



CARDINAL McCLOSKEY

COMMUNITY CHARTER SCHOOL

2025-2026

Student & Family Handbook

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Dr. Mary Anne DeVivio, Principal

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August 2025

Dear Parents and Guardians,

Adopted May 2025

I am delighted to extend a warm welcome to you as valued members of our school community! As we embark on another exciting academic year, I am thrilled to have the opportunity to work together to ensure the success and well-being of our students.

At CMCCS, we believe that education is a collaborative effort, and your involvement is vital to the growth and development of our young learners. Together, we form a partnership aimed at providing the best possible learning environment and experiences for our students.

Our school handbook serves as a comprehensive guide outlining our policies, procedures, and expectations. It is designed to be a valuable resource for you, offering insights into our educational philosophy, curriculum, extracurricular activities, and much more. I encourage you to familiarize yourselves with its contents and refer to it whenever necessary throughout the year.

As parents and guardians, your support and engagement are instrumental in creating a positive school culture and fostering academic excellence. Whether it's volunteering in the classroom, attending parent-teacher conferences, or participating in school events, your active involvement greatly enhances the educational journey of our students.

Furthermore, communication is key to our partnership. I encourage open and transparent communication between home and school, and I am always available to address any questions, concerns, or feedback you may have. Together, we can ensure that every child receives the support and guidance they need to thrive academically, socially, and emotionally.

As we begin this new school year, let us reaffirm our commitment to working together in the best interests of our students. I am confident that with our collective efforts, we will continue to create a nurturing and inspiring learning environment where every child can reach their full potential.

Thank you for entrusting us with the education and well-being of your children. I look forward to a successful and rewarding year ahead!

Warm regards,

Dr. Mary Anne DeVivio

Principal

School Mission

The mission of CMCCS is to address the academic, social-emotional, and developmental needs of its students in a safe, supportive, and trauma-sensitive academic learning environment. CMCCS is committed to serving at-risk students in foster care and students receiving preventive services. Through

Adopted May 2025

a rigorous program of instruction utilizing a trauma-informed, Sanctuary Approach and by providing a wide range of wrap-around supportive services, CMCCS will help each student become more resilient, independent, and academically successful.

School Vision

The charter school focuses its outreach and student recruitment efforts to enroll at-risk students in the community—ie. students who are in foster care and who are receiving preventative services. Cardinal McCloskey Community Charter School addresses the needs of these students by providing a rigorous academic program in a trauma sensitive environment that gives students comprehensive wraparound services and support. Students in foster care or preventive services in CSD 10 are in more need of effective academic programs and supportive services than students who are not in foster care or receiving preventive services.

CMCCS Key Design Elements

Design #1 – The Sanctuary Model/Wraparound Services

A trauma-informed approach to education through the use of the Sanctuary Model - The Sanctuary Model is an evidence-based model – designed to help organizations address the impacts of trauma – that cultivates a trauma-sensitive environment in which at-risk youth can maximize their potential to learn, heal, and grow. The charter school will use this model to help create a safe, supportive, and therapeutic environment for students and the staff who work with them. Cardinal McCloskey Community Charter School expects to enroll a student population composed largely of children in foster care, children receiving prevention services (or whose families are receiving prevention services), and other at-risk students. Based on the experience of the charter school's partner organization, Cardinal McCloskey Community Services, a provider of foster care, preventative services, and early childhood education in the Bronx, along with a considerable body of research from the field, most of the students enrolled at the charter school will have experienced and/or will experience some form of trauma and will have experienced or will be experiencing complex trauma – i.e. exposure to multiple or prolonged traumatic events that impact a child's development. Through a "whole school" integration of the Sanctuary Model, CMCCS will help students overcome the effects of trauma and will address the social-emotional and related barriers that can prevent students from engaging meaningfully in school.

Design #2 – Data-Informed Academic Program

A rigorous, standards-aligned, data-informed academic program, teachers will draw heavily on the materials and resources of EngageNY. Teachers and instructional staff will work individually and collaboratively in professional learning communities to analyze a variety of student data, identify desired student results, determine what evidence will demonstrate achievement of desired results, and implement appropriate learning experiences and instruction. Data will be collected and assessed by the Principal and all teachers throughout each year to gauge student growth and progress and to tailor instruction to address specific gaps and needs.

Design #3 – Extended Day Programming

Adopted May 2025

Extended day programming - To ensure that each student's needs are addressed, CMCCS is committed to a staffing model and school schedule that promotes personalization of instruction, appropriate remediation and enrichment, and effective delivery of supportive services. The school's staffing model ensures a low teacher/instructional staff-to-student ratio throughout the school and that special education students are served in inclusive classroom environments. The school has an extended day schedule that provides daily opportunities for remediation, enrichment, tutoring, counseling, and other supportive services.

Design #4 – Comprehensive Before & After-School Services

Comprehensive before and after school services – Services are offered for students to support their healthy growth and development, build their resilience and capacity to cope effectively with challenges in school and life and bolster their academic performance. Integrating such supportive services into the school's program design helps students address social, emotional, developmental, family and trauma-related issues that can impact their academic performance and success in school. The school's partner organization, Cardinal McCloskey Community Services, offers services and support that can be tailored to address the needs of each student. Cardinal McCloskey Community Services' model includes extensive clinical assessment services that inform individual child health plans and promote a holistic composition of resources for the child.

CURRICULUM & INSTRUCTION

CMCCS is committed to an academic program, staffing model and school schedule that promotes the personalization of instruction, appropriate remediation and enrichment and effective delivery of supportive services. A key part of the academic program is the establishment of an Individual Growth for Success Plan for each student, based on analysis of a variety of data that establishes instructional and social-emotional growth objectives and strategies to support the student in achieving them. In addition, each grade will have one Integrated Co-Teaching classroom with two certified teachers—One general education teacher and one teaching assistant. The other two classrooms in each grade will have one certified general education teacher, one Teacher Assistant and one “shared” certified Special Education teacher who will spend time in each classroom providing push-in and pull-out instruction. This staffing model will ensure that Special Education students will be served in inclusive classroom environments and all students will benefit from personalized instruction. In addition, the school will have an extended-day schedule that provides daily opportunities for remediation, enrichment, tutoring, counseling and other supportive services, along with time for collaborative planning, curriculum development and mapping, data analysis and professional development for teachers and instructional staff.

Curriculum & Structure

Under the leadership of the Principal and the instructional leadership (Director of Curriculum and Instruction, Special Education Coordinator, etc.), and coaches, CMCCS will align its academic program with current and evolving Next Generation Standards curriculum modules and assessments for all Core Subject areas. The modules, pacing schedules and assessments in both ELA and Mathematics, and Science will be adopted for use by teachers and instructional staff to provide effective

standards-aligned instruction and support. In Social Studies, the school will use the National Geographic Panorama Social Studies framework which is aligned to ELA and in conjunction with grade-level Social Studies inquiries. Science, Art, Music, Physical Education and Health curricula (along with performance-based assessments in each subject area) will be developed, aligned with the Next Generation Learning Standards and modified as necessary to conform to changes in standards and to improve instruction. In Science, the school will use the current NYS Science Standards and the FOSS program to govern the development of its curriculum, pacing guides and assessments. To support Science IXL resources have been added to prepare fifth grade for the NYS Science exam. CCMS follows the NYS Arts standards and curriculum and instruction in Arts education at CMCCS will initially be aligned with the current NYS Arts Standards for its four Art strands (visual, music, dance and theater).

The process of developing and delivering curricula, lessons and learning experiences that support student achievement aligned with the rigorous Next Gen standard in all subjects—and utilize a collaborative approach in which teachers and instructional leadership will work in teams and individually to analyze student data, identify desired student results, determine what evidence will demonstrate achievement of desired results and design appropriate learning experiences and instruction. Each year, data will be collected for each student including data from NYS assessments, iReady diagnostic, NWEA MAP assessments, curriculum-based Next Gen Module assessments in ELA and math and curriculum-based teacher-developed assessments, along with data used to identify and document growth in addressing students' social-emotional and developmental needs. Teachers and other instructional staff will work together to review and analyze student data, to establish individual student, classroom and grade-level goals, and to create strategies for addressing student needs and to measure progress toward achieving goals.

English Language Learners (“ELLs”)

CMCCS ensures that ELLs receive equal access to all educational programs and extracurricular opportunities. Students identified as having Limited English Proficiency are provided with sheltered instruction in the form of the Sheltered Instruction Observation Protocol (“SIOP”), to help ELLs master core content and develop English language proficiency. Students who are at entering (beginning), emerging (low intermediate), or transitioning (intermediate) levels of language proficiency will also receive explicit English language instruction from a certified ESL teacher. The curriculum for ELLs is differentiated by teachers and Max Scholar multi-sensory program supports entering students. The WIDA assessment is administered to move students forward and out of class support is offered through our intervention team.

Evaluations and Special Education Services

The Student Services team at CMCCS will evaluate all student IEPs and help develop the metrics that will be used to determine if the students are reaching the goals written in their IEPs. At CMCCS, we take Special Education very seriously and will work directly with the parents/guardians to make sure that all parties are fully aware of the extent of the goals and requirements for a student with an IEP.

Students Thriving in Academics

Students who are in need of accelerated learning will be identified by universal screening and benchmark exams. CMCCS teachers offer additional assignments for students who are prepared for or interested in a more rigorous academic challenge. Students who have reached a mastery level of “exemplary” are eligible for this type of accelerated work. In addition, students who thrive academically will be challenged accordingly based on the recommended books they read, the customized and differentiated work that teachers assign, and other initiatives and programs affiliated with the school. Additionally, a Discovery advanced class is being piloted in the 2023-2024 school year and will introduce Project Based Learning.

FAMILY ENGAGEMENT & COMMUNICATION

Who to Contact

At times, you may have questions about CMCCS. See the brief list of common topics and to whom you should direct questions to:

TOPIC	STAFF MEMBER
Medical Forms, Bussing, Metro Cards, Excuse Notes, Lunch Forms, School Verification Letters	Mrs. Ramirez (Operations Manager/Transportation Coordinator) mramirez@cmccs.org
Enrollment, Registration, Middle School Applications, Uniforms, School Supplies/Resources,	Mr. Vega (Operations Manager) mvega@cmccs.org
Student Culture/Intervention	Mr. Adamkiewicz (Director of Culture) cadamkiewicz@cmccs.org Ms. Connie (Behavior Intervention Specialist: Grades K-2) cgilmore@cmccs.org Mr. Hawkes (Behavior Intervention Specialist: Grades 3-5) jhawkes@cmccs.org
Social Emotional Support	Ms. Gumbs (Social Worker) sgumbs@cmccs.org Ms. Diana (Social Worker) ddelmonte@cmccs.org
Child's Academic Progress	Your Child's Teacher
School Activities/Special Events, Attendance Concerns, Permission Slips, School Surveys, Field Trips, School Academies	Mrs. Mahmoud (Special Projects Specialist/Attendance Coordinator) dmahmoud@cmccs.org
Student Academic Concerns, Curriculum, and Teacher Concerns, ELL, IEP/504 Accommodations and Social Adjustments	Mrs. Fernandez (Director of Curriculum & Instruction) zfernandez@cmccs.org
Overall Concerns	Dr. DeVivio (Principal)

Family Communication

CMCCS requires parents/guardians to be partners in the education of their children. The important task of educating a child calls for the school, the student, and the parents/guardians/guardians to all work together to ensure success. See the CMCCS Commitment to Excellence (attached as Appendix B). In order to be effective partners, we must communicate. There are several ways that we can and will communicate with you throughout the year:

All school announcements and communication will be via TalkingPoints.

Parent Communication: In addition to the daily communication that will occur through the use of the behavior/homework sheet, each family will receive a CMCCS Newsletter, Monthly Event Calendar, and School Foods Calendar. There may also be other fliers sent home periodically. And updated information will be placed on our website, cmccs.org.

Report Card Conferences: At the end of each trimester (excluding trimester 3), parents/guardians will be required to come to the school for Report Card conferences with their child's advisory teacher. Students will lead the report card conference and show a portfolio of his/her work, as well as share established goals. Parents/guardians will receive a written Report Card at this conference. These are very important opportunities for parents/guardians to learn about their child's progress and needs. Report Card conferences are mandatory.

Behavior Alert / Academic Alert: If your child is experiencing a problem, the school may send home a written notice. Parents/guardians should make sure to review the concerns outlined in the letter with the child and to contact the school if there are any questions.

Phone Calls: Throughout the year, you may receive a phone call or note from a teacher or school administrator. If the message requires a response, please contact the school either by phone or in writing within 24 hours.

Meetings: If the school requests a meeting with you and your child, we need to discuss something important with you. If you would like to schedule a meeting with a teacher or administrator, please contact them directly.

Visits: Parents/Guardians can schedule visits in the school by contacting the main office. Because all exterior doors at CMCCS are locked at all times, all visitors should enter the building through the main entrance in the front of the school. Visitors will be required to ring the buzzer, stand in front of the camera and state their reason for requesting entrance into the building. Upon entry, visitors should immediately report to the main office to sign in using the guest computer and present ID for verification. A badge will be printed and it must be worn at all times. Before leaving, all visitors must check out in the front office. Any visitors that are not in compliance with building security procedures will be asked to leave. All staff members are required to ask visitors for their admission sticker/pass, and if they are not produced staff must escort the visitor to the main office or out of the building.

Parent/Guardian Concerns: If you have a concern about a school policy, academic grade, discipline decision, or anything else, we ask that you take some time to reflect on it. If you are still concerned after a day or two has passed, please contact the school. We welcome the conversation. We understand that, as parents/guardians, you have very strong feelings about issues concerning your child. We ask only that you attempt to address any issue professionally and respectfully. We promise to treat you and

your concern with respect. We need your support. As you know, CMCSS is a very demanding school, with high expectations for academics and behavior. All of us – parents/guardians, teachers, and administrators – are working hard to help your child gain all the knowledge to get to college. We are all part of your child's team: if you and your child work with us, we can all succeed.

Volunteers: CMCSS encourages all parents/guardians to volunteer at least **once** a month. There are many different standing and special volunteer activities that will be advertised weekly in the communication sent home to parents/guardians. During family orientation, a survey will be given to determine your areas of interest and availability. All volunteers must sign in in the main office. A badge will be printed and it must be worn at all times. Upon completing volunteer hours, volunteers must come back to the main office to sign out. We track volunteer hours and recognize our top volunteers at the end of the year.

EDUCATIONAL CALENDAR & SCHOOL DAY

SAMPLE STUDENT SCHEDULE					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ARRIVAL & BREAKFAST 7:30 - 8:00 AM					
COMMUNITY MEETING 8:00 - 8:20 AM					
P1: 8:23 - 9:05 AM	GYM	GYM	GYM	GYM	GYM
P2: 9:08 - 9:50 AM	READING	READING	READING	READING	READING
P3: 9:53 - 10:35 PM	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
P4: 10:38 - 11:23 AM	LUNCH/RECESS				
P5: 11:25 - 12:10 PM	MUSIC	MUSIC	MUSIC	MUSIC	MUSIC
P6: 12:13 - 12:58 PM	MATH	MATH	MATH	MATH	MATH
P7: 1:00 - 1:42 PM	WRITING	WRITING	1:15 PM DISMISSAL	WRITING	WRITING
P8: 1:44 - 2:26 PM	SNACK	SNACK		SNACK	SNACK
P9: 2:30 - 3:15 PM	LIBRARY	LIBRARY		LIBRARY	LIBRARY
DISMISSAL 3:45 PM					

School Calendar

Please visit our school website at cmccs.org to view the 2025-2026 School Calendar. Reminder that dates and events are subject to change. Families will be notified when changes are made.

Adopted May 2025

Attendance Procedures

Attendance at school is the most basic requirement for learning. In order for students to achieve their personal best, they must be present and make their strongest effort during the school day, each and every day. At CMCCS regular attendance is required, and poor attendance will not be tolerated. Our curriculum is an ambitious one; every day is essential for students to keep pace.

Parents/guardians are expected to ensure that their child is in school. PLEASE, do not allow your child to miss a day of school except for serious illnesses. Excessive absences will be considered a violation of the Commitment to Excellence.

- **Arrival:** CMCCS operates from 7:30 a.m. until 4:30 p.m. Students must be dropped off at school between 7:30 a.m. and 8:00 a.m. By bringing your child to school each day on time, and assuring his/her continuous presence throughout the school day you send a strong message to your child that school is extremely important.
 - Students arriving at or after 8:01 a.m. are marked late.
 - Parents/guardians responsible for tardiness must meet with Administration if it affects the student's instruction.
 - Repeated incidents will be recorded in the student's file.
- **Dismissal:** Dismissal is at 3:45 p.m on Mondays, Tuesdays, Thursdays and Fridays. On Wednesdays, students are dismissed at 1:45 p.m. to allow for weekly teacher Professional Development meetings. Families arriving after the doors have closed will have a late pick-up recorded in the main office.
- **Early Dismissal of a Child:** Students are expected to stay in school until the very end of the day. Parents/guardians that need to pick up their child early may do so prior to 3:00 p.m. Parents/guardians will not be able to pick up their child between 3:00 p.m. and 4:00 p.m. on any day so as to maintain safety while students are dismissed from their classrooms.
 - Any family who incurs more than **5** late pickups or early pickups in a trimester will be required to have a formal meeting with Administration, and the incident will be recorded in the student's file.
- **Late Pickup:** Should your child stay at school for more than one hour beyond the dismissal time on any given school day, CMCCS retains the authority to implement the following measures, as we see fit:
 - Parents will be required to meet with the Principal and Director of Operations if they are late to pick up **5** times in a month. Parents may run the risk of having students removed from CMCCS if it continues.
 - In accordance with NYC department of Education guidelines, a staff member may contact the New York City Police Department to request an officer to escort your child to the police station. Your child will be kept at the police station until your arrival for pick-up.
 - We may also be obligated to report instances of chronic lateness to Administration for Children's Services (ACS).

Dress Code

Students should arrive dressed to learn. In our effort to minimize distractions, discomfort and safety issues that may be caused by inappropriately dressed students and to minimize cost to families in purchasing school clothes for their children, CMCCS will implement and enforce a dress code. All students will be required to dress in a manner consistent with this policy during the school day and at all school events. We believe how you dress affects your behavior and when you take pride in your appearance you take pride with yourself.

- **Male Students:** Long beige khaki slacks (not jeans) and a button down short-sleeved or long-sleeved shirt. Waistbands may not fall below the navel.
- **Female Students:** Beige khaki slacks (not jeans) or a skirt (length must reach the top of knee-caps when standing).
- Head coverings (including but not limited to hats, caps, kerchiefs and hoods) may not be worn inside the school building unless worn for religious observance or doctor-approved health reasons.

Please be mindful of the following:

- Students violating dress code will have their parent/guardian contacted by school administration.
 - For extreme violations, temporary clothing may be provided to prevent loss of learning time until correct garments are supplied.
 - Repeat violators may face disciplinary actions according to the school's Discipline Code.
- Parents will discuss the violation and are expected to bring appropriate school clothing ASAP.
- Support is available for families needing assistance with upholding the dress code policy
- The school emphasizes the importance of adults modeling positive behavior for students to emulate.

Snacks

The following "safe snacks" are peanut and tree nut free. They also do not contain any warnings regarding possible cross contamination:

- Please read food labels EVERY TIME – manufacturing processes can and do change frequently.
- Some products are made in multiple facilities that use different manufacturing processes.
- AVOID any products containing the ingredients: peanut, peanut flour, peanut oil, peanut butter,
- nut butter, nut flour, nut oil, almonds, cashews, brazil nuts, pecans, pistachios, hazelnuts, pine nuts, macadamia nuts, pesto AND any products containing the following warnings: "May contain trace amounts of peanuts/tree nuts" or "Processed in a facility that also processes nuts/peanuts."

Thank you for your support and cooperation in keeping all our children safe from experiencing a life-threatening reaction in school.

FRUIT & VEGGIES

- Apples slices, bananas, melon, pineapple, orange slices, berries, etc...
- Del Monte & Dole fruit cups
- Carrot sticks, little tomatoes, bell pepper, cucumbers, etc...
- Mott's and Musselman Applesauce cups
- Sunmaid & Dole Raisins (not yogurt or chocolate covered)

DAIRY

- Yogurt cups (avoid granola and candy pieces)
- Dannon yogurt smoothies
- Jell-o pudding cups and gelatin, Kraft Handi pudding, Hunts pudding
- String cheese
- Cheese cubes
- CEREAL & CEREAL BARS

- Chex – wheat, rice, corn, cinnamon
- Cheerios – NOT Honey nut, Frosted or Peanut Butter Cornflakes, Wheaties, Kix, Life
- Frosted Mini-wheats Raisin Bran
- FiberOne 80 – chocolate and honey
- Special K Cereal bars – NOT honey nut or pretzel Nutrigrain
- Cereal bars
- Pop Tart minis – chocolate, strawberry Original
- Rice Krispies Treats

CRACKERS & COOKIES

- Goldfish
- Nabisco Graham Crackers
- Wheat thins, Triscuits, Wheatables, Club Crackers and Snack Sticks, Townhouse Crackers and
- flatbreads, Ritz (NOT Ritz bits)
- Girl Scout Cookies: Trefoils and Thin Mints
- Oreos (original blue packaging) & golden Oreos (gold packaging), mint Oreos, chocolate crème Oreos
- Lorna Doone crackers
- Teddy Grahams
- Keebler Graham crackers and Graham snacks
- Barnum's Animal Crackers
- Nabisco Animal Crackers Nabisco
- 'Nilla Wafers
- Fig Newtons
- 100 Calorie Packs – Chips Ahoy, Oreo Thin Crisps, Wheat Thins, Cheese Nips Oreo Cookies –
- Original, Double Stuff, Cool Mint Oreo Cookies, Choc. Creme Oreo Cookies – Uh-Oh - Double
- Stuff – Original, Chocolate Creme
- Mini Chips Ahoy
- Chips Ahoy Chocolate Chip Cookies – Original, Chocolate Chunk (not white chocolate)

PRETZELS & CHIPS

- Herr's: Thin pretzels, pretzel rods, popcorn, chips
- Rold Gold: Pretzel twists, sticks, rods, mini twists, honey-wheat pretzels Utz – Halloween
- size snacks, cheese balls, potato chips, popcorn SmartPop popcorn
- Popchips
- Ruffles, Lays – Original and Baked Pringles
- Tostitos tortilla chips
- Salsa – Tostitos, Giant Eagle Doritos,
- Fritos, Cheetos
- Sunchips

Lost & Found

The school will keep a small lost and found box in the main office. Parents/guardians may come in any day between 8:00 a.m. and 4:30 p.m. to search the Lost and Found. At the end of every trimester, items left in the box may be donated to a local charity.

School Closures

Adopted May 2025

The safety and well-being of our students and staff is our highest priority, and the decision to close or delay school is no simple matter. Before deciding to close or delay school due to inclement weather conditions, we consult with a variety of experts, both inside and outside of our organization. We understand that our decision affects you, our families, in a variety of ways, and we are committed to keeping you, our staff, and the community informed of weather-related school closings and delays. As such, we would like to share the following information about the decision-making process.

In times of inclement weather conditions, we make the decision to open or close schools based on careful consideration of risks to student and staff safety, alongside several important factors, including:

- **Weather service information:** We continually monitor the forecast from the National Weather Service for updates regarding temperature, wind chill, etc.
- **Bus company information:** The Office of Pupil Transportation (OPT) will inform us about potential road conditions and cancellation of bus services.
- **Campus conditions:** Our building engineers check schools to ensure that electricity and heat are working properly, and monitor the conditions of parking lots and sidewalks.

Principal Dr. Mary Anne DeVivio makes the final decision about whether or not to keep school open during inclement weather. The decision is made based on the factors listed above.

**Please note that CMCCS may not follow local school districts' decisions to close or delay schools.*

- **Delay or Closure:** Decision made by 5 a.m., with notifications by 5:30 a.m.
- **Early Dismissal:** At least two hours' notice given for weather-related early dismissals.
- **Delayed Dismissal:** Decision made at time of weather event continuation, to ensure safe student transport.

Families will be notified of school closures via phone, text and email. School closures will also be posted on our social media platforms (Instagram & Facebook).

TOOLS FOR SUCCESS

Use of School Computers /Technology

CMCSS students will have access to computers at various times throughout the school day. As a result the school has a few important rules in regard to their use:

- There is no eating or drinking allowed around any computer.
- Laptops are not to be carried while powered on or open.
- Laptops may only be moved when the screen is closed and the computer is in either a powered down or sleeping state. Laptops must always be powered off after use.
- Desktop computers are to be logged off, but not shut down.
- Any abnormalities, either physical or software-related, must be reported to the Ops Team immediately. A computer/technology that is broken in any way is assumed to be damaged by the last student to use it. It is therefore imperative that any abnormality be reported immediately to the teacher supervising the use. Unless instructed by a teacher to do so, use of the computer to play music, or otherwise make any sounds, is prohibited.
- Missing laptops will result in immediate disciplinary action.

Cyberbullying is strictly prohibited at CMCCS. "Cyberbullying" means online social cruelty or electronic bullying that involves the use of information technology (including emails, instant messaging, blogs, chat rooms, pagers, cell phones, and gaming systems), to deliberately harass, threaten or intimidate another person. It includes but is not necessarily limited to, sending mean, vulgar, or threatening

messages or images; posting sensitive, private information about another person (including but not limited to “sexting”); pretending to be someone else in order to make that person look bad, and it will be considered the same as verbal or physical bullying

More information about cyberbullying is included in our Anti-Bullying Policy which is found at Appendix A.

CMCSS is compliant with the Children’s Internet Protection Act (“CIPA”). Specifically, it is the policy of CMCSS to: (a) prevent user access or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

CMCCS employs a hardware Internet firewall that also acts as an Internet content filter. The purpose of the firewall is to keep unwanted and/or malicious data from the Internet off CMCSS' protected and private local network. Our CIPA policy is located on our website, cmccs.org, in the Policies section.

Independent Reading

Research shows that the number one way to improve a student’s reading skills is to have them read as often as possible. The students who read the most outside of school are the students who are the best readers and who score highest on reading tests. Supporting your child’s independent reading at home is the #1 way to help them improve on their speed, accuracy, and vocabulary comprehension. Although CMCCS students have significant reading time during school, they must read at home every night, every weekend and during any vacations from school. Parents/guardians/guardians should make sure to supervise their child in reading at least 30 minutes every night and every day on the weekends.

Homework Procedures

Homework is integral to the CMCCS curriculum, aimed at reinforcing classroom skills, deepening understanding of concepts, and fostering excellent study habits. Students are expected to engage in homework activities every school night, including a **mandatory** 30 minutes of reading, extending through most weekends and holiday breaks. All assignments must meet CMCCS’s standards of diligence and professional presentation.

To support organizational skills, CMCCS provides homework folders for each subject to every student. These folders, distributed on Mondays, are for parent/guardian review, facilitating a partnership in monitoring and supporting student progress. See homework procedures below:

- **Completion:** Homework is to be completed daily, with next-day submission in class.
- **Reading Requirement:** A minimum of 30 minutes of reading each night is part of the homework.
- **Parent/Guardian Involvement:** A sign-in sheet will be included in every homework folder for parents/guardians to assess and confirm the completion of homework and the student’s at-home behavior. It is essential for parents/guardians to check the backpacks daily, complete the sign-in sheet, and thereby ensure ongoing communication and support for their child’s educational progress.

This approach reinforces our commitment to high academic standards and the role of organized, consistent homework practices in achieving student success.

Make Up Work

After returning from an absence, students are expected to complete any missed assignments. The parent/guardian must help the student check on missed assignments, and any missed work must be completed. In the event of a planned absence (one that you know about in advance), parents/guardians should notify teachers several days in advance so that they can prepare a packet of work for students to complete during his/her absence. Again, absences from school directly hurt a child's academic progress. A child should only be absent in the case of serious illness or real family emergency.

Field Trips

Field Trips are one of the many ways we give our students a well-rounded education and reward students for making good choices.

Parents/guardians must submit an electronic permission slip to enable his/her child to participate in field lessons. No child will be permitted to leave the school for a field lesson if the electronic permission slip has not been completed by the deadline, so please complete all permission slips in a timely manner. Teachers will leave your child, under adult supervision, at the school if the electronic permission slip was not received or if the child has not satisfied the below criteria:

- Not have been suspended for violence, classroom disruption, or property destruction within the month preceding the trip.
- Not have been placed in in-school suspension three or more times prior to the month of the field trip.

Students have the chance to partake in a full-day field trip as a way to celebrate the end of the school year.

Grade Promotion & Retention

See the criteria below to determine how a student will be promoted to the next grade:

- **Academics:** Performance at or above grade level in reading, math, writing, science, and social studies.
- **Acceptable Attendance:** If a child is absent more than 10 times, chances are he or she will not be promoted.
- **Homework Completion:** If homework is incomplete, it shows that the child is not ready to move on to more challenging work.
- **Acceptable Behavior:** If a child is socially and behaviorally under developing, it may mean that the child is not prepared to move on with their peers.

In order to be promoted to the next grade level, students must meet the minimum grade level promotion standards for their current grade level. Any students that have not met the minimum exit standards will have their academic records reviewed by school administrators. If a student is being considered for grade-level retention, his/her homeroom teacher must assist in the creation of an individualized plan that specifies the necessary changes to ensure that the student benefits from repeating a grade level. We owe it to the child to develop a plan that holds us accountable to modifying our approach. The child may be promoted if significant growth has been made from the previous year, or if administrators do not feel that retention is in the best interest of the child. These students will automatically be recommended for additional intervention and supportive services for the following academic year. The staff will meet with the child's parents/guardians to discuss the promotion decision and any additional strategies for supporting the child at home.

Students who have IEPs will be promoted to the next grade based on successful completion of the goals of the IEP. Students with IEPs who have significant attendance or behavioral problems unrelated to their IEPs may be retained for these reasons.

Emergency Procedures

Teachers will review emergency procedures with students at the beginning of the year and periodically throughout the year. Every room in the building has an evacuation route posted and students will practice evacuation routes for different emergency scenarios once a month.

Fire Drill Procedures: Posted in every room is a map detailing the evacuation protocol required. Students are to follow their teacher outside in the event of a fire drill, fire, or natural disaster and to stay with their class. Students must proceed directly to the designated area and wait for instructions. All students will be given instruction on fire exit drills during the first Tuesday Morning Meeting of each quarter. The instruction will be as follows:

- Students should walk, not run, when proceeding to the exits.
- Students are not allowed to talk during fire drills so that they may hear instructions that might be given in the event of a real emergency.
- If a fire alarm sounds while a child is not in the regular classroom, he or she should exit the building by the quickest route and proceed to the designated meeting place.
- Students are not allowed to secure or recover clothing or other personal property after the fire alarm has sounded.

In addition, students should familiarize themselves with the location of the interior fire alarm striking stations and should be familiar with how to pull these alarms in the event of an emergency.

Any student violating this procedure is jeopardizing the safety of our school and will face consequences including possible suspension. Any student found guilty of pulling the school's fire alarm without cause will be subject to strict consequences, including mandatory transfer.

Each classroom and the main office will have a Go Bag. The Go Bag contains essential items (e.g. class list, flashlights, first aid kit) that can be gathered quickly in the case of an emergency or in instances where staff need to relocate our students to a designated safe zone.

Lockdown Procedures: In the event that there is a perceived, imminent or actual threat to the safety of students, staff and visitors inside or outside the building, CMCCS will follow the established lockdown procedures.

- Lockdown Level 1- A low level threat that does not directly involve school or staff
- Lockdown Level 2- A medium level threat that may directly involve the school or occupants
- Lockdown Level 3- A high level threat that directly impacts the safety of the school and occupants including those in close proximity of the school

During a lockdown, students', staff's and visitors' movement will be either limited or precluded altogether, depending on the lockdown level, and there will be no entry in or out the building until the lockdown is over.

Family Emergencies: Ordinarily students and teachers are prohibited from receiving phone calls or messages during the school day. However, from time to time a family may experience a personal emergency that requires immediate communication with a student or teacher. Under such circumstances the parent/guardian may call the office and leave a message, but because of staffing

limitations we cannot guarantee that messages will actually reach the student or teacher during the day and no effort will be made to do so unless it is a true emergency. In non-emergency circumstances parents/guardians who seek to communicate with a teacher should utilize the homework sign-in sheet and/or call the teacher on his/her cell phone number provided. CMCCS staff checks their voicemail at least once a day and are committed to returning calls within 24 hours.

The CMCSS Board of Trustees has enacted a series of policies that are intended to protect the students and parents/guardians of the school. All of the policies are available on the school's website, cmccs.org.