



Charter Middle School & Early College High School

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? [Parents are notified of the policy in both English and Spanish through SchoolMint, the school’s online communication platform and via the PowerSchool communication platform through email, texts, and phone messages.](#)

How is the policy made available to the local community? [The School Parent and Family Engagement policy is available to the local community on the school’s website at pucschools.org.](#)

How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])? [The policy is updated annually or when needed to be compliant with state or federal regulations and laws. The policy and the changes to be made are brought before the joint PUC School’s Parent Advisory Council \(PAC\) or the School’s Advisory Council \(SAC\) which meet quarterly or on a regular basis at each school site. Representatives from each site are brought together to provide feedback to the changes that have been made and the feedback is then incorporated into the final version which then is brought before the PUC Board for the school for review and final comment.](#)

To involve parents in the Title I, Part A programs, the following practices have been established:

[The following practices have been established to involve parents in the Title I programs:](#)

- [-Parents are invited to various meetings, such as School Advisory Committee \(SAC\),](#)
- [-Family Nights,](#)
- [-Back to School Night,](#)
- [-Coffee with the Principal,](#)

-Parent Advisory Committee (PAC) meetings.

The SAC and PAC meetings that are held throughout the year to review the school's LCAP to provide input for each of the State's Eight Priorities and the goals to achieve each of the eight priorities. At the end of the year, a final meeting is held with all stakeholders to provide final input for improvement and review any changes to the LCAP goals and budget to accomplish those goals.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

The school holds an Annual Title I meeting to inform parents of the requirements of the Title I program and the school's participation as well as the parents' rights to be involved. Parents are sent a notice of the Title I meeting with dates and times of those meetings. It is held at a convenient time, and parents are encouraged and invited to attend in order to be informed about the school's Title I program, the nature of the Title I program, the parent requirements, the school parental involvement policy, the school-wide plan (LCAP), and the school-parent compact through a Powerpoint presentation that is done in English and Spanish, if needed. At the meeting parents are asked to sign in and are provided with an agenda. Parents are given opportunities throughout the presentation to ask clarifying questions or to simply make comments.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

The school holds the Annual Title I meeting with at least two meeting times (one in the morning and one in the evening) scheduled to accommodate parent needs. These meetings are offered via "Coffee with the Principal" or "Family Nights."

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

The school involves parents in an organized, ongoing, and timely manner in the planning, review and improvements of Title I programs by providing the following:

1. Regularly scheduled meetings to formulate suggestions and collaborate with all stakeholders,
2. Opportunities to participate, as appropriate, in decisions relating to the education of their child,
3. School responsiveness to the any such suggestions.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]). How does the school provide the information?

The school communicates with parents with timely information about Title I, Part A programs through its Family Nights, Parent Advisory Council (PAC), School Advisory Council (SAC), PUC School's website, one to one calls, periodical bulletins, monthly calendars, yearly event calendars, and reminders through PowerSchool Communication Format. Communication is always done in both English and Spanish.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116(c)(4)[B]). How does the school provide the information?

Parents are informed about the core curriculum through:

1. Back to School Night: Grade-level teachers provide an overview of the core curriculum for the year being used.
2. Family Night: Content Focus meetings.
3. Grade-level Syllabi
4. Content Scope & Sequence posted on the PUC Schools' website and a hard copy is available for review at the school site.

Information about the academic assessments used to measure student achievement and their expected proficiency levels are provided to parents through the following:

1. Family: At the beginning of the school year parents are provided a review of the different types of assessments.
2. Student-led Conferences: Students are trained on how to lead a student-led conference and present their initial and current proficiency level to their parents and together create an academic growth plan based on data reviewed.
3. The types of assessments: NWEA(Northwest Evaluation Association), MAP(Measures of Academic Progress), iReady, Achieve3000, On-demand Writing Assessment.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116(c)(4)[C]). How does the school provide the opportunities?

All meetings are considered Title I meetings since the school is a SWP school. Meetings are held monthly such Family Nights and Coffee with the Principal, twice a year to review academic progress, and individually as needed throughout the school year.

Parent input/suggestions are captured through surveys, school-wide meetings, and one-on-one family check-ins. Suggestions are then taken and incorporated into the overall school's data analysis process.

In addition, Title I parents are invited to various meetings, such as School Advisory Committee (SAC), Family Nights, BACK to School Night, Coffee with the Principal, and Parent Leader Meetings, held throughout the year to review the school's LCAP to provide input for each of the State's Eight Priorities and the goals to achieve each of the eight priorities. At the end of the year, a final meeting is held with all stakeholders to provide final input for improvement and review any changes to the LCAP goals and budget to accomplish those goals.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

The "school-parent compact" has two components: 1. School-Compact to parents and 2. Parent-Compact to the school. Combined both address parent/student's and the school's responsibilities such as:

- The School will hold regularly scheduled monthly accountability meetings with the school's parents.

- The School will be responsive to parents through an annual survey and its results will guide the School in its overall school improvement activities.

- We(parent/student) will abide by the attendance policy.

- We(parent/student) will support the school's behavioral/discipline process.

The "school-home compact" addresses the importance of communication between teachers and parents on an on-going basis through the following:

- The School will have a strong Family-School Communication plan. The plan will include a commitment that staff and Principal maintains open lines of communication at all times with all families through the use of emails, family bulletins, conferences, and an open door policy.

- Family monthly meetings are held in order to facilitate communication and inform parents. During these meetings the school explains relevant data to parents in order to help them understand its impact on achievement and college/career readiness.

- Engaging all staff in on-going professional development. Professional development will focus on what is meaningful and effective school-home communication, understanding the culture of the community, and how to engage parents in the academic programs of the school in order to positively impact their child's academic achievement.

At the elementary schools the “school-parent compact” is discussed annually at the first parent-teacher conference as it relates to student achievement. The “school-parent compact” is one tool used to remind parents and the school about ways to support the student’s academic goals and growth.

The school believes that parent involvement cannot be “random acts of family involvement” as coined by K. Gill Kressley. Family involvement must be systemic and have sustained approaches. This reframing or paradigm shift in the way we approach family involvement will translate into increased student learning and achievement. The philosophy of the charter school is to encourage, honor and respect the parent voice and contribution to their child’s education. The school believes the best way to accomplish this is through family engagement and building school capacity. Family engagement has proven to have significant short- and long-term benefits for those students with parent involvement. The following are ways that the school will provide for parent involvement and meaningful interactions with the school:

1. Family members are encouraged to serve on the school advisory committee thus parents are consulted and advised regarding the school’s educational programs and student progress.
2. The Principal with the Parent Liaison will hold regularly scheduled monthly accountability meetings with the school’s parents. This will ensure parent-school dialogue with a focus on accountability to both parents and the school (i.e. Coffee with the Principle).
3. The School will have a strong Family-School Communication plan. The plan will include a commitment that staff and Principal maintains open lines of communication at all times with all families through the use of emails, family bulletins, conferences, and an open door policy.
4. The School will use “data tracking” to assess the effectiveness of its parent involvement and engagement efforts by tracking parent attendance through parent sign ins. This data may be correlated with other data and used when doing the annual LCAP assessment.
5. Staff interaction with the parents and community will be evaluated through the Family Survey. If that is an area of need, the school will provide additional professional development in that area.
6. The School will be responsive to parents through an annual survey and its results will guide the School in its overall school improvement activities.
7. Family monthly meetings are held in order to facilitate communication and inform parents. During these meetings the school explains relevant data to parents in order to help them understand its impact on achievement and college/career readiness.
8. In addition, families are informed regarding progress of students through student-led conferences, phone calls, graded report cards, and written feedback on class work and homework.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

The School will engage PUC's Parent Liaison in providing classes to parents of participating children, as appropriate, in understanding topics such as the following:

- The State's academic content standards.
- The State's student academic achievement standards.
- The State and local academic assessments including alternate assessments.
- How to monitor their child's progress.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

The School will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and the school by:

- Engaging all staff in on-going professional development. Professional development will focus on what is meaningful and effective school-home communication, understanding the culture of the community, and how to engage parents in the academic programs of the school in order to positively impact their child's academic achievement.
- Designating staff to attend conferences such as California Charter Schools Association, LACOE and sponsoring District parent involvement and engagement trainings.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

The School will, to the extent feasible and appropriate, coordinate and integrate parental, leadership, engagement, and involvement programs and activities with other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- Inviting parents to attend trainings/meetings with other PUC parents. During these events parents will participate in "shared learning" experiences. They will bring back best practices to the School and implement these practices with parents and staff during parent meetings or professional development meetings.

-Bringing in outside parent organizations such as PIQUE, Parent College: Partnerships for LA Schools, and Padres Comprometidos to engage parents and/or be a resource.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

The School distributes information related to school and parent programs, meetings, and other activities to Title I to parents in both English and Spanish through parent meetings, one-to-one phone calls, periodical bulletins, monthly calendars, yearly event calendars, and reminders through Power Announcements, copies sent home, hard copies available at the Main Office, and finally will be available all year on PUC's website at pucschools.org.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

The School provides support for parental involvement activities requested by building the parents' capacity for strong parental involvement through the following:

-Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.

-Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement

-Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:

-The State's academic content standards.

-The State's student academic achievement standards.

-The State and local academic assessments including alternate assessments.

-The requirements of Title I, Part A.

-How to monitor their child's progress.

-How to work with educators.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the **PUC Community Charter Middle School & PUC Community Charter Early College High School** on **(insert date)** and will be in effect for the period of **(July 2021 through June 2022)**.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: **(add date here)**.

Type signature here.

Signature of Authorized Official

Enter date approved.

Date

California Department of Education
July 2018

SCHOOL COMPACT FOR 2021-22 School Year *School Portion*

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

PUC COMMUNITY CHARTER MIDDLE SCHOOL & PUC COMMUNITY CHARTER EARLY COLLEGE HIGH SCHOOL believes that parent involvement cannot be "random acts of family involvement" as coined by K. Gill Kressley. Family involvement must be systemic and have sustained approaches. This reframing or paradigm shift in the way we approach family involvement will translate into increased student learning and achievement. The philosophy of the charter school is to encourage, honor and respect the parent voice and contribution to their child's education. ***PUC COMMUNITY CHARTER MIDDLE SCHOOL & PUC COMMUNITY CHARTER EARLY COLLEGE HIGH SCHOOL*** believes the best way to accomplish this is through family engagement and building school capacity. Family engagement has proven to have significant short- and long-term benefits for those students with parent involvement.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- Family members are encouraged to serve on the school advisory committee thus parents are consulted and advised regarding the school's educational programs and student progress.
- The Principal with the Parent Liaison will hold regularly scheduled monthly accountability meetings with the school's parents. This will ensure parent-school dialogue with a focus on accountability to both parents and the school (i.e. Coffee with the Principle).
- The School will have a strong Family-School Communication plan. The plan will include a commitment that staff and Principal maintains open lines of communication at all times with all families through the use of emails, family bulletins, conferences, and an open door policy.
- The School will use "data tracking" to assess the effectiveness of its parent involvement and engagement efforts by tracking parent attendance through parent sign ins. This data may be correlated with other data and used when doing the annual LCAP assessment.

- Staff interaction with the parents and community will be evaluated through the Family Survey. If that is an area of need, the school will provide additional professional development in that area.
- The School will be responsive to parents through an annual survey and its results will guide the School in its overall school improvement activities.
- Family monthly meetings are held in order to facilitate communication and inform parents. During these meetings the school explains relevant data to parents in order to help them understand its impact on achievement and college/career readiness.
- In addition, families are informed regarding progress of students through student-led conferences, phone calls, graded report cards, and written feedback on class work and homework.

The school provides Title I, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

The School will engage PUC School’s Director of Student and Parent Engagement in providing classes to parents of participating children, as appropriate, in understanding topics such as the following:

- The State’s academic content standards.
- The State’s student academic achievement standards.
- The State and local academic assessments including alternate assessments.
- The requirements of Title I, Part A.
- How to monitor their child’s progress.
- How to work with educators.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

The School will build the parents’ capacity for strong parental involvement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Materials and training to help parents to work with their child to improve their child’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

The School will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and the school by:

- Engaging all staff in on-going professional development. Professional development will focus on what is meaningful and effective school-home communication, understanding the culture of the community, and how to engage parents in the academic programs of the school in order to positively impact their child’s academic achievement.
- Designating staff to attend conferences such as California Charter Schools Association, LACOE and sponsoring District parent involvement and engagement trainings.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and

family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- Development and full implementation of a PUC Parent Center that services all parents in the PUC network.
- Use of two Parent Liaisons to develop (one for each region), organize, and implement parent activities, classes, and coordination with outside agencies.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- The School will communicate with parents in both English and Spanish through parent meetings, one-to-one phone calls, periodical bulletins, monthly calendars, yearly event calendars, and reminders through Power Announcements and School Mint.
- The Title I School-level Parent Involvement Policy will be translated and will be available in both English and Spanish through copies sent home, hard copies available at the Main Office, and finally will be available all year on PUC's website at pucschools.org.
- The School will hold an Annual Title I meeting with at least two meeting times (one in the morning and one in the evening) scheduled to accommodate parent needs.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Inviting and encouraging parents to attend trainings/meetings with other PUC parents. During these events parents will participate in "shared learning" experiences. They will bring back best practices to the School and implement these practices with parents and staff during parent meetings or professional development meetings.
- Bringing in outside parent organizations such as PIQUE, Parent College: Partnerships for LA Schools, and Padres Comprometidos to engage parents and/or be a resource.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

Title I parents are invited to various meetings, such as School Advisory Committee (SAC), Family Nights, BACK to School Night, Coffee with the Principal, and Parent Leader Meetings, held throughout the year to review the school's LCAP to provide input for each of the State's Eight Priorities and the goals to achieve each of the eight priorities. At the end of the year, a final meeting is held with all stakeholders to provide final input for improvement and review any changes to the LCAP goals and budget to accomplish those goals.

At each meeting, translation in Spanish is provided as needed and all handouts are translated in English and Spanish. When necessary, iconographs, visuals, and diagrams are utilized to enhance the information being disseminated.

This Compact was adopted by *PUC COMMUNITY CHARTER MIDDLE SCHOOL & PUC COMMUNITY CHARTER EARLY COLLEGE HIGH SCHOOL* on **(DATE), and will be in effect for the period of the **2021-22** school year.**

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on, or before the first day of the **2021-22** school year.

SCHOOL COMPACT FOR 2021-22 School Year **Parent/Student Portion**

We understand that we have chosen to enroll our child at **PUC CALS Early College High School** and that we choose to support the school in its mission to provide a rigorous academic and college preparatory education for every child.

We further understand there are many students on a waiting list who wish to enroll at **PUC COMMUNITY CHARTER MIDDLE SCHOOL & PUC COMMUNITY CHARTER EARLY COLLEGE HIGH SCHOOL** and thus commit to engaging in all of the opportunities **PUC COMMUNITY CHARTER MIDDLE SCHOOL & PUC COMMUNITY CHARTER EARLY COLLEGE HIGH SCHOOL** has to offer and supporting our child and the school.

We will support and participate in the mission of **PUC COMMUNITY CHARTER MIDDLE SCHOOL & PUC COMMUNITY CHARTER EARLY COLLEGE HIGH SCHOOL**. The primary reason we enrolled at **PUC COMMUNITY CHARTER MIDDLE SCHOOL & PUC COMMUNITY CHARTER EARLY COLLEGE HIGH SCHOOL** is because we believe our child will graduate from high school and enroll and graduate from college.

We agree to the following expectations:

- I. We will abide by the attendance policy which stipulates the following: *any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three (3) days in one school year or tardy without valid excuse in excess of 30 minutes on each of more than three days in one school year is truant and shall be reported to the attendance supervisor or the school's principal.*
- II. Any student with 8 absences (excused or unexcused) in a semester will take part in a Family Support Team meeting. A contract will be part of the FST, and if violated the school may report the violation to the school's principal who will work in collaboration with the Regional Superintendent to work with the parents to correct the issue.
- III. We will ensure our child arrives to school on time and ready to learn every day. More than 8 days tardy in a semester will lead to a Family Support Team meeting. A contract will be part of the FST, and if violated the school will the school's principal who will work in collaboration with the Regional Superintendent to work with the parents to correct the issue.
- IV. We will support our child in completing **PUC COMMUNITY CHARTER MIDDLE SCHOOL & PUC COMMUNITY CHARTER EARLY COLLEGE HIGH SCHOOL** matriculation and graduation requirements, which include:
 - a. The student pass all courses (in grades 6-12) with a grade of C- or better
 - b. The student complete at least 35 hours of community service by the conclusion of 12th grade. If a student completes 50 hours, he/ she will receive a special honor.
 - c. The student regularly attends school
 - d. Student has no active behavioral contracts or history of suspensions and/or rule violations
- V. We will follow all traffic procedures to ensure the safety of all students and parents. We will drop off and pick up on campus only. We understand that violation of these procedures may jeopardize the Conditional Use Permit and will be referred to the school's Operations Manager.

- VI. We will ensure our child wears the appropriate uniform. (Note: The school will refer any family in need to the school's principal in order to ensure proper attire is available for use.)
- VII. We will ensure arrangements have been made in order for my child to arrive on campus no earlier than 7:00 AM and be picked up no later than 6:00 P.M.
- VIII. We will support the school's behavioral/discipline process as articulated in the Parent/Student Handbook and the school's Positive Behavioral Intervention and Supports (PBIS) plan. We will work with our child to ensure he/she is following all student expectations and policies and procedures.
- IX. We will support the school's homework procedure. We will check our child's homework and Daily Planner each night.
- X. We will support any after-school or other academic interventions needed for our child.
- XI. We will attend the mandatory student-led conferences and monthly family meetings.
- XII. We will shadow our child at school for one full school day during the year.
- XIII. We understand and support the school's "no tolerance policy" on weapons, drugs, and graffiti. We understand that our child may be expelled if he/she possesses or uses weapons or drugs of any kind or is involved with graffiti on school property.
- XIV. Cell phones are permitted by law so that a child may use the phone in the case of an emergency. A student may not remove his/her phone from his/her backpack unless he/she is using it for an emergency. If a student takes his/her phone out of his/her backpack and it is not an emergency, the school will collect the phone and call the parent to pick it up at the close of the day with the student. A second confiscation may result in the cell phone being kept in the office.
- XV. Other than a cell phone (as listed above) students *may not* bring any other electronic devices to school unless authorized by a teacher or administrator. Accordingly, electronic devices will be confiscated and the parent will be contacted to pick it up with the child at the close of the day.
- XVI. We will support all fundraising efforts as best we can in order to support the educational programs.
- XVII. We agree to support any and all school procedures including those not listed in this document. Some of these policies are found in the parent handbook. Others are created as the school year progresses in order to address the needs of the school.
- XVIII. We agree that our student must meet academic and behavioral expectations or may not be permitted to participate in extracurricular activities such as dances, field trips, sports, 12th grade graduation activities, including the graduation ceremony, etc. This is not an exhaustive list.