



Parent and Student Handbook

2021-2022

Belmont Academy Charter School
Belmont Charter Elementary School
Belmont Charter Middle School

The Mission

Our purpose, in partnership with the Belmont Community, is to promote the academic, social, and emotional success of each child.

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BELMONT CHARTER ELEMENTARY SCHOOL VALUES

Students, teachers and parents are expected to conduct themselves in accordance with our Belmont values.

Growth

We celebrate our successes. We challenge ourselves to do better.

Respect

We listen. We care. We help each other.

Responsibility

We each do our best. We work as a team.

Our purpose, in partnership with the Belmont Community, is to promote the academic, social and emotional success of each child.

BELMONT CHARTER MIDDLE SCHOOL VALUES

Students, teachers and parents are expected to conduct themselves in accordance with our BCMS values.

Respect

We listen. We care. We help each other.

Ownership

We accept responsibility for our learning and our actions.

Achievement

We aspire towards greatness. We celebrate our successes.

Resilience

We don't give up. We embody a growth mindset.

Our purpose, in partnership with the Belmont Community, is to promote the academic, social and emotional success of each child.

FAMILY POLICIES

Visiting the School

In order to ensure the safety of our staff and students, all visitors entering the building at non-arrival/dismissal times must sign in at the main building front desk (for grades 1st through 5th grade) and the Annex front desk (for grades 6th through 8th grade) and wear a visitor's pass for the duration of their visit. There are no exceptions. Parents, guardians, and/or family are not permitted to escort their child to the classroom unless their child is enrolled in the Head Start program.

Parent Conduct

To promote a positive and respectful learning environment, it is expected that parents will conduct themselves in accordance with all school policies and procedures and model appropriate behavior at all times. In instances where conduct is inappropriate, verbally abusive to staff or students, or puts students/ staff at risk, individuals will be told to discontinue the behavior and will be asked to leave the building. If the behavior continues or worsens, the police may be contacted and the parent will be forbidden from entering the school property or participating in any school activity for a period of time.

Document Requests

Any parent requesting information should sign-in and report to the Main Office. For parent/guardian convenience and to avoid disrupting the daily business of our schools, paperwork requests such as transfer documentation and enrollment materials will be handled within 48 hours and may not be accessible immediately upon request. Please be aware that only the legal guardian of a child may request such materials.

Emergency Contact Information

For emergency purposes, up-to-date contact information must be on file in the Main Office at all times. Contact information includes parent/guardian phone numbers, address, emergency contacts, and parent/guardian employment information. If your phone number or other contact information changes, please notify the Main Office (Belmont Academy: 215-386-5768 or Belmont Charter: 215-823-8208) immediately so that we can update our records. It is also important to notify the classroom teacher.

Home and School/Classroom Communication and Collaboration

Parents, guardians, and family members are always encouraged to participate in our schools, but they must arrange their visits in advance with the student's teacher and follow the school visitor policy. If visiting or observing in their child's classroom, parents should not disrupt instruction or address other students. Parents and guardians are also encouraged to make appointments with teachers regarding questions or concerns about their child. Please know that we will not interrupt instructional class time for phone calls to teachers, but messages will be returned within 48 hours.

Meeting Requests

To best meet everyone's needs, any parent/guardian who wishes to meet with a member of the school staff, including a classroom teacher, a school director, OST, Daycare or any support staff, must contact the staff member for an appointment. The Main Office can pass on a message and/ or provide the necessary contact information.

Surveillance Video

Video surveillance provides a tool for monitoring activity on Belmont Charter School's property in an effort to protect the health, safety, and overall well-being of students, staff, and visitors. Cameras on school property shall not replace the need for ongoing vigilance from school staff in maintaining a safe learning environment for all. School administrators shall ensure that due diligence is observed in maintaining general school safety.

Camera Location & Operation

1. Placement of cameras is restricted to public areas.
2. Cameras will not monitor areas where people have a reasonable expectation of privacy (e.g. change rooms and restrooms).
3. The video camera surveillance system will be in operation 365 days a year and 24 hours per day. However, at the school division's discretion, video camera surveillance may be suspended without notice.

Protection of Information and Disclosure

1. Only staff authorized by Belmont Charter School's Head of School shall have access to the recordings.
2. Video monitoring of buildings or areas for security purposes shall be retained for thirty (30) calendar days and then disposed of. Copies of video monitoring preserved as evidence for student hearings or court cases will be made part of the student's education record.
3. Copies of recordings of incidents subject to investigations, court cases or due process hearings must be retained until resolved.

Use of Information Collected

1. Video surveillance may be used for inquiries and proceedings related to law enforcement, student and employee hearings. Video used as evidence for law enforcement purposes may not be altered.
2. Videotape/film of students is considered part of a student's educational record as it is maintained by an educational entity and therefore, viewing of a videotape must adhere to regulations of the Federal Educational Rights and Privacy Act (FERPA).
 - a. A video can only be shown to unauthorized persons if the school division receives consent from the guardians of the other minor students visible in the videotape.
 - b. A copy of a video recording can be released to appropriate authorities. Prior to release of a recording, a formal request must be completed to document who took the recording, when this occurred and whether the recording will be returned or destroyed by the authorities after use.
 - c. A videotape of athletic events, concerts and plays does not hold the same confidentiality because they are public events and therefore can be shown. At the School Division's discretion, recordings of students that do not involve disciplinary or other confidential information, i.e., hallways, playgrounds, parking lots, etc., may be released without consent of the parties shown on the recording.

Volunteering

- In accordance with Pennsylvania state laws and for the safety of all students, any volunteer that has direct contact with students must provide copies of the following documents to the Main Office.
 - Child Abuse History Clearance

- Pennsylvania State Criminal Record Check
- FBI Federal Criminal History Record Check and Fingerprinting*
- Parent volunteers or volunteers who are doing a one-time volunteer experience (such as field trip chaperones or one-time presenters) will not be required to have clearances on file. However, parents with clearances will be given priority as chaperones for field trips. It is the expectation that these volunteers will never be left alone with any student. All students will remain in the presence of and under the supervision of a teacher or staff member at all times.
- Effective July 25, 2015 the fee for the Child Abuse clearance and the Pa State Police clearance will be waived for a volunteer. A volunteer may request a Child Abuse and Pa State Police clearance at no cost once every 57 months. There will be a charge incurred for the FBI clearance.
- A volunteer is required to obtain a Child Abuse clearance and Pa State Police clearance. If the volunteer has been a resident of Pennsylvania for the previous 10 years, the volunteer does not have to obtain an FBI fingerprinting clearance.* If not a Pa resident for the previous 10 years the volunteer must obtain an FBI clearance in addition to the Child Abuse clearance and Pa State Police clearance.

This policy directly impacts school volunteers who provide direct care or guidance to students. Any parent or volunteer who has questions about obtaining these clearances should inquire at the Main Office.

Mandated Reporting

All school staff members are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required by federal and state law to report suspected child abuse or neglect immediately.

ARRIVAL AND DISMISSAL

Being at school and on time every day is essential to your child's success at Belmont.

BACS:

PreK & Kindergarten

Parents will not be allowed to enter the building at arrival and dismissal. Parents will wait outside at their child's classroom's designated arrival/dismissal location.

Arrival

Student arrival is 8:00-8:15am daily. Students will be marked late at 8:16am. Students must be screened in ParentSquare prior to entrance each day. A parent/guardian must wait with the child at arrival. All students will receive breakfast after arrival each day.

Dismissal

Students are dismissed at 3pm Monday, Tuesday, Thursday and Friday and at 1:00pm on Wednesdays.

Students will only be released to individuals listed on their emergency contact form with a photo ID. All persons picking up should be prepared to show photo identification, including the child's parent/guardian. PreK students must be picked up by an adult (18 years or older). The office will not call students down for dismissal. All students must be signed-out by their child's teacher. Students picked up after 3:15pm are considered a late pick-up.

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Please note while at Belmont Academy, children must be supervised by a family member prior to arrival each day, and immediately after signing the child out. Per Head Start regulations, PreK children must be supervised by an adult at all times while at Belmont Academy.

Elementary (1st -5th grade):

Arrival

Student arrival is between 7:45-8:00. Students will be marked late at 8:01. Students in 3rd-5th grade will enter in the School Yard on Preston Street; students in 1st-2nd grade will enter through the main entrance on Brown Street. Students will be screened in Parent Square (or checked to ensure a family member screened) before entering the building. After 8:00, ALL students enter through the main entrance on Brown Street.

Breakfast is served between 7:45am to 8:00 am daily. All students will proceed to their classroom upon arrival; wash hands and then will eat breakfast in their rooms.

Outdoor Dismissal

Students in grades 1-5th will be dismissed at 3:20 on Monday, Tuesday, Thursday and Friday and at 1:00 on Wednesdays. Students in grades 1-5 will be dismissed through the school yard. Anyone picking up students must be on the emergency contact list. ID may be required.

Indoor/Inclement Weather Dismissal

Families will be notified via Parent Square if we have to move to an indoor dismissal policy. Students who walk home will be dismissed through the front door on Brown Street. Family members picking up students in grades 1-5 should come to the school yard; staff will meet family members and call down students to the yard. Anyone picking up students must be on the emergency contact list.

Middle School (6th-8th grade):

Arrival

Student arrival is between 7:45-8:00. Students will be marked late at 8:01. All Belmont Charter Middle School students are required to enter the school through the main entrance on 41st Street.

Breakfast is served between 7:45 am to 8:00 am daily. Students who arrive between 7:45 and 8:00 will pick-up breakfast from the lobby and proceed to their homeroom where they will eat breakfast.

Students MUST arrive before 8:00 in order to receive breakfast. We appreciate your cooperation in sending them to school on time each day.

Outdoor Dismissal

Students in grades 1-8th will be dismissed at 3:20 on Monday, Tuesday, Thursday and Friday and at 1:00 on Wednesdays. Students in grades 1-5 will be dismissed through the school yard. Students in grades 6-8 will be dismissed from the BCMS lobby doors on 41st street. Anyone picking up students must be on the emergency contact list. ID may be required.

Indoor/Inclement Weather Dismissal

Students who walk home will be dismissed through the front door on Brown Street. Parents picking up students in grades 1-5 should enter through the front doors. Students who get picked up in grades 1-5 will be in their classrooms waiting for a designated person to pick them up. Anyone picking up students must be on the emergency contact list.

Middle School students, 6th through 8th grade, will be dismissed from the BCMS lobby doors on 41st street. If a student needs to pick up a younger sibling from the elementary school, they will be escorted through the interior annex doors by their homeroom teacher.

Late Pickup

After 3:30 (Monday, Tuesday, Thursday, and Friday) and after 1:20 (Wednesday) students in grades 1-5 will be brought into the IMC to wait for pick up. For students in grades 6-8, they will wait in the back of the auditorium and monitored by a staff member. Families who constantly pick their students up late will be charged a drop in daycare fee. Please be sure to update any contact information with the main office so we can contact of a guardian.

Daycare:

For students enrolled in daycare, classrooms open at 7:00am. For students in 1st - 8th grade, students in daycare are to enter through the main entrance and breakfast is served from 7:15am to 7:45am. Pre-K and Kindergarten students receive breakfast with their class at the regularly scheduled times.

Students enrolled in BACS Daycare are dismissed directly from their classrooms into care at 3:00 pm/1:00pm on Wednesdays.

Students enrolled in BCS Daycare are dismissed directly from their classrooms into care at 3:20pm/1:00pm on Wednesdays.

Daycare Dismissal is from 5:45 pm to 6:00 pm. Parents will be charged \$1 per minute for each minute after 6:00 pm. For example, if you pick your child up at 6:12 pm, you owe \$12.00. Late fees must be paid by the following Monday morning. Students will only be released to individuals listed on their emergency contact form.

Out of School Time Program (OST):

CEAWP's OST program design is purposeful in incorporating both structured and unstructured activities. Students transition immediately into an academic period for 45 minutes, whether it's homework or small group tutoring. Belmont Charter School's classrooms are fully accessible to every OST participant, therefore creating an extended school day. Once the academic period concludes, participants transition to 20 minutes of free play. The kids are able to engage in a variety of games, if they choose to wind down from the school day. Students then transition to their self-selected club utilizing project based learning, experiential learning, or service learning model for about an hour and fifteen minutes. The last 15-20 minutes of the day is free play of selected classroom games and activities. The combination of structured and unstructured time gives our students opportunities to self-regulate, while working creatively and collaboratively.

Sample Schedule: MTRF

3:20- 3:30 school day transition, snack and sign-in

3:30- 4:15 Academic/Homework Time

4:15- 4:35 Fitness

4:35- 5:45 Club (Hip Hop, Coding, Art, Tennis, Orchestra, etc.)

5:45- 6:00 Dismissal

Wed:

1:00- 1:10 school day transition, snack and sign-in

1:10- 1:55 Academic/Homework Time

1:55- 2:20 Fitness

2:15- 3:45 Club (Hip Hop, Coding, Art, Tennis, Orchestra, etc.)

3:45- 4:00 Dismissal

OST students are dismissed from their regular classroom to their OST classroom at 3:20pm/ 1:00 on Wednesdays. OST dismissal is from 5:45 pm to 6:00 pm. Parents will be charged \$1 per minute for each minute after 6:00 pm. For example, if you pick your child up at 6:12pm, you will owe \$12.00. Late fees must be paid by the following Monday morning.

If staff members are unable to reach you by 7:00 pm and the building is closing, they are required to contact the police to pick-up your child. Your child will be exited from the program the following day.

ATTENDANCE AND TIMELINESS

Students at Belmont Charter Elementary School, Belmont Charter Middle School, and Belmont Academy are expected to attend school every day. Attending school and being on time every day is crucial to our core value of responsibility. Attendance is also known to be aligned with student academic success. To ensure our students' success, Belmont schools work with each family to ensure students are not chronically truant as defined by more than 3 absences, tardies and/or early dismissals..

Students are not permitted to attend OST or daycare on days that they do not attend school.

Excused and Unexcused Absences

In accordance with policies from the School District of Philadelphia, we will excuse absences with signed, parent/guardian notes or doctor/legal documentation for the following reasons:

- Illness
- Medical or Dental appointments
- Required court attendance
- Death in the family
- High School Visits
- Approved Religious Observances

Notes from parents/guardians must be submitted within three (3) days after returning to school and can only excuse up to 3 absences in a row. If your child is absent for more than 3 days in a row, a doctor's note or other appropriate documentation is required. A student's absence does not

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excuse him/her from the work that takes place while they are not in school. All work must be made up by the student. All other absences not outlined here will be reviewed on a case-by-case basis and may be considered unexcused.

Notes from parents/guardians must be submitted within three (3) days after returning to school.

If your child is absent for more than three (3) days in a row, a physician's note is required for the absences to be excused.

A student who has ten (10) consecutive unexcused absences will be dropped from Belmont Charter School's enrollment.

A student's absence does not excuse him/her from the work that takes place while they are not in school. All work must be made up by the student.

Tardies

Any student who arrives after 8:01am is considered tardy. Tardiness is tracked and negatively impacts a student's attendance record, it will also impact perfect attendance awards and incentives. When a student is late, they are missing instructional time.

Early dismissal

Signing a student out of school prior to dismissal is considered early dismissal. Early dismissals are tracked and count against perfect attendance. Belmont Schools are unable to accommodate early dismissals after 2:40 or 12:30 (on Wednesdays).

Students can only be signed out of school by individuals listed on their emergency contact form. Identification is always required.

Truancy Prevention Policy*:

Total UNEXCUSED Absences	Follow Up
Each Absence	Phone Call Home
3 Unexcused Absences	Letter Sent via Parent Square and mail by School Office *Explanation of truancy, habitual truancy, excuse notes *Consequences for students *Explanation of Project Go *Student is considered truant.

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5 Unexcused Absences	<p>Family Support Specialist schedules phone or virtual conference with family.</p> <ul style="list-style-type: none"> ● explain to the family Project go referral process. ● Complete the Student Attendance Improvement Plan with the family. Send copy to P.G ● FSS Complete a needs assessment to assess if FSS services are needed. <p>★ A SAIP conference must still occur even if the family fails to appear.</p>
6 Unexcused Absences	<p>First Referral to Project Go</p> <p>Family Support Specialist schedules phone or virtual conference with family.</p> <ul style="list-style-type: none"> ● explain to the family Project go referral process. ● Complete the Student Attendance Improvement Plan with the family. Send copy to P.G ● FSS Complete a needs assessment to assess if FSS services are needed. <p>★ A SAIP conference must still occur even if the family fails to appear. *Student is considered habitually truant.</p>
8 Unexcused Absences	Second Referral to Project Go
10 Unexcused Absences	Student continues with District Attorney’s Office “Project Go” Program, may be considered to be dropped from the school roster.

*Head Start students are required to attend school daily in order to maintain their spot in the program. The school, in partnership with the School District support team, will work to support A daily phone call is made each morning when a child does not attend school. At 3 consecutive absences, the school will make contact with the family to ensure the child’s well-being. Belmont Academy will follow the above truancy intervention plan for Head Start students, however, students can be referred to the School District Family Service Worker for intensive case management at 10+ absences.

Belmont Charter School is dedicated to the academic, social and emotional success of all students. Regular school attendance is an integral part of this success. In an effort to enforce Pennsylvania’s compulsory attendance laws, Belmont Charter School partners with the District Attorney’s office. By signing the attached handbook acknowledgement form, you are giving your consent for Belmont Charter School to share your child’s educational records with the District Attorney’s office in the event your child has excessive unexcused absences. Please note that records from previous years will be included in any referral.

If you object to your child's information being shared with the District Attorney's office, please write a letter to the school stating your objection within 10 days of enrollment. Letters can either be mailed to the school's address or delivered to the Main Office. If we do not hear from you, we will assume consent has been given and will release your contact information if your child violates our school's truancy policy.

Please know that the partnership we have entered into with the District Attorney's office has been entered into with the very best of intentions for all of our students and their families.

"Project Go" Partnership with the District Attorney's Office:

As part of our truancy prevention program, students with 6 or more unexcused absences may be referred to "Project Go", which is an early intervention and prevention program developed by the Philadelphia District Attorney's Office to hold parents and excessively truant elementary and middle school students accountable for truancy.

By law, all children are required to attend school daily until they turn 18. Participating schools notify the Philadelphia District Attorney's Office when a student has exceeded the number of unexcused absences agreed to as the limit for their school. From there, a letter is sent from the District Attorney's Office to the student's parents/guardians advising them of their responsibilities under Pennsylvania law. Students and their parents/guardians are required to attend a group meeting with the Assistant District Attorney, school staff, city agencies and community-based organizations. Parents/guardians are advised that continued attendance problems will not be tolerated and could result in court action for them and/or their child. At the same time, referrals are provided for parenting classes, counseling and other needed services.

If the letter and group meeting are not successful in improving attendance, the student and their parents/guardians are invited to an individual meeting with the Assistant District Attorney and school staff to discuss the child's attendance problems. This meeting focuses on:

- Attendance problems
- Family issues/concerns
- School related issues/concerns
- Legal consequences
- Agency referrals for needed services
- Signed contract outlining responsibilities

If the individual meeting is not successful, the student and their parents/guardians are referred to a final meeting with the Assistant District Attorney, school staff and other appropriate representatives. The message is reiterated for the final time.

Failure to improve thereafter results in prosecution of the parents/guardians for Corruption of a Minor, 18 Pa.C.S. §6301(a)(2), a violation of the Public School Code, 24 P.S. §13-1333, and/or, in a particularly egregious case, Endangering the Welfare of a Child, 18 Pa.C.S. §4304. Similarly, a child 13 or older could be prosecuted for a violation of the Public School code (24 P.S. §13-1300, et seq); a child under 13 would be referred to the Department of Human Services as a dependent child.

Total UNEXCUSED tardies or early release	Follow Up
20	Attendance Improvement Plan meeting held to create attendance improvement plan

Special Event Attendance

In order to attend special events and after-school functions, a student must attend school that day. To attend Saturday special events and functions, a student must be present at school on Friday.

Out-of-School Time (OST) Attendance

Students must attend the school day to attend OST programming.

Afterschool:

The OST program has strict attendance requirements due to club activities and program guidelines. When students are absent, it hurts the club’s progress in completing their culminating project.

1st- 5th Grade:

Students cannot miss more than 3 days per month without written documentation. Students will be exited from the program if they are absent more than twice in one month.

6th-8th Grade:

Student cannot miss more than 5 days per month without written documentation. Students will be exited from the program if they miss more than 5 days in one month.

Students who are picked up before 5:20pm will be counted as absent and are subject to the OST attendance policy.

Daycare Attendance

Daycare students should not be picked up prior to 4:45pm in order for their clubs to complete the required work and meet the daily attendance requirements.

If a student accumulates 25 absences between July 1 and June 30th of the next year, their ELRC (formerly CCIS) subsidy is affected. Parents will pay the \$23/school year daily and \$27/summer daily rate for absent days.

WEATHER/EMERGENCY CLOSINGS

All weather/ emergency information will be announced on CBS Channel 3 and on KYW-1060 under Belmont Charter School/ Belmont Academy Charter School. The schools will also utilize ParentSquare to announce closings via phone, text and email to the primary phone number on file. As a result it is essential for phone numbers to be up-to-date at all times. Note that Belmont may not always follow the Philadelphia Public School District closings.

OST and Daycare

OST will close for snow related emergencies. OST and Daycare opening and closings for heat related emergencies will be determined by Program Director and Director of Facilities and Operations.

REPORT CARDS AND PROGRESS REPORTS

1st – 8th grade parents will receive four end-of-quarter report cards.

Pre-Kindergarten

Pre-Kindergarten families are required to complete a Getting to Know You Conference at the start of each school year, two scheduled home visits and one parent/teacher conference per year. PreK students will receive two report cards.

Kindergarten

Report card conferences are held at the end of the first, second, and third quarter. The fourth quarter report card will be mailed home and there will be no scheduled conference, unless requested by the child’s teacher or parent/guardian.

1st -8th Report Card Conferences

Report card conferences are held at the end of the first, second, and third quarter. *A parent/guardian must attend each conference in order to receive their student’s report card.* The fourth quarter report card will be mailed home, and there will be no scheduled conference, unless a special request is made by the teacher or parent. Teachers will be held responsible for communicating with families about student’s grades, particularly when students are earning a D+ or lower. This communication should occur at least once a month. For grades 6-8, progress reports will be sent home in lieu of having interim conferences.

Out of School Time (OST)

Four progress reports will be given to students and parents throughout the school year.

GRADING POLICY

At Belmont, our grading policies strive to ensure that student’s report card grades are an accurate representation of their skill mastery, growth, and the effort put into their work during the quarter.

Elementary (1st -5th grade):

General Policies:

- **Gradebook Updates:** PowerSchool must be updated every two weeks to ensure that student grades are accurate and reflect their current performance.
- **Number of Assignments:** The following grades should be in PowerSchool for all grades 1st-5th:
 - Weekly HW for ELA & Math
 - Minimum 1 Classwork grade per subject per week
 - Minimum 1 Work Habits grade per subject per week
 - Assessment: 4-8 per quarter (includes both major & minor) per subject
- **Make-Up/Late Work:**
 - Homework can be made up for partial credit up to 3 days before end of quarter
 - Classwork will be excused if it is an excused absence
 - Teacher will schedule time to make up a major assessment
- **Assigning Zeros:** The only categories where a student may be assigned a zero are in Participation and Homework. For any major/minor assessments the lowest grade to be inputted into the gradebook should be a 55%.
- F's do not go below a 55%
- **Family Communication:** Families should be notified, and documented, as soon as a student's grade has fallen below a C.

Grading Scales

Grades 1-2

Students receive a **Habits grade** and a **Skills grade** for the core subjects of: Reading, Writing, Foundational Skills, Math, and Science.

Habits Grading Scale:

- Exceeds Expectations (EE)
- Meets Expectations (ME)
- Approaching Expectations (AE)
- Needs Improvement (NI)

Skills Grading Scale:

- Above Grade Level
- On Grade Level
- Below Grade Level
- Well Below Grade Level

Grades 3-5

Students in grades 3-5 receive a **Habits grade** and a **Letter grade** for the core subjects of : Reading, Writing, Math, Science, and Social Studies.

Habits Grading Scale:

- Exceeds Expectations (EE)
- Meets Expectations (ME)
- Approaching Expectations (AE)
- Needs Improvement (NI)

Letter Grading Scale:

A+	99-100	A	93-98	A-	90-92
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	67-69	D	63-66	D-	60-62
F	55-59				

Grading Categories and Weights

Student grades are determined by both effort and achievement in each subject. Grades are tabulated based on the following weights and categories:

1st-2nd Report Card	3-5 Report Card	Category	Weight	Examples
Habits	Habits & Letter Grade	Work Habits	20%	class participation, work completion
Habits	Habits & Letter Grade	Homework	10%	at home assignments
Skills	Letter Grade	Classwork	30%	graphic organizers, essay drafts, group work, projects, math problem sets
Skills	Letter Grade	Assessments	40%	quizzes, tests, final essays and stories, long projects

In subjects where there is no homework (Science, and Social Studies) the 10% homework will be added to the Classwork category.

Enrichment Grading 1-5

For students in Grades 1-5, Enrichment will be graded on the habits scale:

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- Exceeds Expectations (EE)--90%+
- Meets Expectations (ME) 80-90%
- Approaching Expectations (AE) 70-80%
- Needs Improvement (NI) <69%

Enrichment grades will come from following categories and weights:

- Classwork: 40%
- Work Habits: 20%
- Assessment: 40%

School Responsibilities Grade

In grades 1-5, students are assigned scores for the Power of Three--We Take Care of Ourselves, We Take Care of Each Other, and We Take Care of our School; so families can see how their students is progressing in school responsibilities. This can launched and revisited during Morning Meeting. The linked [Power of Three Rubric](#) is used to determine the student score. The grading scale is:

- Exceeds Expectations (EE)
- Meets Expectations (ME)
- Approaching Expectations (AE)
- Needs Improvement (NI)

Middle (6th-8th grade):

ELA/Math/Science/Social Studies

Category Name	Examples
Quarterly Assessment: 10% of Grade	Quarterly (summative assessment given in each subject at the end of the quarter)
Major Assessments: 30% of Grade <ul style="list-style-type: none"> ● Each subject must have a minimum of 2 per quarter 	<u>Math:</u> end of module and mid module test (at least 1 each per quarter) <u>ELA:</u> end of unit tests, performance task per module, TDA <u>Science:</u> Unit tests and major projects <u>SS:</u> Unt tests and major projects
Minor Assessments: 20% of Grade <ul style="list-style-type: none"> - Each subject must have a minimum of 6 per quarter. - This can include Star360 Work Habits rubric score 	<u>Math:</u> quizzes, exit tickets <u>ELA:</u> mid-unit assessments, minor writing assignments, vocab. quizzes, writing prompts <u>Science:</u> quizzes, lab reports, exit tickets <u>SS:</u> quizzes, projects,
Classwork: 25% of Grade <ul style="list-style-type: none"> - Minimum of 3 CW grades per week <ul style="list-style-type: none"> - 2 CW grades must reflect 	<u>Math:</u> Do Nows, fluency, problems sets, exit ticket, weekly participation <u>ELA:</u> Do Nows, Word Study, exit tickets, worksheets, workshop

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<p>accuracy</p> <p>- 1 CW grade can reflect completion</p>	<p>notes, conferencing notes, reading log, weekly participation</p> <p><u>Science</u>: Do Nows, lab reports, weekly participation, etc.</p> <p><u>SS</u>: Do Nows, current event response, weekly participation, etc.</p>
<p>Homework: 10% of Grade</p> <p>Late homework cannot earn higher than a 50%</p>	<p><u>All subjects</u>: given daily, minimum 12 assignments in gradebook per quarter</p>
<p>Scholar Academic Habits: 5% of Grade</p>	<p><u>All subjects</u>: a weekly grade that is out of 15 points per subject that tracks our Student Expectations of “Be prompt, Be prepared, Be productive” (each student has the opportunity to earn 3 points everyday in each subject).</p>

Enrichment

Category Name	Examples
<p>Major Assessments: 30% of Grade</p>	<p>Performance Assessment, Writing Pieces</p>
<p>Minor Assessments: 30% of Grade</p>	<p>Projects, Exit Tickets</p>
<p>Classwork: 35% of Grade</p> <p><i>Minimum of 12 scores per quarter per class/subject.</i></p> <p><i>Weekly scores are a culmination of the student’s weekly work and effort.</i></p>	<p>Work habits, participation, do nows, class assignments</p>
<p>Scholar Academic Habits: 5% of Grade</p>	<p><u>All subjects</u>: a weekly grade that is out of 15 points per subject that tracks our Student Expectations of “Be prompt, Be prepared, Be productive” (each student has the opportunity to earn 3 points everyday in each subject).</p>

HOMEWORK POLICY

Homework is an important piece of each student's academic growth. Students complete homework assignments to practice skills and strategies that have been taught at school, to review learning so that it stays fresh, to become independent learners, and to take ownership of their learning. Homework is also an opportunity for families to be involved in the learning process with their student. Families, students, and teachers are responsible for ensuring that homework is an effective learning experience.

Belmont Academy (PreK & Kindergarten)

- Students are expected to read at least 10 minutes at home each night. Students will receive a lending library book week.
- Students will have optional enrichment activities through online learning platforms.

Belmont Elementary (1st-5th)

- A maximum of 40 minutes of homework per night allocated as follows:
 - A minimum of 20 minutes spent reading from self-selected and/or teacher assigned texts either independently or with an adult is a nightly homework requirement.
 - A maximum of 15-20 minutes total spent working on learning math facts and/or sight words in addition to assignments provided by the teacher that are relevant to the learning taking place in class at that time.
- Homework should be able to be completed by the student independently.
- Homework is an expectation and students will be given a grade for completion; however there will be no additional consequences imposed on a student who does not complete homework, instead support will be put in place and outreach will be done with family to improve completion.
- Families may choose to modify assignments by adding to the amount of homework assigned.
- Learning occurs in a variety of ways outside of school. We encourage students and their families to explore opportunities to foster growth and responsibility in many ways including participating in completing household chores, discussing current and world events, and through participation in local community activities.

Student Responsibilities:

- To assume responsibility for completing homework independently and to the best of the student's ability.
- To make sure to understand homework assignments by listening to directions, asking questions when something is unclear, and carefully reading instructions.
- To gather all necessary materials to complete assignments before leaving the classroom, and return homework assignments to school on time.

Family Responsibilities:

- To provide a consistent routine and environment that is conducive to completing homework. Provide limits/guidelines on "screen time."
- To ensure that the student receives the educational benefit from the assignment by encouraging independence, offering assistance and answering questions as needed without influencing the result.
- To notify the teacher if the homework is creating a problem at home.

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- Our Family Support and School team are available to help support the family and problem solve barriers to homework completion.

Teacher Responsibilities:

- To provide meaningful homework assignments that students can complete independently.
- To clearly communicate homework directions and expectations.
- To monitor the amount of homework assigned so that it corresponds to school guidelines.
- To collect and assess homework for completion and effort
- To communicate with families regularly regarding homework completion and effort.

Homework Grading Policy:

- Homework will be checked for effort and completion.
- Grades for homework will be included and calculated into the student's report card in grades 3-5 falling under "Homework" which is 10% of a student's overall grade.
- Teachers will communicate to parents about missing or incomplete assignments as needed.
- Homework will not be assigned over holiday breaks and/or designated religious holidays when students are absent because of religious observances.
- No formal assignments will be due after a long break (Thanksgiving, winter, and spring break).

Belmont Middle (6th-8th)

Student Responsibilities:

- Bring home assignments and materials in the supplied HW folder
- Return assignments and materials to school on time
- Complete homework

Family Responsibilities:

- Provide a space for students to do their homework
- Make materials available (pencils, crayons, etc.)
- Read directions as needed
- Offer assistance, but not answers
- Let the teacher know if homework is a problem
- Check homework for completion

Teacher Responsibilities:

- Provide homework that is engaging and purposeful
- Give clear directions
- Check homework
- Provide feedback to students on their work and progress
- Let families know when homework is not being consistently turned in on time.

Grades 6-8

Belmont Charter School recognizes the importance of assigning meaningful and quality homework to students. Research indicates that schools in which homework is routinely assigned and assessed tend to have higher

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achieving students. Homework fosters student achievement, independence, and responsibility and serves as a vital link between school and home. Therefore, it is our policy that homework is assigned daily in all subject areas. Homework is weighted at 10% of the overall grade for each class.

Grade	Breakdown	Total Time (minimum)
Grade 6	ELA (15-20 minutes EL) Math (daily problem set 20-30 min) Science- Daily 15- 20 min Social Studies Daily 15- 20 min	45- 60 minutes
Grade 7	ELA (15-20 minutes EL) Math (daily problem set 20-30 min) Science- Daily 15- 20 min Social Studies Daily 15- 20 min	45-60 minutes
Grade 8	ELA (15-20 minutes EL) Math (daily problem set 20-30 min) Science- Daily 15- 20 min Social Studies Daily 15- 20 min	45-60 minutes

Additional Home Support

For families looking to provide extra academic support, we utilize multiple web-based programs that students have access to from their home. At the beginning of the year students will be sent home with login information for computer programs they can do at home to receive extra practice in reading and math.

STUDENT AND FAMILY CELEBRATIONS

Students will experience regular in-class recognition for achievement and living up to our core values. They might also be celebrated through school-wide celebrations.

Academic/Behavior

BACS:

- Cub of the Month: In each classroom, students are nominated monthly for demonstrating one of Belmont's values of growth, respect or responsibility.
- Students and families are recognized for 95% or higher attendance quarterly and perfect attendance monthly.

BCES

- Honors Event: Families of students who achieve academic honors will be invited to attend an Honors Celebration with their student at the end of each quarter. Students will be recognized for their

outstanding achievement. To qualify for Honors, students must achieve Distinguished Honors (all “A’s” in major subjects) or Honors (“A’s” and “B’s” in all major subjects.)

- Students will be recognized at monthly assemblies for their academic progress and effort in specific subject areas.
- Students will be recognized and rewarded for perfect attendance each month throughout the school year
- Students will earn points throughout the week for demonstrating the core values and school responsibilities. They will be able to use these points to purchase items at the prize palace and attend monthly in school Fun Friday events.
- We have many family and student fun events throughout the year; a calendar will be provided and updates in the weekly family newsletter.

BCMS

- Honors Event: Families of students who achieve academic honors will be invited to attend an Honors Celebration with their student at the end of each quarter. Students will be recognized for their outstanding achievement. To qualify for Honors, students must achieve Distinguished Honors (all “A’s” in major subjects) or Honors (“A’s” and “B’s” in all major subjects.)
- Students who grew a level on their PSSAs or achieved Proficient or Advance will receive a special recognition at the start of the year.
- Every week the student in each class that earns the highest amount of merits will receive the “High Roller” Merit medal, which he/she can wear to school for the entirety of the following week
- Students who earn a positivity ratio of 75% each month will automatically qualify to attend a special merit event.
- Students who have perfect attendance for each month will earn 20 extra merits at the end of the month and receive a certificate
- Students who are in perfect uniform each month will earn a Dress Down Day on the Friday of the new month.
- Students who have shown overall improvement on Attendance from one month to the next will also receive a special recognition for growth
- Students who are attending 95% or more of the school days will receive a special postcard and attend an event/trip that recognizes their efforts
- Students who earn “BCMS VIP Status” are scholars who have all A’s and B’s, 75% or higher positivity ratio, and 95% attendance for the quarter will participate in a fun event/trip.

Citizenship Award (8th grade student only)

At the end of the academic school year, one eighth grade student will be awarded the Citizenship Award. The criteria for being eligible for this award is:

- Demonstrates leadership, academic success and integrity and overall models exemplary behavior.
- Active involvement in the school community, extracurricular activities (not necessarily specific to our OST program)
- Support our values of growth, respect and responsibility.

Star Family Dinner

To recognize families who have supported their school and students throughout the year we have a special, invitation-only, catered dinner in May. Families who go above and beyond and exemplify what it means to be a Belmont family are invited. Attendance (on time and present), uniform compliance, and participation in report card conferences and events are some key areas that qualify a student to become a “star family.”

CLASS TRIPS

We sponsor a number of field trips throughout the year, both during the school day and in conjunction with OST programming, because we believe trips help enhance the school experience. Each student **MUST** have a permission slip signed by the deadline by a parent/guardian in order to attend any class trip out of the neighborhood. Neighborhood walking trips (i.e. to the other school, the local library, Fairmount Park, etc.) are covered by general permission slips signed at the beginning of each year. Permission Slips will be available in hard copy and on Parent Square. Students with discipline concerns may be requested to have an adult member of their household accompany them on a school trip. Academic trips are open to all students; however there may be incentive trips with certain requirements to earn attendance throughout the year. Students must wear the school uniform on all trips unless it is noted otherwise on their permission slip.

We welcome family volunteers for field trips; any non-staff member attending a trip must have clearances on file with the school. Our main offices can help with securing the necessary paperwork so families can join us off site.

FOOD AND CAFETERIA POLICY

Through funding from several programs, our schools are able to provide nutritious breakfasts, lunches, and snacks to our students at no cost to parents. It has been demonstrated that students who participate in these programs have improved academic performance.

All students are automatically enrolled in our meal program. To be removed from the program, parents must waive their student’s right to eat school breakfast, lunch and snack by signing a waiver in the Main Office. Parents must come to school to sign the form. Students may not take the form home. If you choose to waive student participation in the program, students must bring lunch to school with them. Fast food and delivery (by family or local business) are not permitted. If a family chooses to opt out of the food program, they are expected to pack a nutritious meal for their child. Chips, soda and other snacks/candy are not permitted. Please ask in the main office if you have additional questions about what is permitted if your child is bringing lunch from home. A new waiver is required each academic year.

For Belmont Charter Middle School, students are allowed to bring outside breakfast food to eat in their classrooms during the 7:45 to 8:00 “Breakfast time.” Any student that brings a “non-breakfast” food (e.g. chips, candy, etc.), it will be confiscated by the teacher and the student can pick it up at the end of the day. Parents will be contacted if a student is repeatedly not following the breakfast food policy.

All students participating in the school lunch program must take a full meal without substitutions, unless they have a medical note from their primary care physician. Students may not bring breakfast, lunch or other snack

food into the cafeteria without a waiver. Students may only eat during designated meal times and students with unauthorized food and/or beverages in school will be required to throw it away without compensation from the school.

UNIFORMS

We require that all students wear uniforms on a daily basis to foster school identity and pride. Uniforms also support our school culture and help students stay focused on their academics.

BACS: Pre-K – Kindergarten

- Permitted tops:
 - Belmont t-shirt and/or sweatshirt
 - Solid navy blue shirt (short or long sleeve, t-shirt or polos accepted)
 - Solid navy blue dress
- Permitted bottoms:
 - Any color pants, shorts or skirts
- Other Uniform Expectations:
 - Long sleeve shirts of any color may be worn underneath the uniform shirt in cold weather.
 - Sweaters, cardigans or zip-ups can be worn over uniform shirts in cold weather
 - No logos or writing allowed on tops
 - No tutus
 - No flip-flops or open toed shoes. All shoes must have a back. Sneakers are permitted.
 - Pants must fit appropriately and be worn at or above the waistline and not have rips or holes.
 - Shorts and skirts must be no more than 3 inches above the knee.
 - Head coverings worn for religious reasons are permitted inside the building. (any other type of headgear i.e., hats, sweatbands, hoods, visors, skull caps, bandanas, etc.) is not permissible)
 - Excessive jewelry and/or makeup are not permitted.
 - Parents/guardians will be informed by the school when there are uniform exceptions

BCES: Grade 1st - 5th

All BCES uniform tops are available for sale at the elementary school main office.

- Permitted Tops:
 - Standard Growth, Respect and Responsibility T-shirt
 - Grey Belmont Polo Shirt.
 - Belmont Sweatshirts, Zip Ups, and Hoodie
 - Any Belmont Swag earned (Belmont specific sports/or academic shirts, sweatshirts)
- Permitted Bottoms:
 - Any color pants, shorts, or skirts
 - Jeans (NO rips or holes)
- Other Uniform Expectations:
 - Long sleeve shirts of any color may be worn underneath the uniform shirt in cold weather.
 - Plain sweaters or cardigans that are navy, white, grey may be worn over a uniform shirt.
 - No logos or writing allowed on sweaters.
 - No flip-flops or open toed shoes. All shoes must have a back.
 - Pants must fit appropriately and be worn at or above the waistline and not have rips or holes.
 - Shorts and skirts must be no more than 3 inches above the knee.

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- Head coverings worn for religious reasons are permitted inside the building. (any other type of headgear i.e., hats, sweatbands, hoods, visors, skull caps, bandanas, etc.) is not permissible)
- Excessive jewelry and/or makeup are not permitted.
- Outerwear (coats, jackets, scarves, gloves, mittens, etc.) are not permitted to be worn in the building
- Parents/guardians will be informed by the school when there are uniform exceptions

Incentives

- Students who come everyday in the correct uniform will receive the following:
- A merit in Kickboard for being in uniform

Consequences

- Students will receive an out of uniform designation in kickboard and families will be notified
- Students will receive a loaner uniform shirt if they come without one
- Clothing that doesn't follow uniform guidelines will be confiscated and a loaner will be given
- Un-authorized clothing/jewelry will be confiscated in situations of non-compliance
- Excessive makeup must be removed immediately

Families who need extra support may be referred to Family Support Services (FSS)

BCMS: Grade 6th - 8th

- Permitted Uniform Tops:
 - Crimson polo with Belmont logo (available in the Main Office (\$6)
 - Belmont t-shirts can be work only for students who are currently in a PE or Dance Enrichment rotation
- Permitted Uniform Bottoms:
 - Solid Navy blue pants, shorts, or skirts
 - No colored stripes down the side will be permitted
 - Small logos are acceptable
- Other Uniform Expectations:
 - BCMS crew neck sweatshirts and zip ups will be available for purchase at the BCMS Main Office. These are the only cold-weather uniforms that are allowed. Scholars MUST wear their crimson polo underneath the school-sponsored sweatshirt however.
 - Long sleeve shirts of any color may be worn underneath the uniform shirt in cold weather.
 - Plain sweaters or cardigans that are navy, white, grey may be worn over a uniform shirt.
 - No logos or writing allowed on sweaters.
 - Blue jeans are NOT acceptable alone or under a skirt or dress
 - Hoodies are not allowed under any circumstances
 - No flip-flops or open toed shoes. All shoes must have a back.
 - Pants must fit appropriately and be worn at or above the waistline.
 - Shorts and skirts must be no more than 3 inches above the knee.
 - Head coverings worn for religious reasons are permitted inside the building. (any other type of headgear i.e., hats, sweatbands, hoods, visors, skull caps, bandanas, etc.) is not permissible)
 - Head scarves can be worn but they must be no more than 3 inches wide
 - Outerwear (coats, jackets, scarves, gloves, mittens, etc.) are not permitted to be worn in the building

- o Parents/guardians will be informed by the school when there are uniform exceptions

Consequences

- If a student is out of uniform, the school will contact his/her parent/guardian and request someone bring a uniform to school immediately
- If necessary, the school will provide a clean gently used uniform for the student to wear that day to ensure instructional time is not lost
- Students out of uniform may not be eligible to participate in school activities including trips and gym class (which will impact the student’s grade)
- For BCMS (6th through 8th grade), students will receive a demerit for each time they arrive not in uniform
- Clothing that don’t follow uniform guidelines will be confiscated
- Repeated violation of the uniform policy will result in a mandatory parent meeting. Students may also receive addition consequences and/ or a referral to Family Support Services (FSS)
- Un-authorized clothing/jewelry will be confiscated in situations of non-compliance
- Excessive makeup must be removed immediately

Rules for school-sponsored Dress Down Days:

- No hoodies (in shirts, sweatshirts or sweater form)
- No midriff shirts (all shirts must cover the stomach)
- Jeans or pants cannot be ripped so that skin is showing (If scholars would like to wear tights under their ripped pants on a dress down day, that is allowed)
- No open toed shoes
- No offensive words or slogans on clothing

The schools will make every effort to recover missing items but ultimately Belmont Academy and Belmont Charter Schools are not responsible for lost or stolen items. Belmont Charter School has a lost and found located on the first floor where families may access to look for lost items.

OST Dress Code

Students that participate in sport and fitness related activities are permitted to change out of their uniforms and wear shorts/fitness apparel and T-shirts. All other students must follow the expectations outlined above.

BEHAVIOR POLICY

BACS/BCES (pre-K - 5th grade)

Our behavior policy reflects our three core school responsibilities and student core values. Our school responsibilities are referred to as “The Power of Three”:

**We take care of ourselves.
We take care of each other.**

We take care of our school.

When students violate these responsibilities, we work to provide opportunities for students to learn from their choices and rebuild relationships with their peers.

We want our students to learn in a *safe, calm, and peaceful* environment where all learners can grow socially, emotionally, and academically each day. At Belmont, we value:

Growth	Respect	Responsibility
We celebrate our successes. We challenge ourselves to do better.	We listen. We care. We help each other.	We do our best. We work as a team.

When students violate these core values, we work to provide opportunities for students to learn from their choices and rebuild relationships with their peers.

Teachers and staff are constantly working to:

- Provide encouragement for students more than correction
- Notice growth towards behavior goals and expectations
- Teach and reteach our school's behavior expectations
- Give prompt, frequent, and explicit feedback to students

Students who demonstrate a commitment to the Power of Three and our values will be recognized through awards at assemblies, shout outs during announcements, merit trips and through positive phone calls and notes home to families.

BCMS (6-8 grade)

Our behavior policy reflects our four BCMS core values. Our school's core values are referred to as "ROAR":

Respect	Ownership	Achievement	Resilience
We listen. We care. We help each other.	We accept responsibility for our learning and our actions.	We aspire towards greatness. We celebrate our successes.	We don't give up. We embody a growth mindset.

We want our students to learn in a *safe, calm, and peaceful* environment where all learners can grow socially, emotionally, and academically each day.

When students violate these core values, we work to provide opportunities for students to learn from their choices and rebuild relationships with their peers.

Teachers and staff are constantly working to:

- Provide encouragement for students more than correction
- Notice growth towards behavior goals and expectations
- Teach and reteach our school's behavior expectations
- Give prompt, frequent, and explicit feedback to students

Students who demonstrate a commitment to our core "ROAR" values will be recognized through awards at assemblies, shout outs during announcements, merit trips and through positive phone calls and notes home to families.

In addition to our Core Values, we hold students accountable to the "**3 P's**" as **Student Academic Habits** for every class. Students earn a weekly score that is put into gradebook for honoring these expectations in each subject.

**Be Prompt
Be Prepared
Be Productive**

When students violate these responsibilities, we work to provide opportunities for students to learn from their choices and rebuild so that their academic success is always at the forefront of their actions.

BACS/BCES/BCMS (PreK-8)

At times, all students will experience difficulties meeting our behavior expectations. Our staff will respond in calm and respectful ways to help students make progress towards success. Many problems that arise will be handled in the classroom. If difficulties persist or are severe enough, other school staff such as Behavior Support Specialists, Behavior Interventionist, Family Support Specialists, and Administrators will be involved in helping to problem solve around the student's behavior.

Physical and Verbal Aggression (Grades 1-8)

Please note that physical and verbal aggression is not acceptable and will not be tolerated at Belmont Charter School. Children exhibiting physically aggressive behavior will lose a privilege. When the behavior is serious, children may be sent home from school or suspended. A parent/guardian meeting will be required before they are allowed to return to school.

Physical aggression is not permitted at Belmont. Students are encouraged to use other de-escalation strategies and involve a teacher/ adult they trust if they are feeling frustrated. As a result, all acts of physical aggression are taken very seriously.

- Students who demonstrate behavior such as pushing, shoving or using physically aggressive or intimidating language towards fellow students; or students who demonstrate aggression that results in the destruction of school property will be removed from class immediately and a parent will be contacted. Depending on the severity of the situation, the child may be sent home and a parent meeting may be required for the student to return to school.
- Horseplay is not permitted at Belmont, students who engage in horseplay will be removed from the situation and/or the class depending on the circumstances.
- Students who demonstrate aggressive behavior such as hitting, kicking, slapping or punching a fellow student may be sent home and have at least a one day suspension. A parent is required to

accompany the student back to school for a reinstatement meeting. Students will go through a mediation with the other student(s) involved.

- Severe verbal aggression or intimidation or physical aggression towards a staff member will result in the student being sent home. Depending on the severity of the situation, the student may be suspended or enter the expulsion hearing process.
- All students involved in a physical altercation will receive consequences. In addition to consequences the student will participate in restorative processes and may receive further behavioral interventions.

Non-Negotiable Actions

To ensure a safe and positive learning environment for students and staff, our Non-Negotiable Actions (below) will lead to an extended suspension/ expulsion hearing, following due process procedures.

Non-Negotiable Actions are defined as:

- An act that was illegal, requiring police notification
- An injury requiring medical attention is suffered by the victim(s)
- An incident that is reported to the state in the annual report
- Behavior that risked the safety of members of the school community

Pre-K-8th Grade Behavior Supports

Classroom behavior supports:
<i>Take a Break (PreK-8th)</i> Students are asked to take a short break in the classroom. Students are instructed on how to use self-calming techniques so that the student can refocus and join the class.
<i>Conference with a student</i> Student and teacher discuss the problem and work together to solve the problem.
<i>Logical Consequences</i> Loss of a privilege until the student is ready. Examples include: <ul style="list-style-type: none"> ● If a student is not handling the tablet responsibly, the student will choose a different activity until s/he is ready to handle the tablet appropriately. ● Cleaning up a mess that was made ● Practicing a behavior again ● Repairing a relationship through an apology, kind words, a note. ● Desk space or carpet space moved to a different area so that the student is able to focus ● Loss of privileges including trips and special events
<i>Time Owed/ Work Out/Recess or Afterschool Detention (4-8)</i> Student will owe learning time back to the teacher that was lost due to disruption or due to not completing work in class/homework. This time may be made up at lunch, recess or after school
<i>Removal from Activity</i> Student will be removed from participation in an activity. This may include a classroom activity or a special event.
<i>Parent contact</i> Teacher or staff member will contact the parent to discuss challenges in the classroom and possible supports.
<i>Buddy Break</i> Student will take a break in another classroom in their designated break spot.

Students who are not experiencing success with the behavior supports implemented in the classroom may need additional support.

Additional behavior supports:
<p><i>Behavior Support Office (PreK-5) and Culture Team (6-8)</i> Student may be taken to the Behavior Support Office. In this room, students will be able to sit calmly for a few moments and reset their behavior before returning to class. Students will be accompanied by an adult during this time (Teacher, Dean of Students, Assistant Dean of Students, Behavior Support Specialist, etc.)</p>
<p><i>Conference with Behavior Support Specialist/ CT Member</i> Student may be taken out of the classroom to problem solve with the Behavior Support Specialist. Student will be a part of the conversation to determine a plan for resolution of problem (apology, consequence, restorative practices, etc.).</p>
<p><i>Individual Behavior Plan</i> If the student, teacher, or student's family notices that the student needs more support to be successful, an individual behavior plan may be put in place. There could be a conference with the student's family, teacher and administration. This is considered a Tier 2 intervention in the Multi-Tiered System of Supports (MTSS) process.</p>
<p><i>Loss of Privileges</i> Students may lose privileges including field trips, athletics, special event participation and/ or OST activities.</p>
<p><i>Restorative Conferences</i> Students may be involved with restorative conferences or circles with staff members or peers that were involved in an incident or were harmed by a student's actions. A behavior support specialist or cohort director would assist a student with this process.</p>
<p><i>Social Skills Groups</i> Students with ongoing behavior concerns may receive targeted small group support in building and developing their social skills with a family support services team member. This is considered a Tier 2 intervention in the Multi-Tiered System of Supports (MTSS) process.</p>
<p><i>Family Involvement</i> Families will be contacted by a staff member about inappropriate behavior.</p> <ul style="list-style-type: none">● Contact with the family may be initiated in order to communicate what happened and how the problem was solved.● Contact with the family may be to help problem solve. Families may be asked to meet with the teacher, Behavior Support Specialists, and Administration to create a plan that will support students during the school day. <p>Contact with the family may be made to notify the family the child needs to be picked up and stay home for the remainder of the school day to reset. If this occurs, student and family will meet with staff before reentering the classroom.</p>
<p><i>Possible Suspension (Grades 1-8)</i> Student may be suspended from school. Students who are suspended will be required to return with a parent/ guardian to discuss the incident and strategies to help the student be successful in class moving forward</p>

******Please Note:** BCMS has a specific “Progressive Discipline Culture Handbook”. Details will be communicated to BCMS parents/guardians in full in a separate handout.****

Merit Structure and System (Grades 1-8)

Students earn merits for upholding our school responsibilities-Power of Three and Core Values. Students are able to apply their earned merits to purchase items at the school store and gain entrance to special Merit Events and Merit Trips.

OST/Day Care Behavior Policy

The After School behavior policy corresponds with the school behavior policy. Infractions that occur during OST are handled by the OST administration.

- Students who are suspended from the school day are not permitted to attend OST.
- Severe infractions that occur during OST may result in a school day suspension.
- Consequences are at the discretion of OST Administration.
- Removal from the program may occur after 1 incident.
- Continual infractions regarding similar types of incidents may result in removal from the program.
- Infractions during the school year may result in removal from the summer portion of the program after one or repeated incidents.
- Infractions that occur off-site may and most likely will result in a suspension or removal from the program.

ELRC (Formerly CCIS) Exits

When a child is removed from daycare, OST Administration informs ELRC (formerly CCIS) of the last date of service. To change providers, parents must seek out alternative organizations and communicate the new provider number to their case worker to prevent adverse action and becoming ineligible for ELRC (formerly CCIS).

Duty to Inform

If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons, or any items that could endanger their safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director, or staff member right away.

Use of Restraints

Restraints to control acute or episodic aggressive or self-injurious behavior may be used by a trained staff member when a student poses an immediate risk to themselves or to others and less restrictive measures are ineffective. When a restraint is used on a student with an IEP, the IEP team will meet to review the appropriateness and effectiveness of the IEP if restraints are used to control the behavior. The use of restraints may not be included in an IEP for the convenience of staff, as a substitute for an educational program, or as a form of punishment. Mechanical restraints, which are used to control involuntary movement or lack of muscular control for students with certain conditions, may be employed only when specified by an IEP and endorsed by a medical professional qualified to make the determination. Mechanical restraints prevent injury and promote normative body positioning and physical functioning for these students.

Use of Aversive Techniques for Handling Behavior

The following aversive techniques for handling behavior are considered inappropriate and may not be used by agencies in educational programs:

- Corporal punishment
- Punishment for a manifestation of a student's disability
- Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit
- Noxious substances
- Deprivation of basic human rights, such as withholding meals, water, or fresh air
- Suspension constituting a pattern
- Treatment of a demeaning nature
- Electric shock
- Prone restraints

SUSPENSION AND EXPULSION PROCEDURES AND GUIDELINES

An exclusion from school can occur by suspension or expulsion. The following policy governs the process for excluding any Belmont Academy or Belmont Charter School student. All students will be afforded due process if they are to be excluded from school. Any case involving possible expulsion will also require a formal or informal hearing in accordance with the Pennsylvania School Code.

Suspension (grades 1-8)

Suspension is the exclusion of a student from school for a period of one (1) to ten (10) consecutive school days.

The Head of School/Assistant Head of School may suspend any student for violation(s) of the behavior policy for up to ten (10) consecutive school days. They are responsible for submitting a written report of the suspension and the reason(s) for the suspension to the CEO.

Suspensions lasting more than 2 days require the CEO's prior approval. A student will not be suspended for more than five (5) days at a time except in cases where it is determined that the student's continued presence poses a disruption to the academic process or a threat to the safety of the school community. Students suspended for more than 5 days will be reviewed for expulsion. Suspensions may not run longer than ten consecutive school days.

The school will hold a conference with the student and communicate the circumstances surrounding the infraction to the student prior to issuing a suspension. The student conference will notify the student of the reason(s) for which they are being suspended; give the student an opportunity to respond to allegation(s); discuss the student's behavior and corrective action(s); and document the student's behavior and intervention. The student's parent or guardian will be contacted immediately to discuss the circumstances surrounding the suspension and to inform the parent of the suspension. In addition, the school will notify the student's parent/guardian in writing. The parent/guardian letter will act as written notification of the charges against the student and provide justification for the suspension.

Prior notice of a suspension is not required where it is clear that the health, safety or welfare of the school population is threatened.

An informal hearing/reinstatement meeting with the parent/guardian will take place as soon as possible following the commencement of suspension. It must be completed before the student can be reinstated. The purpose of the informal hearing/reinstatement meeting is for the school to present its evidence to the parent and to permit the student to explain the circumstances surrounding the event leading to their suspension. It is also an opportunity to show why the student should not be suspended any further or considered for expulsion when applicable, and to discuss ways to avoid future offenses. Informal hearings/reinstatement meetings will be conducted by the Behavior Support Specialist and/or Cohort Director or Head of School unless the student is being considered for expulsion.

The informal hearing/reinstatement meeting with parent/guardian will take place no later than the third day of a suspension that lasts longer than 2 days, unless both parties agree otherwise and will comply with the requirements of due process. Due process begins if the student is being recommended for expulsion by the School Director at the informal meeting/reinstatement meeting. If that is the case, then due process will begin immediately, witnesses will be presented and the CEO or her appointee will conduct the meeting.

Due Process Requirements for an Informal Hearing/Reinstatement Meeting With Parent/Guardian

- The student and parent/guardian will be given written notice of the reason(s) for the suspension.
- The student and parent/guardian will receive sufficient notice of the time and place of the informal hearing/reinstatement meeting.
- The student may question any witnesses present at the informal hearing/reinstatement meeting.
- The student may speak and produce witnesses who may speak at the informal hearing/reinstatement meeting.
- The school will offer to hold the informal hearing/reinstatement meeting within the first three (3) days of a suspension unless both parties agree to a later date. The parent/guardian can request to reschedule with reasonable cause.
- In addition, parents/guardians and students will be notified of their right to review student records and any witness statements.

Expulsion

Expulsion is the exclusion of a student from the school district, by a majority vote of the Board of Directors, for a period of time exceeding ten (10) consecutive school days. Expulsions may be permanent or for a specified period of time.

Belmont Academy and Belmont Charter School will only seek to exclude a student when absolutely necessary. The student handbook illustrates the types of offenses that could lead to exclusion and the school's process for pursuing those offenses. If a student is expelled from school, pursuant to state regulations, the parent/guardian is responsible for ensuring the student's continued education.

*Please note that exclusions affecting students with disabilities will be governed by applicable state and federal laws and regulations.

A student may be permanently expelled from Belmont Academy or Belmont Charter Schools for misconduct, disobedience, and/or severe infractions as outlined in this handbook. No student will be expelled without an

opportunity for a formal expulsion hearing before the Board of Directors, a duly authorized committee of the Board of Directors, or a qualified hearing examiner appointed by the Board of Directors.

Expulsions will be brought before the Board of Directors by the CEO or designee who will notify the Board of Directors that the school is recommending a student for expulsion. The Board will weigh all of the evidence presented by the school administration and by the student and student's parents/guardians at the formal expulsion hearing before voting on the question of whether or not the student should be expelled.

The Board will vote on whether the student should be expelled for any length of time or whether a lesser sanction will be imposed. The Board or its designee shall notify the student's parents/guardians of the date of the vote prior to the vote taking place. The parents/guardians will have the opportunity to address the Board. Expulsions will be effective upon the affirmative vote of a majority of the Board.

Expulsions are permanent unless a period of time for the expulsion is specified at the time the Board votes on the expulsion. Expulsions for weapons-related offenses are a minimum of one year.

Expulsion Hearing - Due Process Requirements

- Written notification of the charges will be sent to the student's parents/guardians by certified mail.
- At least three (3) days' notice of the time and place of the hearing, which will include a copy of this policy, hearing procedures, and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing if they can present reasonable cause for extension.
- The hearing will be private unless the student or parents/guardians request a public hearing.
- Representation by counsel at the parent's/guardian's expense.
- Disclosure of the names of witnesses against the student and copies of their written statements.
- The right to request that witnesses against the student appear in person and answer questions or be cross-examined.
- The right to testify, present arguments and call witnesses on the student's behalf.
- A written or audio record will be kept of the hearing and a copy made available to the student by request.
- The hearing will be held within ten (10) but not more than fifteen (15) school days from the date of the suspension or the date notice of charges is received, unless a delay is mutually agreed to by both parties due to extenuating circumstances.
- Notice of a right to appeal the results of the hearing will be provided to the student along with the expulsion decision.
- A written adjudication shall be issued after the Board of Directors has voted to expel or not expel a student. The adjudication may include additional conditions or sanctions.

School Attendance Policy for Excluded Students

Students serving an out-of-school suspension must make up missed work and exams when they return to school and will be allowed to complete all assignments according to school guidelines.

Students who are being reviewed for expulsion and are awaiting a formal hearing by the Board of Directors will be placed in their normal class unless it is determined that they pose a safety risk to the school community.

If the results of an informal hearing/reinstatement meeting indicate that a student's presence in their normal class constitutes a threat to the health, safety or welfare of the student or others and it is not possible to hold a

formal hearing within the period of suspension, a student may be excluded from school for more than 10 school days but no longer than 15 school days, unless both parties mutually agree to extend the exclusion. If a student is expelled from school by the Board of Directors, the parents/guardians of the student will assume full educational responsibility. Within 30 days, they must submit written documentation to the school indicating whether or not they have obtained alternative education for their student. If a parent/guardian is unable to provide the required education, the school will make provisions for the student's education within 10 days of initial notification.

A student with a disability will be provided educational services as required by the Individuals with Disabilities Education Act.

Students with Disabilities

Belmont Academy and Belmont Charter Schools comply with Chapter 711 of Title 22 of the Pennsylvania Code pertaining to the discipline of students with disabilities and students thought to be eligible for disabilities services.

Exclusions from school that constitute a change of placement for disciplinary reasons occur when a student with a disability commits an infraction that violates school policy. The following actions may require a student with a disability to be removed from their current educational setting:

- Suspensions lasting more than 10 consecutive school days
- Suspensions totaling more than 15 school days in one year
- A pattern of exclusion between days 11 and 15
- A suspension of one day for a student with an intellectual disability

A student is put in an interim alternative education setting for less than 45 school days without consideration for the fact that one of the following infractions or behaviors may be a manifestation of the student's disability:

- Possession of a weapon on school grounds or at a school sponsored event
- Possession or use of illegal drugs, solicitation or sale of controlled substances on school grounds or at a school sponsored event
- Inflicting serious bodily harm to another person on school grounds or at a school sponsored event.

If a student with a disability is excluded from school, per the guidelines above, the LEA, parent, and relevant members of the IEP team must conduct a manifestation determination review meeting within 10 school days of the decision to discuss the student's educational placement. The meeting will determine if the infraction or behavior is a result of the student's disability. The rules that govern this process are followed in accordance with the Individuals with Disabilities Act (IDEA).

SCHOOL PROPERTY

One of our school-wide responsibilities is "We take care of our school." Therefore, students are expected to treat school property and equipment with the same respect and care they would treat their own property. If school property is lost, broken, or damaged, the student must report it to their teacher immediately. Damaged

or lost items, including lending library books, textbooks, calculators, laptops, iPads or tablets, chromebooks, PCs, etc. may need to be replaced at the student and their family's expense.

STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY

All students will sign the Student Acceptable Use of Technology Policy (see the end of the handbook for a copy). Below are the details of the policy.

1. Students are solely responsible for personal electronic devices brought on campus. Belmont Charter School is not responsible for theft, damage or loss of any electronic device, including devices that are confiscated by school staff.
2. Electronic devices must be powered off and stored out of sight upon entering the building and during the instructional school day. Students in grades 1-8 will have personal electronic devices collected by their homeroom teacher and returned at the end of the instructional day. Students who arrive late are required to turn their device into their homeroom teacher or designated staff member upon arrival.
3. Student possession of personal electronic devices during after-hours school sponsored events may be permitted with explicit permission from school staff.
4. If personal device use is permitted at an after-school, sponsored event, students shall not use personal electronic devices to access social networking apps or other internet sites that are otherwise blocked to students at school.
5. Student use of personal electronic devices when not permitted will result in the following disciplinary action and/or confiscation of the device.
 - a. First Offense: electronic device is confiscated until the close of the instructional day
 - b. Second Offense: electronic device is confiscated and shall only be returned to the legal parent/guardian
 - c. Third Offense: electronic device is confiscated until the end of the current quarter
 - d. Subsequent Offenses may result in further disciplinary action
6. Additional consequences will result if electronic devices are used for the following:
 - a. Possessing, viewing, sending or sharing video or audio information having sexual, violent or threatening content on school grounds, school events or field trips.
 - b. Transmitting school materials for unethical purposes such as cheating.
 - c. Any activity which is in violation of Belmont Charter School bullying policy.
 - d. Students may receive consequences for inappropriate content shared outside of the school building if there is a negative impact on the school day.
7. School computers and other technologies provided during the instructional day are expected to be treated with care. Damaged or lost items including laptops, computers, tablets, etc. will need to be replaced at the student/families expense.
8. The state of Pennsylvania maintains a 100% prohibition policy on the possession of any electronic device during PSSA testing.
9. Provide link to Technology Agreement?

OST

- Cell phones are not permitted during Out of School Time.

Computer and Network Usage

Use of school computers and networks must be consistent with our goal of promoting the academic, social, and emotional success of each child. The failure of any user to follow our computer and network usage procedures may result in loss of privileges, disciplinary action, and/or appropriate legal action.

Acceptable Use: School networks and computers are provided to enhance the learning process and help staff and students succeed in meeting their educational objectives. Usage must comply with administrative procedures, federal and Pennsylvania state law and any additional regulations set forth by the Head of School or the behavior policy.

Privileges: The use of Belmont's electronic network is a privilege, not a right, and inappropriate use will result in the suspension or revocation of that privilege.

Unacceptable:

- **Use:** Each individual is responsible for their own actions and activities while connected to the network. Usage that disrupts the proper and orderly operation of school, threatens the integrity or efficient operation of Belmont's electronic network, violates the rights of others, is illegal or for illegal purposes of any kind, or constitutes misconduct is an unacceptable use.
- **Privacy:** Any electronic communications or files created on, stored on, or sent to, from, or via the electronic network are considered school property. Consequently, users should not have any expectation of privacy with regard to such messages and files. Users should know that such messages and files can be recovered from the electronic network's back-up system even after they have been deleted from a user's individual account.

Network Etiquette: All users are expected to abide by the generally accepted rules of network etiquette.

Security: Network security is a high priority. If any user observes a security problem on the network, they must notify the system administrator immediately and should not disclose the problem to other users. Users are expected to maintain the confidentiality of their account login and password. Users are not allowed to use another individual's account without permission from that individual.

Copyright Web Publishing Rules: Copyright law and Belmont Charter School policy prohibit the re-publishing of text or graphics found on the Internet or on Belmont Charter School websites or file servers without explicit written permission.

FIRE AND EMERGENCY DRILLS

School-wide drills will take place on a monthly basis. In addition, bus drills are conducted twice a year. Students are expected to remain silent for the duration of the drill. Emergency drills and evacuations may require students to exit the building without their property, including jackets and book bags. These drills are done for safety reasons and in accordance with school and state laws.

INTERVENTION SERVICES

We implement Multi-Tiered System of Support (MTSS) at both Belmont Academy and Belmont Charter Schools. MTSS is a multi-level approach to providing academic and/ or behavior supports and interventions

for struggling students. Through these supports we are able to create intensive interventions in the general education setting and help struggling students before they fail.

NOTICE OF SERVICES FOR STUDENTS WITH DISABILITIES INCLUDING SPECIAL EDUCATION AND PROTECTED HANDICAPPED STUDENTS

Belmont Academy and Belmont Charter Schools provide special education and related services to resident children with disabilities who are in grades Kindergarten through 8th grade. The purpose of this notice is to describe (1) the types of disabilities that might qualify the child for such programs and services, (2) the special education program and related services that are available, (3) the process by which the public schools screen and evaluate such students to determine eligibility, and (4) the special rights that pertain to such children and their parents/legal guardians.

Children Served in Special Education Programs

Special education services are available to children who have one or more of the following:

- Physical or mental disabilities
- Autism
- Deaf /blindness
- Emotional disturbance
- Hearing impairment/deafness
- Mental retardation
- Multiple disabilities
- Orthopedic impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment/blindness
- Other health impairment.

Section 504

A student that does not qualify for special education services under IDEA (an educational law) still may qualify for services under Section 504 (a civil rights law) if the disability is shown to substantially limit his or her educational performance.

A child with a disability is one who has a physical or mental impairment that substantially limits major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Accommodations often refer to building accessibility, classroom adjustments and curriculum modifications and may be updated or revised as the need changes

Description of Special Education Programs

Belmont Charter School provides appropriate special education programs and related services that are: provided at no cost to parents; provided under the authority of a school entity directly, by referral or by contract; individualized to meet the educational needs of the child; reasonably calculated to yield meaningful educational benefit and progress and designed to conform to an Individual Education Program.

Special Education is designed to meet the needs of each eligible student, including specifically designed instruction conducted in the classroom, home, community settings, hospitals, institutions and other settings. Related services that are available to students include transportation and corrective and other supportive services that help an eligible student benefit from special education. Examples include: speech pathology and audiology, psychological services, physical and occupational therapy, social work services, school health services, medical services for diagnosis or evaluation, parent counseling and education counseling services, rehabilitation counseling services and assistive technology services.

Referral of Children for Screening and Evaluation (Child Find)

Belmont Charter School has procedures to identify children needing special education. Those procedures are “screening” and “evaluation.” If a disability is suspected, teachers, other school personnel or parents may refer a child for screening and/or evaluation. Parents suspecting that a child may have a disability and need special education can request a screening or evaluation at any time by contacting their Head of School in writing, over the phone or in person. Screening of children, using immediately available data sources such as health records, parent interviews and history, functional vision and hearing evaluations, and speech and language screenings are completed on request. If the screening leads to a recommendation for evaluation, the evaluation team will conduct the evaluations. No evaluations may be conducted without written parental permission.

State and federal law affords many rights and protections to children with disabilities and their parents. A summary of these rights and protections follows. Interested persons may obtain a complete written summary of the rights and protections afforded by the law, together with information about free or low cost legal services and advice, by contacting the special education coordinator or principal of the school.

Rights and Protections

Prior Written Notice: The public school must notify the parent in writing whenever it proposes to initiate or change the identification, evaluation, educational program or placement of a child or whenever it refuses to initiate or make a change in identification, evaluation, educational program, or placement requested by a parent. Such notice must be accompanied by a written description of the reasons for the proposal or refusal, the options considered, if any, and the reason why such options were rejected.

Consent: The public school cannot proceed with an evaluation or reevaluation or with the initial provision of special education and related services without the written consent of the parent. A public school may override the lack of consent for an initial evaluation by requesting the approval of an impartial hearing officer or judge following a hearing. If the parent fails to respond to a written request for permission to reevaluate, however, the public school may proceed with the proposed reevaluation without consent. A public school may not seek a hearing to override the refusal of a parent’s consent to an initial placement in special education.

Protection in Evaluation Procedure: Evaluations to determine eligibility and current need for special education and related services must be administered in a manner that is free of racial, cultural, or linguistic bias. Evaluations cannot consist of a single test or assessment and testing must be a valid measure of the psychological, social, emotional or other learning characteristic or behavior that the school is using it to measure. Testing and assessment must be administered in accordance with professional standards and the criteria established by the publisher. It must be administered in the native language of the child.

More Information: Detailed printed information about available special education services, programs and policies is available from the school upon request. Anyone interested should contact the principal of the school. Information and communications are in English, but will be provided in the native language or other mode of communication used by parents, if appropriate. More information can also be found on our website: <http://www.cea-philly.org>

Manifest Determination

A manifestation determination is required by the Individuals With Disabilities Education Act (IDEA) when considering the exclusion of a student with a disability that constitutes a disciplinary change of placement. The local educational agency (LEA), parent, and relevant members of the Individualized Education Program (IEP) team conduct a review to determine if the behavior that is subject to disciplinary action is directly related to the student's disability (i.e., a manifestation of the student's disability).

Students with disabilities cannot be disciplined for behaviors that are related to or are manifestations of their disabilities. The IEP team must answer the following questions:

1. Was the behavior caused by, or directly and substantially related to, the student's disability?
2. Was the behavior the direct result of the LEA's failure to implement the IEP?

If the IEP team answers "yes" to either question, and therefore determines that the behavior is a manifestation of the student's disability, the proposed disciplinary action is voided and the team must immediately take steps to remedy any and all deficiencies in the IEP. A functional behavioral assessment (FBA) must be conducted and a positive behavior support plan must be implemented. If an FBA and a positive behavior support plan were completed, then the IEP team must review and modify them as necessary.

If the IEP team determines that the behavior is not a manifestation of the student's disability, the disciplinary action may be applied with the provision that the LEA must continue to provide a Free Appropriate Public Education (FAPE).

ENGLISH LANGUAGE LEARNERS

Purpose

Belmont Charter School provides educational programs for English Language Learners and assures their appropriate participation in all aspects of the educational system. It is Belmont's philosophy to provide a quality educational program for all students enrolled. Belmont Charter School shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The planning and implementation of the program will address the needs and rights of all English Language Learners. It is our goal to facilitate the student's achievement of English proficiency and academic standards.

Identification of ELL Students

1. Family completes a family interview, conducted by a school Social Worker
2. Family completes the Home Language Survey, included during family interview
3. Information entered into SCN
 - a. Previous school records – reviewed for appropriate placement
 - b. State and district assessment – reviewed for appropriate placement

- c. Multi-Tiered System of Supports (MTSS) – evidence based model, which uses data-based problem-solving to incorporate academic and behavioral instruction and intervention
 - i. This process also includes input from teachers and parents
- d. Assessment – WIDA-ACCESS Placement Test (W-APT)

ELL Model

1. Certified English Language Learner teacher will provide daily instruction to meet the needs of our students.
2. Push-in instruction will occur by going into the general education classroom during core subjects.
3. Pull-out instruction will be done by pulling students out of the general education classroom and into the ELL room.

Monitoring of ELL Students

1. Teacher observations and input
2. Parent observations and input
3. Report cards
4. State and district assessments
 - a. Level 1 and 2 ELLs are not required to take Belmont’s predictive or benchmark assessments
 - b. Level 3, 4, 5, and 6 ELLs are required to participate in all of Belmont’s predicative and benchmark assessments
 - c. All PSSA accommodations for ELLs are applicable to assessments

English Language Learner Staff

1. Limited English proficient students are provided ELL instruction by a certified ELL teacher
2. ELL teachers receive professional development aimed at increasing knowledge of second language acquisition and best practices

Grading of ELL Students

ELLs must be graded using the same grading system as all other students.

Exit of ELL Students

1. For kindergarten students – overall composite proficiency level score of 5.0 on an ACCESS for ELLs Kindergarten assessment (accountability score)
2. For grades 1-12 students – overall composite proficiency level score of 5.0 on a Tier C ACCESS 2.0 Grades 1-12 assessment
3. A score of Basic on the annual Pennsylvania System of School Assessment (PSSA) math AND English Language Arts PSSA
4. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies)
5. Scores on local assessments that are comparable to the BASIC performance level on the math PSSA AND English Language Arts PSSA
6. ELLs are monitored for two years after they exit the ELL program
 - a. Review of grades
 - b. Review of local assessment and state assessment
 - c. Teacher observations
 - d. Students who exit the program no longer receive support from the ELL teacher

Confidentiality and Student Records Policy

Belmont Academy Charter School, Belmont Charter School and the Community Education Alliance of West Philadelphia share student information amongst themselves for educational purposes. The schools and various programs protect the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and qualified handicapped students (if not protected by IDEA '97) in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and other applicable federal and state laws, policies and regulations. "Education records" include those records that are directly related to a student including computer media and video, which are maintained by the educational organization or by a party acting for the educational organization. Belmont Academy and Belmont Charter Schools maintain education records for all students, which include but are not limited to:

1. *Personally Identifiable Information*—confidential information that includes, but is not limited to, the student's name, name of parents and other family members, the address of the student or the student's family, and personal information or personal characteristics which would make the student's identity easily traceable.
2. *Directory Information*- This information is contained in a student's education record, but is not generally considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height, dates of attendance, awards received, and records from the most recent educational agency or institution attended.

Out-of-School Time (OST) Enrollment

Afterschool

- OST slots are based upon the slot allotment given each year.
- Elementary slots are filled according to the following:
 - First slots are given to daycare students
 - Remaining slots are given to elementary siblings who have middle school siblings who are enrolled in the program
 - Additional remaining slots are given to parents to have the highest need. Need is determined by employment and work hours.
- Middle school slots are filled the Assistant OST Director
- All parents are required to complete an after school enrollment interview in August.

Daycare

The CEAWP daycare program at both schools accepts students enrolled in either school* throughout the year when an age appropriate slot is available. The daycare program is NOT FREE; all students must be paid for by their family or through a ELRC (formerly CCIS) subsidy.

To enroll in daycare, parents/guardians must complete the following steps:

- Verbally communicate with Early Childhood OST Coordinator (BACS) or OST Leadership (BCS) to express interest in the program and to discuss whether or not the program meets your childcare needs.
- Arrange payment using one of the following options:
 - Go to ELRC (formerly CCIS)to apply for or transfer a subsidy to the appropriate school.
 - Subsidies for students in Pre-K or Kindergarten will go to BACS (Provider ID: 6113331486-1)
 - Subsidies for students in 1st – 7th grade will go to BCS (Provider ID: 6113331486-2)

- o Sign Private Pay Agreement Form
- Verbally communicate with Early Childhood OST Coordinator (BACS) or OST Leadership (BCS) to confirm ELRC (formerly CCIS) or private pay schedule. Children will not be allowed to start daycare without payment confirmation. If you do not have ELRC (formerly CCIS), your child will not be allowed to stay without full advance payment.
- Complete daycare enrollment packet after confirming payment arrangements.

*Students who enroll over the summer and are not enrolled in either school must complete a school enrollment packet and submit all required student and family documents prior to enrollment. See Early Childhood OST Coordinator (BACS) or OST Leadership (BCS) for details.

For additional ELRC (formerly CCIS) information, please visit: <http://www.philadelphiachildcare.org/>

ELRC (formerly CCIS) Office Locations:

North Philadelphia
The Wallace Building
642 North Broad Street - Sixth Floor
Philadelphia, PA 19130
Phone: (215) 763-0100 Fax: (215) 763-1995

P.O. Box 2747
West Chester, PA 19380-0990
Phone: (610) 344-5717
Toll-Free Phone: 1-800-870-2323
Fax: (610) 344-4470

Northwest Philadelphia
South and West Philadelphia
6350 Greene Street
Ground Floor Office Suite
Philadelphia, PA 19144-2520
Phone: (215) 842-4820 Fax: (215) 842-4826

Northeast Philadelphia
1926 Grant Avenue
Philadelphia, PA 19115
Phone: (215) 333-1560 Fax: (215) 333-1472

Delaware County:
Child Care Information Services
110 South 69th Street
Second Floor
Upper Darby, Pa 19082
Phone: 484-461-6400
Fax- 484-461-4983

Main Office:
5548 Chestnut Street 2nd Floor
Philadelphia, PA 19139
Phone: (215) 382-4762 Fax: (215) 382-1199

Secondary Office:
1500 South Columbus Blvd., Magee Building
Second Floor (Water Street Entrance)
Philadelphia, PA 19147
Phone: (215) 271-0433 Fax: (215) 271-0570

Chester County:
601 Westtown Road, Suite 310

STUDENT HEALTH INFORMATION

We ask all parents to complete a wellness center health information packet for their child at the start of the school year. We request that medical, allergy and insurance forms be updated yearly. Annual physical assessments are recommended, but they are only required for students entering Pre-Kindergarten, Kindergarten, 1st grade, and 5th grade.

Any student with an injury or illness during school hours will be seen by the school nurse or office staff. If, after examining a student, the school nurse deems medical attention necessary, the child’s parent/guardian may receive a phone call or letter requiring them to seek medical attention for the student prior to allowing them to return to school. If a student is suffering from any illness or symptom (fever, flu, etc.) that prevents them from participating in the instructional day, the student must be picked-up from school IMMEDIATELY. If a parent does not address the student’s health issue in a timely manner, we reserve the right to send the student to the Emergency Room.

Medicine

Student medication can only be administered by the school nurse or designated personnel. Parents/guardians must supply a yearly form, signed by a doctor, specifying student medication dosage and instructions. Forms are available in the Main Office. Medicine will only be administered according to a doctor's instructions. School personnel are not permitted to administer over-the-counter drugs to any child. Children are not allowed to bring medication to school without proper documentation. Under no circumstances can medicine be in a student’s possession. All medicine brought into school must be in the original pharmacy packaging and should be brought to the nurse’s office immediately. This includes medicated cough drops.

Vaccination Requirements

For the 2021-2022 school year the School District of Philadelphia requires that all students receive certain immunizations within 5 days of the first day of school. A child needs to have at least one dose of all vaccinations or risk exclusion. A child may have a documented medical, religious, or philosophical exemption from these vaccinations. Even if exempt, a child may be excluded from school during an outbreak of vaccine-preventable disease. If a child doesn’t have the required doses, they must within the first 5 days of school:

- Receive the next dose, if medically appropriate
- Have a parent/guardian provide a medical plan if the next dose isn’t the final dose of the series
- Have a parent/guardian provide a medical plan if the next dose is not medically appropriate

Parents must comply with these requirements. See the following chart for clarification.

Grade Level/ Age	Immunizations Required	Physical Assessment	Dental Assessment	Medical & Allergy Forms	Permission to Administer Medication (if necessary)
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2 year olds	Diphtheria & Tetanus: 3 doses Pertussis: 3 doses Polio: 3 doses Measles: 1 dose Mumps: 1 dose Rubella: 1 dose Hepatitis B: 3 doses Varicella: 1 dose	Within a calendar year	Within a calendar year		Within a calendar year
3 year olds	Diphtheria & Tetanus: 3 doses Pertussis: 3 doses Polio: 3 doses Measles: 2 doses Mumps: 2 doses Rubella: 2 doses Hepatitis B: 3 doses Varicella: 2 doses	Within a calendar year	Within a calendar year		Within a calendar year
4 year olds and Kindergarten	Diphtheria & Tetanus: 4 doses Pertussis: 4 doses Polio: 3 doses Measles: 2 doses Mumps: 2 doses Rubella: 2 doses Hepatitis B: 3 doses Varicella: 2 doses	Within a calendar year	Within a calendar year	Kindergarten ONLY	Within a calendar year
7 th Grade	Tetanus: 1 dose Diphtheria: 1 dose pertussis (Tdap): 1 dose Meningococcal conjugate vaccine (MCV): 1 dose	n/a	n/a	n/a	Within a calendar year

MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE IMPROVEMENTS ACT OF 2001/PENNSYLVANIA’S EDUCATION FOR CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS PROGRAM

The federal McKinney-Vento Homeless Education Assistance Improvements Act of 2001 requires all youth experiencing homelessness to have educational access, attendance and success in school. McKinney-Vento also provides funding to states to support statewide homelessness initiatives. Pennsylvania's Education for Children and Youth Experiencing Homelessness Program works to ensure homeless children are provided with a free and appropriate public education on an equal basis with all other children in the state.

Definition of Homelessness

An individual who lacks a fixed, regular, and adequate nighttime residence, including children and youth who are:

- Sharing housing of others due to loss of housing, economic hardship, or a similar reason
- Living in motels, hotels, trailer parks, or campgrounds due to lack of alternative adequate accommodations
- Living in emergency or transitional shelters or are abandoned in hospitals
- Abandoned youth or Runaways or Unaccompanied youth
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, etc.
- Migratory children who qualify as homeless because they are living in the circumstances described above

McKinney-Vento Act: Enrollment

Requires public schools to immediately enroll students experiencing homelessness even when lacking:

- Proof of residency
- Guardianship
- Birth certificates, school records, or other documents
- Medical records, including immunization records
- Required dress code items, including uniforms

McKinney-Vento Act: Support

The McKinney Vento Act also requires that:

- Homeless students who move have the right to remain in their schools of origin (i.e. the school the student attended when permanently housed or in which the student was last enrolled, which includes preschools) if that is in the student’s best interest;
- If it is in the students best interest to change schools, homeless students must be immediately enrolled in a new school, even if they do not have the records normally required for enrollment;
- Transportation must be provided to or from a student’s school of origin, at the request of a parent, guardian, or, in the case of an unaccompanied youth, the local liaison;
- Homeless students must have access to all programs and services to which they are eligible, including special education services, preschool, school nutrition programs, language assistance for English learners, career and technical education, gifted and talented programs, magnet schools, charter schools, summer learning, online learning and before and after school care;
- Unaccompanied youth must be accorded specific protections, including immediate enrollment in school without proof of guardianship; and
- Parents, guardians and unaccompanied youth have a right to dispute an eligibility, school selection, or enrollment decision.

Belmont Homelessness Liaison

The Director of Family Support Services is the school’s designated Homelessness Liaison. If you are experiencing homelessness, we are here to support. Please ask the front office to connect you with the Director of Family Support Services Jeanne di Leonardo or a member of the Family Support Services Team.

Information from <https://www2.ed.gov/policy/elsec/guid/secletter/160726.html>

Education Stability Protocol and Transportation Plan

Pursuant to the Every Student Succeeds Act (ESSA) and the Fostering Connections to Success and Increasing Adoptions Act, the Philadelphia Department of Human Services (DHS) and local education agencies (LEAs) must work together to support educational stability for children and youth placed in out of home care. Philadelphia DHS and LEAs must collaborate to ensure that children and youth placed in out of home care are able to remain in their school of origin (current school) unless it is not in their best interest to do so.

Every time a child or youth is placed in out of home care, or their placement location is changed, Philadelphia DHS and LEAs will internally consult about whether there are factors that indicate that it is not in the best interest of the child to remain in their school of origin. When these factors exist, there must be a joint determination by the LEA and DHS of whether it is in the best interest of the child or youth to remain in their current school.

Philadelphia DHS and the LEA shall work together to comply with the requirements of the Every Student Succeeds Act (ESSA), including working collaboratively to establish a transportation plan.

For more information regarding the Education Stability Protocol and Transportation Plan, please reach out to the LEA Foster Care Liaison and Director of Family Support Services, Jeanne di Leonardo.

Information was taken from <http://www.pafostercare.org/>

YOUTH SUICIDE AND PREVENTION POLICY

In compliance with state regulations (22 PA Code.1212) and in support of the school's suicide prevention methods, information received in confidence from a student may be revealed to the student's parents or guardians, the building principal or other appropriate authority when the health, welfare or safety of the student or other persons is at risk.

Any school personnel who has identified a student with one or more risk factors, or warning signs, or who has an indication that a student may be contemplating suicide, shall refer the student for further assessment and intervention in accordance with the school entity's referral procedures.

Belmont Charter Network shall create an emotional or mental health safety plan to support a student and the student's family if the student has been identified as being at increased risk of suicide. For students with disabilities who are identified as being at-risk for suicide or who attempt suicide, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations, and Board policy.

If a student is identified as being at-risk for suicide or attempts suicide and requires special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations, and Board policy.

Any school personnel who are made aware of any threat or witnesses any attempt towards self-harm that is written, drawn, spoken, or threatened shall immediately notify the principal or designee. Any threat in any form shall be treated as real and dealt with immediately. No student should be left alone, nor confidences promised. In cases of life-threatening situations, a student's confidentiality will be waived. The school entity's crisis response procedures shall be implemented.

If an expressed suicide thought or intention is made known to any school personnel during an afterschool program and the principal or designee are not available, call 215.686.4420, 1-800-SUICIDE, or

1-800-273-TALK for help. Thereafter, immediately inform the principal or the incident and actions taken.

Procedures for Parental Involvement

Parent or guardian of a student identified as being at risk of suicide must be immediately notified by the school and must be involved in consequent actions. If any mandated reporter suspects that a student's risk status is the result of abuse or neglect, that individual must comply with the reporting requirements of the Child Protective Services Law.

If the parent or guardian refuse to cooperate and there is any doubt regarding the child's safety, the school personnel who directly witnessed the expressed suicide thought or intention will pursue a 302 involuntary mental health assessment by calling County Emergency Services/Children's Crisis Services at 215.951.8300 and ask for a delegate. The delegate will listen to concerns and advise on the course of action. If a 302 involuntary mental health assessment is granted, the first-hand witness will need to be the petitioner, with support from the principal or other central office administrator.

Response to Suicide or Suicide Attempt on Campus

The first school personnel on the scene of a suicide or suicide attempt must follow the school entity's crisis response procedures, and shall immediately notify the principal or designee.

The school entity will immediately notify the parents or guardians of the affected student(s).

Resources for Youth Suicide Awareness and Prevention

A comprehensive set of resources for youth suicide awareness and prevention is accessible through the Department at www.education.pa.gov

- PA Youth Suicide Prevention Initiative- <http://payspi.org/>
- Oct. 2014 Dear Colleague Letter related to peer harassment of students with disabilities: <http://www2.ed.gov/about/offices/list/ocr/publications.html#Section504>
- Suicide Prevention Resource Center- <http://www.sprc.org/>
- American Foundation for Suicide Prevention- <http://www.afsp.org/>

OST ATHLETIC POLICY

Daycare and Afterschool

Belmont Charter School Daycare and OST programming are committed to providing a high quality athletic program for our students. The program allows for students to participate in a wide range of individual and team sporting activities at various levels. The athletic program's focus is fair play, participation, sportsmanship, skill-development, and fun. Sports promote the mission and values of Belmont Charter Network.

Attendance and Tardiness

- When a student is ABSENT from school (excused or unexcused), they will not be allowed to attend a PRACTICE OR GAME scheduled for that day.
 - If the game occurs on a Saturday, Friday's attendance will take effect.

Parent and Student Handbook

- When a student is LATE to school (excused or unexcused), they will receive an “IN-PRACTICE” consequence determined by the coach.
- When a student arrives to school UNEXCUSED AFTER 10:00 AM, they will not PRACTICE or play in a GAME scheduled for that day
 - They may stay or travel with the rest of the team, but they will sit out for the event.
- Please note that consequences will be determined on a case by case basis and all situations will be reviewed by the OST Coordinators or Director.

BSS

- Students who spend the day in BSO will not practice with the team.
- If a student is suspended from school, they will NOT PRACTICE and will be SUSPENDED for the following game or match.
- Additional consequence(s) may be warranted depending on the severity of the repetitive behavior of the student athlete.

Grades

- Students must maintain a “C” average in each class.
- If a student has a “D” or “F in one or more classes,” they will have the opportunity to improve their grades while being permitted to practice, but they will not be able to participate in games.
- If the student has increased their grade(s) to a “C” or higher, they will be permitted to participate in games.
- Students who do not increase their grade(s) to at least a “C” will be considered on a case by case basis.

Wording about games above also refers to meets and matches.

Student Acceptable Use of Technology Policy

Belmont Charter School defines “personal electronic devices” as any device that a student is in possession of which electronically sends, receives, stores, reproduces or displays voice and/or text communication or data. These include, but are not limited to, cellular phones, smart phones, music/media players, tablets, gaming devices and laptop computers.

Student Rights and Responsibilities

1. Students are solely responsible for personal electronic devices brought on campus. Belmont Charter School is not responsible for the theft, damage or loss of any electronic device, including devices that are confiscated by school staff.
2. Electronic devices must be powered off and stored out of sight upon entering the building and during the instructional school day. Students in grades 1-8 will have personal electronic devices collected by their homeroom teacher and returned at the end of the instructional day. Students who arrive late are required to turn their device in to their homeroom teacher or designated staff member upon arrival.
3. Student possession of personal electronic devices during after-hours school sponsored events may be permitted with explicit permission from school staff.
4. If personal device use is permitted at an after-school, sponsored event, students shall not use personal electronic devices to access social networking apps or other internet sites that are otherwise blocked to students at school.
5. Student use of personal electronic devices when not permitted will result in the following disciplinary action and/or confiscation of the device.
 - a. 1st Offense: electronic device is confiscated until the close of the instructional day
 - b. 2nd Offense: electronic device is confiscated and shall only be returned to the legal guardian
 - c. 3rd Offense: electronic device is confiscated until the end of the current trimester
 - d. Subsequent Offenses may result in further disciplinary action
6. Additional consequences will result if electronic devices are used for the following:
 - a. Possessing, viewing, sending or sharing video or audio information having sexual, violent or threatening content on school grounds, school events or field trips.
 - b. Transmitting school materials for unethical purposes such as cheating.
 - c. Any activity which is in violation of Belmont Charter School bullying policy.
 - d. Students may receive consequences for inappropriate content shared outside of the school building if there is a negative impact on the school day.
7. School computers and other technologies provided during the instructional day are expected to be treated with care. Damaged or lost items including laptops, computers, tablets, etc. will need to be replaced at the student/families expense.
8. The state of Pennsylvania maintains a 100% prohibition policy on the possession of any electronic device during PSSA testing.

Agreement for Acceptable Use of Personal Electronic Devices

I have read the **Acceptable Use of Personal Electronic Devices** and I will use such resources responsibly and productively for school-related purposes. I will not use technology in such a way that would be disruptive or cause harm to other students/staff. I understand that consequences of my actions could include school disciplinary action, confiscation, and/or prosecution under the law.

Student Signature _____ Date _____

Parent Signature _____ Date _____

BELMONT CHARTER SCHOOL (BCES and BCMS) FAMILY EVENT SCHEDULE

We are working to give families a separate Events Calendar. Thank you for your patience and understanding as we finalize the dates and times of wonderful events!

BELMONT ACADEMY CHARTER SCHOOL (BACS) FAMILY EVENT SCHEDULE

We are working to give families a separate Events Calendar. Thank you for your patience and understanding as we finalize the dates and times of wonderful events!

This handbook is subject to change. Updated copies will be kept in the Main Office of the school your child attends and will be available upon request.

PARENT/GUARDIAN & STUDENT COMMITMENT AGREEMENT

IMPORTANT POLICY REMINDERS:

Arrival:

The building is open at 7:45 am. All 1-5 students are to enter the building through the Main Entrance. All 6-8 students are expected to enter the Annex building entrance on 41st street (auditorium lobby). Breakfast is served from 7:45 to 8:00 am. Students are considered late to school at 8:01am. *NOTE: Students arriving after 8:00 am will not receive breakfast.*

Dismissal:

Dismissal for students in grades 1-5 will occur in the school yard. Students in grades 6-8 will dismiss through the auditorium lobby door on 41st street. Dismissal begins at 3:20 pm and ends at 3:30 pm on Monday, Tuesday, Thursday and Friday. Dismissal begins at 1:00 on Wednesday and ends at 1:10. The school yard is monitored by school staff during this time.

Physical Aggression:

Physical Aggression is not permitted at Belmont and will result in a mandatory parent meeting and possible suspension and/entering the expulsion process.

Uniform:

Students in grades 1-8 must wear a full school uniform daily which includes a Belmont issued uniform shirt. Uniform shirts are only available from the Main Office. In grades 6-8, being out of uniform will earn the student a demerit.

Food Policy:

Every student is enrolled in the school lunch program. If you choose to waive student participation in the program, you must complete the form in the front office. Students who are not part of the school food program must bring lunch to school with them. Fast food and delivery (by family or local business) are not permitted. If a family chooses to opt out of the food program, they are expected to pack a nutritious meal for their child. Chips, soda, candy and other snacks are not permitted.

Personal Electronics:

Students are not permitted to use cell phones, MP3 Players, video game devices, or any other sort of personal electronic devices on school grounds, during school hours, including lunch, recess, and OST. Cell phones must be turned off and turned in at the beginning of the day. Students who do not follow the electronic device policy in the handbook will have their device confiscated. Belmont Charter Network is not responsible for personal electronic items that are lost or stolen.

By signing this agreement, I attest that I have read, understood, and also agree to comply with the policies and procedures outlined in the Belmont Academy, Belmont Elementary, and Belmont Middle School 2018-19 Student and Parent Handbook.

(Student Name—Print)

(Printed Parent/Guardian Name)

(Signature of Parent/Guardian Name)

(Date)

Please return this form to your child's classroom teacher or to the Main Office. *This handbook is subject to change. Updated copies will be kept in the Main Office of the school your child attends and will be available upon request.*