MAP assessment scores are populated into Edgenuity and each student receives an individualized learning path. Each child's teacher will provide them with a login and password for Edgenuity at the beginning of the school year. The website for Edgenuity is <https://www.thelearningodyssey.com/>. The first time logging in on a new device, families will also need to identify the school as urbancs. Families are encouraged to have their students engage in Edgenuity in both language and math. Research shows that students who engage in Edgenuity between 45-60 minutes per week significantly increase in knowledge base. If you would like more information on Edgenuity and how to use it at home, please contact your child's teacher.

TYPING CLUB

Starting in the 2018-2019 school year, UCS will be using a typing program with students in Levels 1-5. This program will also be available for home use. This program will allow students to practice their typing skills in preparation for middle school and high school content. Middle School students at UCS will have the option to enroll in Typing Club and/or technology as a part of their electives and academies programs.

THIRD GRADE GUARANTEE/OHIO STANDARDIZED ASSESSMENTS

All students in Levels 3-8 are required to take the Ohio Standardized Assessments, otherwise known as the Ohio AIR. These assessments are taken in March and April of each year and the results are received in July. Parents receive the results at Open Classrooms in August or on the first day of school.

WHY IS IT CALLED A GUARANTEE?

Research shows that children who do not gain basic reading skills by the end of Level 3 struggle to succeed in later grades where they learn mostly by reading. In Levels Pre-K-2, students are learning to read through the use of our Making Meaning and Being a Reader programs and then, in Level 3, it switches to where they are reading to learn about different subjects. Ohio's Third Grade Guarantee ensures that every struggling reader gets the support he or she needs to be able to learn and achieve.

DOES THE THIRD GRADE GUARANTEE APPLY TO ALL CHARTERED NONPUBLIC STUDENTS?

The Third Grade Reading Guarantee applies to all students who participate in the EdChoice, EdChoice Expansion or Cleveland Scholarship Programs. Beginning in the 2015-2016 school year, students must participate in the reading diagnostic assessment, otherwise known as the Benchmark Assessment System (BAS) and must also reach the promotion (passing) score on the state reading assessment (Ohio AIR) in order to avoid retention. You will see a Benchmark score that indicates your child's reading level (A-Z) on their progress report and your child's teacher will give information on what this reading level means and how you can support reading at home.

WHAT ARE THE READING DIAGNOSTIC ASSESSMENTS?

It is recommended that a reading diagnostic be administered by September 30th for students in Levels 1-3 and by November 1st for students in kindergarten. It measures whether a student is on-track or not on-track in reading at grade level. At UCS, the reading diagnostic assessments we utilize are the Benchmark Assessment System (BAS) to determine the child's reading level, and the MAP (Measure of Academic Progress) assessment. In October, we also administer the fall assessment for the Ohio AIR, Ohio's state test.

WHAT ARE THE RESPONSIBILITIES OF THE SCHOOL FOR K-3 STUDENTS THAT ARE NOT ON-TRACK (NOT PASSING THE ASSESSMENTS)?

For each student identified as having reading skills below grade level, the school must do the following:

1. Provide to the student's parent or guardian, in writing, all of the following:
 - a. Notification that the student has been identified as having a growth area in reading.
 - b. Notification that if the student does not attain the promotion score, the student will be retained, unless the student is exempt based on their Special Education Status or English Learning status.
2. Provide intensive reading instruction services, such as Leveled Literacy Intervention (LLI), as deemed appropriate by the school, for each student identified as reading below grade level.
3. Develop a reading improvement and monitoring plan (RIMP) to communicate above information to parents and report to the ODE on an annual basis the number of students identified at grade level and the number of students identified as reading below grade level for all K-3 students.

WHAT HAPPENS IF A CHILD DOES NOT REACH THE PROMOTION SCORE?

If the student does not reach the score after completing the summer reading program, the student remains in Level 3 . The school must provide intensive reading instruction services in the form of LLI, Title 1 services, and/or other reading growth programs, as deemed appropriate by the school, to each student identified as having a substantial growth area in reading.

WHAT HAPPENS TO A STUDENT WHO DOES NOT ACHIEVE THE DESIGNATED PROMOTION SCORE IN THEIR SECOND YEAR IN LEVEL 3?

The student is still required to participate in all assessments applicable to Level 3 students. If after the second year of attendance in Level 3 with intensive reading instruction being provided, the student still is not able to achieve the designated promotion score for that year, he or she will be promoted to the next grade for the following year. It is recommended that the school continue to provide intensive reading instruction.

WHAT STUDENTS ARE EXEMPT FROM THE THIRD GRADE READING GUARANTEE?

1. A student who is an English learner enrolled in U.S. schools for less than three full school years, has had less than three years of instruction in an English as a Second Language program.
2. A student whose Individual Services Plan **OR** Individual Education Plan, specifically exempts the student from retention under the Third Grade Reading Guarantee.
3. A student who demonstrates an acceptable level of performance on an alternative reading assessment approved by the Ohio Department of Education.
4. A student who has received intensive remediation for two years and was previously retained in any of Levels K-3.
5. A student that is promoted under this exemption must continue to receive intensive reading instruction in Level 4, as deemed appropriate by the school. This instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

STUDENT EVALUATION

In accordance with the non-graded philosophy at Urban Community School, children are evaluated according to their individual ability and achievement. This evaluation is done through **progress reports** issued three times a year. These progress reports replace the traditional graded report cards. (No letter grades are given - see grading scale below.) They are a snapshot of your child's progress throughout the school year. **Interim reports** are issued between progress reports. Students participate in the Measure of Academic Progress (MAP) assessment three times throughout the school

year. Students in Levels 3-8 participate in the Ohio testing program, otherwise known as the Ohio AIR.

THE UCS NON-GRADED SYSTEM

At UCS, students are evaluated based on their level of proficiency on grade level skills, strategies, and concepts identified in targets from and based on the Ohio Common Core State Standards. The topics listed in the progress reports show you what your child/ren learned this school year and show you what specific state standards are being covered in each of the academic content areas throughout the school year. Not all topics are emphasized each trimester, so when a topic is not studied or assessed during the trimester, it will either be left blank and/or it will be marked with N/A (which stands for not assessed) on the progress report.

This chart explains the non-graded assessment scale that is used at UCS:

Rating	What does this mean?
E = Exceeds	Your child demonstrates and applies strong, above-grade level skills and concepts in this area.
M = Meets	Your child demonstrates and applies on-grade level skills and concepts.
CM = Close to Meets	Your child demonstrates and applies grade-level skills and concepts most of the time.
N = Does not Meet	Your child demonstrates minimal grade-level skills and concepts. They may complete the work, but not understand the concept.
N/A = Not assessed	Standard not assessed this trimester
Blank = Not assessed	Standard not assessed this trimester
IE = Insufficient Evidence to Assess	Your child completed less than 50% of the work, or was absent 50% of the time so there was insufficient work available to the teacher to assess their level of understanding.

****Please note: MS academy courses are all graded on a Meets/Does Not Meet Basis.**

For each of their courses, your child will also receive an assessment of their characteristics of a successful learner. The characteristics of a successful learner are defined as follows:

Characteristic	Description
Work Habits	Is organized, manages time and materials well, comes prepared for class, stays on task, is engaged in learning, listens attentively and follows directions.
Work Completion	Completes and returns quality homework and classwork on time.
Resourceful and Reflective	Solves problems, seeks help appropriately, finds ways to support own learning, seeks new opportunities, reflects on and reviews own responses, uses feedback from others.
Cooperative	Works and interacts well with others, gets along with and supports other students, and contributes to group efforts and class discussions.
Citizenship	Respects others, rules, authority and property; uses technology appropriately; accepts responsibility for own behavior.
Academic Performance	Overall quality of work completed to date.

Each of these characteristics will be assessed using the same scale as the standards mentioned previously (E-IE).

PARENT-TEACHER CONFERENCES

Parents/Guardians are **REQUIRED** to attend two scheduled conferences a year. These conferences are scheduled in advance. The school office schedules parent-teacher conferences via online invitation, in coordination with the teachers. However, outside of conferences, parents are always welcome to discuss their child's progress with a teacher. Please schedule an appointment with the teacher via email or classroom extension. At conferences, parents/guardians will meet with the teacher to discuss their student's progress, review the progress report, discuss their assessments results (Reading Benchmark, MAP, and Ohio AIR), and provide information about online

support programs such as Edgenuity, and Typing Club. Translation services will be provided for all parents requesting them. Please place your request with the front office and we will arrange for the translation services.

MONTESSORI AND PRESCHOOL OBSERVATIONS, CONFERENCES AND PROGRESS REPORTS

Twice each year, parent/guardian observations are scheduled over a two-week period for the Montessori preschool children only. In addition, two scheduled parent conferences are required for parents/guardians of every Montessori and Kindergarten student. Other parent/guardian observations and/or conferences may be requested at any other time during the year if either the teacher or the parent/guardian is concerned about the child. These visits should be scheduled in advance. Three written progress reports are sent home each school year.

STUDENT SUPPORT SERVICES

At UCS, in order to provide our students with the academic, social-emotional, and behavioral supports that they need, we offer a comprehensive Multi-tiered System of Supports (MTSS) which includes a Response to Intervention (RtI) program. This system of supports and interventions includes access to our Intervention Assistance Team, Ohio Guidestone School-based Counseling Services, Leveled Literacy Interventions, Title One Services, Educational Testing Services through our school psychologist and access to the Jon Peterson scholarship for students who qualify for a specialized education plan, otherwise known as an IEP.

INTERVENTION ASSISTANCE TEAM (IAT)

The purpose of the Intervention Assistance Team (IAT) is to assist teachers in developing strategies to best meet the specific needs of individuals. Students may be referred to IAT based on academic or behavioral areas of concerns. Staff or parents may refer a student to IAT. The Intervention Assistance Team consists of the Student Services and Special Education Coordinator, Director of Curriculum and Instruction, school psychologist, mental health counselor, school co-principals, student's teacher and other educational staff from the level. Other staff members may also act as contributors to the team discussion and decision making process.

OHIO GUIDESTONE SCHOOL-BASED SERVICES

UCS partners with Ohio Guidestone to offer families School-Based Counseling Services. Mental health counselors work within schools to address the needs of students through individual, group, parent and family counseling. Working in partnership with the schools within the school building helps improve the student's ability to learn

and thrive in an academic setting. As a result of our partnership with Guidestone, we have two counselors located on the UCS campus. If you would like to make an appointment with the Guidestone counselor, or learn more about the counseling services provided by Guidestone at UCS, please contact the front office and ask to speak with the Guidestone counselors and/or to the co-principals.

LEVELED LITERACY INTERVENTION (LLI)

The Fountas & Pinnell Leveled Literacy Intervention is a powerful, short-term reading intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons. LLI reading programs are offered in classrooms at UCS starting in Level 1 and they are provided to all students who require additional reading support. At UCS, in Levels 1-5, LLI is offered as a small-group program in addition to our regular literacy curriculum, and in Levels 6-8 (MS), LLI is offered as a separate class that provides the child with specific strategies to help support their academic learning and success.

TITLE I SERVICES

Title I services provide additional support to teachers and students in elementary and middle school in the areas of reading and math intervention.

EDUCATIONAL TESTING SERVICES

When a student has progressed through our Intervention Assistance Team, and received significant interventions at multiple levels, and they are continuing to struggle academically, behaviorally, and/or social-emotionally, then they may be referred for Educational Testing Services through the school psychologist. This process involves a formal student assessment to be completed by either the UCS school psychologist and/or by the school psychologist at Cleveland Metropolitan School District (CMSD). Based on the evaluative testing completed, an Evaluation Team Report (ETR) will be compiled and the Intervention Assistance Team will determine if a child qualifies for special education services. If the child does qualify for specialized educational services based on the results of the ETR, then they will be referred to the Director of Student Services to learn about the provider services offered at Urban Community School through the Jon Peterson Scholarship program.

JON PETERSON SCHOLARSHIP PROGRAM FOR STUDENTS WITH SPECIAL NEEDS

The Jon Peterson Special Needs (JPSN) Scholarship Program provides scholarships to students who are eligible to attend kindergarten through Grade 12 and have a current Evaluation Team Report qualifying the child for special education services. The scholarship is an educational choice program and is renewable for each academic year.

It allows for the funding and receipt of specialized services with Urban Community School being a designated provider of those services. After an application has been submitted, the amount of the scholarship awarded will be based on individual student goals and needs outlined in their Evaluation Team Report (ETR). The Student Services Team will work with the student's resident district to create an Individualized Education Plan (IEP) that will outline services to be provided. Students must have a current IEP and be enrolled in the scholarship program for the entire academic year to receive the full scholarship amount.

Based on your child's IEP, they may be eligible to receive support from the intervention specialist, speech-language pathologist, behavior specialist and other personnel through the Jon Peterson Scholarship program. To learn more about Urban Community School as a Provider of the Jon Peterson Scholarship, please contact the front office and ask for the Director of Student Services.

ACADEMIC CURRICULUM

At UCS, we utilize a variety of academic curricular programs, materials and initiatives to help us differentiate for the learning needs of all of our children within the classroom. If you would like to learn more about any of our curriculum initiatives, please reach out to the front office to make an appointment with our Director of Curriculum and Instruction.

LITERACY CURRICULUM

In the area of literacy in Levels K-6, we utilize the Collaborative Classroom program. Collaborative Classroom is workshop-based learning opportunities through Making Meaning, our reading program; Being a Writer, our writing program; and Being a Reader, our foundational literacy skills program that focuses on phonics and phonemic awareness. In Levels 7-8, we use the Lucy Calkins Reading and Writing Program which provides a natural extension to our K-6 Collaborative Literacy Program. We also integrate our MS literacy program with the Facing History and Ourselves program. All of our curriculum materials align with the Ohio Common Core State Standards. We assess our Literacy Program using the Benchmark Assessment System (BAS), Measure of Academic Progress (MAP), daily classroom assessments, portfolios and the Ohio AIR assessment. We also use the Edgenuity program to reinforce literacy concepts at school and at home and use Typing Club to help build students digital literacy through writing on the computer.

FACING HISTORY (MS ONLY)

UCS is a part of the Northeast Ohio Consortium of Facing History Schools. We have had a partnership between Facing History and Ourselves and the UCS Middle School program for many years. The mission of Facing History is to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry. Facing History

and UCS believe that by studying the historical development of the Holocaust and other examples of genocide, students make the essential connection between history and moral choices that confront us in our own lives. In the UCS Middle School, we engage in a variety of Facing History practices. We do a whole school read with the entire school; we teach one literature and one social studies unit at each level in Levels 6-8; we have a Facing History student leadership group that participates in retreats and summits; we host regional professional development for teachers of Facing History; and we hold a student and staff retreat each year on Facing History theme. Facing History is an essential part of who we are as a school community.

MATH CURRICULUM

At UCS, we currently use the Math in Focus Singapore Math Curriculum. Math in Focus embodies the best practices that have propelled Singapore students to the top of international comparison studies. Problem solving is at the heart of the Singapore Math® curriculum, with five key aspects of instruction supporting that goal, including attitude and metacognition. This program empowers students to develop critical-thinking skills, positive attitudes, and the confidence to persevere - setting the stage for achievement. The core components of Singapore Math are building conceptual understanding, developing critical thinking skills, advancing problem-solving proficiency and building positive attitudes about mathematics. We also use a program called EveryDay Calendar Math Counts in classrooms in Levels K-6 which reinforces foundational math concepts through repetition and daily practice. All of our curriculum materials align with the Ohio Common Core State Standards. We assess our math program using the Measure of Academic Progress (MAP), daily classroom assessments, portfolios and the Ohio AIR assessments. We also use the Edgenuity program and the MAP aligned, Khan Academy Mappers program, to reinforce math concepts at school and at home. During the 2018-2019 school year, we will begin offering our Level 8 students a high-school level algebra course, and our Level 7 students a pre-algebra course and this new program will utilize a curriculum program called TenMarks.

SCIENCE CURRICULUM

At UCS, our Science curriculum draws from a variety of resources. We integrate the life sciences curriculum with our garden program and garden curriculum. Much of our life science program with garden comes from Edible Schoolyard program and curriculum. In addition, we use the textbook series Science Fusion and Think Central as a foundational core, and then build upon this foundation with Design Thinking, Maker's Space activities, Project-based Learning (PBL) activities, and other inquiry-based, hands-on learning partnerships. Many of our field trips are science-based throughout the year, with students traveling to places like the Metroparks, Holden Arboretum, Great Lakes Science Center, etc. In Level 6, students have the unique opportunity to travel to Cuyahoga Valley Environmental Education Center for an amazing trip and then they come back and complete an environmental service project. We assess our science

program using daily classroom assessments, mini-GOP and the MS Science Fair, portfolios and the Ohio AIR assessments. In Science, all of our curriculum materials align with the Ohio Common Core State Standards.

SOCIAL STUDIES CURRICULUM

At UCS, our social studies curriculum draws from a variety of resources. In the Middle School, we use the Facing History program and the Ohio Common Core State Standards. In elementary school, we use a variety of resources including a layered curriculum, integration with language arts and field trips to help bring the grade level social studies concepts and curriculum to life. Many of our field trips are also social studies based with students visiting local museums and learning about history through plays at Playhouse Square. We assess our social studies program using daily classroom assessments, simulations, mini-GOP, GOP and portfolios.

SOCIAL-EMOTIONAL CURRICULUM

At UCS, we believe in educating the whole child. We use a variety of materials, programs, and resources to engage in social-emotional learning with all children.

RESTORATIVE PRACTICES

UCS has partnered with the International Institute for Restorative Practices to focus on creating learning environments where we hold strengthening relationships between individuals as well as social connections within communities as a central tenet. In other words, at UCS, we work hard to be an inclusive community, and using restorative practices gives our staff, students and families a common language and the tools to understand how we build, support and repair our community so that it can thrive. As a Restorative Practices school, we are dedicated to the study of restoring relationships, social discipline, emotional well-being and civic participation through participatory learning and decision making. With roots in restorative justice, a way of looking at criminal justice that emphasizes repairing the harm done to people and relationships, restorative practices at UCS has the broader goal of proactively developing community, managing conflict, building relationships and increasing social capital. We do plan to offer parent programming on Restorative Practices in the coming months. Look for a notice of this in our newsletter. If you would like to learn more about restorative practices, please contact our co-principals and/or our Director of Curriculum and Instruction.

SECOND STEP SOCIAL SKILLS

During the 2018-2019 school year, UCS will be implementing a social skills curriculum in Levels PreK-8. Once again, at UCS, we value teaching the child and feel that it is important to take time during our day to build a strong community and to proactively

teach children the social skills they need to be positive and participatory citizens within our community and within our society. Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a classroom curriculum, Second Step's holistic approach helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children. Throughout the 2018-2019 school year, families will receive information from their child and their child's teacher about the Second Step program and its emerging role at UCS.

OHIO GUIDESTONE SCHOOL-BASED COUNSELING SERVICE

As previously mentioned, UCS partners with Ohio Guidestone to provide our students with counseling services in a school-based setting. This is an important part of our social emotional support that students receive at UCS. While Ohio Guidestone does not use a specific program or curriculum for their therapy, as it is based on individual student needs, they do engage in play therapy practices which are age appropriate and research-based methods to work with children who present with social and emotional challenges.

CULTURALLY RESPONSIVE PEDAGOGY

At UCS, we are committed to being an inclusive learning community where all children, families and staff members are welcome and feel safe to learn. As a diverse learning community, we recognize and acknowledge that being inclusive needs to be intentional work that we do on a daily basis. At UCS, we have committed to work constantly and continuously to create a healthy community where conversations and dialogue about difficult and challenging topics are welcome and encouraged. In alignment with this philosophy and our focus on social justice, we have partnered with the Equius Group to provide our staff, students, and families with professional learning on culturally responsive pedagogy. Culturally responsive pedagogy is a student-centered approach to teaching in which the student's unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world. Culturally responsive pedagogy is not necessarily something that you will see when you walk into a building but is rather something that you will feel. At UCS, we work to ensure that you walk into our buildings and feel that your culture is honored, respected, and valued.

UCS MEDIATION PROGRAM

In order to encourage empathy, accountability, expression of feelings and problem solving, the mediators utilize the Restorative Practice techniques.

WHAT IS MEDIATION?

Mediation is a tool for resolving conflicts between people. It is a way to help people be responsible for their problems. The mediator assists the disputing parties to talk about their conflict and then to settle their differences.

WHO ARE THE MEDIATORS?

Each panel will consist of two trained students and one trained teacher. A panelist acts as a neutral middle person between the disputing parties. A panelist never takes sides or judges which parties are guilty or innocent. The job of the panelist is to try to understand both sides and then help the parties in conflict understand each other's position. Since the panelist is in the middle, he or she can often see both sides more clearly than either of the disputing parties.

WHY MEDIATE?

Mediation is a forum for disputing parties to communicate their feelings. This is a very important concept because no lasting resolution of a conflict is ever possible if there is not full expression or open discussion of the dispute. Once feelings are expressed, the conflict can be resolved. When conflicts are resolved, peace is created between disputing people.

Each year, some Intermediate and Middle School students are trained as student mediators. Mediators are chosen by faculty and students. Mediation training is a two to three-day process. Throughout the school year, trained mediators are available to mediate conflicts which occur.

ADVANCEMENT OF STUDENTS

Generally, children move to the next level at the end of a school year. However, children whose social and emotional levels are not consistent with their age may be given an additional year at a particular level for further development. In addition, excessive absences may lead to retention. This decision is made in consultation with the school psychologist, teachers, parents and administrators.

GRADUATION

Students who satisfactorily complete the course of study at Urban Community School and demonstrate that they have done so by successfully completing the Graduation Outcomes Project (GOP) in Level 8 will be honored in a graduation ceremony. Students who consistently do not complete work satisfactorily may continue at the same level until work is completed.

CLASSROOM VISITATIONS

Parents/guardians are welcome to drop in anytime for visitation. Visits by grandparents or other family members and interested people are welcome and may be scheduled with the teacher. Observations of this nature are not scheduled for the first six weeks of school to give children a chance to adjust and to make friends. Guidelines for observations will be provided to all visitors.

FIELD TRIPS

Each year, the school provides the opportunity for children to participate in several field trip experiences that enable students to become familiar with their community. The field trips enrich classroom instruction. Normally, the UCS bus is used to transport children. One permission slip allowing students to participate in all field trips throughout the year must be on file in the office at the beginning of the school year.

Notification of upcoming field trips will be sent home. If you want your child excluded from a particular field trip, please send a written request to the teacher. If there is an admission fee, parents are requested to pay half of the cost. If there is a question regarding this request, parents are encouraged to contact the classroom teacher.

ADMISSIONS GUIDELINES

Urban Community School is in existence to provide an individualized, Catholic/Christian quality education to children of the near West Side of Cleveland, primarily to those who might not otherwise have access to such an education. It is hoped that through the educational opportunities available in the school, children can become individuals who will lead successful lives.

Admission/readmission is done on an annual basis. All new students are screened for developmental readiness. The final decision on admission will occur only after all records are received.

Urban Community School does not discriminate on the basis of race, color, national origin, religion, sex, age or disability.

APPLICATIONS

Application for admission can be made at any time by calling the Enrollment Director at 216-939-8330, Extension 145.

EVALUATION OF APPLICANTS

Readiness tests for the Montessori preschool, prekindergarten and kindergarten are held in early spring of each year. Acceptance of any child is decided after the screening and an interview with the child and parents/guardians. Admission is based on the school's assessment of the child's readiness and the parents'/guardians' willingness and ability to cooperate with the UCS program. The school reserves the right to remove any child from its enrollment if it determines that the pre-primary school experience is not suitable for that child or if the child is harmful to other children in the class.

Academic tests for Levels 1-7 are administered on a case-by-case basis if/when vacancies occur. Each child is on probation for the first ten weeks of his/her attendance.

1. Readiness/Academic Ability Screening - A child must, in the judgment of school personnel, appear to be developmentally ready for the educational experience. Basic reading and math tests are given to prospective students entering Levels 1-7. Developmental readiness screenings are conducted at the preschool, prekindergarten and kindergarten levels. The UCS educational program is designed to meet the needs of children whose measured intelligence is within the average range.
2. Siblings - Siblings of children already enrolled in the school will be given preference.
3. Geographic Area - We are committed to serving children on the near West Side of Cleveland. Primary service neighborhoods are Clark Fulton, Detroit Shoreway, Ohio City and Stockyards. Secondary service neighborhoods are Brooklyn Centre, Cudell, Tremont and West Boulevard. Enrollment may be considered from outside these neighborhoods, yet still on the West Side of Cleveland, only if it is necessary to provide a varied cultural, social and economic classroom environment or if the applicant has a sibling enrolled in the school.
4. Near West Side Churches - UCS is committed to maintaining its interdenominational character. The contributions of the school from our founding parishes will be recognized. Active members of St. Malachi, St. Patrick (Bridge)

and St. Wendelin will be given particular consideration in this respect. Active members of churches on the near West Side will be seriously considered for acceptance.

5. Age - Preschool children must be three years old by September 30th; prekindergarten must be four by September 30th; and kindergarten students must be five by September 30th. First grade children must be six years old by September 30th and must have already attended kindergarten.
6. Other Special Cases - Children of current staff members may be given priority for admission. Special cases, when brought to the attention of the president or co-principals, may be given consideration for admission.

FAMILY/CUSTODIAL SITUATIONS

At times, families experience transitions in parental custodial relationships. The following are the procedures followed when dealing with parents in such situations.

TWO-PARENT FAMILIES

It is assumed that both parents are living at the same address unless we have been notified otherwise. All home notices and communications will be sent home with the child. It is assumed that both parents are communicating regarding the child and that all information is shared between the parents. This information includes, but is not limited to, conference appointments, progress reports, discussions with school personnel and financial statements.

FAMILIES EXPERIENCING SEPARATION OR PENDING DIVORCE

All school information will be sent home with the child to whichever parent currently has care of the child. It is assumed this information is shared by the parents and between the parents. Since this situation frequently impacts a child's achievement and interactions at school, parents are asked to inform both the co-principals and teacher of this fact so that appropriate support can be given to the child.

DIVORCE DECREE INVOLVING CLEAR CUSTODY BY ONE PARENT

The co-principals are to be informed by the residential parent of this fact. A copy of the entire decree bearing the case number, including the pages referring to custody and the relationship with the school, and the final page bearing the judge's signature are to be

submitted to the co-principals. Unless the decree indicates otherwise, school communications will be sent home to the residential parent.

Residential parents should understand, however, that unless the divorce decree specifically limits the non-residential parent's right to access to records, the non-residential parent has a right to the same access as the residential parent. We will, unless instructed by a Court Order, release such records upon request to the non-residential parent. "Records" include official transcripts, progress reports, health records, referrals for special services and communications regarding major disciplinary actions. It does not include daily class work and papers or routine communications sent through the children to the home of residence. In these cases, the custodial parent is asked to cooperate with the school and share this information directly with the non-custodial parent.

Further, unless restricted by Court Order, any non-residential parent has the right to attend any school activity of their child that includes sports activities and class programs. Parents should keep each other informed, as well as the school, about these activities to avoid duplication of communications to better attend to the duty of teaching your children.

JOINT CUSTODY

Joint custody or shared parenting agreements entitle both parents access to school personnel and activities. It is assumed that one copy of communications and information will be sent home with the child and that this will be shared by and between parents.

PARENT CONFERENCES IN ALL CUSTODY SITUATIONS

It is preferred and will be the general procedure that one conference appointment be scheduled "jointly" if both parents wish to be present. It is assumed that parents are able to set aside differences and to come together on behalf of their child for this time. A joint conference further insures that both parents are given the same information at the same time thereby avoiding misunderstanding and misinterpretations. In cases where joint conferences are clearly neither possible nor desirable by all parties involved, alternate arrangements may be discussed with the co-principals, subject to the approval of both parents and further reviewed by Urban Community School's legal counsel. Every effort will be made to keep communications open with both parents while, at the

same time, avoiding duplication of services and excessive demands on the teacher's time.

VISITATION

Visitation should generally begin at the home of one of the parents and not at school. It is hoped that visitation arrangements would reflect the sensitivity of both parents to the consistency and routines that foster security in a child and allow for school responsibilities and homework to be taken care of during the school week.

If there are questions concerning the procedures or circumstances that you feel necessitate other arrangements, please contact the co-principals personally.

EXPECTATIONS FOR STUDENTS AND FAMILIES AFTER ADMISSION

REGISTRATION FEE

For families new to Urban Community School, the registration fee is due by the date stated in the acceptance letter. Payment of the non-refundable registration fee guarantees a new student's place on the class roster.

For returning families, the non-refundable registration fee is due in early spring for the following year. In addition to the yearly registration fee, all tuition and fees must be current in order to guarantee the student's place on the class roster.

RELIGIOUS AFFILIATION

Urban Community School welcomes children of all religious denominations. All children are expected to attend religious classes. All families are encouraged to worship at their respective churches.

PARENT/GUARDIAN INVOLVEMENT

Parents/guardians must agree to be actively involved in their child's education. Parent/guardian participation in parent-teacher conferences is mandatory. An observable effort on the part of the parents/guardians to participate in school-sponsored activities is a criterion for the child's continuation in the school (i.e., parent educational meetings).

PARENT/GUARDIAN COOPERATION

The education of your child is a partnership between the family and the school. If, in the opinion of the administration, the partnership is irretrievably broken, the school reserves the right to require you to withdraw your child from the school.

PROBATIONARY PERIOD

Admission/readmission of students is based on a first trimester probationary period.

WITHDRAWAL/READMISSION

Students who withdraw from the school and seek readmittance must receive co-principal approval.

TUITION AND FEE POLICY

Urban Community School is a private, faith-based school. Tuition is based on the cost to educate a child at UCS. Families who believe the tuition level is outside their range of affordability are encouraged to apply for tuition assistance.

Levels K-8 cost and tuition at Urban Community School	\$8,000
Early Childhood, full day	9,500
Registration Fee (per family)	110

1. All families must sign a tuition contract, which lists the tuition, financial aid from UCS and/or participation in the Cleveland Scholarship or EdChoice Program.
 - a. Financial aid from Urban Community School is need based and is determined upon submission of financial documents.
 - b. Participation in the Cleveland Scholarship or EdChoice Program may also limit the family portion of tuition to UCS. Application forms for these programs are available from the Cleveland Scholarship Program website, <http://education.ohio.gov/Topics/Other-Resources/Scholarships/Cleveland-Scholarship-Tutoring-Program> or UCS.
2. Families may choose several payment options based on the FACTS Management Program. Families register with FACTS for payment dates and payment plan. Register online at <https://online.factsmgt.com> or request help from the school office.

3. It is the responsibility of the parent/guardian to notify the co-principals if extenuating circumstances occur that cause an interruption in your tuition payments.
4. Tuition is to be paid in full by June 1st of each year. Students will not be readmitted to UCS if tuition from the previous year is not paid in full.
5. If tuition and all obligations to the school are not fulfilled, progress reports will not be given nor will records be forwarded to new schools, including the records of the graduates. All school materials, including library books, sports uniforms and textbooks must be returned to the school.
6. Families who withdraw from Urban Community School will be refunded tuition on a daily basis if necessary. The total tuition owed to Urban Community School will be divided by the number of days UCS is in session for the school year. The amount will then be multiplied by the number of days UCS has been open prior to the student's withdrawal. This will be the total amount owed to UCS.

SCHOOL HOURS/ARRIVAL/DISMISSAL/ LEAVING PREMISES

SCHOOL HOURS

Classes for ECC and Elementary students begin at 8:15 am. Classes for Middle School students begin at 8:00 am. Dismissal is 3:00 pm on Monday, Tuesday, Wednesday and Friday.

Every Thursday, there will be an early release. Dismissal is at 2:30 pm.

Half-day students in Montessori Preschool and Pre-Kindergarten are dismissed after recess and lunch at 12:15 pm.

ARRIVAL AND DISMISSAL TRAFFIC PATTERN

Students may be dropped off between 7:35 am and 8:15 am according to the following traffic pattern. Student supervision begins at 7:35 am. Classes for Middle School students begin at 8:00 am and classes for ECC and Elementary students begin at 8:15 am. Students should enter the building by the front doors at the base of the glass tower. These outside doors will be locked at all times. Students and families need to ring the buzzer to gain admittance to the school building.

To ensure student safety and a smooth flow of traffic, please follow the procedure listed below for morning drop-off and afternoon pick-up.

Drivers are prohibited from driving south on West 48th Street during posted times. Turn south onto West 47th Street from Lorain Avenue. West 47th Street ends at Turn Avenue (that is the name of the street). Turn west (right) onto Turn Avenue. Turn right onto West 48th Street. Turn left into the second driveway in front of Urban Community School. You will be entering the driveway and moving in a counterclockwise direction. In order to keep the traffic moving safely, students may be dropped off on the circle by the glass tower. Cars continue around the driveway turning right onto West 48th Street. **Please note:** There will be temporary barriers set up during drop-off and pick-up times in order to maintain student safety and assist with proper traffic patterns.

When leaving the circle, you may only turn right onto West 48th Street. If it is necessary for you to park and enter the school building, please follow the directions above and **instead** of turning left into the second UCS parking lot, turn right into the **fenced** parking lot on the east side of West 48th Street. You may then cross West 48th Street and enter the front doors at the glass tower. If you are parking and walking your child/ren around campus, please be sure to cross the street with the crossing guard.

EARLY DISMISSAL/LEAVING THE PREMISES

When a parent/guardian asks to have a child excused early from school, the parent/guardian must contact the front office (email, phone or note). Please indicate the reason the child is to be dismissed and the name of the person picking up the child. **The person picking up the child must go to the school office and sign to have the child released from school.**

For safety reasons, children are not permitted to leave the school at any time for any purpose without permission from one of the co-principals and written permission from a parent/guardian.

EMERGENCY SCHOOL CLOSING

In the event of severe weather conditions, hazardous road conditions, failure of major utilities or other emergencies, Urban Community School will follow the closing decisions of Cleveland Metropolitan School District. Please watch the TV for these announcements. We also send out notices via phone, texts and emails through School

Messenger regarding school closings. You will receive an Email Alert Form at the beginning of the school year which you must fill out and return so you can receive these notices.

BREAKFAST/LUNCH PROGRAM

Urban Community School offers a School Breakfast/Lunch Program. The Federal Government subsidizes the cost of meals which drives the amount to be charged. Families are encouraged to apply for free meals or reduced prices if they fall within the income guidelines set forth by the Federal Government.

Prior to each month, menus will be posted online. The cafeteria manager will provide specific information about the breakfast/lunch program at the beginning of the school year.

If students are going to participate in the breakfast program, parents are to drop students off in the same traffic pattern as outlined in this handbook. Breakfast is served from 7:35 to 8:05 am. After the students have finished breakfast, the students will be dismissed by a program monitor.

Children are to show respect to the adult supervisors on duty in the cafeteria and on the playground.

NUTRITION POLICY

Food will only be eaten in the cafeteria, not in classrooms, library or gymnasium.

Clear water bottles are permitted in the classrooms. In addition, each classroom will have running water and cups should a drink of water be needed.

Urban Community School is a soda, pop and carbonated beverage-free zone. Students are not to bring these drinks to school. Students will not be permitted to consume these types of drinks at UCS.

Students who choose to bring snacks for lunch are encouraged to bring healthy items to eat.

Birthday snacks will no longer occur in the cafeteria during lunch time. We encourage non-edible treats or healthy snacks which should be prepared to send home at the end of the day.

Gum is not permitted in school.

UCS BUS SCHEDULE

We encourage families to utilize the UCS bus. If your child is to be picked up/dropped off at St. Malachi or St. Patrick, please drive to the specific building to pick them up. St. Malachi and St. Patrick are only one mile apart. Supervision is not provided for students at these locations.

Morning Bus Schedule:	7:30 am	Bus leaves St. Malachi
	7:45 am	Bus leaves St. Patrick
Afternoon Bus Schedule:	3:10 pm	Bus arrives at St. Patrick
	3:15 pm	Bus arrives at St. Malachi

BUS SAFETY RULES

Boarding the bus - Each student must line up, wait until the bus has stopped completely, use the handrail and sit in an assigned seat.

On the bus - After boarding the bus, the student must stow and not open carry-on items as directed by the driver and ride the bus without being excessively noisy. The student is **NEVER** to put anything out of the window. The student must **REMAIN SEATED** until the bus has stopped.

Disembarking the bus - Each student must exit without pushing or leaving anything behind.

UCS bus rules - The rules are posted in the bus. Consequences for disregarding the bus rules are as follows:

1. First offense results in a written warning which must be signed by parent or guardian.
2. Second offense results in a week's suspension of bus privileges.
3. Third offense results in loss of bus privileges for an entire year.

THESE RULES INCLUDE RIDING THE BUS ON FIELD TRIPS.

Parents will be responsible for transporting any child who has forfeited his privilege to ride the bus to and from school or on field trips.

In the event the UCS bus is not operating, parents are responsible for providing transportation to and from school.

UCS BUS RULES

1. Observe classroom conduct.
2. Be courteous, use respectful language.
3. Eating, drinking or chewing gum is not permitted.
4. Keep the bus clean.
5. Cooperate with the driver.
6. Treat the bus and equipment with respect.
7. Stay seated and face the front.
8. Keep head, hands and feet inside bus.
9. Keep hands, feet and body to self.
10. Keep carry-on items closed.
11. Cell phone use is not permitted on the bus.

TRANSPORTATION OPTIONS THROUGH CMSD

The Cleveland Metropolitan School District (CMSD) provides parents with two transportation options throughout the school year if you live one or more miles from school. Parents of students in Levels K-6 can fill out a form for "Reimbursement in Lieu of Transportation" at the CMSD location on Ridge Road. Parents of students in Levels 7-8 can fill out a form so the student receives an RTA pass to be used on school days between certain hours. Letters are sent home at the beginning of each school year regarding these options. Paying close attention to these letters is critical as there are deadlines that have to be met.

DAYCARE VANS

Some parents choose to have their child/ren at a daycare facility before and/or after school. Check with the daycare to see if they provide van service to and from school.

TRANSPORTATION POLICY

Parents are asked to fill out a transportation form each year detailing the way in which your child/ren will go home at the end of the day. The choices are car rider, walker, UCS bus, daycare provider or RTA bus rider.

If your child/ren stays for an aftercare program or group activity, it is important to be prompt in picking them up. Teachers overseeing group activities will bring students outside for pick-up. For aftercare programs, parents must come into the office to either sign their child/ren out or have them paged to come to the office.

ATTENDANCE/TARDIES/ABSENCES

Regular attendance and punctuality are essential for success in school and necessary for success in life. Each student at Urban Community School has the responsibility to attend all classes regularly and on time. All children must be picked up from school on time.

EFFECTS OF TARDIES/ABSENCES ON A CHILD'S LEARNING

Numerous research studies have shown that school tardiness has a negative impact on learning outcomes. By the mere nature of arriving late and missing school hours, students receive fewer hours of instruction than students who are in class when the bell sounds. Not only does a student who is consistently arriving late to school establish bad punctuality habits, their tardiness also disrupts the learning of other students in their classes. Researchers have also found that students who are frequently late to school often miss out on important opening announcements and academic activities. Arriving late to school can also mean that students miss out on activities designed to build connections with their peers, potentially impacting their social interactions and creating a greater sense of alienation from their classmates. Make sure that your child/ren arrives on time to school each and every day!

ABSENCES

Parents must notify the school office by phone by 8:15 am each day that their child will not attend UCS. If no one answers, leave a message on voicemail. Please include the child's name, homeroom and reason for absence. Excessive absences may lead to retention.

School Phone Number: 216-939-8330

If a student is out for three consecutive days, a written excuse must be submitted to the front office.

EXCUSED ABSENCE

An absence is excused if it is followed by communication from the parent/guardian for the following reasons or a medical release signed by a doctor will be honored as an excused absence. These signed excuses should be in the office no later than the day following the absence.

1. Personal illness.
2. Critical illness in the family (substantiated by doctor's statement).
3. Death of parent, guardian, grandparent or person close to the family.
4. Severe inclement weather at the discretion of the parent.
5. Observance of religious holidays.
6. Discretion of the principal and parent.
7. Subpoenaed court appearance.

UNEXCUSED ABSENCE

An absence is unexcused if it has not been communicated by the parent/guardian.

Any child who is absent an excessive number of days or who is consistently tardy will be considered truant and may be asked not to return to Urban Community School. We cannot successfully teach a child who is not in class.

1. Truant students will be reported to the authorities.
2. Each case will be handled individually.

While permission may be given to keep a dentist/doctor appointment during school hours, parents are encouraged to make these appointments for times other than class hours. **Every absence slows the progress of a child's schoolwork.**

A student's attendance will be calculated by the number of hours they are present in school each day. If they miss the whole day, they will be marked as one day absent. If a child is tardy and/or leaves school early, their hours spent in school that day will determine if it is a tardy or half-day absence.

The Ohio Truancy Law defines habitual and chronic truancy. A habitual truant is a child of compulsory school age who is absent without legitimate excuse.

Under the Ohio Revised Code 3321: School Attendance; It is the obligation of the school to investigate truancy, failure of parent, guardian or responsible person to cause child's attendance at school. Upon investigation, school personnel can file a complaint in the juvenile court within the county that the student resides.

If a child is absent three days within one trimester without proper doctor's notice supporting the absence, the parent and/or guardian will receive notification from the student's homeroom teacher or a school administrator. If a child is absent five times within one trimester without proper doctor's notice, the parent and/or guardian will receive written notification of the days absent by the school co-principals. If the child is absent beyond five times without medical documentation supporting days absent, further disciplinary action may be taken.

TARDIES

ECC and Elementary School begins at 8:15 am. Middle School begins at 8:00 am. Students who arrive after that time must go to the office for a tardy pass to take to their classroom. The front doors are locked at 8:15 am and the students must press the buzzer to gain entrance into the building. If a student is late, their time will be noted in the attendance record to determine if they are tardy or absent one-half day.

If a child is tardy five times within one trimester without proper doctor's notice, the parent and/or guardian will receive written notification of the days tardy by the student's homeroom teacher. If the child is tardy beyond ten times without medical documentation supporting days tardy, further disciplinary action may be taken.

MAKE-UP WORK DUE TO ABSENCE

Students are responsible to ask the teacher for missed work when they return to school from an absence. A reasonable amount of time will be given to the student to return the completed work to the teacher.

ABSENCE DUE TO FAMILY VACATIONS

Families are encouraged to plan vacations to correspond with the school vacation schedules. Students absent from school due to family travel may ask their teachers for their work when they return to school. Teachers **will not** give school assignments to students before they go on vacation. Make-up work must be returned to the teacher in a timely manner.

HEALTH INFORMATION

On entry to Urban Community School, parents/guardians of students are required to submit both a physical examination form completed and signed by a physician and a record of his/her immunizations. If the child's immunizations are not up to date as required by State Law, he/she will have 14 days to meet those standards after which he/she will be excluded from school until the requirements have been met. Physical examination forms and copies of the immunizations required by the state are available by contacting the school office.

Preschool children are required by law to have physical examinations each year.

A physical examination form is given to the parents when the child is registered and at the end of each school year. The completed form must be received by the school office before the child may start school.

Parents should encourage good nutrition and proper rest so that children come to school each day prepared to learn. Parents are urged to inform the school of a child's changing health needs.

CHILDREN WHO GET SICK OR ARE INJURED WHILE AT SCHOOL

Since Urban Community School has no facilities for sick children, the child must be sent home if he/she becomes ill at school. Parents must be available to be contacted when children are sick. In addition, parents are required to list on the **Emergency Health Card** the names of two other persons who may be contacted if the parent is unavailable. **Parents must notify the office immediately if there is a change of phone number or address for anyone listed on the Emergency Health Card.**

When a child becomes ill at school, the parent or a person designated by the parent on the Emergency Health Card will be notified. It is the parent's responsibility to provide transportation. **An ill child may not walk home or take public transportation.**

In the event of an emergency that requires the child to go to a hospital emergency room, an effort will be made to notify the parent immediately so he/she can meet the child at the hospital. The school is required to have on file an **Emergency Medical Authorization Form** for children who become ill or injured when under school authority in the event that parents or guardians cannot be reached for the purpose of giving consent for treatment.

MEDICATION POLICY

Students requiring medication including over-the-counter medications during the period when they are under the direct supervision of the school will be permitted to administer the medication to themselves, in the presence of a school employee, provided the following procedure is followed.

1. Parent/guardian notifies the teacher of the child's need for medication.
2. Parent/guardian submits a written order from the doctor requesting the medication be given at school. In addition, the parent/guardian must complete the form and sign it giving permission to have the medication administered at school. This form must be complete and on file before the medication can be administered. **THERE ARE NO EXCEPTIONS TO THIS RULE. A sample medication form is found at the end of this handbook.** Additional forms are available in the school office. The completed form may be faxed to the UCS office at 216-939-8324 by the physician.
3. The medication is brought to school by the parent/guardian in the original container. The following information should be included on the container: the child's name, name of medication, dosage amount and the time it is to be taken.
4. The student is responsible for reporting to the school office to take the medication at the prescribed time. Exception: If directed by the physician and written on the permission form, the student may carry his/her rescue inhaler or EpiPen on his/her person. It is then the student's responsibility to let school personnel know they took their medication. The parent/guardian is responsible for making sure that the medication is available at school and for notifying the school if the physician's order has changed. In addition, parents/guardians should note the expiration date of the medicine sent to school so that they know when to update the prescription.
5. The medication form must be updated annually.

ILLNESSES

A child should not be sent to school if he/she is ill or potentially contagious. When a child is absent from school, a parent must call the office by 8:15 am indicating the reason for the child's absence.

Listed below are guidelines to help parents decide whether or not to send the child to school.

1. Colds - The child should remain at home if he/she has a fever, is too uncomfortable to pay attention or to do schoolwork or has a cough that will interfere with classroom activities. The child should be fever-free 24 hours before returning to school.
2. Ear and Sinus Infections - These can occur after a cold. These conditions should be treated by a doctor. The child may come back to school 24 hours after he/she has been on an antibiotic or as soon as the pain and fever are gone.
3. Sore Throats - If the child has a sore throat accompanied by a fever or swollen glands in the neck, he/she should have a throat culture. The doctor will indicate when the child may return to school. In the case of strep throat, the child must be on antibiotics for 24 hours before returning to school.
4. Diarrhea - The child may return to school when diarrhea is gone. If there has been a fever, the child must be fever-free for 24 hours.
5. Vomiting - The child may return to school when vomiting has stopped and he/she can take fluids and food, again usually 24 hours.
6. Chickenpox - The child is contagious until no new sores are breaking out and the old sores have formed dry scabs. This usually takes five days to one week. The child should remain at home until then.
7. Pinkeye - The child must see a doctor for this eye infection. Depending on the cause, the doctor will decide how long the child should remain at home.
8. Pinworms - The child must be seen by a doctor. Treatment is simple and there is usually no need to miss school.
9. Skin Infections - The child must be seen by a doctor who will indicate he/she may return to school. Parents/guardians are requested to submit a note from a doctor confirming that the child is not contagious.
10. Lice - Children with lice or nits (louse eggs) must not come to school until treated and **UNTIL THE HEAD AND HAIR ARE COMPLETELY FREE OF LICE AND NITS**. This process should not take more than one or two days. The school nurse can provide advice on treatment and the removal of nits. When the head is completely clear of lice and nits, a parent/guardian must accompany the child to school and remain with the child until the head is checked. In order to prevent recurrence, parents must launder all items which come in contact with the child's hair.
11. Contagious Disease - Parents must notify the office if the child is diagnosed with a contagious illness.

In addition to the above guidelines, for students in our Pre-Kindergarten program, other situations warrant a child's removal from class and isolation from classmates and communication with parent/guardian to pick up child from school.

1. Severe coughing in which a child may become blue or red in the face and/or make a whooping sound.
2. Rapid breathing.
3. Stiff neck.
4. Elevated temperature of 100 degrees or higher.
5. Unusual dark urine or gray or white stools.
6. Yellow skin or eyes.

If a student registers an elevated temperature but below 100 degrees, or has spots or a rash on his/her body, they should be removed from class. Parents should be called to have the child picked up at some time during the day.

AIDS POLICY

Children with Acquired Immune Deficiency Syndrome (AIDS), infected with Human Immunodeficiency Virus (HIV), enrolled or seeking enrollment, shall be permitted to attend school or classroom settings provided:

1. The health of the child as documented by his/her physician allows participation in regular academic activities.
2. The child behaves in an acceptable manner that would not cause spread of the disease or in any way put others at risk.
3. The child does not have open sores, skin eruptions or any other condition which prevents his/her control of bodily secretions.
4. There are periodic evaluations of the child's physical condition with written certification from his/her physician allowing continued participation in regular academic school activities.

The co-principals will confer with appropriate persons and consult with the Diocesan Superintendent of Schools before reaching a decision on each individual case.

Parents and guardians have the obligation to report to the school administration when any child has been diagnosed as having AIDS (Acquired Immune Deficiency Syndrome), ARC (Aids Related Complex) or other illness caused by HIV (Human Immunodeficiency Virus), the virus that causes AIDS, also known as HTLVIII or LAV.

In order to protect confidentiality, when a child with AIDS is admitted to school, personnel will be made aware of the condition to the minimum necessary to assure proper care of the child.

Based on the condition of the child and the expected type of interaction with others, the co-principals, after consultation with the proper authorities, may limit the child's participation in school activities.

PREGNANCY POLICY

All possible means will be employed to assist a student to complete the course of studies, to graduate with her class and to continue within the school setting in as normal a manner as possible. Everyone involved, including the student(s), should recognize that pregnancy is not a usual event in the school setting and that adjustments will have to be made. Mutual cooperation is required of all: administrators, faculty, families and the student(s).

The school assists the student in obtaining counseling, receives notes from the doctor to assist in determining involvement in school activities, respects the confidentiality of all involved and places no moral judgment on those involved.

In general, there should be no activities on the school premises relating to the pregnancy (such as a baby shower) nor will the student be permitted to bring the child to school during regular class hours.

Nothing in this policy excludes the possibility that for other reasons, a decision will be made to dismiss a student from school or require that the student finish the educational program in some part-time or adjusted-time manner. Nor does this policy exclude a decision for other reasons to remove a student from a school activity or program based on the criteria of school management or school discipline.

NOTE: THE ENTIRE AIDS/PREGNANCY POLICIES ARE AVAILABLE IN THE PRINCIPAL'S OFFICE.

STUDENT BEHAVIOR CODE

Urban Community School recognizes that effective learning cannot occur without an approach to student behavior which stresses self-discipline consistent with the maturity

level of the students. Discipline, which reflects the school's policy of nonviolence, exists to promote an atmosphere favorable to concentration, attention, reflective thinking and creativity. Discipline is also a positive attempt to help all students realize that they are important, worthwhile and capable of learning. In classroom management, teachers always endeavor to be kind, firm, just, consistent, impartial and sensitive to the needs of the individual child.

The following student behaviors will be considered inappropriate and will require corrective action. The list includes, but is not limited to:

1. Disruption of school environment, fighting, abusive language, repeated acts of misconduct.
2. Disrespect for rights of others.
3. Disrespect for property.
4. Physical confrontations.
5. Insubordination, failure to respond to staff directives.
6. Running and throwing things.
7. Talking during safety drills.
8. Conduct on the bus which endangers the safety of the driver and/or the children.
9. Profane, obscene, threatening or vulgar language.
10. Possession, attempted sale or transmission or use of dangerous or illegal material and replicas (i.e., drugs or drug paraphernalia, hallucinogens, controlled substances, alcohol, smoking or chewing tobacco, weapons and look-alike weapons).
11. Gang involvement/activities.
12. Violation of school cell phone policy, devices/tablets brought from home.
13. Behavior occurring outside of the school day and not related to a school-sponsored activity which is in direct violation of the philosophy of the school.

Acceptable corrective measures which may be used when self-discipline is lacking and behavior is inappropriate:

1. Warning.
2. Personal interview with student.
3. Measures to change unacceptable behavior in the classroom include:
 - a. Behavior checklists.
 - b. Completing a Student Action Plan.
 - c. Extra assignments.

- d. Loss of privileges such as field trips, recess, etc.
 - e. Time after school with parent/guardian notification.
 - f. Isolation from group but always within sight of school personnel.
 - g. In-school suspension/isolation from group and loss of privileges. Students suspended in school or out of school may not participate in extracurricular activities for one calendar week from the date of suspension.
4. Conference with parent/guardian, teacher and co-principal.
 5. Confiscation of any objects including, but not limited to, dangerous or illegal materials (see #10 above) or communication devices (see #12 above) or other items deemed inappropriate. This includes all classroom/bathroom areas including, but not limited to, desks and lockers. These are considered the property of the school and subject to search at any time. Confiscated items may be retained to the end of the school year.
 6. Interventions - Parenting classes or professional counseling for the student, the family or both.
 7. Suspension - Parent/guardian is called and arrangements are made to remove the child from school for a limited time period.
 8. Expulsion - Expulsion of a student from school is a serious matter. In some cases, the administration may deem an action by a student so severe that it would result in immediate expulsion from school. The decision is the right and responsibility of the administration.

MONTESSORI PRESCHOOL AND PRE-KINDERGARTEN PROGRAM BEHAVIOR PLAN

In addition to the Student Behavior Expectations noted above, the following behavior management/discipline policies are in effect in our Montessori Preschool Program and our Pre-Kindergarten Program at Urban Community School.

1. The preschool staff member in charge of a child or a group of children is responsible for their discipline.
2. Constructive, developmentally appropriate child guidance and management techniques are used at all times. They shall include such measures as redirection, separation from problem situations, talking with the child about the situation and praise for appropriate behavior.
3. Urban Community School's actual methods of discipline apply to all persons on the premises.

- a. Cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, skaking, spanking or biting are not permitted.
- b. Discipline will not be delegated to any other child.
- c. Physical restraints will not be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child can regain control.
- d. Children will not be placed in a locked room or confined in a closed area such as a closet, a box or a similar cubicle.
- e. Children will not be subjected to profane language, threats, derogatory remarks about himself or his family or other verbal abuse.
- f. Discipline shall not be imposed on a child for failure to eat, failure to sleep or for toileting accidents.
- g. Techniques of discipline will not humiliate, shame or frighten a child.
- h. Food, rest or toilet use will not be used as a form of discipline.
- i. Separation, when used as a discipline technique, will be brief in duration and appropriate to the child's age and developmental ability. The child will be within sight and hearing of a preschool staff member in a safe, lighted, well-ventilated space.
- j. UCS will protect children from abuse and neglect and not abuse or neglect children while in attendance in the preschool program.

All parents and staff members are given a copy of the discipline policy.

In addition at Urban Community School, we use four levels of social development to help us teach our students how to succeed at school and in life. The first two levels are not acceptable at school.

1. **Anarchy** is the absence of order and is characterized by chaos.
2. **Bullying or Bossing** which is characterized by bothering or bossing others which breaks our standards at school.

The top two levels are both acceptable at school:

1. **Cooperation** is when a person is considerate and complies with requests but the motivation is external - either from peers or adults.
2. **Democracy** is our goal for all students. This level is characterized by self-discipline, initiative and displaying responsibility because it is the right thing

to do. A person's motivation is internal and this is the highest level for which we strive.

By teaching students what it means to function successfully in a democracy, we believe that we are supporting students in learning how to make good choices.

GANG POLICY

Youth gangs and gang-related activity are prohibited. A gang is any non-school sponsored group, usually secret and/or exclusive in membership, whose purpose or practices include unlawful or antisocial behavior or any action that threatens the welfare of others.

Gang activity includes:

1. Recruitment, initiation, a manner of grooming, hairstyle and/or wearing of clothing, jewelry, head coverings or accessories which, by virtue of color, arrangement, trademark or other attributes denote membership in a gang.
2. Displaying gang markings or slogans on school or personal property or clothing, having gang tattoos or possessing literature that indicates gang membership.
3. Fighting, assaulting, hazing, extorting, establishing turf, using hand signals, gang vocabulary and nicknames.
4. Possession of alcohol, drugs, drug paraphernalia, attendance at functions sponsored by a gang or known gang members exhibiting behavior fitting police profiles of gang-related drug dealing, being arrested or stopped by police with a known gang member, selling or distributing drugs for a known gang member, helping a known gang member commit a crime or any other action directly resulting from membership or interest in a gang.

Consequences - If a student is suspected or identified as being a member of a gang, shows interest in joining a gang, initiates or participates in any gang-related activities or has been approached for recruitment, any or all of the following steps may be taken:

1. Parents/guardians will be contacted immediately and appropriate intervention initiated.
2. A behavior contract will be prepared stating the conditions for the student to remain in school.
3. Police, juvenile court and other appropriate authorities will be notified of violence and/or illegal activities.

4. Student may be suspended and/or expelled as outlined in the school discipline policy.
5. Parents/guardians and student will be held liable and financially responsible for all forms of vandalism.

Related Policies - In order to prevent the onset of gang-related activity, the following related policies will be strictly enforced:

1. Dress code as defined in the Parent/Student Handbook.
2. The right of school authorities to search lockers, student desks and, upon request, personal property, if suspicion of gang involvement exists.
3. Parent/guardian cooperation is necessary in not permitting children to host/attend unsupervised parties or activities.

Prevention - In order to assist students in the development of positive self-esteem, decision-making skills and social values, educational programs and activities will be provided as judged to be appropriate by the faculty. These may include, but are not limited to, guidance programs, parent education programs and social activities that foster positive group identification and behavior.

WEAPONS POLICY

The definition of a weapon includes, but is not limited to, objects capable of inflicting harm and explosive devices designed to expel air or gas-propelled projectiles.

Urban Community School prohibits the use, attempted use, possession, sale or discharge of any weapon, look-alike weapon or explosive device in the school, on school grounds or at school-sponsored activities. Students may not bring toy weapons or replicas to school. This policy applies to all students, participants in school programs, teachers, administrators and other personnel in the school.

This policy includes, but is not limited to, any weapons, look-alike weapons, objects used as a weapon, objects capable of inflicting harm, firearms, knives or explosive or incendiary devices. As defined by state law, a deadly weapon is “any instrument, device or thing capable of inflicting death and designed or specifically adapted for use as a weapon, possessed or carried or used as a weapon” (Ohio Revised Code 2923.11A). Firearms shall include any loaded or unloaded gun of any caliber or type. This prohibition also includes any pistol, rifle or other device that uses air or gas-propelled projectiles. Persons licensed to carry a concealed handgun (O.R.C.

2923.126B) may **NOT** carry a concealed handgun into or onto a school safety zone, including a school building, school premises, a school activity or a school bus.

Violations of this policy will warrant notification to the police, immediate suspension and possible expulsion. If possession of a weapon is suspected, the co-principals or other administrator will immediately contact the police department. If it is determined that this policy has been violated, the parents/guardians of the offender shall be immediately contacted and must cooperate with the disciplinary process.

The **disciplinary process** includes, but is not limited to, immediate in-school or out-of-school suspension, pending investigation and resolution. Parents/guardians may be required to sign a probation contract that includes all conditions of the student's retention at school. The student may be required to participate in professional counseling and a community program addressing youth violence. The student may be suspended from extracurricular activities and any other conditions deemed appropriate by the administration of Urban Community School.

STUDENT THREAT POLICY

1. Any and all student threats to inflict any harm to self or others will be immediately taken seriously.
2. Whoever hears the threat should immediately report it to the co-principals.
3. Police may be notified immediately.
4. If necessary, the student should be kept in the co-principal's office under supervision until the police arrive.
5. The parents/guardians of the student who has made the threat shall be immediately notified.
6. Any adult or the parents/guardians of any student who has been verbally mentioned as a potential victim or listed in writing as a potential victim shall be notified immediately.
7. The student may be suspended and not be considered for readmission to school until a comprehensive mental health evaluation/risk assessment has been conducted by a psychiatrist/psychologist (Ph.D.). If a psychiatrist performs the primary evaluation, he/she shall determine the necessity to utilize a psychologist for psychological consultation and/or testing. If a psychologist performs the primary evaluation, he/she shall determine the need for psychiatric consultation. The evaluation shall comply with the provisions of O.R.C. 2305.51.
 - a. The co-principals shall provide the mental healthcare professional (psychiatrist and/or Ph.D. psychologist) with all the relevant facts

including, but not limited to, aggressive behavior, details of the threat as known to the co-principals, copies of any drawings or writings, disciplinary history of the student, behavioral concern and the names of any known victims or potential victims.

- b. The co-principals shall receive a written, comprehensive, detailed evaluation and report and a documented treatment plan in accordance with O.R.C. 2305.51 from the mental healthcare professionals stating the basis (factual and risk factors and testing results) upon which he/she determines that the student does not pose a danger to self or others.
 - c. The report shall also address the concerns raised by the co-principals to the mental healthcare professional. The evaluation and report shall be made available to the co-principals who will share them with legal and/or mental healthcare consultants and administration assisting the co-principals in his/her education regarding the readmission of the student to school.
 - d. The mental healthcare professional (psychiatrist and/or Ph.D. psychologist) shall provide a follow-up assessment of the student within 30 days if the student is readmitted to school and shall provide the co-principals with a copy of the follow-up assessment and/or evaluation and shall inform the co-principals if therapy, counseling and/or treatment will be needed and/or provided.
8. Counseling should be made available to children who are victims of the threatening behavior or who observed the threatening behavior if it is determined such counseling is needed and parental permission is granted.
 9. Documentation from the mental healthcare professional concerning any student is to be placed in a separate, confidential file and should not be a part of the student's academic/disciplinary file with access only by the administration. This documentation may be kept for a period of one year beyond the time when the child leaves the school as a result of expulsion, withdrawal by parent/guardian, graduation or non-readmission before being destroyed.

ANTI-HARASSMENT, INTIMIDATION AND BULLYING POLICY

Urban Community School teaches belief in the sanctity of human life and the inherent dignity of the human person. We believe that all students, school employees and volunteers have a right to a safe and healthy school environment. All members of the school community, in turn, have an obligation to promote mutual respect, tolerance and acceptance.

Harassment, intimidation or bullying behavior by any student/school personnel in Urban Community School is strictly prohibited and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Harassment, intimidation or bullying", in accordance with House Bill 276, means any intentional written verbal, graphic or physical acts including electronically transmitted acts, i.e., Internet, cell phone, personal digital assistant (PDA) or wireless hand-held device, either overt or covert, by a student or group of students toward other students/school personnel with the intent to harass, intimidate, injure, threaten, ridicule or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop that a reasonable person under the circumstances should know with the effect of:

1. Causing mental or physical harm to the other student/school personnel including placing an individual in reasonable fear of physical harm and/or damaging of student's personal property; and
2. Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student/school personnel.

Urban Community School will not tolerate behavior that infringes on the safety of any student, school employee or volunteer. A student, school employee or volunteer shall not intimidate or harass another student, school employee or volunteer through words or actions whether in the classroom, on school property, to and from school or at school-sponsored events or from any computer not on school property.

DEFINITION

"Harassment, intimidation or bullying" means any intentional written, verbal, graphic or physical act that a student or group of students, school employee or volunteer exhibited toward another particular student, school employee or volunteer more than once and the behavior both which:

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

Such behavior includes overt intent to ridicule, humiliate or intimidate another student, school employee or volunteer. Examples of conduct that could constitute prohibited behaviors include:

1. Physical violence and/or attacks.
2. Threats, taunts and intimidation through words and/or gestures.
3. Extortion, damage or stealing of money and/or possessions.
4. Exclusion from the peer group or spreading rumors.
5. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/online sites (also known as “cyberbullying”), such as the following:
 - a. Posting slurs on websites where students congregate or on web logs (personal online journals or diaries).
 - b. Sending abusive or threatening instant messages.
 - c. Using camera phones to take embarrassing photographs of students and posting them online.
 - d. Using websites to circulate gossip and rumors to other students.
 - e. Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

PROCEDURE FOR THE ALLEGED VICTIM

1. Communicate to the harasser that the individual expects the behavior to stop if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor or co-principal to help.
2. If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
 - a. Tell a teacher, counselor or co-principal.
 - b. Write down exactly what happened, keeping a copy and giving another copy to the teacher, counselor or co-principal.
 - c. Explain what, when and where it happened.
 - d. Who was involved.
 - e. Exactly what was said or what the harasser did.
 - f. Witnesses to the harassment.
 - g. What the student said or did, either at the time or later.
 - h. How the student felt.
 - i. How the harasser responded.

COMPLAINT PROCEDURE

Urban Community School expects students and/or staff to immediately report incidents of bullying to the co-principals or his/her designee. Staff members are expected to

immediately intervene when they see a bullying incident occur. “A school employee, student or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy if that person reports an incident of harassment, intimidation or bullying promptly in good faith and in compliance with the procedures specified in the policy” (ODE Model Policy Rev. 03/05/14/07 #2.2.11). The co-principal, upon receiving a complaint, must notify parents or guardians of any student involved in a prohibited incident and must provide access to any written reports pertaining to the prohibited incident within the spirit of the Ohio Revised Code 3319.321 and the Family Educational Rights and Privacy Act of 1974 as amended.

The co-principal may appoint an investigator. The complainant completes an **Anti-Harassment/Bullying Complaint Form**. Any evidence of the harassment including, but not limited to, letters, tapes and pictures should be turned over to the investigator. Each complaint of bullying should be promptly investigated. The investigator, with the approval of the co-principal, or the co-principal has the authority to initiate an investigation in the absence of a written complaint.

Any witness to the event is encouraged to complete an **Anti-Harassment/Bullying Witness Disclosure Form**. Information received during the investigation is kept confidential to the extent possible.

Urban Community School prohibits retaliatory behavior against any complainant, witness or any participant in the complaint process. Any person who engages in bullying may be subject to disciplinary action up to and including expulsion.

INVESTIGATION PROCEDURE

It is imperative that harassment, intimidation or bullying be identified only when the specific elements of the definition are met because the designation of such prohibited incidents carry special statutory obligations. However, misconduct by one student against another student, whether appropriately defined or not, will result in appropriate disciplinary consequences for the perpetrator.

In evaluating whether conduct constitutes harassment, intimidation or bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim and the motivation, either admitted or appropriately inferred.

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the co-principal. The investigator will provide a copy of the findings of the investigation to the co-principal.

RESOLUTION OF THE COMPLAINT

Following receipt of the investigator's report, the co-principal may investigate further, if deemed necessary, and make a determination of any appropriate additional steps that may include discipline. Prior to the determination of the appropriate remedial action, the co-principal may, at the co-principal's discretion, interview the complainant and the alleged harasser. The co-principal will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The co-principal will maintain a log of information necessary to comply with Ohio Department of Education reporting procedures.

POINTS TO REMEMBER IN THE INVESTIGATION

1. Evidence uncovered in the investigation is confidential.
2. Complaints must be taken seriously and investigated.
3. No retaliation will be taken against individuals involved in the investigation process.
4. Retaliators will be disciplined up to and including suspension and expulsion.

CONFLICTS

If the investigator is a witness to the incident, an alternate investigator shall be appointed to investigate.

SEXUAL HARASSMENT POLICY

The administration and staff of Urban Community School believe that all employees and students are entitled to work and study in school-related environments that are free of sexual harassment. Urban Community School will not tolerate harassment of any type and the appropriate disciplinary action will be taken. Disciplinary action may include suspension or expulsion.

Examples of peer sexual harassment include, but are limited to, verbal or written taunting, bullying, other offensive, intimidating or hostile conduct, stories, pictures, cartoons, drawings or objects which offend, annoy, abuse or demean an individual or group.

PROCEDURES TO FILE A SEXUAL HARASSMENT COMPLAINT

Students or employees who believe they have experienced sexual harassment shall report such matters to the co-principals who shall be the investigators for sexual harassment complaints.

1. A complaint of sexual harassment is to be made to the co-principals or other designated impartial administrator. The complaint shall be as specific as possible regarding details. If the complaint is made by an employee, it shall be in writing.
2. The co-principals or other impartial designee shall immediately investigate the complaint and shall make written notations of the specific allegations.
3. Information to be acquired during the investigation of the complaint shall include names of witnesses, date(s), times and the specific charge of sexual harassment.
4. The need for confidentiality shall be stressed.
5. No reprisals will be tolerated against complainant(s), witness(es) or of individual(s) involved in the investigation.
6. The co-principals shall make a prompt determination regarding any disciplinary action. Notice shall be made to the parties regarding the disposition of the investigation consistent with the mandates of the Family Educational Rights and Privacy Act.

SEXUAL HARASSMENT INVESTIGATION PROCEDURE

Upon receiving a complaint from either a student or a school employee, the co-principals shall discuss the allegations with the complaint-victim to obtain a statement of the facts (i.e., what occurred, when, where, by whom, names of witnesses). All complaints are to be taken seriously. It is the responsibility of the co-principals to investigate promptly and impartially all claims of sexual harassment and to take appropriate and equitable action.

Parties shall be given an opportunity to present witnesses or other evidence during the investigation.

Information regarding an investigation of sexual harassment shall be confidential to the extent possible and those individuals who are involved in the investigation shall not discuss information regarding the complaint outside the investigation process.

No one shall retaliate against any employee or student because he/she filed a sexual harassment complaint, assisted or participated in a sexual harassment charge or because he/she has opposed language or conduct that violates this policy.

Retaliation will result in discipline.

If the investigator is the alleged harasser or witness to the incident, an alternate investigator shall be designated.

When a crime has been committed, the local police department shall immediately be notified by the designated administrator.

After the investigation is complete, notice of the outcome shall be given to the complainant(s) and alleged harasser(s) consistent with the mandate of the Family Education Rights and Privacy Act.

Appropriate disciplinary action shall be taken when harassment has occurred and appropriate efforts shall be taken to prevent recurrence of the harassment.

DRESS CODE

Urban Community School's dress code is intended to help our students create and maintain a sense of dignity and respect and present a neat, modest appearance that is conducive to study. Clothing should be properly fitted (not oversized or baggy or too tight), clean, appropriate for school and complies both with the spirit and the letter of the dress code. Please check your student each day before he/she leaves for school to make sure that he/she is dressed in accordance with the UCS Dress Code. In all cases, when the interpretation of the dress code policy is in question, the co-principals will make the final decision.

BLOUSE OR SHIRT

1. White, dark green, navy blue or grey golf/polo-type shirts.
2. White, dark green, navy blue or grey turtleneck shirts.
3. White dress shirts or blouses that have a collar and sleeves.
4. A student may wear a white undershirt. (T-shirt, mock turtleneck or turtleneck. Print or designs should not be apparent on undershirts.)
5. **NO** hoods, **NO** bare midriffs or low-cut. Only UCS insignias or logos.
6. UCS logo shirts are available from the school supplier.
7. **ALL SHIRTS AND BLOUSES ARE WORN TUCKED IN.**

SWEATERS, SWEATSHIRTS

1. Plain, solid white, dark green, grey or navy blue sweaters, sweatshirts, cardigans, pullovers or vests worn over the blouse, dress shirt, turtleneck or polo-type shirt. **NO** hoods, writing, insignias or logos other than UCS.

TOPS/BOTTOMS

1. Need to meet in the middle and cover skin. No exposed underwear or skin between tops and bottoms.
2. There must be no skin exposed at the midriff. If a student cannot sit at a desk or table without exposing the skin of the midriff, then the shirt/blouse is not modest enough to be acceptable at school.
3. All trousers or slacks need to be worn at the waist with a belt (if there are belt loops), leaving no underwear exposed or shirttail flying.

SKIRTS, JUMPERS AND PANTS

1. No holes or shredded areas.
2. Solid, plain navy blue, black or khaki ankle-length pants, jumpers or skirts at or below knee length.
3. Appropriate ankle-length dress blue jeans or appropriate length skirts.
4. **NO** shorts, sweatpants, stretch pants, spandex, capris, joggers, cargo, leggings alone and athletic pants are permitted.

SHOES AND SOCKS

1. Plain white, navy, black, grey or dark green tights or any color socks must be worn.
2. Athletic shoes or leather shoes are acceptable. Unacceptable shoes are those without backs or fronts.
3. Shoes must be worn properly with laces tied.
4. **NO** boots, Boots should only be for arrival and should be exchanged for school appropriate shoes.

JEWELRY AND MAKE-UP, FACIAL HAIR

1. Excessive jewelry or jewelry that interferes with the educational atmosphere is not permitted, stud earrings permitted, one earring per earlobe
2. Boys are to be clean shaven.
3. Hairstyles free of extremes and hair color should be natural.
4. Make-up is not appropriate for school and should not be worn.

BELTS

1. Required for all pants with belt loops.
2. Solid black, navy blue, white or dark brown.
3. No insignias or logos permitted.

HEADGEAR

1. **NO** headgear (religious exemptions) including, but not limited to, scarves, hats, rags or wraps.

BOOK BAGS WITH WHEELS ARE NOT PERMITTED AT UCS. These book bags do not fit into the lockers and pose a safety risk when students are walking through the halls or in the classrooms.

During the winter, all students should wear boots and bring their shoes to school.

Failure to follow the dress code policy may result in consequences including, but not limited to, parent notification, student loss of recess, after-school sessions, student supplied with uniform clothing to be worn during school or a request for the parents to bring a change of clothing to school.

MONTESSORI DRESS CODE

The dress code above applies to the preschool children also. In addition, please note that clothing should be clean, comfortable and easy to take off by the child when using the bathroom. Unnecessary embarrassment to the child can be avoided by making sure that he/she can open and close belts, snaps and other fasteners by him/herself.

**ALL OUTDOOR CLOTHING SHOULD BE CLEARLY MARKED
WITH THE CHILD'S NAME.**

WHAT CAN WE WEAR? (All students including Montessori Preschool and Pre-K)

Item	Females	Males	Colors	Not Permitted
Blouses/Shirts All shirts and blouses must be tucked in.	Blouses, polo shirts with collars, Turtlenecks, Undershirt (white only)	Dress shirts, polo shirts with collars, Turtlenecks, Undershirt (white only)	Solid white, dark green, navy or grey ONLY	Hoods, bare midriffs, low cut, insignias or logos other than UCS
Sweaters/Sweatshirts Worn over the blouse, polo shirt, dress shirt or turtleneck.	Cardigan, pullover or vest	Cardigan, pullover or vest	Solid white, dark green, navy, and grey ONLY	Hoods, writing or insignias other than UCS, jackets
Tops/Bottoms Need to meet in the middle and cover skin.	Should be able to sit in a chair or on the floor without exposing the skin of the midriff or underwear.	Should be able to sit in a chair or on the floor without exposing skin or underwear.		Exposed underwear, exposed skin between tops and bottoms
Skirts/Jumpers/Pants Without holes or shredded areas	At or below knee-length skirts and jumpers, ankle-length pants	Ankle-length pants	Dress blue jeans, solid navy blue, black or khaki ONLY	Shorts, sweatpants, spandex, capris, athletic pants, (including sporty joggers), cargo pants, leggings alone
Shoes/Socks Laces must be tied. Socks/tights must be worn.	Athletic or leather shoes	Athletic or leather shoes	Plain white, navy, black, grey or dark green tights. Any color socks.	Backless/frontless shoes, No boots
Jewelry/Make-up/ Facial Hair	Stud earrings	Clean-shaven, stud earrings	Student's natural hair color	Excessive jewelry, extreme hairstyles, unnatural colors
Belts	Required for all pants with belt loops	Required for all pants with belt loops	Solid black, navy, white or brown	No insignias or logos
Headgear	No headgear including, but not limited to, scarves, hats, rags or wraps	No headgear including, but not limited to, scarves, hats, rags or wraps		Head covering (religious exemptions)

PHYSICAL EDUCATION

1. All: Non-marking tennis shoes.
2. Levels 3-8 (**worn to school on P.E. day only**): UCS-logoed t-shirt, dark green UCS-logoed sweatpants or dark green UCS-logoed shorts. Optional: dark green UCS-logoed (non-hooded) sweatshirt.
3. Athletic wear which includes “Spirit Day, Non-Spirit Day, P.E. Only” which was purchased through Team Ohio Shop.

STUDENTS DO NOT CHANGE ON P.E. DAYS.

INCLEMENT WEATHER

For the safety of all students, parents/ guardians should use the following guidelines to dress the child when the weather turns inclement.

1. Rainy Days - When it is raining, the child should wear a raincoat or poncho.
2. Snowy Days - When children wear boots to school, they must bring a pair of shoes to change into.

LOST AND FOUND

Items that are turned into the office as being “lost” will be arranged on tables in the hallway at the bottom of the red stairway, between the Library and Gym. They will remain there for a reasonable amount of time. Any unclaimed school clothing will be washed and put into the collection of extra clothing to be distributed to students as needed. Any unclaimed clothing that is not part of the uniform dress code will be placed in the clothing bin across from the school on West 48th Street.

SPIRIT WEAR/DRESS DOWN DAYS

On or about the last Friday of each month of the school year, students and staff members will have the opportunity to participate in a spirit wear day with a \$1 donation to the PTO. Spirit Wear days will be communicated via school newsletter and listed on the UCS calendar. Spirit wear items include the school colors of green or white or UCS/UCS Wolves spirit wear. There will be several opportunities throughout the year when families and staff can purchase spirit wear. Themed “dress down” days will also occur throughout the school year when students and staff can participate. Dress down

day certificates may also be offered as incentives for student/staff participation or achievement in various programs. All dress down opportunities shall remain in compliance with the school dress code for bottoms and shoes unless otherwise noted by UCS staff or administration.

EMERGENCY PROCEDURES

SAFETY POLICY

In an attempt to maintain a safe, nonviolent atmosphere in the school, we have taken the following steps including, but not limited to:

1. Maintaining a closed campus. Our school doors are locked throughout the day. After ringing the buzzer and identifying themselves, visitors are admitted via the tower front door. There is a sign posted on the tower entrance stating that only authorized visitors can enter the premises and that they must go to the school office upon entering the building. Staff members are the only persons authorized to open the doors for visitors.
2. Conducting monthly fire drills in addition to scheduled tornado and lockdown drills so that students learn what to do in case of emergency.
3. Prohibiting the wearing of coats during class or carrying of backpacks or purses between classes.
4. Providing opportunities for nonviolent problem solving. An active peer mediation program has been in existence since 1984. Students are trained as mediators and are available to help others resolve conflicts. Class meetings are held to promote community building and to assist students in conflict management and problem solving.
5. Developing a Safety and Emergency Management Plan committee which continuously reviews and updates procedures, sends representatives to safety meetings and encourages teachers to participate in a variety of workshops to help students maintain a safe learning environment.
6. Employing a school psychologist who is skilled in child development and available to meet with parents/guardians and teachers as requested. A list containing the names and phone numbers of therapists and counselors to assist families can be requested.
7. Maintaining a strong curriculum and practicing the school philosophy and mission. The curriculum fosters Gospel values. Religion is taught daily. The

philosophy and mission reflect the school's goals to teach the whole child and to develop the child spiritually, academically, emotionally, mentally and physically.

8. Developing and enforcing a firm, fair and consistent student discipline policy. Urban Community School's Rights and Responsibilities foster a climate which promotes respect for teachers and students and enhances self-esteem. The discipline code promotes moral behavior.
9. Ensuring ongoing and constant supervision of students. Students are supervised at arrival and dismissal. Parents/guardians are requested to follow arrival and dismissal times to ensure that students receive proper supervision. Students who are picked up late wait in the school office or in a supervised area. Children in Early Childhood will only be released to an adult or sibling designated on the pick-up permission form. Please update the form as necessary. Picture identification will be required of an adult who is not known to school personnel.

BEARACADE DEVICES

Bearcade devices are installed on all classroom and common space doors. They serve as a deterrent in cases of emergencies. Their use is included during lock-down drills which are held at least once each year. Staff members receive professional development training on usage of this product.

EXTRAORDINARY EMERGENCY PLAN

SCHOOL SAFETY PLAN

A School Safety Plan has been developed involving community law enforcement and safety officials, parents of students, teachers and non-teaching employees. The plan follows the Guidelines of the Attorney General of the State of Ohio.

The plan includes:

1. Protocols for addressing serious threats and emergency events that affect the safety of school property, students, employees or administrators. These protocols will include appropriate procedures for responding to these threats and emergencies such as notifying law enforcement, contacting specified emergency response personnel and alerting parents of affected students.
2. A floor plan unique to each floor of the building.
3. A site plan that includes all building and property and surrounding property.

4. An emergency contact information sheet.

The administrator shall prepare and conduct at least one annual emergency management test in accordance with rules adopted by the Ohio Department of Education (ODE). By July 1st of every year, the administrator shall review the EMP's previously developed and adopted and certify in writing to the ODE that the EMP's are current and accurate.

An electronic copy of the School Safety Plan is submitted to the ODE and updated every three years or when information changes. A copy of the current, updated School Safety Plan is also filed with the following:

1. Each law enforcement agency that has jurisdiction over the school building.
2. Upon request, the local fire department, emergency medical service organization and county emergency management agency serving the area.

The School Safety Plan is not a public record.

Prior to the opening day of school each year, the Administrator shall inform each enrolled student and student's parent of the procedures to be used to notify the parent in the event of an emergency or a serious threat to safety.

VOLUNTEER PROGRAM

Parents/Guardians, Grandparents and Friends of UCS - We need you!

Parents/guardians of children in both preschool and kindergarten are encouraged to volunteer time while their child is enrolled. Volunteer work may be done during or outside of class time and is scheduled to be mutually convenient for teachers and parents/guardians. Notices will be sent home as opportunities occur.

There is a great need for volunteers at UCS. As a parent/guardian, grandparent or friend of UCS, there are many opportunities for you to be involved in the education of the students. Help is always needed in the classrooms during school hours. Volunteers can tutor students who need extra help, read to children in small groups, assist with special projects or accompany classes on field trips to list just a few. Extra hands are always needed in or outside of the classroom. For people with clerical skills and interests, the office staff may need help with typing, filing, compiling mailings, etc. The

sports program needs coaches and assistants for the many sports teams it supports. If you would like to help but cannot make a commitment during school hours, there are often projects which can be done at home. Time commitments vary.

In accordance with the Diocesan and school policies, people who volunteer are asked to submit to a background check which will be paid for by the school, complete Virtus/Protecting God's Children training and in the case of coaches, complete the necessary CYO certification.

The Volunteer Form is toward the back of the handbook. Please consider where you will be able to help, complete the form and return it to the school office.

PARENT TEACHER ORGANIZATION (PTO)

The PTO is made up of the parents/guardians of present students, teachers and staff members of Urban Community School for the purpose of creating a close and active relationship between parents/guardians and teachers so that they can cooperate effectively to promote the total educational welfare of children and families. The goals of the organization are to:

1. Promote communication among parents/guardians, teachers, administration and board members.
2. Enable parents/guardians and teachers to advocate regarding educational concerns for all students.
3. Encourage parent/guardian and teacher participation in the total educational process including curriculum, financial needs and volunteer support.
4. Provide parents/guardians and teachers with educational programs and social opportunities addressing the needs of families.

The primary group, the PTO Advisory Team, will consist of ten representatives, one for each grade level. Representatives are selected each spring and will serve a one-year term. Selection will be based on recommendations from parents/guardians, faculty as well as the UCS Leadership Team. Each representative will act as a liaison for each classroom at his/her respective grade level. This group will be overseen by the Office of Family Engagement and Athletics. Meetings and educational workshops are held monthly. Dates and times are listed on the monthly calendar. All parents/guardians are encouraged to be part of the PTO.

ADVISORY TEAM MEMBERS - 2018-2019 SCHOOL YEAR

Parent/Guardian	Email Address	Grade Level Represented	Classrooms Represented
Nelly Merhi	nelly_z533@hotmail.com	Pre-K (4 year old)	111/112/113/114
Debra Weita	debrashep@gmail.com	Kindergarten	115/116/117
Kelly Smith	kelly.smith.a@gmail.com	Level 1	110/118/119
Rosa Garcia	tcbflash03@gmail.com	Level 2	217/218
Katie Zucca	katherinemzucca@gmail.com	Level 3	219/220/221
Tamika Collier	tmcollier275@gmail.com	Level 4	212/213/214
Colleen Berges	colleenberges@gmail.com	Level 5	215/216
Laurel Diaz	ldomanskidiaz@gmail.com	Level 6	1005/1007/1010
Eureka Marshall	emarshall6911@gmail.com	Level 7	1012/2005
Jennifer O'Leary	jheinertoleary@aol.com	Level 8	2007/2010/2012

FUNDRAISING

All families are expected to participate in school-sponsored fundraising activities each year. Each family is expected to support these event(s) by selling products or making a monetary contribution.

SHARING CLASS ROSTERS

Parents will sign a form giving or denying permission for their child/ren to be included in class rosters to be distributed to parents. For Pre-Kindergarten students, this rule requires a program to prepare a roster of all children in the program and, on request, make it available to each parent of a child in the program.

**UCS PTO SPONSORED EVENTS
2018-2019**

August

Tuesday, August 14 -
Ice Cream Social
Monday, August 27 -
Open Classrooms

September

Monday, September 10 -
Monthly Meeting
Saturday, September 15 -
Hispanic Heritage Celebration
Friday, September 28 -
Spirit Day

October

Friday, October 5 -
*Grandparents'/Special
Person's Day*
Friday, October 26 -
Spirit Day
Saturday, October 27 -
Fall Fest/Halloween Party

November

Monday, November 12 -
Monthly Meeting
Friday, November 16 -
Breakfast With A Buddy #1
Monday, November 19 -
*Parent/Teacher Conference
Dinner*
Tuesday, November 20 -
*Parent/Teacher Conference
Lunch*
Friday, November 30 -
Spirit Day

December

Friday, December 14-
Family Skate Night

January

Monday, January 14 -
Monthly Meeting
Friday, January 25 -
Spirit Day

February

Friday, February 8 -
*Father/Special Person-Daughter
Dance*
Thursday, February 28 -
*Soul Food for Thought African-
American Cultural Celebration*

March

Monday, March 11-
Monthly Meeting
Wednesday, March 13 -
*Parent/Teacher Conference
Dinner*
Thursday, March 14 -
*Parent/Teacher Conference
Lunch*
Friday, March 22 -
*Mother/Special
Person-Son Dance*
Friday, March 29 -
Spirit Day

April

Friday, April 12 -
Breakfast With A Buddy #2
Wednesday, April 17 -
Spirit Day

May

Friday, May 3 -
Middle School Dance
Monday, May 6 to
Friday, May 10 -
Teacher Appreciation Week
Monday, May 13 -
Monthly Meeting
Friday, May 31 -
Spirit Day

June

Wednesday, June 5 -
Level 8 Graduation Reception

Additional events may be added throughout the school year.

Specific times and locations will be announced closer to each event.

Monthly meetings will be held in the UCS Library from 6:30 to 7:30 pm.

\$1.00 donation for Spirit Days. Students may wear green, white or approved UCS Spirit Wear.

Questions/comments can be sent to pto@urbancommunityschool.org.

PHOTOGRAPHS

Parents/Guardians of new families will be sent a Media Release Form through the mail. By filling out and returning this form, you are granting the school permission to use any photographs or videos which may be taken of the child's participation in classes, school activities or functions sponsored by UCS in any Urban Community School publicity, publication or video. If you do **NOT** want your child photographed, please indicate so on the form and return to the school office. This request will be honored unless or until you have informed us, in writing, otherwise.

TECHNOLOGY POLICY

Student Acceptable Use Policy

(For your reference, the policy was posted on-line or a hard copy was distributed the first day of school. It must be signed and returned to school immediately.)

In this, the 21st century, we are in a time of new and ever-changing technologies. We at Urban Community School believe using new technologies, electronic resources and Internet access enhance student learning and provide a quality educational experience for all students. It is our privilege to be able to offer use of such technological resources to enhance the educational experience. However, despite these benefits, the Internet reflects the values of a global society and can provide access to sites that would be considered inappropriate. The purpose of this policy is to ensure the proper use of the technologies while enrolled at Urban Community School.

All users are expected to use the technology available at Urban Community School in a manner that is consistent with the teachings and mission of the Catholic Church and the school's academic programs. Technology includes, but is not limited to, cellular telephones, beepers, pagers, radios, CD/MP3/DVD players, video recorders, video games, personal data devices, computers, other hardware, electronic devices, software, Internet, email and all other similar networks and devices. Users are expected to be responsible and use technology to which they have accessed appropriately. Obscene, pornographic, threatening or other inappropriate use of technology, including, but not limited to, email, instant messaging, web pages and the use of hardware and/or software which disrupts or interferes with the safety and welfare of the school community is prohibited, even if such uses take place after school hours or off school property (i.e., home, business, private property, etc.).

Students must*:

1. Respect and protect the privacy of others.
 - a. Use only assigned accounts.
 - b. Decline to view, use or copy passwords, data or networks to which they are not authorized.
 - c. Avoid distribution of private information about others or themselves.
2. Respect and protect the integrity, availability and security of all electronic resources.
 - a. Observe all network security practices as posted.

- b. Report security risks or violations to a school administrator, teacher or network administrator.
 - c. Refrain from destroying or damaging data, networks or other resources that do not belong to them without clear permission of the owner.
 - d. Conserve, protect and share these resources with other students and Internet users.
 - e. Abstain from overriding the Internet content filtering system.
3. Respect and protect the intellectual property of others.
 - a. Refrain from copyright infringement (no making illegal copies of music, games or movies.)
 - b. Avoid plagiarism
4. Respect and practice the principles of parish and school community.
 - a. Communicate only in ways that are kind and respectful.
 - b. Report threatening or discomfoting materials to a school administrator, teacher or network administrator.
 - c. Refuse to access, transmit, copy or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory or meant to harass).
 - d. Avoid accessing, transmitting, copying or creating material that is illegal (such as obscenity, stolen materials or illegal copies of copyrighted works).
 - e. Abstain from using the resources to further other acts that are criminal or violate the school's code of conduct.
 - f. Avoid sending spam, chain letters or other mass unsolicited mailings.
 - g. Refrain from buying, selling, advertising or otherwise conducting business, unless approved as a school project.
 - h. Avoid posting or disseminating any harassing, demeaning, threatening or immoral comment or visual injurious to the reputation of the school, the parish, the Church or an individual, whether the action occurs on school property or off grounds.

***Numbers one through four are not an all-inclusive list of inappropriate uses and activities.**

Consequences for Violation: Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources. Users have the responsibility to use technology resources in an appropriate manner. Consequences of misuse or abuse of these resources will be disciplined depending on the severity of the situation.

Supervision and Monitoring: School and network administrators and their authorized employees periodically monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Students have no expectation of privacy with respect to the use of technology resources. Administrators reserve the right to examine, use and disclose any data found on the school's information networks in order to further the health, safety, discipline or security of any student or other person or to protect property. The school administration has the right of access to any electronic devices brought onto school property. They may also use this information in disciplinary actions and will furnish evidence of crime to law enforcement should one be committed.

Agreement form: In order to ensure the proper use of technology resources, it is necessary that each user and parent/guardian annually sign the Student Acceptable Use Policy, User Agreement Form. The signed form must be on file at Urban Community School before Internet and other technology access is permitted. Signing the form indicates that the user will abide by the rules governing Internet and other technology access as stated in this policy.

The school reserves the right to issue additional or more detailed rules for the use of technology resources and violations of such rules may be a cause for imposition of any of the penalties delineated above.

The school reserves the right to seek financial restitution for any damage caused by a student.

A separate agreement form is required by each family; the form will be given to the youngest/only students by their homeroom teachers.

EXTRACURRICULAR ACTIVITIES

National Junior Art Honor Society (NJAHHS) - Designed specifically for middle school and junior high school students (Grades 6-9). In 1989, the National Art Education Association began the National Junior Art Honor Society program to inspire and recognize students who have shown an outstanding ability and interest in art and to generate interest in art programs at the secondary level and beyond. Students must be members of the UCS Art Club.

- Coordinating Staff Member: Mary Green, mgreen@urbancommunityschool.org.
- Grade Levels Involved: Open to all students in Levels 6-8.
- Time of Year Offered: Throughout the year.
- Registration Period: National registration takes place in January. Minimum grade requirement and service hours are required as well as annual dues of \$10.
- Meeting Time/Day: Meets Tuesdays after school from 3:00 to 4:30 pm during scheduled Art Club time.
- Number of Students Permitted (if applicable): No limit on participation.

Art Club - Provides students an opportunity to experiment with different ideas and techniques outside of their scheduled class time. Students are also encouraged to engage in community activities such as Gordon Square's Dia de Muertos and Parade the Circle at the Museum of Art to better understand the role of art in society.

- Coordinating Staff Member: Mary Green, mgreen@urbancommunityschool.org.
- Grade Levels Involved: Open to all students in Levels 6-8.
- Time of Year Offered: Throughout the year.
- Sign-Up Period: Sign-ups take place in Mid-September.
- Meeting Time/Day: Meets Tuesdays after school from 3:00 to 4:30 pm.
- Number of Students Permitted (if applicable): No limit on participation.

UCS Art Clubs (Level 4-5) - Provides students an opportunity to explore a variety of media and craft techniques beyond the classroom experience.

- Coordinating Staff Member: Mary Green, mgreen@urbancommunityschool.org.
- Grade Level Involved: Open to all students in Levels 4-5.
- Time of Year Offered: Throughout the year.
- Sign-Up Period: Sign-ups take place in Mid-September.
- Meeting Time/Day: Meets on the first and third Mondays of each month after school from 3:00 to 4:00 pm.
- Number of Students Permitted (if applicable): Due to space limitations, the first 25 students will be accepted.

- **UCS Art Clubs (Levels 2-3)** - Provides students an opportunity to explore a variety of media and craft techniques beyond the classroom experience.
- Coordinating Staff Member: Mary Green, mgreen@urbancommunityschool.org.
- Grade Levels Involved: Open to all students in Levels 2-3.
- Time of Year Offered: Throughout the year.
- Sign-Up Period: Sign-ups take place in Mid-September.
- Meeting Time/Day: Meets on the second and fourth Mondays of each month after school from 3:00 to 4:00 pm.
- Number of Students Permitted (if applicable): Due to space limitations, the first 25 students will be accepted.

Vocal Choir - A performing group that represents UCS throughout the community. Students should like to sing, be willing to work hard and represent UCS in an awesome way. There are **MANY** outside UCS performances around the community. These performances are mandatory as we need everyone present to sound our best. Parents must be willing to transport their students to these performances and pick their students up Monday after school rehearsals at 4:00 pm. Choir students are required to purchase a choir t-shirt to wear at performances.

- Coordinating Staff Member: Catherine McGlaughlin, (484) 319-5002.
- Grade Levels Involved: Open to any students in Levels 3-8.
- Time of Year Offered: Throughout the year.
- Sign-Up Period: Sign-ups take place first two weeks of school.
- Practice Time/Day: Meets Monday afternoons, 3:00 to 4:00 pm.
- Number of Students Permitted (if applicable): No limit on participation.

Chime Choir - A music ensemble that performs using tone bar chimes. Students will perform a variety of music for different events and participate in a Christmas concert in December.

- Coordinating Staff Member: Catherine McGlaughlin, cmcgloughlin@urbancommunityschool.org.
- Grade Levels Involved: Open to any students in Levels 6-8 who sign up for the first trimester academy.
- Time of Year Offered: First Trimester Academy.
- Sign-Up Period: Sign-ups occur when Middle School students choose academies.
- Practice Times/Days: Academy time during school day, first trimester.
- Number of Students Permitted (if applicable): No limit on participation.

CYO Basketball - CYO is a competitive league. The league gives guidance to the student athletes promoting Christian values and CYO mission. Basketball is a team sport. It is a great way to stay active. Progression skills and drills are taught at age appropriate team grade levels. Athletes learn the rules of the game, teamwork, respect for team/opponents/officials and skill development.

- Coordinating Staff Members: Sue Friedel, sfriedel@urbancommunityschool.org and Chris Tipton, ctipton@urbancommunityschool.org.
- Grade Levels Involved: Open to any students in Levels 4-8. In the Spring, Level 3 Basketball Skill Camp is offered.
- Time of Year Offered: Winter season - November to March.
- Registration Period: Begins in October.
- Practice Times/Days: Practices are based on coaches' availability. Our coaches are volunteers and CYO trained.
- Number of Students Permitted (if applicable): No limit on participation.

CYO Cross Country - A competitive team sport offered in the fall. Urban wants to promote the love of running. The great thing about Cross Country is that everyone competes (no bench to sit on). Everyone runs the same course. The student athlete can reach for their personal best.

- Coordinating Staff Members: Sue Friedel, sfriedel@urbancommunityschool.org and Chris Tipton, ctipton@urbancommunityschool.org.
- Grade Levels Involved: Open to all students in Levels 3-8. Intramural - open to students in Levels 1-2.
- Time of Year Offered: Fall season - August to October.
- Registration Period: Registration begins May through August.
- Practice Times/Days: Practices are based on coaches' availability. Our coaches are volunteers and CYO trained.
- Number of Students Permitted (if applicable): No limit on participation.

CYO Volleyball - CYO is a competitive league. The league gives guidance to the student athletes promoting Christian values and CYO mission. Volleyball is a team sport. Progression skills and drills are taught at age appropriate team grade levels. Athletes learn the rules of the game, teamwork, respect for team/opponents/officials and skill development. The student athlete is staying active; a healthy body promotes a healthy mind.

- Coordinating Staff Members: Sue Friedel, sfriedel@urbancommunityschool.org and Chris Tipton, ctipton@urbancommunityschool.org.
- Grade Levels Involved: Fall - open to all **GIRLS** in Levels 4-8; Spring - open to all **BOYS** in Levels 4-8.

- Time of Year Offered: Fall season - August to October; Spring season, March to May.
- Registration Period: Fall registration begins May through August; Spring registration begins in February.
- Practice Times/Days: Practices are based on coaches' availability. Our coaches are volunteers and CYO trained.
- Number of Students Permitted (if applicable): No limit on participation.

Engineering Club - Practice of engineering projects and small concepts.

- Coordinating Staff Member: Thomas Tompkins, ttompkins@urbancommunityschool.org.
- Grade Levels Involved: Open to all students in Levels 6-8.
- Time of Year Offered: Throughout the school year.
- Sign-Up Period: Beginning of school year.
- Meeting Times/Days: Meets once a week after school plus two Saturdays during the year for large projects.
- Number of Students Permitted (if applicable): No limit on participation.

TEAM Environmental Warriors - To take action in promoting energy conservation, reduction of waste and environmentally-friendly actions in school and at home. Students learn, brainstorm and put initiatives into action.

- Coordinating Staff Member: Ellie Reagan, ereagan@urbancommunityschool.org.
- Grade Levels Involved: Open to all students in Levels 6-8.
- Time of Year Offered: Throughout the school year.
- Sign-Up Period: September sign-up but students can join throughout the school year.
- Meeting Times/Days: Meets once a week during recess.
- Number of Students Permitted (if applicable): No limit on participation.

Facing History and Ourselves - Follow-through from the Facing History and Ourselves Summit Program in the fall of 2017.

- Coordinating Staff Member: Kim Counihan, kcounihan@urbancommunityschool.org
- Grade Levels Involved: Open to students in Level 8.
- Time of Year Offered: Throughout the school year.
- Sign-Up Period: Select students from Middle School Leadership group.
- Practice/Meeting Times/Days: Meets during recess as needed for projects.
- Number of Students Permitted (if applicable): Select students.

Math Compu-tition - Math competition.

- Coordinating Staff Member: Thomas Tompkins, ttompkins@urbancommunityschool.org.
- Grade Levels Involved: Open to UCS/Neighborhood students in Level 8.
- Time of Year Offered: November and April.
- Sign-Up Period: Beginning of the school year.
- Meeting Times/Days: Meets Saturday mornings.
- Number of Students Permitted (if applicable): No limit on participation.

Metro-UCS Morning Algebra - Students practice accelerated algebra concepts (Geometry, Rates, Probabilities, Statistics).

- Coordinating Staff Member: Tom Norton, tnorton@urbancommunityschool.org
- Grade Levels Involved: Open to students in Levels 8.
- Time of Year Offered: All school year, beginning on September 10, 2018.
- Sign-Up Period: Beginning of the school year.
- Meeting Times/Days: Meets daily 7:15 to 8:00 am in conjunction with Metro Catholic.
- Number of Students Permitted (if applicable): No limit on participation.

Middle School Leadership - Opportunity for students to develop leadership skills amongst their peers.

- Coordinating Staff Member: Kim Counihan, kcounihan@urbancommunityschool.org.
- Grade Levels Involved: Select students in Levels 7-8.
- Time of Year Offered: Throughout the school year.
- Sign-Up Period: Students in Levels 7-8 are selected by their peers during the past spring. They attended the Effective Leadership Academy over the summer.
- Meeting Times/Days: Meets periodically. This will become Student Senate and will meet every two weeks.
- Number of Students Permitted (if applicable): Select students selected by peers.

Power of the Pen - A creative writing club for students who enjoy writing and sharing stories. Twelve students in Levels 7-8 will also prepare for writing competitions.

- Coordinating Staff Member: Michelle Grooms Massa, mrooms@urbancommunityschool.org.
- Grade Levels Involved: Open to students in Levels 6-8. Twelve students in Levels 7-8 will participate in the competition.
- Time of Year Offered: Throughout the school year.
- Sign-Up Period: September sign-up.

- Meeting Time/Day: Meets every Wednesday after school, 3:00 to 4:15 pm.
- Number of Students Permitted (if applicable): No limit on participation.

Praise Dancers - An activity for students who enjoy participating in our school prayer services in a special way, praising God through dance and movement.

- Coordinating Staff Member: Michelle Grooms Massa, mgrooms@urbancommunityschool.org.
- Grade Levels Involved: Open to students in Levels 6-8.
- Time of Year Offered: Throughout the school year.
- Sign-Up Period: September sign-up.
- Meeting Times/Days: Meets during recess and sometimes before or after school.
- Number of Students Permitted (if applicable): No limit on participation.

Recycling Team - Collection of recycling materials from the classrooms and offices in the school. Recycling is done every Friday morning.

- Coordinating Staff Member: Ellie Reagan, ereagan@urbancommunityschool.org.
- Grade Levels Involved: Two volunteer representatives from each Middle School advisory.
- Time of Year Offered: Throughout the school year.
- Sign-Up Period: September sign-up.
- Meeting Time/Day: Friday mornings.
- Number of Students Permitted (if applicable): Two volunteers from each Middle School advisory.

Spirit Committee - To enhance school spirit, climate and culture for a safe, respectful and fun environment. The committee representatives plan and organize: February PA announcements for Messages from the Heart, Spirit Week and the Spirit Day pep assembly and "End of the year Peace Day celebration.

- Coordinating Staff Member: Sue Friedel, sfriedel@urbancommunityschool.org.
- Grade Level(s) Involved: Students in Level 8.
- Time of Year Offered: Throughout the school year.
- Sign-Up Period: Committee of elected students in Level 8 at beginning of school year.
- Meeting Time/Day: Wednesday mornings, 7:30 am.
- Number of Students Permitted (if applicable): One representative from each advisory plus top election results.

Student Ambassadors - Represent the best of Urban to visitors to our school. They greet, tour and talk to guests, giving information about Urban as well as explaining what they like about Urban.

- Coordinating Staff Member: Ellie Reagan, ereagan@urbancommunityschool.org.
- Grade Levels Involved: Open to students in Levels 7-8 in good standing.
- Time of Year Offered: Throughout the school year.
- Sign-Up Period: September sign-up and training.
- Meeting Times/Days: Based on need for tours, events, etc.
- Number of Students Permitted (if applicable): No limit on participation.

Uke Squad - The Uke Squad is a Ukulele ensemble that performs throughout the third trimester at different events.

- Coordinating Staff Member: Catherine McGlaughlin, cmcgloughlin@urbancommunityschool.org.
- Grade Levels Involved: Open to Middle School students who sign up for Uke Squad Academy.
- Time of Year Offered: Third trimester.
- Sign-Up Period: Sign-ups occur when Middle School students choose academies.
- Practice Times/Days: Assigned academy time.
- Number of Students Permitted (if applicable): No limit on participation.

Urban Squash - Urban Squash Cleveland is a youth development organization that works with children from inner city public schools. Urban Squash Cleveland combines academic support, instruction in the sport of squash, community service as well as providing mentoring, life skills and highly valuable opportunities to transform the lives of middle and high school children in Cleveland. Urban Squash Cleveland partners with Entrepreneurship Preparatory School, Urban Community School, John Haye School of Science and Medicine, Cleveland State University and Case Western Reserve University.

- Coordinating Staff Member: Iago Cornes, iago@urbansquashcleveland.org.
- Grade Levels Involved: Urban Squash Cleveland works closely with the schools to identify students in Levels 5-8 to be enrolled in the program.
- Time of Year Offered: Throughout the school year.
- Sign-Up Period: September sign-ups.
- Practice/Meeting Times/Days: Monday, Wednesday and Friday after school.
- Number of Students Permitted (if applicable): Students are chosen to be part of the team through a tryout and selection process based largely on attitude, effort and commitment.

Garden Club - Helps to maintain the school learning garden through harvest, propagation, cultivation and compost. A major activity of the club is starting plants for our annual spring plant sale at the Urban Run.

- Coordinating Staff Member: Brandon Traud, btraud@urbancommunityschool.org.
- Grade Levels Involved: Open to all students in Levels 3-8.
- Time of Year Offered: October to December, mid-February to May.
- Sign-Up Period: September sign-up.
- Practice/Meeting Times/Days: Wednesday after school, 3:00 to 4:30 pm.
- Number of Students Permitted (if applicable): No limit on participation.

FAMILY SUPPORT SERVICES

The UCS Office of Family Engagement and Athletics will serve as a resource for families. UCS has partnered with a variety of local service and recreational organizations for families in need of assistance. Families may contact the school office during or after school hours from 8:00 am to 6:00 pm, Monday through Friday, to schedule an appointment with the Family Engagement/Athletics Coordinator to inquire about available services. Family support services include, but are not limited to:

- MetroHealth Medical Center
- Neighborhood Family Practice
- EDEN
- Cleveland Housing Network
- Legal Aid Society
- Legal Works
- WIC
- Cleveland Food Bank
- Shoes and Clothes For Kids
- ARRUPE Neighborhood Partnership
- UCS/CYO Athletics
- Near West Recreation
- Urban Squash Cleveland
- The Foundry Committee Rowing and Sailing Center

**URBAN COMMUNITY SCHOOL
PHYSICIAN'S REQUEST FOR THE ADMINISTRATION OF MEDICATION
BY SCHOOL PERSONNEL**

_____, _____
(Name of Student) (Date of Birth)

who resides at _____
(Address Including City and Zip Code)

Is under my care and should receive the following medication indicated below:

_____ (Name of Prescribed Drug)	_____ (Dosage)	_____ (Number of Times/Intervals for Administration)
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Special instructions for administration:

Reaction(s) and/or possible side effects to be reported to physician:

Beginning and Expiration Date of This Request: _____

It is not possible for the above specified medication to be taken at home under the supervision of a parent/guardian and it is, therefore, necessary that the specified medication be administered during school hours. The medication provided shall be in the original container obtained by the parent/guardian from the pharmacist. This medication can be safely administered by non-medical personnel.

_____ (Physician's Name - Please Print)	_____ (Physician's Signature)
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_____ (Date)	_____ (Telephone)	
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Note: This form should be updated no less than once each school year.

**URBAN COMMUNITY SCHOOL
SELF-MEDICATION FOR ASTHMA INHALERS AUTHORIZATION FORM**

Student's Name _____ Date _____

Address: _____ Home Phone _____

City/State/Zip _____

Name of Medication _____

Dosage _____

Date to Begin Administration _____ Date to End Administration _____

Adverse reactions that should be reported to physician _____

Adverse reactions for unauthorized user _____

Procedure to follow in the event that medication does not produce the expected relief from student's attack:

Other special instructions _____

Physician Name _____ Phone _____

Signature of Physician _____ Date _____

Parent/Guardian Name _____ Home Phone _____

Cell Phone _____

Signature of Parent/Guardian _____ Date _____

COPIES MUST BE PROVIDED TO THE CO-PRINCIPALS AND SCHOOL NURSE.

VOLUNTEER FORM

NAME _____ DATE _____

ADDRESS _____

TELEPHONE _____

CHILDREN AT UCS (Name and Room Number)

_____	_____
_____	_____
_____	_____

Please check one or more:

What age level would you like to be involved in during the year:

<input type="checkbox"/> Preschool	<input type="checkbox"/> Kindergarten	<input type="checkbox"/> Level 1
<input type="checkbox"/> Level 2/3	<input type="checkbox"/> Level 4/5	<input type="checkbox"/> Level 6/7/8

When available (in general, certain times/days/weeks/months) _____

Tutor during school hours - individual or small groups

<input type="checkbox"/> Reading	<input type="checkbox"/> Math	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Language Arts	<input type="checkbox"/> Science	<input type="checkbox"/> Spelling

- Classroom helper - correct tests, file, help with art projects, make stencils
- Listen to the children read in the classroom
- Assist teachers on field trips
- School library
- Share your hobbies or skills with classes
- Serve in the lunchroom - 11:15 am to 1:00 pm daily
- Clerical assistant in the office - typing, filing, mailings, copies
- Coach sports activities
- Sew and make teaching materials
- Carpentry jobs
- Special painting projects
- Assist with needs as they arise

PLEASE RETURN FORM TO OFFICE

ANTI-HARASSMENT/BULLYING COMPLAINT FORM

Name of complainant _____

Position of complainant _____

Date of complaint _____

Name of alleged harasser or bully _____

Date and place of incident or incidents _____

Description of misconduct _____

Name of witnesses (if any) _____

Evidence of harassment or bullying, i.e., letters, photos, etc. (attach evidence if possible) _____

Any other information _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

(Signature of Complainant)

(Date)

ANTI-HARASSMENT/BULLYING WITNESS DISCLOSURE FORM

Name of witness _____

Position of witness _____

Date of testimony, interview _____

Description of incident witnessed _____

Any other information _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

(Signature of Witness)

(Date)

ACKNOWLEDGEMENT FOR RECEIPT AND READING OF HANDBOOK

I have received and read the Urban Community School Parent/Student Handbook for the 2018-2019 school year.

I will cooperate with the school rules and policies stated in the Handbook.

Family Name (printed)

Parent Signature

Date

Level _____

Student(s) Signature(s)

Please return to the school office by September 7, 2018.