

# Parent/Student Handbook 2023-2024

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 Principal, 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:

We are looking forward to a new school year with all of you. Thank you for reading our Parent/Student Handbook for the 2023-24 school year. It provides the information you and your students need to know about UCS's policies, procedures, opportunities and expectations.

We are confident that we will celebrate a successful school year if all our students, families, and staff follow the Agreement's guidelines and protocols, and remain in close communication with one another.

In this spirit of communication, please know that you can contact us at 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 reach out to us. Thank you for your understanding and cooperation.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tom Gill".

Tom Gill  
President of UCS

A handwritten signature in blue ink, appearing to read "Nora French".

Nora French  
Chief Academic Officer

Parents and Guardians - during the registration process, you agreed to the statement below. If you have any questions, contact the school office at 216-939-8330.

*I understand that it is my responsibility to review and be familiar with the Parent/Student Handbook and/or the Early Childhood Education Handbook. The handbook can be found on Urban's website [HERE](#) in the For Families section on the School Info & Forms page. The Parent/Student handbook is updated annually in August. The Early Childhood Education Handbook is updated at least annually, but potentially at other times if deemed necessary by the director. Handbook changes will be announced in the family newsletter.*

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# UCS MISSION, VISION, VALUES, COMMITMENTS

## MISSION

Urban Community School (“UCS”) strives to break social and economic barriers to success for Cleveland's near west side children by providing an individualized, innovative, and challenging education. Rooted in the Ursuline Sisters’ tradition of faith, character, and educational excellence, UCS engages our faculty, families, and community partners in the successful whole child development of our students.

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

## 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)

## VALUES

### *School Culture*

- We believe in the value of creating a positive, collaborative community, and striving to provide a learning environment abounding with respect, compassion, empathy, and kindness while utilizing differentiated culturally-responsive teaching strategies.

### *Diversity*

- We believe in the value of a diverse school community that celebrates all races, cultures, gender identities, ethnicities, faiths, and socioeconomic backgrounds.

### *Teaching & Learning*

- We believe quality teaching and learning consists of strong instruction, high academic expectations, and standards-aligned authentic assessments.
- Urban Community School does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability.
- We believe in creating a differentiated, hands-on learning environment with high expectations where students are empowered to achieve success through independent learning.

### *Faith & Social Justice*

- We believe in creating a socially-just community based on Christian values, with respect for all faith traditions, focusing on the needs of the whole child.

# COMMITMENT TO THE WHOLE CHILD

## URBAN GUIDELINES FOR SUCCESS

Uncompromising Integrity

Real Perseverance

Boundless Respect

Awesome Academic Accountability

Neverending Faith in God

## FOUR COMMITMENTS TO THE WHOLE CHILD



### PARENT/GUARDIAN COMMITMENTS

As a UCS parent/guardian, I will honor the following commitments to support my child's academic, physical, social-emotional, and spiritual development.



#### ACADEMIC COMMITMENTS

##### Academic Support

I commit to attend mandatory Parent-Teacher conferences two times per academic year.

I commit to maintain an environment where my child can do his/her homework and a trusted adult can check it every night.

I commit to read to or have my child read independently each night.

I commit to make arrangements for my child to attend academic summer programming if required.

##### Attendance

Every day matters and I commit to make every effort to get my child to school on time.

I commit to contact the school front office by 8:00am if my child will miss school.

I commit to pick my child up promptly after school and from scheduled activities.

I understand that missing the equivalent of ten or more days of instructional time will result in a mandatory home/school review.

##### Two-Way Communication

I understand the importance of ongoing two-way communication with UCS and commit to respond to school communication promptly and consistently.

I commit to update the school if my contact information changes.



#### PHYSICAL & HEALTH COMMITMENTS

I commit to keep my child up-to-date on physicals, immunizations, and other health requirements, and I will share required documentation with the school.

I commit to help my child develop healthy habits and attitudes related to sleep, nutrition, and physical activity.

I commit to support my child's participation in extracurricular activities.



#### SOCIAL-EMOTIONAL COMMITMENTS

I commit to check in regularly with my child about their school experience.

I commit to contact my child's teacher or principal as a resource if I have concerns about my child's social-emotional well-being at school or home.

I commit to participate with my child at UCS family engagement events as best I can.



#### SPIRITUAL COMMITMENTS

I understand that UCS is a faith-based school and that my child will develop an understanding and respect for all faith traditions.

I commit to help my child develop strong moral values so they become a contributing member to their family and community.

I commit to support the Gospel's call to promote peace, justice, tolerance, and service to others.

## EQUITY & INCLUSION COUNCIL

### *COMMUNITY AGREEMENTS AND PURPOSE STATEMENT*

- Intention vs. Impact
- People first language
- Make space, take space
- Call in not out
- Hold multiple realities
- Brave space
- Enjoy each other – have fun
- Data driven open mindedness
- Take the learnings, leave the attributions

1. To come together as an inclusive group of staff and faculty members whose purpose is to foster equity, diversity and inclusion in all aspects of the school community
2. To promote an inclusive community in which each stakeholder's voice is heard and acknowledged thereby embedding those values into the fabric of UCS
3. To communicate the importance of equity and inclusion and to identify strategies that are culturally and linguistically responsive
4. To establish and maintain a safe and welcoming space in which to work with community members to study and learn from real life equity and inclusion experiences that foster acceptance through intentional and deliberate sharing and listening of ideas and opinions, thereby teaching acceptance and respect which will enhance the learning experiences of all stakeholders.

## PARENT/GUARDIAN COMMITMENTS

As a UCS parent/guardian, I will honor the following commitments to support my child's academic, physical, social-emotional, and spiritual development.

### ACADEMIC COMMITMENTS

#### *ACADEMIC SUPPORT*

- I commit to attend mandatory Parent-Teacher conferences two times per academic year.
- I commit to maintain an environment where my child can do his/her homework and a trusted adult can check it every night.
- I commit to read to or have my child read independently each night.
- I commit to make arrangements for my child to attend academic summer programming if required.

#### *ATTENDANCE*

- I commit to make every effort to get my child to school on time, I recognize that everyday matters.
- I commit to contact the school front office by 9:30 am if my child will miss school.



- I commit to pick my child up promptly after school and from scheduled activities.
- I understand that missing the equivalent of 15 or more days of instructional time will result in a mandatory partnership meeting with the Director.

### *TWO-WAY COMMUNICATION*

- I commit to respond to school communication promptly and consistently.
- I commit to update the school if my contact information changes.

### PHYSICAL & HEALTH COMMITMENTS

- I commit to keep my child up-to-date on physicals, immunizations, and other health requirements, and I will share required documentation with the school.
- I commit to help my child develop healthy habits and attitudes related to sleep, nutrition, and physical activity.
- I commit to support my child's participation in extracurricular activities.

### SOCIAL-EMOTIONAL COMMITMENTS

- I commit to check in regularly with my child about their school experience.
- I commit to contact my child's teacher or principal as a resource if I have concerns about my child's social-emotional well-being at school or home.
- I commit to participate with my child at UCS family engagement events as best I can.

### SPIRITUAL COMMITMENTS

- I understand that UCS is a faith-based school and that my child will develop an understanding and respect for all faith traditions.
- I commit to help my child develop strong moral values so they become a contributing member to their family and community.
- I commit to support the Gospel's call to promote peace, justice, tolerance, and service to others.

## STUDENT COMMITMENTS & BEHAVIOR POLICIES

As a UCS student, I will honor the following commitments to support my academic, physical, social-emotional, and spiritual development.

### ACADEMIC HEALTH

- I commit to attend school every day and come ready to learn as best I can.
- I commit to actively engage in my learning and to ask for help when I need it.

### PHYSICAL HEALTH

- I commit to getting a good night's sleep, eating nutritious meals as much as possible, and exercising regularly to improve my overall health.
- I commit to be open to new experiences and participate in clubs and extracurricular activities that interest me.

### SOCIAL-EMOTIONAL HEALTH

- I commit to treat others the way I would like to be treated.
- I commit to maintaining the school environment as a safe place for all students.

## SPIRITUAL HEALTH

- I understand that my peers come from different backgrounds, and commit to celebrating all traditions.
- I commit to making my school, community, and world a better place.

## STUDENT BEHAVIOR CODE

UCS recognizes discipline, which reflects the school's policy of restorative practices, exists to promote an atmosphere favorable to concentration, attention, reflective thinking, and creativity. Discipline is also a proactive attempt to help all students realize that they are important, worthwhile, and capable of learning.

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

1. Academic dishonesty - plagiarism, cheating, copying another student's work.
2. Technology violations - possession or use of cell phone, tablet, or smart watch during school hours, failure to turn in personal devices to homeroom teacher
3. Defiance/non-compliance - not following the intended task or instruction
4. Disruptive play - with peers, objects, or with school property
5. Dress code violations - wearing items not included in the UCS dress code
6. Elopement - leaving the assigned seat, classroom or area without permission
7. Fighting - two or more students engaging in a physical altercation in which both students are active participants in establishing harm to the other
8. Inappropriate language - curse words or phrases which are not appropriate for the school environment; comments, questions or phrases which may be offensive to an individual or group including: racialized terms, homophobic language, other slurs which are intentionally harmful to individuals
9. Intentional property damage to school or personal property of self or other
10. Intimidation - using words, body language, or physical acts to threaten another person's mental, emotional or physical safety
11. Disruption - off task or other behaviors which disturb the learning of self and others
12. Peer dispute - a verbal disagreement between two or more students
13. Physical aggression - physically or verbally threatening to cause physical harm to another student using one's own body or objects
14. Possession
  - a. Substances - alcohol, drugs, cigarettes or vapes
  - b. Weapons - including real weapons or replicas
15. Refusal to complete academic tasks
16. Sexual misconduct - verbal comments, phrases, questions or jokes which create a hostile environment for another person; physically touching self or others in an unwanted sexual or romantic nature

17. Solicitation - attempting to obtain money or goods from another person for a non school-approved business or fundraiser
18. Theft - taking another person's personal item, or school property without permission
19. Conduct on school transportation vehicles which endangers the safety of the driver and/or the children.
20. Gang involvement/activities.
21. 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.

Responses and escalated logical consequences for violations to the above:

1. Verbal warning from teachers using the "3 R's"
  - a. Restate: Verbally redirecting or restating the expectation or desired behavior
  - b. Redo: Student practices the expectation/routine
  - c. Restore: Teacher has a private conversation in the hallway with the student.
2. Measures to change unacceptable behavior in the classroom include:
  - a. Behavior tracker
  - b. Completing a reflective essay
  - c. Restorative practices strategies and circles
  - d. Loss of privileges such as field trips, recess, etc.
3. Student temporarily removed from classroom community.
4. Conference with parent/guardian, and school administrators.
5. Confiscation of objects deemed inappropriate including, but not limited to, dangerous or illegal materials (see #14 above) or communication devices (see #2 above). This includes field trips and all areas of school property and are subject to search at any time.
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 - In some cases, action(s) by a student so severe would result in immediate expulsion from school. This decision is the right and responsibility of the administration.

## STUDENT THREAT POLICY

1. Any and all student threats to inflict any harm to self or others will be immediately taken seriously. Whoever hears the threat should immediately report it to the school administration.
2. The parents/guardians of the student who made the threat shall be immediately notified.
3. If necessary, police may be notified.
  - a. If necessary, the student should be kept in a school administrator's office under supervision until the police arrive.
4. Any person who has been verbally mentioned as a potential victim or listed in writing as a potential victim shall be notified immediately.
  - a. Parents/guardians of student victims will be immediately notified.

5. 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 principal 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 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 principal 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 principals to the mental healthcare professional. The evaluation and report shall be made available to the principals who will share them with legal and/or mental healthcare consultants and administration assisting the 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 principals with a copy of the follow-up assessment and/or evaluation and shall inform the principal if therapy, counseling and/or treatment will be needed and/or provided.
6. Support options (check-ins with staff or counseling) for student victims will be available at school following any threats with parent/guardian consent.
7. 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 & BULLYING POLICY

UCS believes that all students, school employees, and volunteers have a right to a safe and healthy school environment. Harassment, intimidation or bullying behavior by any student/school personnel may result in disciplinary action as outlined on the student behavior code.

"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.

UCS 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 to stop if the alleged victim is comfortable doing so.
2. If the harassment does not stop, or the alleged victim does not feel comfortable confronting the harasser, the individual should:
  - a. Tell a teacher or school administrator who will document the complaint.

#### *COMPLAINT PROCEDURE*

Urban Community School expects students and/or staff to immediately report incidents of bullying to the school administrators. Staff members are expected to immediately intervene when they see a bullying incident occur. "A school district 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 adopted pursuant to this section if that person reports an incident of harassment, intimidation, or bullying promptly in good faith and in compliance with the procedures as specified in the policy." (Ohio Revised Code 11/04/2012 Section 3313.666). The 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.

It is imperative that harassment, intimidation, or bullying be identified only when the specific elements of the definition are met paying special attention to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the harasser interacted with the victim and the motivation, either admitted or appropriately inferred. Misconduct by one student against another student will result in disciplinary consequences as outlined in the Student Behavior Code.

#### *INVESTIGATION PROCEDURE*

The principal may appoint an investigator. The complainant is interviewed and the school administrator documents what happened. Any evidence of the harassment including, but not limited to, letters, video and pictures should be turned over to the investigator. Each complaint of bullying should be promptly investigated. The investigator, with the approval of the principal, has the authority to initiate an investigation in the absence of a written complaint.

Any witness to the event(s) will be interviewed by a school administrator who will document the conversation. Information received during the investigation is kept confidential to the extent possible.

UCS 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 as outlined in the Student Behavior Code.

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 principal. The investigator will provide a copy of the findings of the investigation to the principal.

### *RESOLUTION OF THE COMPLAINT*

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

## **SEXUAL HARASSMENT POLICY**

UCS believes that all employees and students are entitled to work and study in school-related environments that are free of sexual harassment. UCS will not tolerate harassment of any type and the appropriate disciplinary action will be taken as outlined in the Student Behavior Code.

### *PROCEDURES TO FILE A SEXUAL HARASSMENT COMPLAINT*

Students or employees who believe they have experienced sexual harassment shall report such matters to administration for investigation of sexual harassment complaints.

1. A complaint of sexual harassment is to be made to an administrator.
2. The complaint shall be as specific as possible regarding details.
  - a. If the complaint is made by an employee, it shall be in writing.
3. The administration or other impartial designee shall immediately investigate the complaint and shall make written notations of the specific allegations.
4. 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.
5. The need for confidentiality shall be stressed.
6. No reprisals will be tolerated against complainant(s), witness(es), or of individual(s) involved in the investigation.
7. The administration will determine 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.

## **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.

UCS prohibits the use, attempted use, possession, sale, or discharge of any weapon, look-alike weapon (replicas), or explosive device in the school, on school grounds, or at school-sponsored activities. This policy applies to all students, participants in-school programs, teachers, administrators, parents/guardians, and other personnel in the school.

Violations of this policy will warrant notification to the police and disciplinary actions outlined in the Student Behavior Code. If possession of a weapon is suspected, the administration will immediately contact the MetroHealth Police and/or Cleveland Police Department. If it is determined that this policy has been violated, the parents/guardians of the offender shall be immediately contacted.

## ACADEMICS

### CURRICULUM

UCS uses the Common Core Standards as the basis for the education of our students.

### RELIGIOUS PROGRAM

The curriculum is Catholic-inspired with a focus on developing values of peace and justice in children and places a strong emphasis on building tolerance and serving others. The program is inclusive of all children and their religious traditions.

The program is overseen by our Ursuline Mission and Religious Education Coordinator who ensures that all lessons are age and content-appropriate and align with the values of the Ursuline Sisters of Cleveland.

The religious program is largely grounded in Gospel stories. Faculty members will build and teach lessons to be inclusive of students who are of multiple faith traditions so that every child has a place in the conversation and develops a sense of pride in their own traditions.

### *ALL-SCHOOL RELIGION ACTIVITIES & REFLECTIONS*

- Every day at UCS begins and ends with prayer.
- Each child receives 100 minutes of religious instruction weekly.
- Beginning in 2nd Grade, every student participates in a monthly half-day retreat aligned with the religion theme of the month and each retreat includes a prayer service.
- The school hosts a monthly prayer service for faculty, staff, and families in our chapel.
- All students attend a monthly, all-school prayer service with the following themes:
  - New School Year Prayer Service, Welcoming Diversity
  - October with Focus on Saint Francis of Assisi, Care for God's Creation
  - Thanksgiving Prayer Service, Gratitude
  - Christmas Prayer Service, Light, and Hope in Darkness
  - Feast of Saint Angela Merici, Ursuline Commitment
  - Black History Month Prayer Service, Heroes and Heroines of Justice
  - Seder Meal and Prayer Service, Easter New Life
  - Earth Day, Creation and Nature



- May Peace Day Prayer Service, Summer Safety and Blessings
- An intention basket will be placed near the entryway, adjacent to the distinguished statue of Christ welcoming our children into the school. All are welcome to add intentions and we remember them daily.

### ***RELIGIOUS PARTICIPATION***

UCS welcomes children of all religious denominations. All children are expected to attend religious classes and participate in all-school prayer services.

### **EDUCATION PROGRAM**

The fundamental core of the UCS curriculum is to provide children with an individualized, innovative and challenging education. UCS believes first and foremost that every child must be treated as an individual as he or she learns at his or her own pace and ability.

Students at UCS learn math in an inquiry-based environment. Teachers are able to provide questions, problems, and scenarios to better engage student learning through thought and investigation. By incorporating direct instruction, students work individually or in small groups, developing key skills and building a better understanding of various mathematical concepts. Our students talk through best practices and problem-solving, therefore giving themselves the tools to solve more complex and relevant problems.

### **MULTI-TIERED SYSTEM OF SUPPORTS**

UCS employs a Multi-Tiered System of Supports (MTSS) to meet the needs of all students. All UCS math students receive high-quality, research-based Tier 1 instruction. Students whose needs are not adequately met in Tier 1 instruction, have access to Tier 2 and Tier 3 intervention or extensions through RTI (Response to Intervention). In order for children to gain additional support from teachers and support staff, we assess student progress based on four items: MAP screenings, MAP testing (assessing students three times per year), and AIR testing (testing students one time per year). By gathering the necessary information and data, we are able to see who our gifted children are and which children need additional support.

### **SOCIAL-EMOTIONAL CURRICULUM**

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

### **RESTORATIVE PRACTICES**

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.

## CULTURALLY RESPONSIVE PEDAGOGY

UCS is 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. 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. 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.

## THIRD GRADE GUARANTEE

Research shows that children who do not gain basic reading skills by the end of 3rd Grade struggle to succeed in later grades where they learn mostly by reading. [Ohio's Third Grade Guarantee](#) ensures that every struggling reader gets the support he or she needs to be able to learn and achieve.

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, 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 the 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.
4. If the student does not meet the requirements they will attend the mandatory summer reading camp.

## STUDENT ASSESSMENT & EVALUATION

Students are evaluated according to their individual abilities and achievement. 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.

Grades 3-8 Letter Grade Scale:

	A: 94%+	A-: 90 - 93%
B+: 87 - 89%	B: 82 - 86%	B-: 80 - 82%
C+: 77 - 79%	C: 72 - 76%	C-: 70 - 72%
D+: 67 - 69%	D: 62 - 66%	D-: 60 - 62%
F: Below 60%		

### Report Cards & Learner Profile

At the end of each trimester, each student will receive a report card, which is a snapshot of your child's progress throughout the school year. At parent-teacher conferences your students' teacher or teachers discuss your student's academic progress using the interim report as references.

Students also participate in the Measure of Academic Progress (MAP) assessment three times throughout the school year. Students in Grades 3 - 8 participate in the Ohio testing program, otherwise known as the Ohio AIR.

The Kindergarten team utilizes Teaching Strategies Gold (TS Gold). This assessment is an authentic part of instruction, embedded into everyday interactions with children in the classroom. The assessment model used in TS Gold follows widely held expectations for children birth through third grade and enables a whole-child approach to assessment.

Grades 1- 2 utilize a non-grading, numerical scale (1-4), which is based on student demonstration of mastery of the Ohio State Standards. Students complete standard aligned activities such as projects, worksheets, presentations, etc. Teachers then assess the student's output and choose the appropriate mastery level that was demonstrated.

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

## ACADEMIC 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 (Rtl) program. This system of supports and interventions includes access to our Intervention Assistance Team, Ohio Guidestone School-based Counseling Services, Math and 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.

## **RESPONSE TO INTERVENTION**

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

## **SCHOOL-BASED MENTAL HEALTH SERVICES**

UCS partners with Ohio Guidestone, Right Directions Behavioral Health Services, The Phoenix Counseling, and Cleveland Health and Wellness 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 within the school building helps improve the student's ability to learn and thrive in the academic setting. As a result of our partnerships, we have nine counselors supporting the UCS campus. In most cases, the counselor practice bills the student's health insurance for the service. If you would like to learn more about the counseling services at UCS, please notify your student's teacher, a grade level Director, or contact Liz Richmond, Mental Health and Counseling Coordinator at [lrichmond@urbancommunityschool.org](mailto:lrichmond@urbancommunityschool.org) or 216/375-5608.

## **TITLE I SERVICES**

Title I services provide additional support to teachers and students in kindergarten and first grade 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 UCS 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 UCS 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 UCS as a Provider of the Jon Peterson Scholarship, please contact the front office and ask for the Director or Chief Academic Officer.

## **ADVANCEMENT OF STUDENTS**

Generally, children move to the next grade-level at the end of the school year. However, children whose social and emotional levels are not consistent with their age may be given an additional year at a particular grade 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 UCS and demonstrate that they have done so by successfully completing the Graduation Outcomes Project (GOP) in 8th Grade 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.

# **SCHOOL ADMINISTRATION & ATTENDANCE POLICY**

## **STAFF LISTING**

Log onto the UCS website for a complete list of faculty and staff at [urbancommunityschool.org](http://urbancommunityschool.org)

## **OFFICE HOURS & CONTACT INFORMATION**

UCS Office is open from 7:00am until 4:00pm when school is in session and 7:00am until 3:00pm during the summer and school holidays. School Phone Number: 216.939.8330  
School Email: [cmunoz@urbancommunityschool.org](mailto:cmunoz@urbancommunityschool.org)

## **ATTENDANCE, ABSENCES, TARDIES**

Regular attendance is important and conducive to learning.

### ***ABSENCES***

Parents must notify the school office by phone or email by 9:30 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. Students participating in extracurricular activities are not permitted to attend a practice, meeting, or contest the day of a school absence. If the absence occurs on a Friday, the student may not participate in any weekend activities until they return to school. You can also use your SchoolPass account to report in absences providing the same information. *Excessive absences may lead to retention.*

### ***EXCUSED ABSENCE***

An absence is excused if it is due to:

1. Personal illness.
2. Critical illness in the family (substantiated by doctor's note).
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.

All other absences are unexcused.

A student's attendance will be calculated by the number of days they are present in school each day. If they miss the whole day, they will be marked as one day absent. If a child arrives at school 10:30 AM or after, they will be marked half-day absent.

### ***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.

### ***TARDIES***

Middle School Students who arrive after 8:00 am are tardy. Elementary students that arrive after 8:15 are tardy. They must go to the office for a tardy pass to take to their classroom. The front doors are locked at 8:15am 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.

### ***ATTENDANCE INTERVENTION PROTOCOL***

UCS will put the following protocol into action in response to a student's accumulated tardies/ absences per trimester. All calls made to families will be recorded in the student's record.

#### **Tardies**

If a student has:

- 5 tardies in a trimester: UCS Family Support Coordinator calls family to address any possible obstacles preventing students from timely arrival to school.
- 10 tardies: Director to call family as a pre-contract warning.
- 15 tardies: family meets with Director and/or Chief Academic Officer to sign an attendance contract.

### Absences

- When a student misses more than 5 instructional days, The Family Support Coordinator will contact the family to discuss possible obstacles in regular school attendance.
- If a student misses more than 10 instructional days the School Director will set up an attendance contract meeting with family and the Chief Academic Officer.
- The Chief Academic Officer has discretion to evaluate each circumstance on a case by case basis.

## SCHOOL DAY: HOURS, CAMPUS TRAFFIC PATTERN, TRANSPORTATION, DRESS CODE & MEALS

### SCHOOL HOURS

Classes for Elementary students begin at 8:15am. Classes for Middle School students begin at 8:00am. Dismissal is 3:00 pm on Monday, Tuesday, Wednesday, and Friday. On Thursdays, dismissal is at 2:30 pm. Any students picked up after dismissal has ended will be charged a \$12 late pick up fee per student.

### EMERGENCY SCHOOL CLOSING

In the event of severe weather conditions, hazardous road conditions, failure of major utilities or other emergencies, Urban Community School will close. 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.

Weather variables include wind chill temperature (a wind chill temperature of minus 15 degrees as forecast by the National Oceanic and Atmospheric Administration and the National Weather Service and the NOAA-NWS Wind Chill Chart, displayed below), precipitation (freezing rain or sleet; ice on the ground; 5-10 inches of snow on the ground; and 3 or more inches of snow overnight on top of existing snow), visibility (less than 50 feet); street or sidewalk conditions (icy or deep snow) or city advisories (airport, travel or street "advisory" or "warning" issued by city or weather services).

### ARRIVAL/DISMISSAL TRAFFIC PATTERN

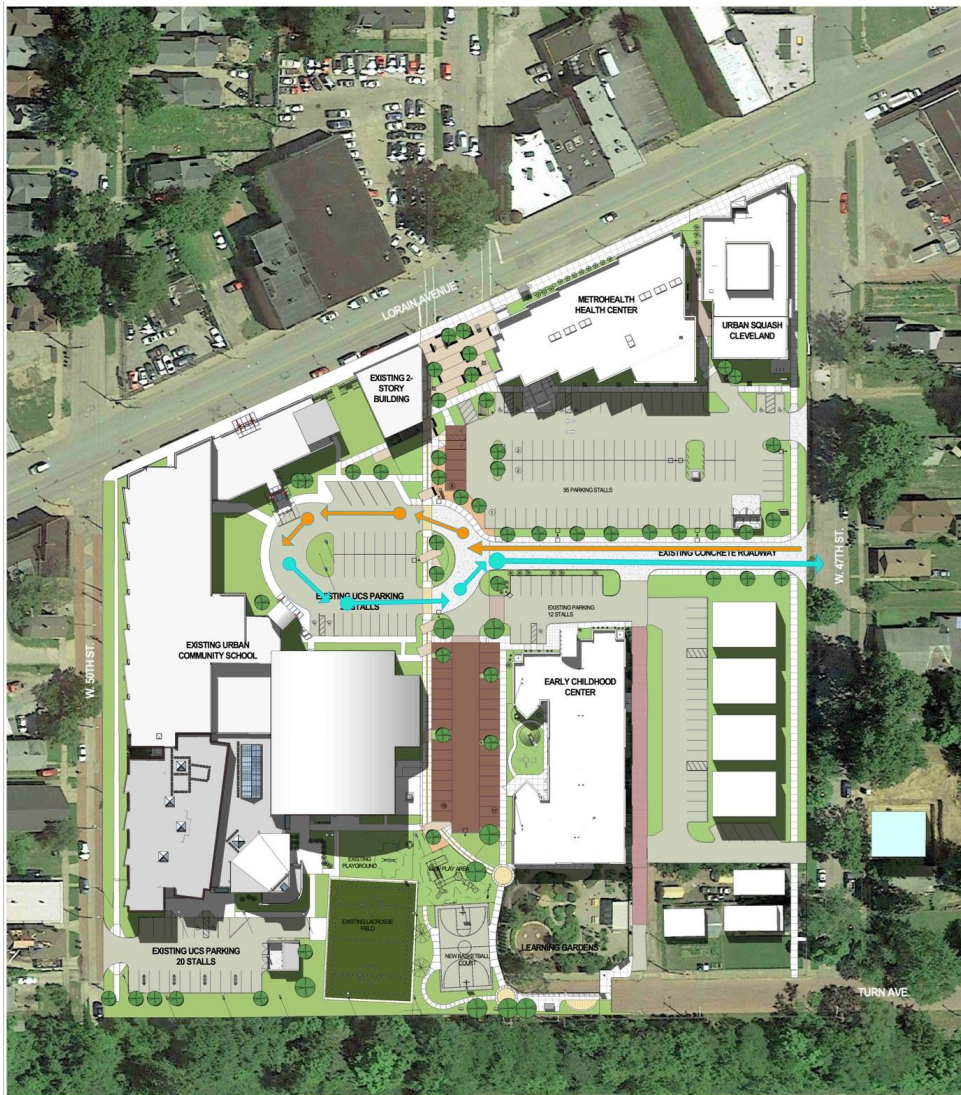
*UCS BUILDING - 4909 LORAIN AVENUE*

Students may be dropped off between 7:45am and 8:15am. Student supervision begins at 7:45am. Classes for Middle School students begin at 8:00am and classes for PreK - 5 students begin at 8:15am. Elementary school students (1st through 8th grades) should enter through the glass tower. All students enter the building at the main glass tower. Those children enrolled in the UCS Early Childhood Center should see below for their instructions.

To improve the safety and efficiency the school has begun using SchoolPass for dismissal. All parents should ensure that they have access to their account and have registered any and all vehicles/pick up persons for their students. Instructions can be found on the school's website.

To ensure student safety and a smooth flow of traffic, please follow this procedure for morning drop-off and afternoon pick-up: Cars will enter the campus driveway from W.47th St. Parents are strongly encouraged to head north on W.47th St. from Turn Avenue, rather than turning onto W47th St. from Lorain Ave. Cars will drive down the driveway towards the circle lot outside the glass tower. Parents must enter the lot through the gate marked "Enter Only". Parents will proceed through the circle, dropping off students at their designated areas, and exiting the lot through the gate marked "Exit Only". After proceeding back down the driveway, Parents can exit onto W.47th. Dropping off students in the MetroHealth Lot is PROHIBITED.

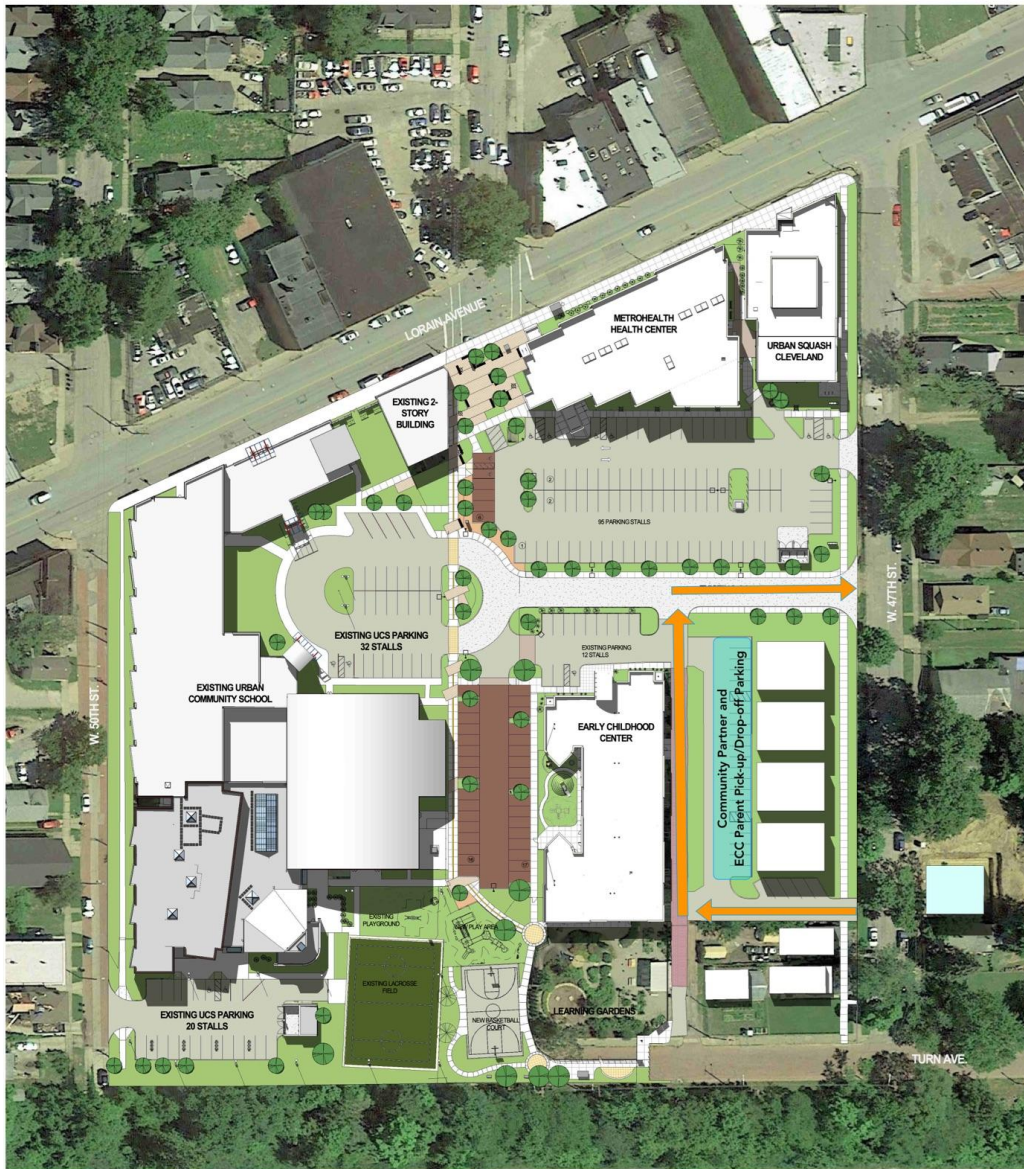




***EARLY CHILDHOOD CENTER - 2021 W.48th STREET***

Parents dropping off children at the Early Childhood Center (Yellow Tower) coming to drop off or pick up between 7:30am and 8:30am or 2pm and 3:30pm should pull into the Early Childhood Center Entrance and park in one of the spaces along the northern side (spaces facing the driveway) of the building. Children can be walked in and dropped off with center staff, and then parents can return to their car and exit with the main UCS traffic via the main driveway towards W.47th St.

If picking up or dropping off at any other times, families are welcome to use either the Early Childhood Center Entrance or the main UCS Driveway, whichever they prefer. Exiting the campus is limited to the main UCS Driveway.



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 CAMPUS*

When a parent/guardian asks to have a child excused early from school, the parent/guardian must contact the front office (email, phone or SchoolPass). 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. They must bring a form of ID with them.

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

## TRANSPORTATION POLICY & OPTIONS

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 current choices are car rider, walker, UCS bus, van, 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.

### *UCS BUS*

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.

Additional bus and van support will be available. Contact the school office at 216-939-8330 to learn more.

<i>Morning Bus Schedule:</i>	7:20 am	Bus leaves St. Malachi
	7:35 am	Bus leaves St. Patrick
<i>Afternoon Bus Schedule:</i>	3:15 pm	Bus arrives at St. Patrick
	2:45 pm	on Thursdays
	3:05 pm	Bus arrives at St. Malachi
	2:35 pm	on Thursdays

### *BUS and VAN 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 or van -

- Observe classroom conduct.
- Be courteous, use respectful language.
- Eating, drinking or chewing gum is not permitted.
- Keep the bus/van clean.
- Cooperate with the driver.
- Treat the bus and equipment with respect.
- Stay seated and face the front.
- Keep head, hands and feet inside the bus/van.
- Keep hands, feet and body to self.
- Keep carry-on items closed.

Cell phone use is not permitted on the bus/van.

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

Consequences for disregarding the bus/van rules -

First offense results in a written warning which must be signed by parent or guardian.

Second offense results in a week's suspension of bus privileges.

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 students who have forfeited their 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.

### *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 Grades K - 8 can fill out a form for "Reimbursement in Lieu of Transportation" posted on the school website. These forms must be turned in by the deadline indicated by the school with a current utility bill and a copy of your driver's license. 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.

## 2023-2024 Dress Code: PK-5

**Objective:** The dress code is to establish an environment of learning and responsibility so that students can participate in their active day of learning.

- Clothing may be purchased through most local stores (Walmart, Target, Kohls), on Amazon, or through Schoolbelles ([www.schoolbelles.com](http://www.schoolbelles.com)). If you are unable to purchase items for your child, contact Mr. Chris Tipton at [ctipton@urbancommunityschool.org](mailto:ctipton@urbancommunityschool.org).
- All tops must be a solid white, dark green, navy or gray (may contain UCS logo/insignia).
- All bottoms must be solid navy, black, khaki or jeans.
- Clothing may not be torn or have holes/shredded areas.

- Spirit wear may be worn on designated “Spirit Wear/Dress Down Days” or by earning a “Spirit Wear/Dress Down” pass.

Clothing	Guidelines
<b>TOPS</b> <ul style="list-style-type: none"> <li>● Collared Shirt</li> <li>● Sweater</li> <li>● Sweatshirt</li> <li>● Turtleneck</li> </ul>	<ul style="list-style-type: none"> <li>● Cover midriff and meet bottom</li> <li>● When wearing a sweater or sweatshirt, the collar of the shirt must be visible</li> <li>● Turtleneck may be worn under the collared shirt</li> </ul>
<b>BOTTOMS</b> <ul style="list-style-type: none"> <li>● Skirt</li> <li>● Jumper</li> <li>● Pants</li> <li>● Shorts (August -- October; and May)</li> </ul>	<ul style="list-style-type: none"> <li>● Meet top</li> <li>● Skirts/jumpers/shorts must be at least knee-length</li> <li>● Solid navy or black leggings may be worn under skirts/jumpers</li> </ul>
<b>SHOES</b> <ul style="list-style-type: none"> <li>● Leather</li> <li>● Athletic</li> </ul>	<ul style="list-style-type: none"> <li>● Cover the whole foot <ul style="list-style-type: none"> <li>○ No crocs, slippers, slides or flip-flops</li> </ul> </li> </ul>
<b>ACCESSORIES</b> <ul style="list-style-type: none"> <li>● Jewelry</li> </ul>	<ul style="list-style-type: none"> <li>● Simple</li> <li>● Accessories should align with the mission of the school and should not be affiliated with a political party or candidate.</li> </ul>
<b>PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>● All tops/bottoms must be a solid (sweat material) white, dark green, navy or gray (may contain UCS logo/insignia).</li> <li>● Your child should only wear these clothes to school on PE day.</li> <li>● Athletic shoes</li> </ul>

### 2023-2024 Dress Code - Middle School

Clothing	Guidelines
<b>TOPS</b> <ul style="list-style-type: none"> <li>● Green or Gray UCS Polo OR</li> <li>● Green UCS Sweatshirt</li> </ul>	<p>These are the only tops that Middle School students can wear. Orders can be placed in May, June and October. Here is the link to order:</p> <p><a href="#">MS Polo/Sweatshirt Ordering</a></p>
<b>BOTTOMS</b>	<ul style="list-style-type: none"> <li>● No sweatpants, joggers or leggings</li> <li>● Pants cannot be ripped</li> </ul>

<ul style="list-style-type: none"> <li>● Pants &amp; Skirts: Solid khaki, black, or navy blue dress pants or black/blue Jeans</li> <li>● Shorts (August -- October; and May)</li> </ul>	<ul style="list-style-type: none"> <li>● Solid navy or black leggings may be worn only under skirts.</li> <li>● Skirts must be at least knee-length</li> </ul>
<b>SHOES</b> <ul style="list-style-type: none"> <li>● Leather</li> <li>● Athletic</li> </ul>	<ul style="list-style-type: none"> <li>● Cover the whole foot <ul style="list-style-type: none"> <li>○ No cros, slippers, or flip-flops</li> </ul> </li> </ul>
<b>ACCESSORIES</b> <ul style="list-style-type: none"> <li>● Jewelry</li> <li>● Make-Up</li> </ul>	<ul style="list-style-type: none"> <li>● Simple</li> </ul>
<b>PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>● Middle School students will wear their regular school clothes on gym day.</li> <li>● Wear athletic shoes because leather shoes can damage the gymnasium floor.</li> </ul>

### Procedure for Middle School Students Out of Dress Code

- 1st Infraction & 2nd Infraction: Phone call to family. Students given uniform item(s) from school. If the item(s) is not returned, the price of the item will be charged to My School Bucks account.
- 3rd Infraction: Family responsible to bring uniform to school. The student will wait in the office until the uniform is brought to school.

### BREAKFAST/LUNCH PROGRAM

UCS 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.

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

### NUTRITION POLICY

Students are welcome to bring healthy snacks and clear water bottles to school. In addition, each classroom will have running water and cups should a drink of water be needed.

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

*PROHIBITED FOODS/SNACKS:*

- Soda/pop beverages - UCS is a soda/pop-free zone
- Food delivery (Uber Eats, Door Dash, etc)
- Gum
- Coffee/Tea

## FAMILY COMMUNICATIONS & RESOURCES

Teachers are the individuals who are most engaged with students each and every day. The teachers are a key component of the child's education. Please reach out directly to the student's [teacher](#) with any thoughts, concerns, or suggestions at any time.

It is encouraged that parents/guardians reach out to the teacher(s) prior to the principal with concerns that involve school issues due to the teachers being the ones who work with the students most directly. However, feel free to contact the principal or school president at any time by calling the school office at 216.939.8330.

The weekly parent newsletter and most official school communication will be done online. All beginning of the year forms will be managed digitally through the school website. The UCS family newsletter can be accessed at <https://urbancommunityschool.org/family-newsletter>.

Official school communication will be sent via email on Wednesday (occasionally you will receive items in the US Mail). The information included will be anything that must be delivered in a hard copy form. There may be times during the school year when the information will be sent home to all families via the child designated as the "family rep" or to all students (i.e., parent/teacher conference information, voucher applications, etc.).

### USE OF THE SCHOOL 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 in the building during the school day. Students in the elementary grades need to keep their cell phones in their backpacks/lockers and the phones must be 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 administrators.

In middle school, students turn in all electronic devices upon arrival to their homeroom. If a student arrives late, he/she will be responsible for giving his/her device to a teacher. 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.

### Procedure if Cell Phone is Not Turned In

- 1st Infraction: Conversation with teacher and phone turned into homeroom.
- 2nd infraction: Phone call to family. Phone kept in the dean's office and returned at the end of the day.
- 3rd Infraction: Phone turned in each morning to an administrator's office and returned at the end of the day.

## PARENT/GUARDIAN VISITATION

All visitors must stop in the front office. Parents/Guardians need to have a previously scheduled meeting in order to have access to the building. Scheduled meetings will not take place in the classroom but in designated meeting areas.

## FAMILY ENGAGEMENT

- At Urban Community School, we value Family Engagement as a vital component to whole child development.
- UCS focuses on six categories of engaging families:
  - *Parenting* involves helping families establish supportive home environments for students and helping the school understand its families.
    - The more we know about students and families the better and more effectively we can communicate throughout their time at Urban. Parent-Teacher Conferences, Home Visits, Wolf DEN, Wolf PUPS, P.A.C.K. Volunteering, and Howl Meetings are examples of ways to share information.
  - *Communicating* involves the establishment of two-way interaction using a variety of platforms about school programs and student progress.
    - This shows students that teachers, staff, and parents are in constant communication with each other and working together to help them succeed. School letters and emails, Teacher newsletters and emails, the UCS Family Newsletter, Class Dojo, Google Classroom, Parent-Teacher Conferences, Home Visits, Wolf DEN, Wolf PUPS, P.A.C.K. Volunteering, and Howl Meetings are examples of ways to gather or share information.
  - *Volunteering* focuses on recruiting and organizing families and community partners to create learning, enrichment, and engagement opportunities for students.



- The [UCS P.A.C.K. \(Parents And Community for Kids\)](#) consists of any and all parents/guardians and community members engaging with the UCS community throughout the school year, primarily as a volunteer. Families are highly encouraged to [donate their time](#) and talents with the school community at least (2) times per year in opportunities including chaperoning field trips, reading or leading an activity or lesson in the classroom, coaching an athletic team, or working an engagement event.
- *Learning At Home focuses on providing information and ideas to families about how to support students with their schoolwork.*
  - Prepare your student for academic success by checking your student's Class Dojo or Google Classroom regularly, attending conferences/communicating with teachers, and providing an adequate environment for school work.
- *Decision-Making is working with families to advocate for students and families on school decisions.*
  - We want families to have a voice in the whole-child educational experience for their children by serving on committees, focus groups, as survey respondents, and attending conferences and Howl Meetings.
- *Collaborating With The Community is the identification and integration of resources and services from the community to strengthen programming and enable students to serve the community.*
  - Our partnerships strive to foster academic, athletic, health & nutrition, and enrichment programming for students through academies, events, and extracurricular activities while also offering support to families in need. On-campus partners include [MetroHealth](#), [Urban Squash Cleveland](#), [The Refugee Response](#), [Facing History & Ourselves](#), and [The House of Champions](#). The annual Welcome Back Wolves and Whole-Child Showcase events are a great opportunity to engage with UCS partners.

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.

Ways To Engage At UCS:

- [www.urbancommunityschool.org](http://www.urbancommunityschool.org)
- [Family Newsletter](#)
- [Family Engagement Events & Howl Meetings](#)
- [Student Extracurricular Activities](#)
- [Volunteering](#)
- [Family Engagement Events](#)
- [UCS P.A.C.K.](#)
- [Wolf DEN](#)

## FAMILY SUPPORT SERVICES

UCS has partnered with a variety of local service and recreation organizations for families seeking assistance. Families may contact the school office during or after school hours from 8:00am to 6:00pm, Monday through Friday, to schedule an appointment or inquire about available services.

Family supports include, but are not limited to:

- ARRUPE Neighborhood Partnership
- Cleveland Food Bank
- Cleveland Housing Network
- EDEN
- Legal Aid Society
- Legal Works
- MetroHealth Medical Center
- Near West Recreation
- Neighborhood Family Practice
- Providence House
- Shoes and Clothes For Kids
- The Foundry Committee Rowing and Sailing Center
- UCS/CYO Athletics
- United Way 2-1-1
- Urban Squash Cleveland
- WIC

## WOLFPACK PROGRAM

The Wolfpack Program is a group mentoring program that matches a middle school student with up to two adult mentors. The student is the leader of his or her Wolfpack, and they gather once a month for dinner and a themed activity. The ultimate goal is for students to use the relationships they build with their mentors to realize their potential in the classroom, in afterschool activities, and in the greater UCS community.

## ATHLETICS & EXTRACURRICULAR ACTIVITIES

Please visit [www.urbancommunityschool.org/extracurriculars](http://www.urbancommunityschool.org/extracurriculars) or [www.urbancommunityschool.org/athletics](http://www.urbancommunityschool.org/athletics) for more information on available opportunities for students.

## TECHNOLOGY

We are pleased to offer UCS students 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 at 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, UCS supports and respects each family's right to decide whether or not to permit access.

## **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 form will be given to the youngest/only students by their homeroom teachers. The signed form must be on file at UCS 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.

## **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. If you are new to the system, your login credentials will be sent home via SchoolMessenger 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 2018-2019 school year will not allow you to access the system this year.

## **CHROMEBOOK RESPONSIBLE USE POLICY**

All students in Grades 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 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.

## TECHNOLOGY COVENANT

I understand the school's policies and expectations for earning the use of the technology 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 technology assigned to me, and will only access documents, accounts, and content that are my own.
3. I will care for UCS technology, transport 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 UCS technology 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 UCS technology 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.*

## EMAIL & LEARNING MANAGEMENT SYSTEM

Students will be issued an individual Gmail account which they will use to access 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 ( For security purposes, UCS only allows students to exchange messages with faculty members and other students, but not with people outside of the school).

## 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 & 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 the property of UCS.
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's 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/videos of yourself (selfies) are prohibited.

Students are not allowed to take any pictures/videos 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 videos 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

Edgenuity is an online program that allows teachers to differentiate the curriculum for their students, monitoring their progress while completing lessons, assessments, and interactive activities. Students' MAP assessment scores are populated into Edgenuity and each student receives an individualized learning path. The website for Edgenuity is <https://www.thelearningodyssey.com/>. 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 the knowledge base.

## HEALTH INFORMATION

On entry to UCS, 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. Annually, 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.

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. If your child has medication that needs to be administered or a chronic health condition (asthma, diabetes, seizure, food allergies, etc) please complete the appropriate forms listed below.

## CHILDREN WHO GET SICK/INJURED WHILE AT SCHOOL

Since UCS 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 in Powerschool 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 page in PowerSchool.

When a child becomes ill at school, the parent or a person designated by the parent 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 authorization on the emergency

health page 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.

## MANAGEMENT OF COMMUNICABLE DISEASE & ILLNESS

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 9:30 am indicating the reason for the child's absence.

The following precautions shall be taken for children suspected of having a communicable disease: UCS will manage communicable diseases per ODH recommendations. Refer to this [chart](#) for a list of communicable diseases and exclusion criteria. If your child has been vomiting, multiple episodes of diarrhea, or temperature greater than 100.0 F please keep your child home for 24 hours. If you have any questions please contact the school nurse.

## MEDICATION POLICY (K-8)

Students requiring medication including over-the-counter medications during the period when they are under the direct supervision of the school shall report to the school nurse's office with their teacher, teacher assistant, or individually with a class pass if they are old enough. The following procedures will be 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 medication is brought to the school nurse 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.
3. The form and medication must be brought together to the school nurse so it can be reviewed before it can be administered.
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.
6. Each time medication is administered, a written record including dosage, date and time shall be made. The record shall be kept on file for one year.



## Protocol and Order for Emergency Administration of Asthma Inhaler

### **Introduction**

Ohio schools may stock and administer emergency albuterol inhaler medication to a pupil or adult at a school or school sponsored events experiencing symptoms of respiratory distress per Ohio Law. This legislation allows for school nurses, health clerks, and non-medical personnel, after completion of training and a signed standing order, to administer the medication to a student, staff member or visitor experiencing signs and symptoms of respiratory distress. The goal of Urban Community School stock emergency albuterol program is to reduce the amount of time children spend away from the classroom and make our schools safe for all children.

### **Training**

Urban community School personnel administering the medication will complete training as required by Ohio state law. The school will maintain a list of personnel trained, which includes the date of training.

Training will be provided as required by Ohio law and recommendations of the Ohio Department of Health.

### **Standing Order**

Urban Community School will have a standing medical order signed by a licensed physician or nurse practitioner. The order applies to all students, staff and visitors of Community Urban School.

The number of times an inhaler can be used before disposal will be in accordance with the manufacturer's recommendation.

## Standing Provider Order for Inhaler Emergency Use

**Name of medicine:** Albuterol/ProAir/Ventolin/Proventil

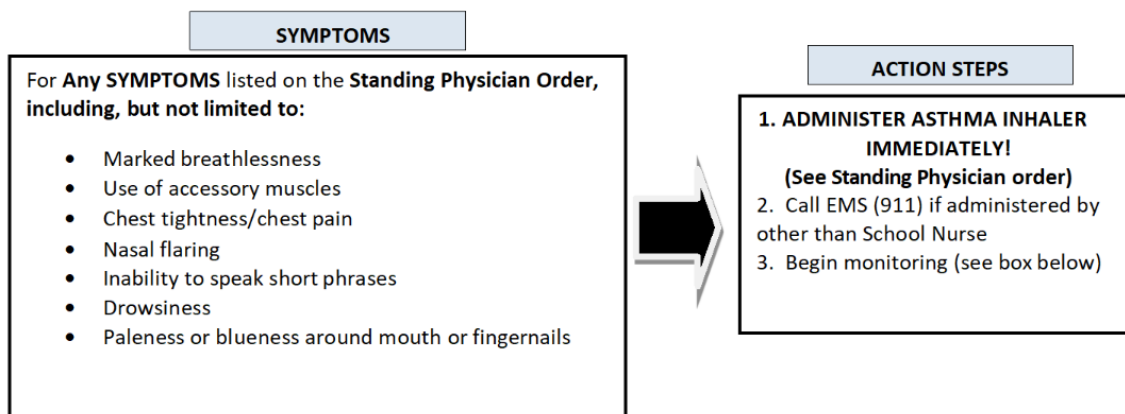
**Dose and Route:** MDI 2 Puffs, if no relief, give 4 more MDI puffs in 10 minutes (XXX is there a maximum dose?); or follow student asthma action plan if available

**Frequency:** PRN

**Reason for Administration:** Asthma, Exercise Asthma, Respiratory distress – mild to moderate or severe

**Mild-to-Moderate** Symptoms may include one or more of the following: Struggling to breathe • Whistling in the chest • Persistent Coughing • Chest pain • Wheezing • Chest tightness • Noisy breathing • Shallow breathing • Decreased breath sounds • Breathing hard or fast • Shortness of breath • Nasal flaring • Difficulty speaking

**SEVERE** respiratory distress may vary among individuals and may include some or all of the following: Struggling to breath/Shortness of breath • Coughing, wheezing, tightness in the chest • Difficulty speaking • Blueness around the lips or fingernails (may look gray or “dusky”) • Chest retractions (chest/neck are pulling in) • Use of accessory muscles (stomach muscles are moving up and down) • Fast pulse (tachycardia) • Agitation



## MONITORING

**Monitoring after 911 is called –Airway, Breathing and Cardiac.  
Stay with individual; alert healthcare professional and parent.**

Note:

- Record time asthma inhaler used and inform rescue squad upon arrival.
- Restrict physical activity and allow individual to rest
- Provide First Aid/CPR as necessary; AED if available.

## MEDICATION/DOSAGE

**Medication/Dosage:** Select appropriate asthma inhaler and dose based on the Standing Physician Order. Review manufacturer's instructions for specific use of asthma inhaler with or without a spacer.

# 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.

## **BARRICADE DEVICES**

Barricade devices are installed in all classrooms and on 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 the usage of this product.

## **EXTRAORDINARY EMERGENCY 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 1 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.

## ADMISSIONS GUIDELINES & TUITION

UCS's mission is to provide an individualized, faith-based, 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. Admission/readmission of students is based on a probationary period.

Admission inquiries may be made via [this form](#), or by contacting the school office at 216-939-8330 (main school building) or 216-238-0008 (early education center).

### EVALUATION OF APPLICANTS

Readiness screenings for the 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 Grades 1 - 8 are administered on a case-by-case basis if/when vacancies occur. Each child is admitted on a probationary basis.

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 Grades 1 - 8. Developmental readiness screenings are conducted at the preschool, prekindergarten, and kindergarten grades. 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 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 - Kindergarten students must be five by September 30. First-grade children must be six-years-old by September 30 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 principals, may be given consideration for admission.

## TUITION & FEE POLICY

UCS 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.

### 2023-2024 Tuition

Kindergarten through 8th grade	\$13,000
Early Childhood (school year program)	\$7,500
Half day three or four-year-old	\$4,500
Registration Fee (per student)	\$80; family max \$215

1. All families must sign a tuition contract, which lists the tuition, financial aid from UCS and/or participation in the Cleveland Scholarship, EdChoice, or Jon Peterson 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, EdChoice, or Jon Peterson Program may also limit the family portion of tuition to UCS. Application forms for these programs are available from the Ohio Department of Education website, <http://education.ohio.gov/Topics/Other-Resources/Scholarships/>, or UCS.
  - c. UCS participates in the publicly-funded childcare (PFCC) program for early childhood education and after-care.
2. Families may choose several payment options through My School Bucks.
3. It is the responsibility of the parent/guardian to notify the principal or enrollment director if extenuating circumstances occur that cause an interruption in your tuition payments.
4. Tuition is to be paid in full by May 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 technology, 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.

## **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.

### **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 the principal and teacher of this fact so that appropriate support can be given to the child.

### **DIVORCE DECREE INVOLVING CLEAR CUSTODY BY ONE PARENT**

The principal is 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 is to be submitted to the school office. 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 classwork 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.

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.

## **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 ensures that both parents are given the same information at the same time, thereby avoiding misunderstandings and misinterpretations. In cases where joint conferences are clearly neither possible nor desirable by all parties involved, alternate arrangements may be discussed with the principal, 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 principals personally.





**PARENT'S REQUEST FOR THE ADMINISTRATION OF MEDICATION  
BY SCHOOL PERSONNEL**

I hereby request, authorize and give my permission to the principals or his/her designee (i.e., school nurse or responsible person) to administer the following medication to my child.

Prescribed medication:

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—

See Physician's completed request form attached.

Non-prescription medication:

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—

Over the Counter

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Name of Student	Date of Birth
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—

Address, Including City and Zip Code

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—

Name of Prescribed Drug, Dosage and Route of Administration

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—

Times of Day to Be Administered

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—

Beginning and Expiration Date of This Request

It is not possible for this medication to be taken at home by my son/daughter and it must be administered during the school day.

In consideration of my child being administered the above-specified medication at my request, on behalf of my child, spouse and myself, I assume all risks in connection therewith and I further release the Diocese of Cleveland, the Bishop of the Roman Catholic Diocese of Cleveland, Urban Community School, employees and volunteers from all claims, judgments and/or liability for any injury or damage due to the designated administration of said medication to my son/daughter.

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Parent/Guardian Signature

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Date

Ohio Department of Job and Family Services  
**REQUEST FOR ADMINISTRATION OF MEDICATION  
 FOR CHILD CARE**

<b>Box 1</b>	<b>The following section must always be completed by the parent/guardian.</b>
Check all that apply and complete all of the information.	
<input type="checkbox"/> Prescription Medication <input type="checkbox"/> Nonprescription Medication <input type="checkbox"/> Food Supplement <input type="checkbox"/> Topical Product or Lotion <input type="checkbox"/> Refrigeration Required <input type="checkbox"/> Modified Diet	
Name of Child	Date of Birth                      Weight
Name of Medication	Exact Dosage
To be administered at the following times	For the following period of time
<input type="checkbox"/> I understand that my child must receive one dose of medication before arriving at the program (unless the medication is used for emergencies).	
Signature of Parent/Guardian	Date
<b>Box 2</b>	<b>The following section must be completed by a licensed physician, licensed dentist, advanced practice registered nurse or certified physician's assistant.</b>
1. The medication contains codeine or aspirin. 2. A physician's instruction is needed for a nonprescription medication (e.g. child does not meet minimum age or weight requirements as listed on the label instructions). 3. It is a sample medication without a prescription label. 4. The nonprescription medication is to be given longer than three consecutive days within a fourteen day period. 5. The topical product or lotion and the physician's instructions exceed the manufacturer's instructions or use.	
Name of child	Name of medication, vitamin, diet, supplement
Dosage	Possible side effects to watch for are
Expiration date (May not exceed twelve months from the date of this request for medications or food supplements).	
Instructions	
This child is under my care and should receive the above medication as written. Signature of physician, dentist, advanced practice registered nurse or certified physician's assistant	
Date of signature	Phone number
Name of child	Name of medication, vitamin, diet, supplement

This form is valid for no longer than twelve months and must be kept on file at the center or home for at least one year following the last administration of the medication or product. One form must be used for each medication.

**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 PRINCIPAL AND SCHOOL NURSE.  
PLEASE RETURN FORM TO THE MAIN 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 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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(Signature of Witness)

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(Date)