

Parent-Student Handbook

2020-2021

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WELCOME TO THE 2020-2021 SCHOOL YEAR

Your child's success as a student at Esperanza Cyber Charter School (ECCS) depends on the student, parents, teachers, and school staff members working cooperatively and communicating effectively. This Parent/Student Handbook, including attendance requirements and the school's Code of Conduct, is one important tool in helping us achieve that goal.

The Esperanza Cyber Charter School Parent/Student Handbook contains information that both students and parents will likely need during the school year. Within the Parent/Student Handbook, there are four sections:

Introduction - outlining the mission, vision, and educational philosophy of the school.

Parent Information - outlining ways parents may assist their child and respond to school-related issues and presents the expectations of students.

Curriculum-Related Information - outlining courses, extracurricular and other activities.

General Information and Requirements - outlining information for parents on school operations and requirements. Please be aware that the term "the student's parent" is used to refer to the parent, legal guardian, or another person who has agreed to assume school-related responsibility for a student.

ECCS students and parents must also be familiar with the school's Student Code of Conduct (attached with Application/Orientation packet). The Code of Conduct outlines expected behaviors and consequences for infractions. It is required by state law and intended to promote school safety and an atmosphere for learning.

Please note that the handbook is updated annually, but policy changes, reflecting revisions in school practices, may be made throughout the year. This handbook has been approved by the Board of Trustees and, as such, is school policy. It is, however, not all-inclusive. If a written Board of Trustees' directive or policy on a subject does not exist, written guidelines, decisions, and actions of the administration will prevail. In case of a conflict between Board policy and any provisions of the Parent/Student Handbook, the most recently adopted provisions of Board policy or the Student Code of Conduct will prevail.

We strongly recommend that parents review the entire handbook with their children and keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact the school. Finally, it is very important that you

complete, sign, and return the Acknowledgement of Receipt and Review inserted in this Parent/Student Handbook so that our records reflect your decisions. We are very pleased to have the opportunity to serve your child, and we very much look forward to an outstanding school year at Esperanza Cyber Charter School.

NONDISCRIMINATION

Esperanza Cyber Charter School does not discriminate based on race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

SECTION I – SCHOOL INTRODUCTION

MISSION STATEMENT

Esperanza Cyber Charter School (ECCS) prepares students in grades Kindergarten through 12 to meet the challenges of living creatively and productively in an increasingly technologically sophisticated and interconnected world. Esperanza Cyber Charter School will provide students with an academically rigorous, yet flexible, online learning program that tailors learning experiences to each child through a combination of curriculum choices and individual tutoring and counseling. Students will explore career directions that coincide with their interests and strengths beginning at the earliest ages and can begin “majors” career areas starting in tenth grade, as offered. Esperanza Cyber is targeted toward underserved and at-risk students who have not always found success in traditional schools. Esperanza Cyber Charter School places students on a pathway to post-secondary success.

VISION

Esperanza Cyber Charter School will provide an inspiring academic and social online learning environment that prepares students to be critically thinking, socially capable, culturally aware young adults who can use English, Spanish, and technology as tools for success in the 21st century.

OVERVIEW

Cyber education or online/virtual learning is a method to deliver instruction where the student and the teacher are not in the same location. Courses are offered via a web-based learning management system. Enrolling in a cyber-school provides students a flexible pace, schedule, and location to complete graduation requirements. Students can choose several instructional delivery options allowing them to work at their own pace or work more closely and directly with a teacher on a course schedule. Teachers are certified and trained to teach in an online

environment in turn providing students with 1:1 attention and ongoing communication. Most students who choose a cyber-education do so because of the ability to self-pace their learning and enroll in high-quality and interesting courses.

The Charter School provides cyber learning options for students that include:

- Standards-aligned courses in both synchronous (live) and asynchronous environments (self-paced)
- High-quality, interactive course material
- K-12, developmentally appropriate curriculum
- Over 100+ different course options
- Advanced Placement Courses
- Full-year and/or block Scheduling, enrolling in 3-5 courses each semester
- Individualized Cyber Learning Plan
- All courses taught by full-time, Pennsylvania certified teachers

INSTRUCTION

INSTRUCTIONAL OPTIONS

After consultation with the Guidance Counselor and a review of transfer credits, students may have the opportunity to choose from the following instructional delivery methods:

- Full-Time Blended– students enrolled in courses that includes attendance and participation in a recurring live lesson session with their teacher and/or live support from cooperating teachers and paraprofessionals.
- Full-Time Asynchronous – students enrolled in self-paced, self-directed courses. This option is available only in special circumstances with approval from the counseling department.
- Credit Recovery – based on a pre-assessment, students’ complete units/modules as needed to fulfill course credit and mastery requirements

Blended (previously referred to as Synchronous) – teaching and learning occurring at the same time in a virtual classroom environment.

Kindergarten – 5th Grade Elementary students are mandated to have a Learning Coach who will help the young student participate in courses. The Learning Coach must be an adult, in the home during the school day, consistently available and dedicated to the academic growth of the student.

Learning Coach Contract - signed as part of Orientation/Application packet:

I hereby agree to serve as a Learning Coach for the entirety of the 2020-2021 school year. I understand that as a Learning Coach, I am required to:

- *be actively present with the child during the school day (this includes live classes and while completing assignments).*
- *assist the child in navigating the learning management system, communicating with teachers, and tracking progress (grades, attendance, and course completion).*
- *be able and available to meet with teachers via phone, video conferencing, or at the Learning Center dependent upon the situation. This includes having access to a phone, regularly using Gmail, and ideally able to communicate in basic reading and speaking English in order to support the child in classes.*
- *stay with the child for the duration of the time that he or she may be at the Learning Center for special events or meetings.*
- *maintain academic integrity by supporting the child in completing assignments, but not completing them myself.*
- *immediately report any change of address or contact information for myself and/or the child.*
- *be identified as a contact on the "Release Authorization Form" found in the application packet.*

By signing this contract, I agree to the responsibilities of serving as a Learning Coach and understand that these requirements are a necessary aspect of the child's participation in the academic program. I also understand that a Learning Coach is required for a student to attend ECCS Elementary program. A student may be required to exit the program if a consistent Learning Coach is not available.

STUDENT COMMITMENT

Students must commit to completing all rostered courses within the school calendar. Students who drop, fail to complete, or discontinue the course will impact student performance. In the event of unsuccessful completion of courses, the Charter School will develop an Exit Plan which may include but is not limited to: student dropped from regular courses and enrolled in Credit Recovery courses.

Students in grades 9-12 are required to participate in classes and actively communicate with their instructors on a daily basis. This contact can be made in person during class, by phone, text, Gchat, or email. It is highly encouraged for the parent/guardian, as a partner in learning, to also be present as frequently as possible.

ENROLLMENT

The school enrolls students up to the age of twenty-one, per the Pennsylvania School Code.

PRE-ENROLLMENT

All students must complete an application package to be considered for enrollment. Once all documents have been submitted and verified, the student and his or her parent will meet with school personnel to discuss enrollment, develop an individualized learning plan, and schedule Orientation. Students must successfully attend all Orientation days and complete all Orientation activities before being admitted to the Charter School, rostered into courses, and provided with technology devices and course materials.

KINDERGARTEN & FIRST GRADE ENROLLMENT

Children who are five years old on or before September 1 of the school year are eligible to enroll in Kindergarten. Children who have attained the age of six years old on or before September 1 of the school year and have satisfactorily completed the requirements for Kindergarten are eligible for enrollment in first grade.

SPECIAL NEEDS

Students with special education needs and/or English language learners will meet with school coordinators during the enrollment meeting to determine appropriate placement into courses and supplemental services to be provided. Depending on the need of the parent, services can be provided in English or Spanish.

INDIVIDUALIZED PROGRAM PLANNING

Each student is assessed for academic level, an audit of transcripts is conducted, and an interview is completed in order to develop the best educational plan for everyone. Students are appropriately placed in the learning delivery method and courses that best fits their needs. Students will continue to work with their Guidance counselor and/or Special Needs coordinators throughout the school year to ensure the original plan continues to be the best option, or if an alternative plan needs to be put in place to ensure that all requirements for graduation are completed. The number of concurrent courses to be completed during each semester is determined by the Charter School's learning team members, the student, and parents but must meet the mandates of the Pennsylvania School Code for minimum hours of instruction, in a 180-day school year:

Kindergarten = 5 hours per day

Grades 1-8 = 5 hours per day

Grades 9 – 12 = 5 1/2 hours per day

The Learning Team consists of the Director of Instruction, Director of Student Development, Social Workers, Guidance Counselors, Special Needs Coordinators for Special Education, PLC and Tech Trainer, English Language Learners, and students needing reading/math interventions, and content teachers.

It is typical for students to enroll in at least 5-6 courses per semester but can enroll in up to eight (8) in order to comply with graduation requirements. Students can expect to spend as many hours completing an online course as they would be completing the same course in a traditional setting. At a minimum, students should expect to spend 5-7 hours per week on each semester-long course.

SECTION II - PARENT INFORMATION

YOUR INVOLVEMENT AS A PARENT

WORKING TOGETHER

A child's education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Your involvement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child daily to make the most of the educational opportunities the school provides.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the school. Discuss with the counselor any questions you may have about the options and opportunities available to your child.
- Parents are required to attend scheduled conferences and may request additional conferences with their child's teacher(s) as needed. To schedule a virtual or in-person conference please call the school office for an appointment or e-mail the individual directly (first initial + last name @ esperanzacybercs.net). A teacher will usually return your call or meet with you during his or her prep period or at a mutually convenient time before or after school.
- To encourage parent involvement, several workshops and meetings are held for parents during the school year. Parents are strongly encouraged to take part in the various workshops, trainings, and meetings offered throughout the year. These sessions may be initiated based upon student need, revisiting school policies, or parental request.
- The Esperanza Cyber Parent Committee is a great way to become directly involved in your child's education. To get involved please contact the Family and Community Relations Coordinator (FCRC), Fred Estrada, at festrada@esperanzacybercs.net.

- Parents who are interested in volunteering at school functions including chaperoning events or field trips will need to speak with the Family and Relations Coordinator to obtain clearances prior to participation. These clearances are good for one year and must be updated on a yearly basis if one wishes to continue as a volunteer.
- Parents have access to student's grades and course work through Esperanza Cyber Charter School's web-based student tracking system, PowerSchool. Parents and Guardians will be able to access student's progress and communicate with teachers through email, chat, or web session.

OBTAINING INFORMATION AND PROTECTING STUDENT RIGHTS

Your child will not be required to participate without parental consent in any survey, analysis or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships are privileged under the law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instruments and any instructional materials used in connection with such a survey, analysis, or evaluation. As a parent you have the right:

- To request information regarding the professional qualifications of your child's teachers. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.
- To review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum and to examine tests that have been administered to your child.
- To review your child's student records when needed. These records include:
 - Attendance records
 - Test scores
 - Grades
 - Disciplinary records
 - Psychological records
 - Applications for admission

- Health and immunization information
- Other medical records
- Teacher and counselor evaluations
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.
- To remove your child temporarily from the online learning environment if an instructional activity in which your child is scheduled to participate in conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by the Pennsylvania Board of Education.

COMPUTER RESOURCES

To prepare students for an increasingly interconnected world, ECCS has made a substantial investment in computer technology for instructional purposes. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Inappropriate use of technology that violates the Student Code of Conduct standards may result in disciplinary action. Students and their parents should be aware that electronic communications—e-mail—and using School computers are not private and are monitored by school staff.

Upon enrollment, each student is **LOANED** a laptop for use in school instruction only. Students and Parents must sign a Technology Contract (included in Application/Orientation packet) which clearly identifies the responsibility to the student for returning the loaned devices in good working order or the payment of a replacement fee for lost or damaged items.

TECHNICAL REQUIREMENTS

COMPUTER ACCESS AND OTHER DEVICES

To participate in online courses, all students must have regular access to a computer with reliable Internet service. Broadband (or high speed) service is preferred. In addition, headphones/earbuds should be used to maintain a quiet environment when working or studying and on occasion, your course may require you to record responses so a headset with a microphone may be needed.

EMAIL ACCOUNT

Students are provided a school email account, which also includes a live chat feature, to be used for student/teacher contact regarding the current course. Students are expected to access their email accounts daily and respond in a timely manner to any emails found. Email is considered the primary contact between the School and the student.

SOFTWARE REQUIREMENTS

Some courses may require downloading applications and installing them on the student computer. ** It is very important that you read all the requirements for a course and make sure you have access to all the required software. Any questions or concerns should be directed to the Information Technology department at the School.

NOTIFICATION OF LOST, STOLEN, OR DAMAGED GOODS/RETURN UPON LEAVING THE SCHOOL

At any point during a student's enrollment if the technology devices are lost, stolen, or damaged the student must report the facts **immediately** to the school as code of conduct consequences for lost or damaged equipment may be enacted. Upon graduation or transfer/withdrawal, any student failing to return technological devices including laptops and printers issued by the school must reimburse the school for the lost item. Failure to return items or pay for lost or damaged items may result in school disciplinary action, and/or incur financial costs to replace the technological device, or criminal charges filed for stolen school property.

HELP DESK INFORMATION

When having an issue with technology, students can request technical assistance by sending an email to help@esperanzacybercs.net. The email should include the following information:

- A brief description of the issue. Please include screenshots of the issue when possible.
- A phone number may also be provided.
- Tech support will assist the student to troubleshoot the issue with the user's assistance if needed.

The student will be notified via their student email account that the ticket is received, and that our tech team will be in touch with them shortly. Tech support will assist the student to troubleshoot the issue with the user's assistance if needed. If students are unable to use their computer to complete the ticket, they can call the school's main number at 215-967-9703 and ask to speak to the tech department.

COURSE PROGRESS

The academic program at the Charter School is designed for a student to complete one grade level per academic school year. Once enrolled in the high school (grades 9-12) the academic program is designed to be completed in four years or eight semesters. Early graduation is an option if granted in accordance with the Charter School's procedures.

Withdrawals from a course can be done through the first 14 days of a course resulting in a W grade, not calculated against GPA. Withdrawal after 14 days is processed with the earned grade at the time of withdrawal and indicated as Withdrawal Pass (WP at 60% or above) or Withdrawal Fail (WF, 59% or below). All withdrawals are part of the student's permanent cumulative record.

KINDERGARTEN – FIFTH GRADE (K-5)

Students in elementary grades can withdraw from a course but that decision will affect academic progression. All course requirements must be met in one grade before a student can be promoted to the next. See Promotion or Retention.

GRADES SIX – TWELVE (6-12)

A standard semester pace is 18 weeks with a full-year pace at 36 weeks. Every course has a unique pacing chart to guide students to complete the course successfully. Students are expected to remain on pace and progress through the course as indicated in the pacing guide. When students fall off pace, appropriate intervention is developed via a Success Plan with the guidance counselor. All course requirements must be met in one grade before a student can be promoted to the next.

GRADUATION REQUIREMENTS FOR HIGH SCHOOL STUDENTS

Students who attend the Charter School receive a high school graduation diploma awarded when students have met academic requirements for graduation. In order to graduate from the Charter School and receive a diploma a student must satisfy the following:

- Proficiency in Keystone Literature, Algebra I, and Biology assessments or the equivalent project-based assessment.
- Successful completion of all required courses of study
- 100 hours of community service culminating in a Senior Project
- A completed post-high school graduation plan

Subject Required Credit:

English 4
Math 3
Science 3
Social Studies 3
Physical Education/Health 1
Spanish 1
Computer Science/Technology 1
Electives 8
TOTAL 24

Starting with the 2016-2017 school year (Act 86 of 2016), upon approval by the school, a student can apply up to one credit earned for successful completion of a computer science or information technology course to satisfy the mathematics or science credit requirement for graduation. To seek approval to apply this policy the student must discuss with the guidance counselor. The counselor should carefully advise students and families to ensure that the high school credit course selections and graduation planning career pathways are consistent with admission standards and program requirements for postsecondary education and training. Final approval is provided by the school leaders.

ASSIGNMENT TO GRADE LEVELS

ASSIGNMENT

Students shall be assigned to grade levels based upon achievements and progress and based upon consultation between instructional staff and parents/guardians. If no evidence is provided to support a grade-level assignment, diagnostic exams are given to the student to determine the most appropriate grade level.

To be promoted to the next grade a student must: achieve an overall average of 60% or above in all core content classes.

Students who fail to meet the above criteria may successfully complete an accelerated instruction during extended year (summer school, if available) or be re-enrolled in the failing course the next school year (at guidance and school leadership discretion in consultation with the parent/guardian). Criteria for successful completion includes achievement of an overall average of 60% or above for that grade level course.

Students who fail to attend or successfully complete accelerated instruction may only advance to the next grade level by a unanimous decision made by the school's leadership team, which includes the Director of Instruction, Director of Student Development, Director of Academic

Program Development, Special Education or ESL Coordinators if indicated, and Guidance. The leadership team may decide in favor of promotion if the team concludes that, upon review of all facts and circumstances and in accordance with standards adopted by the School Board, the student is likely to perform on grade level with additional accelerated instruction during the upcoming school year. The review and final decision must be appropriately documented as meeting the standards set by the School Board which may include but are not limited to the following:

Evidence of satisfactory student performance (including grades), and may include teacher observations, portfolios, work samples, local assessments, writing assignments, and individual reading and mathematics diagnostic tests.

- The recommendation of the student's teacher(s).
- Extenuating circumstances that may have adversely affected the student's participation in either required assessments or accelerated instruction. Data may include enrollment data, attendance, previous records, student's age, universal screening data, previous interventions and plans, previous referrals for learning support programs, notes from parent conferences, or any other appropriate information.

By the week following the last day of school parents of all students shall receive notification regarding the promotion of their child(ren). The parent of students who cannot be promoted in June shall be informed by mail and by notice provided to the student that, in order to be promoted to the next grade in August, their child(ren) must:

1) attend and successfully complete the summer school program, 2) receive passing summer school grades in reading and mathematics and other classes, as applicable, and 3) in the case of students who are required to take the summer assessment in one or more subjects, score at or above the 60th percentile in the required test(s).

A parent may appeal the decision to not promote to the next grade within five calendar days of the receipt of the promotion letter. The parent would submit in writing an appeal and review of the child's academic records. As part of the appeal, the parent can provide additional information that may justify waiving the accelerated instruction requirements.

RETENTION

Retention is the decision to retain a student in a grade level from one school year to the next school year. The retention of a student will be determined based upon the judgment of the school leadership and professional staff. When it becomes evident a student may be retained in a grade level for an additional year, the parents will be informed. It is within the sole discretion of the district to retain students in their current grade level and to deny promotion to a student.

ACCELERATION

Acceleration is the authorization for a student to progress from one grade level to another higher-grade level during a school year or to progress from one grade level to another higher-grade level which is higher than the next succeeding level at the end of a school year. Students in grades kindergarten through twelve with exceptional talents may, with the permission of the school leadership and parents/guardians, take classes beyond their current grade level.

Retention or Acceleration in kindergarten through twelfth grade may also occur in additional situations as provided by law.

DECISIONS

The assignment, promotion, retention or acceleration of a student is an individual matter, and the circumstances of each student shall be considered on their own merits and regarding the best interests of the student. These decisions shall be made by the school leader after consultation with the teachers and counselors involved and with input from the parents or guardians. The final decision rests with the school leader.

GRADING GUIDELINES (Aligned with Teacher Handbook)

All course grades will be based on a 100-point scale. Grades will be used to calculate GPA in high school. Grades are updated in Power School where students and parents can review. The following grade scale is used at the Charter School:

Grading Scales

Inflating grades or social promotion is not allowed at Esperanza Cyber. Modifications, in compliance with IEP's, are acceptable in adherence to, and in conjunction with, Special Education teachers.

A grade of Insufficient (INS) or Incomplete (INC) may be given only with the approval of administration based on specific student circumstances.

Grading for 6-12

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 and below

Incomplete (I)* – awarded at the end of a marking period when all but a portion of the work has been satisfactorily completed. An “I” is given in place of a failing grade as the student is expected to complete the missing work before an agreed upon time with the teacher. An “I” must be changed to the appropriate letter grade for the final report card (at the semester level for semester-long courses, and at the end-of-year for a full-year course).

Insufficient (INS) – used when the student has produced insufficient evidence to determine a specific percentage mark.

Passing (P) – used to indicate student has completed work assigned in a non-graded class. An 83 can be used if a percentage is warranted.

Shows Improvement (S) – (can be used to indicate progress towards a goal)

Needs Improvement (N) – (can be used to indicate progress towards a goal)

No Grade (NG) - used under specific conditions as approved by administration.

Grade Pending (GP) - used under specific conditions as approved by administration.

Grading for Kindergarten - Five

A	90-100
B	80-89
C	70-79
D	60-69
F	50-59
No Grade (NG)	
Withdraw (W)	

Grading for Class Assignments and Live Lesson Participation

Live Lesson participation is expected at 100% for all scheduled sessions. However, students **will not** earn a grade for his or her participation but can earn a grade for completing any activities discussed or provided during the Live Lesson. Any assignment discussed in a live lesson can be completed by any student regardless of attendance in the live lesson (e.g. students watching a recording have the same opportunity to complete any work discussed).

Re-test: Students may request one additional re-test on any course exams. The student is provided a review assignment, where learning that was not originally understood is presented. The review assignment must be completed before a re-test is offered. The re-test is a new assessment, not the same previously provided. The re-test score is the final score reported. There are no penalties for re-testing. (This policy is for in-house testing only and does not apply to any state testing).

Late work: Students are encouraged to complete assignments on time but should not be grossly penalized for turning in work late. No more than a 10% penalty should be applied. Student assignments will close/lock at the end of each ~~semester~~ quarter and grades calculated on the work submitted at that time. Work will not be accepted after the ~~semester~~ quarter has passed. Teachers should encourage students to check their grades frequently. When in danger of failing, teachers should contact parents as soon as possible to set up a meeting to discuss a course of action.

Teachers are expected to stay current with grading assignments. All submitted assignments should be graded and reported within 5 school days.

In special circumstances, an ‘Incomplete’ may be recorded at the quarter grade. If the student does not complete the work as agreed, the “I” converts to an “F”. Teachers change the grade at the end of the next marking period to indicate the student completed work or did not complete work.

** The lowest grade an elementary student can earn in the SIS grade book is a 50. No zero grades are awarded.

Grading for a Transfer Student

If the student has earned any grades from a transfer school the Enrollment Specialist will enter the grades in the SIS under Historical Grades upon review of the application and school documents and indicate a transfer grade in the enrollment email to staff.

Teachers should incorporate the transfer grade into their course through the following:

1. Create an assignment through Global Create and enter the grade. Ensure that the assignment also is added to the “classwork” category (worth 50%). The transfer grade should then be averaged along with all the other earned grades for the course in that particular grading time period.

It is at the teacher’s discretion (with guidance from the DOI) to exempt class assignments that were given and/or due prior to the student’s enrollment.

Grading for Exam (Keystone) Proficiency

If it is found a student is proficient or advanced on a state exam, the aligned course grade may be adjusted to reflect this mastery of content in the following:

Advanced on state exam = A (95) in the course
Proficient on the state exam – B (85) in the course
Basic on the state exam – C (75) in the course

Any grade adjustment must be approved by school leadership and should only be made in the event the student needs to earn a course credit towards a graduation requirement.

OTHER STANDARDIZED TESTING: COLLEGE REQUIREMENTS

Most colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with their counselor early during their junior year to determine the appropriate exam to take; entrance exams are usually taken at the end of the junior year. The School is a testing site for the PSAT exam and eligible students are encouraged to participate.

REPORT CARDS AND CONFERENCES

All Students are issued grades on a report card, outlining their academic grades, conduct, and attendance, and will receive frequent progress reports throughout the school year. Teachers follow grading guidelines that have been designed to reflect each student’s academic achievement for the grading period.

Student/Parent/Teacher conferences are scheduled throughout the year (refer to school

calendar). At this time, you can meet with the teachers to discuss student progress.

PERMANENT CUMULATIVE STUDENT RECORDS

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and "eligible" students certain rights. For purposes of student records, an "eligible" student is one who is 18 or older, or who is attending an institution of postsecondary education. The parent's or eligible student's right of access to and copies of, student records does not extend to all records. Materials that are not considered educational records—such as teachers' or counselors' personal notes about a student that are shared only within the school—do not have to be made available to the parents or student.

The law specifies that certain general information about Esperanza Cyber Charter School students is considered "directory information", which can be released to anyone who follows procedures for requesting it. No formal directory will be created. That information includes:

- A student's name, address, telephone number, e-mail address and date, and place of birth.
- The student's dates of attendance, grade level, enrollment status, honors, and awards received in school, and most recent school previously attended.
- The student's photograph, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

RELEASE OF STUDENT RECORDS

Parents or eligible students may prevent the release of any or all directory information. This objection may be done by submitting an "opt-out" form which is included with this handbook. Additional copies may be obtained in the front office or through a guidance counselor. The form is due to the front office within the first ten days of the student's first day of instruction for this school year.

Virtually all information pertaining to student performance, including grades, test results and disciplinary records, is considered confidential educational records. Release is restricted to:

- The parents unless parental rights have been legally terminated and the school has been given a copy of the court order terminating these rights. Federal law requires that, as soon as the student becomes eligible, control of the records goes to the student. However, the parents may continue to have access to the records if the student is a dependent for tax purposes.
- School staff members who have what federal law defines as a "legitimate educational interest" in a student's records. Such persons would include school officials (such as Board members, and school administrators), school staff members (such as teachers,

counselors, and diagnosticians) or an agent of the School (such as a medical consultant).

- Various governmental agencies or in response to a subpoena or court order.
- A school to which a student transfers or in which he or she subsequently enrolls.

Release to any other person or agency—such as a prospective employer, or for a scholarship application—will occur only with parental or student permission as appropriate.

The School must comply with a request by a military recruiter or an institution of higher education for students' names, addresses and telephone listings, unless parents have advised the school not to release their child's information without prior written consent.

REFUTE THE CONTENTS OF STUDENT RECORDS

Records may be inspected by a parent or eligible student during regular school or business hours. If circumstances effectively prevent inspection during these hours, the School shall either provide a copy of the requested records or make other arrangements for the parent or student to review the requested records.

A parent (or the student if he or she is 18 or older) may inspect the student's records and request a correction if the records are considered inaccurate or otherwise in violation of the student's privacy rights. If the School refuses the request to amend the records, the requestor has the right to request a meeting. If the records are not amended as a result of the meeting, the requestor has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process.

Upon receipt of the request to access records until the time the Cyber Charter School has determined that it is appropriate to release records in a given situation it reserves the right to take up to 24 hours to release those same records.

Please note: Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the School is not in compliance with federal law regarding student records.

The parent's or eligible student's right of access to and copies of, student records does not extend to all records. Materials that are not considered educational records—such as teachers' or counselors' personal notes about a student that are shared only within the school—do not have to be made available to the parents or student.

STUDENT OR PARENT COMPLAINTS AND CONCERNS

Usually, student or parent complaints or concerns can be addressed simply—by a phone call or a conference with the teacher or counselor. For those complaints and concerns that cannot be handled simply, ECCS has adopted a standard complaint policy. In general, the student or parent should first put in writing the complaint and deliver it to the appropriate school administrator. If unresolved, a request for a conference should be sent to the CEO. If still unresolved, the School provides for the complaint to be presented to the Board of Trustees.

TRANSFERS AND TRANSCRIPTS

Students wishing to transfer credits into ECCS from home-based learning, another school or district, or another cyber program must speak with the Guidance Counselor upon registration and provide official school transcripts or documentation certifying home-school credit. Transfer credits and/or grades are added into the historical grade record of the student and factored into annual final grades and/or GPA.

Students transferring out of ECCS to another school will be required to complete a Release of School Information Form to be sent to the student's previous school. ECCS will provide copies of the students' records to the new school or parent only, but the student's original cumulative folder will be maintained by ECCS.

WITHDRAWAL FROM SCHOOL

A student under 18 may be withdrawn from school only by a parent or guardian. The school requests notice from the parent or legal guardian at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the main office.

On the student's last day, the withdrawal form must be presented in person to the Director of Instruction or other school administrator and all course materials on loan or any technological devices are given must be returned in acceptable condition. If course materials or technology devices are lost or returned damaged the student and/or parent is financially responsible to pay for replacement costs. A completed copy of the withdrawal form will be given to the student and a copy placed in the student's permanent record. The parent must follow-up with the new school and ensure the school provides confirmation of enrollment to the Cyber School to complete the withdrawal process.

A student who is 18 or younger, who is married or who has been declared by a court to be an emancipated minor, may withdraw without a parental signature.

SECTION III - CURRICULUM-RELATED INFORMATION

This section of the handbook contains pertinent requirements for academics and activities. Much of this information will also be of interest to parents and should be reviewed with them, especially if the student is new to ECCS. The section includes information on graduation programs and requirements; options for earning course credit; extracurricular activities and other school-related organizations; and awards, honors and scholarships. Students have the responsibility to respect the intellectual and academic property of the Charter School.

Esperanza Cyber Charter School sets high expectations for the success of its students. We are committed to meeting the needs of all students and will work tirelessly to facilitate student success. To maintain instructional momentum, students are required to submit assignments in their course on a daily/weekly basis, attend live virtual lessons (if enrolled in the Blended/Synchronous Program) or view archived live lessons (if enrolled in the Asynchronous Program) and to maintain regular contact with their teachers. Students are expected to agree to the following procedures and policies as part of the online registration process.

STUDENT PREPARATION FOR ONLINE LEARNING

Taking an online course presents many advantages. While online courses permit flexibility regarding daily routine, they lack the regimented structure of the traditional classroom setting. Therefore, students must be well organized and schedule his/her daily activities around academic obligations.

DIFFERENT WAY TO LEARN

Before enrolling in an online course, students should understand that online learning is a very different educational medium. Students will possess a greater degree of independence, which in turn requires a greater amount of individual responsibility. The greatest difference between online courses and traditional classroom courses is the face-to-face interaction.

CONVENIENCE OF TIME & PLACE

Online courses require students to become more highly motivated and organized, and they also afford the convenience of flexibility. Students can login to the Internet from any desired location, whether at home, in a public library, or an appropriate place of business. Thus, students can work at their own pace. Online courses are rigorous and require as much, if not more, time than traditional classes. Students will need to have Internet access to do homework or research.

STUDENT SUCCESS IN ONLINE COURSEWORK

The student's success relies on his/her own internal motivations. In other words, excellent instruction and comprehensive course materials will not compensate for a student's inability to manage time efficiently and to submit work on time.

The successful student will recognize that time is a precious commodity and favors the initiative-taking individual. Indeed, online courses are not right for everyone. Students should seek input from their guidance counselors, their parents, and their teachers.

Students will be expected to give each assignment their best effort, seek assistance from their teacher regarding course content, and seek support from their teachers or other student support personnel. Communication is a very large part of a student's success in an online course.

Furthermore, parental support and supervision will ensure student success. Parents should assist their child by helping set up his/her workstation and encouraging active ongoing participation in the course and monitoring progress. Monthly workshops will be provided to parents to support their learning on how to best support their student virtually. These workshops will also be available online to our families in the parent information resource page on our website, www.esperanzacybercs.org under the Virtual Center for Parents tab.

ACADEMIC PROGRAMS

The academic program at the Charter School is designed for a student to complete one grade level per academic school year. Once enrolled in the high school (grades 9-12) the academic program is designed to be completed in four years or eight semesters. Early graduation is an option if granted in accordance to the Charter School's procedures.

All courses offered at the Charter School are aligned to PA state and Common Core standards. Each course is designed in Unit modules with daily lessons identifying learning goals and objectives. Most students enroll in 5-6 courses per semester (depending on grade level). Each student works closely with the Guidance Counselor to develop an individualized education plan. All courses are taught by PA certified teachers trained in online course development and instructional delivery.

SPECIAL PROGRAMS

The School provides special programs for students with exceptional needs. The coordinator of the Special Education and English Language Learners programs can answer questions about

eligibility requirements, as well as programs and services offered in the School or by other organizations.

INSTRUCTIONAL MATERIALS

While a large part of what the student learns will come from online resources, it is very important that the student pay close attention to the course details in order to see if additional course materials will be needed in order to successfully complete the course. In some instances, supplemental course materials may be provided to the student by the Charter School. Just as in a traditional classroom where a student is assigned a textbook and expected to return it at the end of the class in acceptable condition, so too any course materials provided to students outside online content is expected to be returned in acceptable condition.

Failure to return textbooks or other assigned materials in an acceptable condition may result in school disciplinary action and/or the family may incur financial costs to replace the materials. The withholding of a high school transcript or diploma may be consequences of not meeting a financial obligation.

Any student failing to return technological devices including laptops issued by the school must reimburse the school for the lost item. Failure to return items or pay for lost or damaged items may result in school disciplinary action and/or the family may incur financial costs to replace the technological device or criminal charges filed for stolen school property.

STUDENT ACADEMIC INTEGRITY

Participation in the program and access to the technology utilized by the courses require certain responsibilities and obligations.

Technology and Internet Use

Students are to use technology and the online course format in a respectful manner and will be expected to follow expectations laid out in :

- *ECCS Student Technology Resource Student/Parent Handbook*
- *ECCS Parent/Student Handbook*
- *ECCS Summary of Acceptable Use Policy, Summary of Internet Safety Policy*
- *ECCS Student Code of Conduct*

Honesty Academic dishonesty will not be tolerated in online courses. Academic dishonesty includes, but is not limited to, plagiarism, fabrication of information or citations, submitting work of another person as one's own, or tampering with computer files and/or academic work of other students. Academic dishonesty could result in one or more of the following actions:

- Loss of grade points;

- Removal from course;
- Failure to receive credit for the course; and/or
- Loss of eligibility to participate in Online course live lesson
- Further disciplinary actions for repeated offenses (as listed in Code of Conduct)

ONLINE COURSE INSTRUCTORS

Teachers have the responsibility to teach, monitor, and maintain academic integrity by requiring original, high quality work from each student.

TEACHER QUALIFICATIONS

All courses are taught by highly-qualified, PA certified, and online trained teachers.

TEACHER COMMUNICATION

Teachers provide their school email address and school telephone numbers to students for the sole purpose of student/teacher communication regarding the course in which the student is enrolled.

COUNSELING

ACADEMIC COUNSELING

Students and their parents are encouraged to talk with a school counselor, teacher or Director/Coordinator of Instruction to learn about course offerings and the graduation requirements. Each spring, students in grades 9 through 12 will be provided information on what courses they still need to graduate.

To plan, including attendance at a college, university or training school or pursuing some other type of advanced education, students should work closely with the counselor. The counselor can also provide information about entrance exams and deadlines for application, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

PERSONAL COUNSELING

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family or emotional issues, or substance abuse. The counselor

may also provide information about or make referrals to community resources to address these concerns.

Please note: The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent, unless required by state or federal law for special education purposes or by the state of Pennsylvania for child abuse investigations and reports.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school and school-related activities is an excellent way for a student to develop talents, receive individual recognition and build strong friendships with other students; participation, however, is a privilege, not a right.

Cyber school students are legally permitted to participate in the sports teams of their local public school. For students who wish to participate in their local public-school sports programs, eligibility for participation in many of these activities is governed by state law as well as rules of the Pennsylvania Interscholastic Athletic Association (PIAA)—a statewide association overseeing inter-school competition. The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 60% in any academic class may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- A student who misses a class because of participation in an activity that has not been approved will receive an unexcused absence.

Please note: Sponsors of student clubs and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by local policy will apply in addition to any consequences specified by the organization. For additional information, please see the administration.

SECTION IV - OTHER GENERAL INFORMATION AND REQUIREMENTS

Topics in this section of the handbook contain important information regarding school operations and requirements. Included are provisions such as attendance, student health and safety issues, the school's expectations for student conduct and the use of facilities, and

emergency closings. For additional information, please contact the main office at 215-967-9703.

ATTENDANCE

Esperanza Cyber Charter School believes that good attendance is essential if students are to achieve and reach their potential. Each day is important for learning. Parents are required to ensure their son/daughter maintains good attendance aligned in the school's Attendance Policy. Absences from classes may impact student performance and disrupt mastery of content. Students and parents should avoid unnecessary absences

ECCS expects all students in all grades to attend school and participate in live lessons from during the school day as scheduled.

Attendance is taken each day that the Cyber School is open; though students can continue working on days when the school is not open (weekends, holidays, professional development days, etc.). ECCS does not usually close for snow days; all classes will continue virtually as regularly scheduled and attendance will be taken. A student is counted as 'present' for each main period where they record a meaningful participation. Meaningful participation is counted as engaging in daily online lesson activities, communicating with their teacher, participating in class activities (synchronous or asynchronous), or attending other scheduled academic events and is recorded as "meeting" attendance. Failure to log in or record meaning participation in main classes on all scheduled school days will be counted as a class absence. Failure to attend live lessons while logged into the instructional delivery system may also be counted as a **class absence**.

The student will be marked as a "**daily absence**" for the school day if they do not attend or have meaning participation in any of their classes that day. Parents/Guardians are notified daily when a student is absent for the day. Three or more unexcused **daily absences** will result in the student being identified as truant. Parents will be notified directly of truancy by the Attendance/Truancy Specialist. Six unexcused **daily absences** or more will result in the student being identified as habitually truant. Parents will be notified directly of habitual truancy by the Attendance/Truancy Specialist. These absences **do not need** to be consecutive. Per state law, the identification of your student as habitually truant will result in referring your student and/or parent to an attendance improvement program or the local child services (Project Go via the District Attorney's Office). These actions are dependent on the age of the student. In addition, other disciplinary measures may be exercised including a referral to the local truancy court.

A justified absence can be excused for:

- A death in the family.
- An illness, with a provided doctor's note for an absence longer than three (3) days.

- An observation of a religious holiday not noted on the school calendar.
- A medical or dental appointment that cannot be scheduled after school hours.
- Authorized school activities.
- Educational travel, up to five (5) days a year, with prior approval.

A parent can provide a written excuse, but the attendance code remains “unexcused” for the following:

- Oversleeping.
- Job hunting.
- Working, if not approved by the School as following the law.
- Cannot login or lost school-loaned device.
- A justified absence not accompanied by an excused note.

As all instructional content is available to students twenty-four hours a day, seven days a week (24/7) there are very few times when students should be excused from attending school or completing school assignments. Parents/guardians are requested to notify the school for an absence followed by a written excuse:

- Call the school office before 7:30 a.m. as attendance is taken during the morning Advisory period. The number is 215-967-9703. If no one answers the phone leave a message with your name, your relationship to the student, the student’s name, and the reason for the absence. Follow up with an email to attendance@esperanzacybercs.net.
- The student or parent/guardian should email all his or her teachers to let them know he or she will be absent. The student is not excused from school assignments and should plan to make up any work missed.
- Provide a written excuse note. You can attach the note to an email sent to attendance@esperanzacybercs.net, you can bring the note in, or you can mail the note to Esperanza Cyber Charter School, Attention: Attendance and Truancy Specialist, 4261 N. 5th Street, Philadelphia, PA 19140.
- A written excuse must be received on or before the third (3rd) day after the last day of school missed. Absences reported by phone without a written notice will be marked as “unexcused.”
- Doctor’s notes are required to excuse an absence for illness longer than three (3) days.

TRUANCY

Aligned with the Pennsylvania State Law regarding truancy (Act 138), the following protocol is used to monitor unexcused absences and track consequences.

A law passed in November 2016 defines “truant” as a child subject to compulsory school laws “having three (3) or more school days of unexcused absence during the current school year.”

The new law streamlines the definition of “habitual truancy.” Under the new law, “habitual truancy” is defined as a child subject to compulsory school laws “having six (6) or more school days of unexcused absences during the current school year.” Therefore, a child is habitually truant once he or she accumulates six unexcused daily absences during the school year. These absences do not need to run consecutively.

An unexcused absence is any absence from school or from any scheduled class without an acceptable reason and not verified by a parent/guardian, physician, court, or other agency within three days of the student’s return to logging into courses. A planned absence of three consecutive days or more without prior approval is also considered unexcused. Unexplained absences are recorded as trancies.

The school will notify the parent/guardian in writing within ten (10) days of the child’s third unexcused absence. The notice will include a description of the consequences if the child becomes habitually truant in the future (6+ unexcused absences), will be written in the mode and language of communication preferred by the parent/guardian as reported in the Home Language Survey, and may include an offer of an Attendance Improvement Conference (AIC).

A student missing ten (10) consecutive days may be withdrawn from the school.

If the child continues to be truant and incurs additional absences after the written notice is issued, the school will schedule an AIC with the student and parent/guardian. During this meeting the school, student, and parent/guardian will determine the best plan that fosters improved attendance with or without additional services. Other individuals may be invited to participate, such as an individual identified by the parent/guardian who may be a resource (e.g. grandparent, sibling, etc.), appropriate school personnel, and recommended service providers (e.g. case managers, probation officers, etc.). The Attendance Improvement Plan (AIP) is approved via parent/guardian and student signature and implemented.

The school must hold the AIC even if the parent declines to participate or fails to attend after the school provides advance written notice and makes attempts to communicate via telephone. There is no legal requirement for either the child or parent to attend an attendance improvement conference. The school must document the outcome of any AIC in a written AIP. The school will not take further legal action to address unexcused absences until after the date of the scheduled AIC has passed.

Esperanza Cyber Charter School will not impose discipline for truant behavior that excludes the student from the classroom. The new law forbids schools from imposing discipline that excludes a student from the classroom for truant behavior. Specifically, the law states that “schools shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.”

If the child becomes habitually truant (accumulation of six unexcused absences) the School will

implement the following:

- Habitually truant children under fifteen years of age. If a habitually truant child is under fifteen (15), the school will refer the child to either: (1) a community-based attendance improvement program or (2) the county children and youth agency (CYS) for services or possible disposition as a dependent child under the Juvenile Act. Additionally, the school may file a citation against the parent of a habitually truant child under fifteen (15) in a magisterial district court.
- Habitually truant children fifteen years of age and older. If a habitually truant child is fifteen (15) or older, the school will either: (1) refer the child to a community-based attendance improvement program or (2) file a citation against the student or parent in a magisterial district court. If a habitually truant child aged fifteen (15) or older incurs additional absences after a school refers that child to an attendance improvement program or the child refuses to participate in an attendance improvement program, the school may refer the child to the local CYS agency for possible disposition as a dependent child. The school will have created an AIP prior to any referral to the courts.

Taking student attendance is a legal requirement. All teachers are required to take attendance in PowerSchool every virtual classroom session **before the end of that period**.

The following codes are used:

- 1st – student attends orientation and is not expected in the virtual class that day
- Present – (system default): students attends the virtual class
- AAS – students attends an asynchronous class
- NC – no credit is given for participation in the live lesson for a student who was Present
- N-A – the virtual class did not meet (only used as directed by school administration)
- NIA – unexcused absence, indicates the student had no internet access at home
- A – unexcused absence
- E8 – temporary excused absence for placement in a treatment of juvenile facility (only used as directed by school administration)
- I2 – unexcused absence, used to identify a student who is non-compliant with immunizations (only used as directed by school administration)
- IS – in school suspension (only used as directed by school administration)
- OS – out of school suspension (only used as directed by school administration)
- RS – reinstated from a suspension (only used as directed by school administration)

DRIVER'S LICENSE ATTENDANCE VERIFICATION

To obtain a driver's license, a student between the ages of 16 and 18 must annually provide to the Pennsylvania Department of Public Safety a form obtained from the school verifying that the student has met the attendance requirement for the school year preceding the date of application.

STUDENT HEALTH AND SAFETY

ACCIDENT PREVENTION

Student safety at the Learning Center and at school-related events is a high priority of the School. Although ECCS has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the Director/Coordinator of Instruction, teachers or other staff.
- Remain alert to and promptly report to a teacher or campus administration safety hazards, such as intruders on campus and threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers and other school employees who are overseeing the welfare of students.

EMERGENCY MEDICAL TREATMENT AND INFORMATION

If a student has a medical emergency at the school building or a school-related activity when the parent cannot be reached, the school will need to have written parental consent to obtain emergency medical treatment, information about allergies to medications, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school to update any information.

COMMUNICABLE DISEASE/CONDITIONS

To protect other students from contagious illnesses, students infected with certain diseases, head lice or fevers are not allowed to come to the school building while contagious. Students with fever should not return to the school building until 24 hours after the fever has subsided. They should continue to log in and work on their course assignments from home. Students sent home from the school building with any contagious illness must provide a doctor's note verifying good health prior to returning to the school building after the absence.

Parents of a student with a communicable or contagious disease should phone the Director/Coordinator of Instruction so that other students who might have been exposed to the disease can be alerted.

IMMUNIZATIONS

A student must be fully immunized against certain diseases with a statement of proof or must present a certificate or statement that, for medical or religious reasons, the student will not be immunized.

A child is required to have any single dose vaccine or at least one dose of a multi-dose vaccine upon the first day of school, or risk exclusion.

The only exemptions to the school laws for immunizations are:

- Medical reasons;
- Religious beliefs; or
- Philosophical/strong moral or ethical conviction.

If your child is exempt from immunizations, he or she may be removed from school related events during an outbreak.

Proof of immunization may be personal records from a licensed physician or public health nurse with a signature or rubber-stamp validation.

If a student's religious beliefs conflict with the requirement that the student be immunized, the student must present a statement signed by the student (or by the parent, if the student is a minor) stating that immunization conflicts with the beliefs and practices of a recognized church or religious denomination of which the student is an adherent or member.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required would be harmful to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life- long condition.

The immunization requirement may be waived if the child is homeless, is unable to locate records due to a disaster, transfers to the school, or if there is a national vaccine shortage.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

STUDENT NON-SCHOOL MATERIALS

Unless a student obtains specific prior approval from the Administration, written materials, handbills, photographs, pictures, petitions, films, tapes, posters or other visual or auditory materials over which the school does not exercise control may not be posted, sold, circulated or distributed on any school campus. To be considered, any non-school material must include the name of the sponsoring organization or individual. Any student who posts material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without this approval will be removed.

NON-STUDENT, NON-SCHOOL MATERIALS

Written or printed materials, handbills, photographs, pictures, films, tapes or other visual or auditory materials over which the School does not exercise control shall not be sold, circulated or distributed by persons or groups not associated with the school or a school support group on school premises unless the person or group obtains specific prior approval from the Administration. To be considered, any non-school material must include the name of the sponsoring organization or individual.

FIELD TRIPS

Student field trips are considered a privilege at ECCS. State law prohibits students from attending field trips without written permission from the child's parent or guardian. Please remember that permission slips must be signed and returned to the teacher prior to the field trip. Students will not be allowed to call home on the day of the field trip to receive parental permission. Please note that teachers may deny a student's participation in a field trip because of inappropriate behavior. Parents may contact the campus administrator for additional information on field trip procedures.

FUND-RAISING

Fundraising activities must have prior approval by the CEO or designee.

CONDUCT

APPLICABILITY OF SCHOOL RULES

As required by law, ECCS has developed and adopted a Student Code of Conduct that prohibits certain behaviors and establishes standards of acceptable behavior—both on and off the vicinity—and consequences for violation of the standards. Students need to be familiar with the standards set out in the Student Code of Conduct, as well as classroom rules.

To achieve the best possible learning environment for all students, the Student Code of Conduct and other school rules of behavior will apply whenever the interest of ECCS is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities. ECCS has disciplinary authority over a student in accordance with the Student Code of Conduct. Please refer to the student Code of Conduct for what constitutes an infraction.

EMERGENCY SCHOOL CLOSING INFORMATION

In an emergency that prohibits re-entry to the building, such as a broken gas or water main or a fire, students and staff will be moved to an alternate site. In rare instances, students and staff may be dismissed.

During an emergency, it is impossible for students to contact their parents or for parents to send messages to their children and school. Parents are asked to follow these procedures in the event of a school emergency:

- **Tune in to KYW, 1060-AM, in Philadelphia for continual updates. A Designee will also attempt to disseminate information through Channel 3 (CBS), Channel 6 (ABC), Channel 10 (NBC), Channel 29 (FOX) and Channel 57 (CW) in Philadelphia.**
- Please do not telephone the school; there are a limited number of phone lines, which must be used to respond to the emergency.
- Please do not come to the school. Emergency and law enforcement workers must have first and immediate access to the school for the protection of children and staff.
- Keep your home and work phone lines open so that if school or district officials need to reach you, they will have immediate access.

In the event there is inclement weather, parents are asked to tune in to KYW, 1060-AM, in Philadelphia for continual updates. You may also call 1-215-967-9703 to check if the school is

closed. School closings are posted on the school website and a phone message will be sent to all parents with active phone numbers in the student information system. **Please check the messages closely as even if the school office building is closed due to inclement weather, live virtual lessons may be held as regularly scheduled and students must log in and complete all daily assignments from home.**

CONDUCT BEFORE AND AFTER SCHOOL HOURS

Teachers and administrators have full authority over student conduct at before- or after-school activities on school premises and at school-sponsored events off School premises, club meetings, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter code of conduct for participants established by the sponsor. ECCS students may have limited and supervised access to Esperanza Academy or Esperanza College facilities and activities. While an ECCS student is in the Academy or College building, they are subject to the same rules that apply to Academy and college students and they are also subject to all ECCS rules in the ECCS Code of Conduct.

VISITORS TO THE SCHOOL OFFICES

Parents and others are welcome to visit the school offices. For the safety of those within the building and to avoid disruption, all visitors must first report to the main security area to sign in. All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Student's Name: _____

Grade: _____

*** Federal and State law require the school to have many Board-approved policies on file for specific sub-groups of staff and students that do not impact the larger staff or student body. These other policies pertaining to specific students and staff may be found in the Supplemental Policy Handbook (Assistive Technology Policy, Positive Behavior Supports Philosophy, Surrogate Parent Policy, etc.)

Acknowledgment of Receipt and Review

Each parent/guardian of a student and each student enrolled in Esperanza Cyber School must sign and return this page to the main office to acknowledge that he/she has received the Parent/Student Handbook. In addition, this page serves as an acknowledgement that you have reviewed the Parent/Student Handbook with your child. Each school maintains records of such signed statements.

I acknowledge receipt of the Parent/Student Handbook and that I have read and discussed the Parent Student/Handbook with my child.

Parent's Guardian's Signature and Date

I acknowledge receipt of the Parent/Student Handbook and that I have read and discussed the Parent Student/Handbook with my parent/guardian.

Student's Signature and Date

PERMISSION FOR RELEASE OF DIRECTORY INFORMATION

Dear Parents/Guardians:

Esperanza Cyber Charter School is a public school serving the community. As such, we need to gather a great deal of information about students in order to provide effective educational services. We will take every precaution to keep this information confidential and use it only to enhance your child's education.

The Federal Educational Rights and Privacy Act (FERPA) prohibits us from disclosing most confidential student information to non-school persons, including government agents without your consent. However, FERPA allows us to designate certain information as directory information, which we can share without consent, unless you opt-out of the disclosure of the directory information. The Academy has designated the following information as directory information:

Student's name Student's address Student's telephone number Student's email address
Dates of Attendance Grade Level Enrollment Status Honors and Awards Participation in
Activities and Sports

The purpose of this form is to give you the opportunity to refuse our disclosure of any of the above listed directory information that you choose. Please indicate any items that you do not want disclosed by checking the box beside that item.

Thank you for your consideration.

I hereby **prohibit** the Esperanza Cyber Charter School from releasing the above designated directory information related to students.

Please Print Name of Student

Please Print Parent/Guardian's Name

Parent/Guardian's Signature_____

Date_____