



# **PARENT AND STUDENT HANDBOOK**

**2020-2021**

**CORNERSTONE CHRISTIAN ACADEMY**

**P. O. Box 5520**

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# PREFACE

Dear Cornerstone Parents and Students,

The COVID-19 pandemic has challenged us all in ways we never imagined. When Cornerstone closed its doors on March 13th, none of us imagined that we would not return for the remainder of the school year. Yet, the education program for our students did not take a break. We were among the first schools in Philadelphia to transition to full distance learning the very next week. We continued our high academic standards while maintaining a direct connection with the children through virtual classrooms.

As we prepare to begin the 2020-2021 school year, we remain challenged by the COVID-19 pandemic. Our Health and Wellness Team, co-chaired by Cornerstone Trustees Dr. Kathryn Limmer and Mrs. Libby Dalrymple, has been working diligently all summer, planning for the safe reopening of the school. The Team has created a written health and safety plan using a template provided by the Pennsylvania Department of Education. This document provides guidance for the safe return of our students, faculty, and staff, based upon guidelines from the CDC, the PA Department of Health, and other schools in the Philadelphia area.

**While throughout the planning process we anticipated that it would be safe to begin the new school year with a hybrid model for learning, we now have decided to begin the year implementing full remote learning.** We came to this decision based on the input of our faculty and families and with the health and safety of our students and staff as our highest priority. We are still seeing high numbers of COVID-19 cases across the country and there are simply too many unknowns about what the fall will bring.

**Cornerstone will begin the school year on August 31st fully remote with the intention of shifting to a hybrid model (combination of in-person and remote learning) as soon as possible, tentatively scheduled for September 14th.** We will reevaluate the plan and consider the status of the COVID-19 pandemic weekly to determine when it will be safe to bring students, teachers, and staff back into the school buildings.

As a school community we must depend on each other to ensure the success of our students. This school year will be challenging for everyone. However, if we work together and remain adaptable, our students will have a successful school year. In both Full Remote and Hybrid Learning, teachers, students, and parents must accept additional responsibilities related to supporting student achievement and well-being. This will include, monitoring student work, social and emotional health, and adhering to healthy practices.

This Handbook lays out the plans and schedules for Full Remote learning and the Hybrid learning model, as well as health and safety procedures that will be implemented when students, teachers, and staff return to the Cornerstone campus.

## **FOUNDATIONAL STATEMENTS**

### **MISSION AND VISION STATEMENT**

The mission of Cornerstone Christian Academy is to educate children, including those from underserved families, in an environment that provides the highest standards for academic achievement and spiritual development. Our vision is to be a model urban Christian school where students are grounded in faith, shaped with Christ-like character, and equipped with knowledge and skills to excel in high school, college, and throughout life.

### **STATEMENT OF FAITH**

We believe that the Bible, comprised of the Old and New Testaments, is inspired by God and is the supreme and final authority in faith and life (*2 Timothy 3:16, 1 Thessalonians 2:13, Matthew 4:4-10*). We believe in one God existing in three persons: Father, Son, and Holy Spirit (*Matthew 28:19*). We believe in the vicarious death of the Lord Jesus Christ for our sins (*1 Corinthians 15:3, Ephesians 1:7*), the resurrection of His body (*1 Corinthians 15:4, 12-19*), His ascension into Heaven (*Mark 16:19, Acts 1:9*), and His future return to the earth (*Acts 1:11, 1 Thessalonians 5:2*). We believe salvation is available only through one's acceptance of Jesus Christ as Lord and Savior (*Romans 1:16*). We believe that a New Testament Church is a body of baptized believers associated for worship, learning, service, and the spread of the gospel for the establishment of the Kingdom of God on earth (*Matthew 28:19-20*).

### **PHILOSOPHY OF EDUCATION**

The educational philosophy of Cornerstone Christian Academy reflects our vision of a learning, serving, worshiping and witnessing community that is in partnership with families to develop children to their highest potentials: spiritually, intellectually, physically, emotionally, socially, culturally, and morally (*Deuteronomy 6:4-9, Luke 2:40, 52*). We believe all children are children of God and that God has a good and hopeful plan for each child (*Jeremiah 29:11*). As a witness to this plan, we believe:

- All children should develop spiritually, nurtured in faith, wisdom, and biblical knowledge, in order to know, love, and serve God and walk in God's light throughout life (*Luke 2:40, 52*).
- All children should develop intellectually, taught with the highest standards of instruction from basic skills to higher order concepts and cultural literacy (*Proverbs 4:1-7*).
- All children should develop physically, developing and honoring their bodies as "temples of God" in strength and health (*Proverbs 3:7-8, Isaiah, 40:29, 31; 1 Corinthians 6:19-20*).
- All children should develop emotionally, becoming self-confident, self-disciplined, and self-directed, secure in the knowledge of being a unique, talented, and precious child of God (*Philippians 4:13*).
- All children should develop socially, to have friends, to be a friend, and to care for others as they wish to be cared for themselves (*Ecclesiastes 4:8-12, John 15:13-15*).
- All children should have a thorough knowledge of culture, theirs as well as others, appreciating the interdependence and dignity of all people (*1 Corinthians 12:12-30, Galatians 3:28, Ephesians 4:2-5*).
- All children should develop morally, consciously able to discern right from wrong, to know the good, do the good, and love the good, demonstrating Christian character at all times (*Proverbs 2:6-9*).

Children learn best in a positive climate of respect, safety, discipline and trust, where the educational program is designed and guided by Christian men and women who are knowledgeable, dedicated, qualified, and loving educators, and where interactive experiences are provided that appeal to multiple intelligences and learning styles.

## **STATEMENT OF CORE VALUES**

Cornerstone Christian Academy affirms the following core values:

- Scripture is the inspired Word of God and is taught as truth.
- Each student is a unique child of God with individual abilities and learning styles.
- The home and school are partners in the education and spiritual development of children.
- All students can learn at high levels with positive encouragement and modeling from parents and teachers.
- Developing students' social emotional skills enable them to thrive in school and throughout life.
- A positive, respectful and trauma-informed school environment where students feel physically and emotionally safe provides for academic, behavioral, and spiritual growth.
- Students learn best when they are engaged in a student-centered, standards-based curriculum that emphasizes active learning.
- A Christian education is distinguished by the integration of faith and learning in ways that shape and inspire a Christian worldview in students' minds and hearts.
- A Christian school community, comprised of school personnel, students, parents, volunteers and visitors, exhibits Christ's compassion, honor, kindness, and respect in all relationships and organizational practices.

## **STUDENT LEARNING OUTCOMES**

Cornerstone Christian Academy provides an academic, spiritual, and social foundation for students so that upon 8<sup>th</sup> grade graduation they will be prepared to excel in high school. We commit to:

### **Student Academic Development**

1. Students will learn to read, write, think, and compute as measured by the standards for each grade and subject.
2. Students will understand a biblical worldview and apply it to each subject.
3. Students will use technology to enhance and facilitate learning.
4. Students will participate in art, music, and other performing arts to enrich learning and promote creativity.
5. Students will steadily progress towards each grade level, and ultimately 8<sup>th</sup> grade graduation, to excel in the high school program of their choosing.

### **Student Spiritual Development**

1. Students will regularly hear the Gospel and have the opportunity to accept Jesus Christ as their personal Savior.
2. Students will read and discuss the Word of God by studying the Bible and applying scripture to life at their level.
3. Students will be given opportunities to demonstrate their love for God through service projects, missions, and worship.
4. Students will write a personal belief statement by the end of 8<sup>th</sup> grade, demonstrating what they believe about their faith and why.

### **Student Social Development**

1. Students will learn organizational and preparedness skills.
2. Students will engage in social emotional learning to develop their character and social skills, as well as improve academic achievement.
3. Students will show leadership in and out of the classroom in order to gain confidence and build collaborative skills.

# **CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP)**

**2020 to 2025**

## **Strengthen the Student Educational Experience**

Ensure student academic success and spiritual development by improving and implementing powerful teaching and learning that addresses the whole child and is aligned with the school mission, vision, student learning outcomes, and Common Core Standards

- Goal 1.1 – Promote the physical, social, emotional, mental, and spiritual well-being of students as well as continue to foster a school culture of acceptance, respect, and safety
- Goal 1.2 – Align curriculum, instructional objectives, and resources in all disciplines to the Common Core Standards and CCA Student Learning Outcomes
- Goal 1.3 – Provide support and professional development for teachers as they design and implement effective instructional and assessment practices
- Goal 1.4 – Provide and communicate measurable evidence of student academic progress and spiritual development

## **Fortify Stakeholder Engagement**

Ensure student academic success and spiritual development by expanding and strengthening constituent engagement and support

- Goal 2.1 – Ensure organizational stability and growth
- Goal 2.2 – Cultivate a stronger culture of giving, serving, and school endorsement
- Goal 2.3 – Increase the school’s exposure in the community, city, and region

## **Improve Educational Spaces and Resources**

Ensure student academic success and spiritual development by providing and proactively maintaining excellent facilities and resources

- Goal 3.1 – Maintain a clean, healthy, and safe school environment
- Goal 3.2 – Complete essential and/or major capital improvement plans by the 35th anniversary of the school in 2023.
- Goal 3.3 – Identify and procure the resources and equipment needed to provide the highest standards for academic achievement and spiritual development

## **Embrace Organizational Order and Unity**

Ensure student academic success and spiritual development by implementing and adhering to effective school operations and procedures

- Goal 4.1 – Cultivate a learning and serving environment that promotes excellence, loyalty, professionalism, and pride
- Goal 4.2 – Establish, implement, and regularly evaluate academic, administrative, and advancement processes and procedures
- Goal 4.3 – Develop a Furnishing Uniformity plan for all classrooms and offices

## 2020-2021 SCHOOL CALENDAR

(This is a tentative calendar; please refer to your monthly calendar)

<b>August 28</b>	<b>Virtual All-School Orientation - 6:00 p.m.</b>
<b>August 29</b>	<b>On-Campus Orientation- 9:00 a.m.</b>
<b>August 31</b>	<b>First Day of School - Remote Learning from Home (1st-8th grades)</b>
<b>August 31-Sept. 4</b>	Kindergarten Virtual Orientation- By Appointment Only
<b>September 4</b>	<b>Noon Dismissal-Teacher in Service</b>
<b>September 7</b>	<b>SCHOOL CLOSED- LABOR DAY</b>
<b>September 8</b>	<b>Kindergarten Begins Remotely- First Full Day</b>
<b>September 10</b>	<b>Back to School Night- 6:00 p.m.</b>
<b>September 14</b>	<b>First Day of Hybrid Model - Cohort 1</b>
<b>September 14-25</b>	MAP Assessments (all grades)
<b>September 16</b>	<b>First Day of Hybrid Model - Cohort 2</b>
<b>September 22</b>	CCA Parent's Meeting-6:00 p.m.
<b>September 24</b>	8th Grade parent Meeting- 6 p.m.
<b>October 2</b>	<b>End 1st Mid-Quarter</b>
<b>October 7</b>	Progress Reports Home via email
<b>October 9</b>	<b>No Students-Teacher In-Service</b>
<b>October 13</b>	CCA Parent's Meeting- 6:00 p.m.
<b>October 14</b>	<b>High School Information Day- 10:00 a.m.</b>
<b>October 17</b>	Day of Service
<b>October 30</b>	<b>End of 1st Quarter</b>
<b>November 2</b>	Thanksgiving Food Drive Begins
<b>November 5</b>	<b>Noon Dismissal- Parent/Teacher Report Card Conferences</b>
<b>November 6</b>	<b>NO STUDENTS - Parent/Teacher Report Card Conferences</b>
<b>November 10</b>	CCA Parent's Meeting- 6:00 p.m.
<b>November 25-27</b>	<b>SCHOOL CLOSED- THANKSGIVING HOLIDAY</b>
<b>December 8</b>	CCA Parent's Meeting- 6:00 p.m.
<b>December 11</b>	<b>End 2nd Mid-Quarter</b>
<b>December 16</b>	Progress Reports Home via email
<b>December 23- January 1</b>	<b>SCHOOL CLOSED- CHRISTMAS HOLIDAY</b>
<b>January 4</b>	<b>School Resumes</b>
<b>January 12</b>	CCA Parent's Meeting- 6:00 p.m.
<b>January 16</b>	Day of Service
<b>January 18</b>	<b>SCHOOL CLOSED -MLK JR. HOLIDAY</b>
<b>January 22</b>	<b>End of 2nd Quarter</b>

<b>January 25- Feb. 5</b>	MAP Assessments (all grades)
<b>January 27</b>	Report Cards Home via email
<b>February 8</b>	100th Day of School
<b>February 12</b>	<b>NOON DISMISSAL- Teacher In-Service</b>
<b>February 15</b>	<b>SCHOOL CLOSED- PRESIDENT'S DAY HOLIDAY</b>
<b>February 24</b>	Karamu Feast
<b>February 26</b>	<b>End 3rd Mid-Quarter</b>
<b>March 3</b>	Progress Reports Home via email
<b>March 9</b>	CCA Parent's Meeting- 6:00 p.m.
<b>March 18</b>	<b>Science Fair</b>
<b>March 26</b>	<b>End 3rd Quarter</b>
<b>March 29-April 5</b>	<b>NO SCHOOL - EASTER HOLIDAY</b>
<b>April 6</b>	<b>School Resumes</b>
<b>April 9</b>	<b>Noon Dismissal- Report Card Conferences</b>
<b>April 13</b>	CCA Parent's Meeting- 6:00 p.m.
<b>May 3-7</b>	Teacher Appreciation Week
<b>May 6</b>	National Day of Prayer
<b>May 7</b>	<b>End 4th Mid-Quarter</b>
<b>May 10-21</b>	MAP Assessments
<b>May 11</b>	CCA Parents's Meeting.-6:00 p.m.
<b>May 12</b>	Progress Reports Home via email
<b>May 26</b>	7th Grade Mid-Day Cafe`
<b>May 27</b>	8th Grade Awards Luncheon
<b>May 28</b>	<b>SCHOOL CLOSED- TEACHER IN SERVICE</b>
<b>May 31</b>	<b>SCHOOL CLOSED- MEMORIAL DAY</b>
<b>June 2</b>	Daughters of Destiny/Warriors of Praise Celebration
<b>June 3</b>	<b>Kindergarten Graduation and Luncheon</b>
<b>June 4</b>	<b>End 4th Quarter</b>
	All School- Field Day
<b>June 7</b>	<b>8th Grade Graduation- 7:00 p.m.</b>
<b>June 8</b>	Father's Day Luncheon (2nd- 3rd grade)
<b>June 9</b>	<b>Move-Up Day- NOON DISMISSAL</b>
<b>June 10</b>	<b>Awards Chapel- NOON DISMISSAL</b>
<b>June 11</b>	<b>STUDENT LAST DAY-NOON DISMISSAL</b>

**Dates subject to change – please follow the monthly take-home calendar!**

## 2020-2021 NOON DISMISSALS & SCHOOL CLOSINGS AT A GLANCE

*(This is a tentative calendar; please refer to your monthly calendar)*

NOON DISMISSAL		SCHOOL CLOSED	
September 4	Teacher In Service	September 7	LABOR DAY HOLIDAY
November 5	PARENT/TEACHER CONFERENCES	November 6	PARENT/TEACHER CONFERENCES
		November 25-27	THANKSGIVING HOLIDAY
		December 23-January 1	CHRISTMAS HOLIDAY
		January 18	MLK, Jr. HOLIDAY
February 12	Teacher In Service	February 15	PRESIDENT'S DAY HOLIDAY
		March 29 - April 5	EASTER HOLIDAY
April 9	PARENT/TEACHER CONFERENCES		
		May 28	Teacher In-Service
June 9	Move Up Day	May 31	MEMORIAL DAY HOLIDAY
June 10	Awards Chapel		
June 11	STUDENT LAST DAY		

## FACULTY AND STAFF DIRECTORY

### ACADEMIC ADMINISTRATORS

Deborah Lee	Principal
Richell Manigault	Assistant Principal

Paula Frey	Curriculum and Instructional Specialist
Meg Born	School Counselor
Connie Harper	Chaplain and Parent Relations Associate

## **FACULTY**

Pamela Baldwin	Kindergarten
Patricia Douglas	1st Grade
Narda Cooper	2 <sup>nd</sup> Grade
Ashleigh Bynum	3 <sup>rd</sup> Grade
Carol Malone	4 <sup>th</sup> Grade
Greta Jones	Elementary Reading & Math Interventionist
Dontae McNeal	Christian Concepts Teacher
Jeffers Loperbey	5 <sup>th</sup> Grade Homeroom – MS Lang. Arts & Social Studies
Gary Cammisa	6 <sup>th</sup> Grade Homeroom –MS Reading
Tracey Harris	7 <sup>th</sup> Grade Homeroom – MS Math
Natasha Grant	8 <sup>th</sup> Grade Homeroom – MS Science
Kia Walker	Responsive Classroom Teacher Leader
Wilbur Winborne	Technology Teacher
Anup Somalwar	Integration Specialist
Jordan Lee	Art Teacher
David Ford	Music Teacher

## **SUPPORT STAFF**

Vernette Johnson	Student Services & Enrollment Assistant
Donna Gosse	Receptionist and Office Assistant
Estelle Wilson	Administrative Assistant
Patricia Reid	Food Services & Office Assistant
Jeff Brown – Precision Facility Services LLC	Facilities Management & Cleaning

## **SENIOR MANAGEMENT**

Daryl Winston	President and CEO
Stacy Niemkiewicz	Director of Finance and Operations
Rhonda R. Roberts	Human Resources Manager
Monifa Moore	Corporate and Foundations Relations Director
Gayle Gaskin	Advancement & Student Affairs Associate
Jaret Barron	Associate Director for Admissions
Matthew Erdely	Communications Director

## **SECTION I - FULL REMOTE LEARNING**

The 2020-2021 school year will begin with FULL REMOTE LEARNING for all students, with the goal of transitioning safely into a HYBRID LEARNING MODEL as soon as possible.

In the FULL REMOTE LEARNING MODEL, all students will participate virtually through both synchronous (live) and asynchronous (independent) learning 5 days per week, Monday through Friday.

Daily schedules will be similar to typical full-day, in-person learning. New instructional content will be taught to students, attendance will be required, and students’ work will be graded.

**Google Classroom** is the remote platform that students and teachers will use. Assignments, materials, and meeting times for the next day will be posted by 8:00 p.m. each evening on the Google Classroom **Daily Checklist**. Students and parents are expected to review the checklist each evening and then again at the start of each day.

## REMOTE LEARNING DAILY SCHEDULE

Monday, Tuesday, Wednesday, Thursday	Friday
8:30-9:00 a.m. - Morning Meeting	8:30-9:00 a.m. - Morning Meeting
9:00-9:50 a.m. - Instructional Hour #1	9:00-10:00 a.m. - Instructional Hour #1
9:55-10:45 a.m. - Instructional Hour #2	10:00-11:00 a.m. - Virtual Chapel
10:50-11:40 a.m. - Instructional Hour #3 Asynchronous	11:15-12:00 p.m. - Instructional Hour #2
11:45-12:20 p.m. - Lunch	12:00-12:30 p.m. - Live Teacher Office Time
12:25-1:15 p.m. - Instructional Hour #4	12:30-2:40 p.m. - Asynchronous Learning
1:20-2:10 p.m. - Instructional Hour #5	1:00-2:00 p.m. - Faculty Meeting (bi-weekly)
2:15-2:45 p.m. - Live Teacher Office Time	

## REMOTE LEARNING EXPECTATIONS & SUPPORT

Preparedness and consistent routines are vital to the success of Remote Learning. Students will benefit from a quiet and organized work space in order to participate in classroom lessons, activities, and discussions without loud noises or other distractions in the background.

### Student/Parent Readiness:

- a. Cornerstone will provide each student a Chromebook, with a parent-signed loan agreement
- b. Families need to have access to reliable internet service
- c. Google Classroom is Cornerstone’s platform for Remote Learning. Students will use Google Classroom on a daily basis to check for and submit assignments, as well as to communicate with teachers. Google Meet will be used for class meetings, virtual Chapel, and other activities.
- d. Students and parents are to review the Daily Checklist on Google Classroom each night and first thing each morning.

### Student Work:

- a. Remote Learning will include graded assignments and assessments
- b. Students must present/submit their own authentic work
- c. Parents and students will remain up to date with Google Classroom to ensure they are aware of all class assignments, due dates, quizzes, and test
- d. Students are able to post daily assignments up until 9:00 p.m.

**Student Attendance:**

- a. Students are to log-in to their Google Classroom every morning at 8:25 a.m.
- b. Student attendance will be taken daily. Students logging-in after 8:30 a.m. will be marked “Late.” Parents will be notified when students are late.

**Student Dress:**

- a. Full casual dress for remote learning (uniform not required)
- b. No pajamas, bathrobes, hoodies, scarves, shower caps, or other inappropriate attire
- c. Be neatly groomed

**Student Behavior/Conduct:**

- a. Students are expected to follow Cornerstone’s Responsive Classroom School Principles
  - *Respect and celebrate yourself*
  - *Respect and celebrate others*
  - *Come prepared and willing to learn*
  - *Keep our environment safe and clean*
- b. Students are required to maintain academic honesty and submit authentic work
- c. Students are required to exhibit acceptable internet etiquette
  - *Be prepared for live online sessions. Remember to be in a quiet space, in a seated position, dressed appropriately (no pajamas or bathrobe), and have all the resources you need.*
  - *Act in a respectful manner, as you would do face to face; THINK before you speak*
  - *Read your comments and messages before posting them online*
  - *Address teachers and classmates in a respectful manner when emailing, posting comments, and asking questions*
  - *Ask questions, but check to see if they have already been answered inside of the chat log*
  - *All students must be fully dressed for Remote Learning (casual dress) and neatly groomed*
  - *Eating while in Remote Class is not allowed*
- d. Cornerstone maintains a Zero Tolerance Policy for Cyber Bullying.
- e. Virtual Behavioral Slips can be issued by teachers if student behavior is inappropriate.

**Student and Parent Support:**

- a. Teachers will invite parents into Google Classroom so they are able to help children with assignments and deadlines.
- b. Every Sunday parents will receive a weekly progress report to keep them informed of their children’s grades.
- c. Teachers will hold daily live office time to meet with students or parents one-on-one.
- d. Email will be used to communicate formally with parents.
- e. The School Counselor will be available for one-on-one consultations with students and parents.

**Teachers:**

- a. Teachers will adhere to the Essential Agreements for Remote Learning, a guide prepared specifically for their use.

## **SECTION II - HYBRID LEARNING**

When appropriate, Cornerstone will transition from a fully remote learning model to a hybrid model of learning that will combine in-person and remote instruction. The hybrid model will allow students back on campus with a significant reduction in the number of children in each classroom, as well as enforcing

strict health and safety standards. The objective of the hybrid model is to balance in-person and remote learning for students, in order to maximize learning and meet students’ social and emotional engagement.

**“FOUR PLUS ONE” HYBRID LEARNING MODEL**

Each grade level is divided into two Cohorts. **Cohort 1** will have live, on-campus instruction Mondays and Tuesdays while **Cohort 2** has live, on-campus instruction on Wednesdays and Thursdays. On days when each Cohort is not receiving live instruction they will resume Remote Learning at home, or at another location on campus. Please see below:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>COHORT 1</b>	Live Instruction	Live Instruction	Remote Instruction	Remote Instruction	Remote Instruction & Virtual Chapel
<b>COHORT 2</b>	Remote Instruction	Remote Instruction	Live Instruction	Live Instruction	

**KINDERGARTEN AND FIRST GRADE**

Both Cohorts of Kindergarten and First Grade will receive on-campus instruction four days per week: Monday through Thursday. Each day will be broken into sessions of live instruction and Remote Learning on campus.

**FRIDAYS**

Cornerstone’s campus will be closed to all students every Friday to allow our Maintenance team to deep-clean classrooms, bathrooms, hallways, and all common areas. **Fridays will be Remote Learning days for all students and will include Virtual Chapel service.**

**SCHOOL HOURS**

Student drop-off begins at 7:05 a.m. for Morning Care.  
 Teachers assemble students for entrance to classrooms at 7:30 a.m.  
 Cornerstone’s classroom instruction begins at 7:40 a.m.  
 Dismissal will be staggered from 2:30 - 2:40 p.m.  
 All students must be off campus by 2:55 p.m.

**STUDENT DRESS CODE**

When students are on campus during the school day, they are required to adhere to the Student Dress Code. Refer to Section VII - School Policies in this handbook.

## HYBRID LEARNING DAILY SCHEDULE

### Elementary Schedule

### Middle School Schedule

7:05am	Morning Care		7:05 am	Morning Care
7:30 am	Teachers in Classrooms		7:30 am	Teachers in Classrooms
<b>7:40 am</b>	<b>School Begins</b>		<b>7:40 am</b>	<b>School Begins</b>
7:40-8:00 am	Breakfast		7:40-8:00 am	Breakfast
8:00-8:30 am	Morning Meeting		8:00-8:30 am	Advisory
8:35 am	Classes Begin		8:35 am	Classes Begin
10:25-10:45 am	K-2 Group 1 Recess K-2 Group 2 Lunch			
10:45-11:15 am	K-2 Group 1 Lunch K-2 Group 2 Recess		12:15-1:15 pm - 5-8 Recess & Lunch	
11:20-11:40 am	3rd Grade Lunch 4th Grade Recess		<ul style="list-style-type: none"> <li>● 12:15-12:35 - Group 1 (5th)</li> <li>● 12:35-12:55 - Group 2 (6th)</li> <li>● 12:55-1:15 - Group 3 (7th-8th)</li> </ul>	
11:40-12:10 pm	3rd Grade Recess 4th Grade Lunch			
2:20 pm	Day's End Clean Up		2:20 pm	Day's End Clean Up
2:30 pm	Kinder.-1st Dismiss		2:30 pm	7th-8th Dismiss
2:40 pm	2nd-4th Dismiss		2:40 pm	5th-6th Dismiss
2:45-3:15	Teacher – Live Office Time		2:45-3:15	Teacher - Live Office Time
3:30 pm	Teacher Departure		3:30 pm	Teacher Departure

**\*Students in Remote Academy must log in at 7:55 a.m. to prepare for the 8:00 Morning Meeting. Students in Remote Academy will follow the hybrid daily schedule.**

## FRIDAY SCHEDULE

<b>There will be no students on campus on Fridays. All students will engage in remote learning.</b>
8:30-9:00 a.m. - Morning Meeting
9:00-10:00 a.m. - Instructional Hour #1
10:00-11:00 a.m. - Virtual Chapel
11:15-12:00 p.m. - Instructional Hour #2
12:00-12:30 p.m. - Live Teacher Office Time
12:30-2:40 p.m. - Asynchronous Learning
1:00-2:00 p.m. - Faculty Meeting (bi-weekly)

## PARENT/GUARDIAN OPTION FOR FULL REMOTE LEARNING

Under the Hybrid Learning plan, families may decide to continue to keep children at home for health considerations specifically related to COVID-19. Cornerstone will make accommodations for full-time remote learning for these students.

## SECTION III - MAINTAINING A SAFE SCHOOL ENVIRONMENT

The only way to successfully bring back students and teachers for in-person instruction, even at reduced capacity, is to implement strict and mandatory protocols to keep both the children and adults safe. As recommended by the Center for Disease Control (CDC), the Pennsylvania and Philadelphia Departments of Health, and the American Association of Pediatrics, Cornerstone will require teachers, staff, and students to conduct daily health screenings prior to coming to school, as well as maintaining social distancing, the use of personal protective equipment (PPE), and cohort learning that keeps small groups of students together for the entire day, remaining separate from other cohorts.

### DAILY HEALTH PRECAUTIONS

The following precautions will be required for all teachers, staff, and students in order to help maintain a safe and healthy environment in the school:

#### Faculty & Staff

- Symptom screening at home each morning before leaving for school. Any individual with symptoms, including fever of 100.4 degrees is required to remain at home. (To return to school, an individual must be fever-free for 48 hours without medication.) **PLEASE REFER TO THE “DAILY SYMPTOMS CHECKLIST” ON THE LAST PAGE OF THIS HANDBOOK.**
- Mandatory face mask upon arrival at school and at all times while in the buildings
- Use of hand sanitizer upon entering the school buildings
- Maintain social distancing (6 feet apart) inside and outside the buildings
- Frequent hand washing throughout the day

#### Students

- Symptom screening at home each morning before leaving for school. Any child with symptoms, including a fever of 100.4 degrees will be required to remain at home. (To return to school, a student must be fever-free for 48 hours without medication.) **PLEASE REFER TO THE “DAILY SYMPTOMS CHECKLIST” ON THE LAST PAGE OF THIS HANDBOOK.**
- Mandatory face mask upon arrival at school and at all times while moving around the buildings
- Use of hand sanitizer upon entering the school buildings
- Maintain social distancing (6 feet apart) inside and outside the buildings
- Frequent hand washing throughout the day

Signage will be displayed throughout the campus encouraging social distancing, wearing a face mask, handwashing, and maintaining good hygiene. Temperature checks of students and staff will occur during the day if individuals display signs of a fever.

### ARRIVAL AND DISMISSAL

All teachers and designated staff members will be at school ready to admit students at 7:30 a.m. The following procedures will occur for student arrival and dismissal from school:

#### Student Arrival

- All students will enter through the Kingsessing Avenue gate entrance.
- Morning Care students can arrive at 7:05 a.m. and will be directed to their designated Morning Care Room. No student will be admitted into the buildings before 7:05 a.m.
- All students are required to wear a mask when arriving on campus.
- At 7:30 a.m. all students will follow the signs and cones to enter their classrooms, adhering to social distancing requirements.
- All students are to be in their classrooms at 7:40 a.m.

## **Student Dismissal**

- All students will be dismissed through the Kingsessing gate entrance.
- Cohorts will be dismissed by grade and scheduled times so there is no crowding in hallways.
- Kindergarten, 1st, 7th, and 8th grades will be dismissed at 2:30 p.m.
- 2nd, 3rd, 4th, 5th, and 6th grades will be dismissed at 2:40 p.m.
- Upon leaving the building, students will wait in their designated cohort areas.
- Parents or adults picking up students are to remain outside the gates; standing outside their cars so they can be properly identified by the adult gate monitor(s).
- Students taking public transportation or walking will immediately leave the campus and make their way to the bus, trolley, or home.
- **All students must be gone from the school campus by 2:55 p.m.**

## **STUDENT ATTENDANCE AND FACULTY/STAFF LEAVE**

Cornerstone will make accommodations to ensure that families, students, faculty and staff are cautious and make wise decisions before coming to campus if they are experiencing any symptoms of COVID-19.

### **Students**

Since we are asking parents to monitor health closely, and we require keeping children home if they display any symptoms of COVID-19, the tracking of attendance has temporarily changed. If students are kept home because of suspicion of, contact with, or diagnosis of COVID-19, they will have the option to participate in remote learning, providing their health permits. Student attendance will be marked as “*attending in person*” or “*attending remotely*.” Only when students cannot or do not participate in any of the remote learning lessons, will they be marked absent.

### **Faculty and Staff**

Since we are asking faculty and staff to self-monitor health closely, and we require they stay home if they display any symptoms of COVID-19, the tracking of sick/personal days has temporarily changed. If a teacher or staff member stays home because of suspicion of, contact with, or diagnosis of COVID-19, they will have the option of working remotely from home, provided their health permits.

## **EDUCATION ON PREVENTION AND BEST PRACTICES**

A significant part of the first few days of school will be devoted to educating students about the protocols and procedures for maintaining a safe and healthy school environment. Education will be grade appropriate and will focus on the importance of hand sanitizing, social distancing, wearing a face mask, moving safely around the school, and other safety concerns.

Similarly, the faculty and staff will devote a portion of their school in-services to reviewing safety and health protocols and procedures, including education on assessing students for symptoms of COVID-19. Additionally, professional development for faculty and staff will be dedicated to trauma-informed practices and remote instructional procedures.

## **CLASSROOM SET-UP**

Careful consideration has been given to the strategic placement of furniture in each classroom in order to optimize student learning, reduce distractions, and keep students safe.

- Desks are placed 6 feet apart and face the same direction in each classroom.
- Students will not share books, pens/pencils, or other supplies.
- Students will not share equipment or supplies during art, computers, music, or recess.

- There will be 2 students at a table in the Computer Lab, separated by a plexiglass tri-fold, and all equipment will be sanitized between classes.

### **MOVEMENT AROUND THE BUILDINGS**

In order to maintain social distancing and keep cohorts separated, there will be limited movement in the hallways throughout the day.

- Students will remain in the same classroom throughout the day.
- Middle school teachers and Specials teachers will rotate between classrooms.
- Bathroom breaks will be scheduled to ensure that only one cohort uses the bathroom at a time. Time will be scheduled between cohort breaks to allow for the bathrooms to be cleaned.
- Breakfast and lunch will be served and eaten in the classrooms.
- Cohorts will move to outdoor recess one at a time.
- Face coverings will be required as students move throughout the buildings during the day.

### **FOOD AND DRINK**

To limit interaction between cohorts and maintain proper social distancing, the following protocols related to eating and drinking in school will be followed:

- Breakfast and lunch will be served and eaten in classrooms.
- Sharing of food or drinks is strictly prohibited.
- Water fountains will be shut off.
- Students will sanitize their desk and hands before and after eating breakfast, lunch, and snacks.

### **RECESS**

Recess is critical to the physical, social, and emotional health of students. Weather permitting, recess will take place outside with the following precautions:

- Students will wear face masks during recess.
- Cohorts will be assigned sections of the school yard to reduce the mixing of cohorts.
- The use of objects, such as basketballs, jump ropes, etc. will be limited within the cohort and will be sanitized between recess periods.
- Students will adhere to the “Recess and Lunch Principles” in the School Policies section of the handbook.
- Cohorts will be dismissed back to their classrooms one at a time to avoid crowding in the hallways.

### **FIELD TRIPS AND OTHER GATHERINGS**

Until it is deemed safe by health authorities and school administrators, there will be no field trips, class retreats, school assemblies, or other group gatherings.

### **VISITOR POLICY**

For the foreseeable future, Cornerstone will restrict most visitors from entering school buildings.

#### **Parents and Guardians**

Essential parent visits to the school will be limited and by appointment only. Parents and guardians who need to pick up a student during the school day or drop something off for a student must first contact the main office to inform the office personnel of their need to come to the school. They will then be

instructed on the procedures for coming on the school campus. Face masks are required. Parents and guardians are strictly forbidden to enter any of the buildings unannounced.

### **Visitors, Vendors, and Volunteers**

Until it is deemed safe by health authorities and school administrators, there will be no outside visitors or volunteers allowed in school buildings while students, teachers, and staff are on campus. Only vendors providing essential services, i.e. deliveries, contractors, etc. will be permitted to enter buildings, following all precautionary safety protocols, including face masks and social distancing.

## **CLEANING AND SANITIZING PRACTICES**

Maintaining clean and sanitized school facilities is a critical component to preventing COVID-19 cases and other illnesses from spreading. All products used to clean and disinfect will be approved by the CDC to kill the COVID-19 virus. The following procedures for cleaning and sanitizing will occur:

### **Bathrooms:**

- Bathrooms will be cleaned and disinfected regularly during the school day, after school, and deep cleaned every Friday when students, teachers, and staff are not on campus.
- Hand soap and sanitizer will be filled throughout the school day.
- Teachers and staff members are asked to wipe down contact surfaces with disinfecting wipes before and after using the bathroom.

### **Classrooms:**

- Nightly, the desks, tables, and chairs in each classroom will be cleaned and disinfected.
- All classrooms will be provided hand sanitizer and disinfectant wipes for use during the day.
- Teachers and students will clean their desks before and after breakfast and lunch.
- All student and teacher desks will be cleared at the end of each day in order to be cleaned.

### **Offices:**

- Nightly, all office areas will be cleaned and disinfected. Employee desks are to be cleared at the end of each day in order to be cleaned properly.
- All offices will be provided hand sanitizer and disinfectant wipes for use during the day.
- Employees are asked to use disinfecting wipes to clean their phones, computer keyboards, and other equipment at the start and end of each day.

### **Common Areas:**

- The Cafeteria will not be used for breakfast or lunch, but will still be cleaned and disinfected nightly.
- The kitchen area and equipment will be kept clean and sanitized by the kitchen staff. All surfaces will be cleared and cleaned each day.

### **Ventilation**

- Classroom and office doors will be kept open during the day to allow for air flow.
- Windows should be opened in classrooms when the weather permits.
- Filters in all window air conditioner units will be replaced bi-monthly.
- HVAC systems will be serviced at least quarterly.

## **CAMPUS AND CLASSROOM HOUSEKEEPING**

All personnel share in keeping the buildings and grounds clean, neat and safe. Students learn by the example adults set of picking up trash on tables, desks, floors or ground and placed in garbage or recycling containers.

- Teachers are to keep classrooms clean and their desks cleared of all clutter.
- Student materials are to be neatly maintained.
- At the direction of the Principal and/or Assistant Principal, excessive accumulation of materials will be cleared by the maintenance staff.
- Food and beverages are to be thrown away each day.
- Before leaving, teachers are to make sure books and materials are off the floor, lights are out, fans and air conditioners off, and the classroom door is closed.
- Maintenance Request Google Forms are to be used to request classroom repairs.
- At the end of the school year teachers have a list of responsibilities to complete before leaving for the summer. Classroom materials and supplies, including desk materials, are boxed, marked and stored in a designated area. A school administrator must sign-off on the list before check-out is complete.

## **CONTACT TRACING AND ISOLATION**

In the event a student, teacher, or staff member has a suspected case of COVID-19 or is demonstrating symptoms while at school, the following procedures will occur:

- a. The individual who is ill and demonstrating symptoms consistent with COVID-19 (such as fever, cough, or shortness of breath) will be separated from others immediately.
- b. Adults with symptoms should leave the school immediately unless awaiting transportation, whereupon he or she will remain in the designated isolation room in the building until picked up.
- c. Students will be placed in the designated isolation room with a supervising adult until a parent or guardian arrives.
- d. Individuals who are sick should go home or to a healthcare provider, depending on the severity of the symptoms, and follow CDC guidance for caring for oneself and others who are sick.
- e. Individuals can return to school after **all** of the following conditions are met:
  - 3 days with no fever and all symptoms gone
  - 14 days since symptoms first appeared, if cleared by a medical professional, or if receiving a negative COVID-19 test result.
  - Present documentation from a health professional clearing the individual for return to school/work.

If a student, teacher, or staff member has been exposed to an individual with a confirmed COVID-19 diagnosis, the following procedures will occur:

- a. The individual is required to immediately notify the School Principal, Deborah Lee
- b. The individual is required to self-isolate for 14 days and report to Mrs. Lee if they have any symptoms or test positive.
- c. Cornerstone will make accommodations for the student to participate in Full Remote Learning during the time of self-isolation.
- d. Cornerstone will require a negative COVID-19 test result for any student or employee to return to school from self-isolation.
- e. Individuals can return to school after **all** of the following conditions are met:
  - 3 days with no fever and all symptoms gone

- 14 days since symptoms first appeared, if cleared by a medical professional, or if receiving a negative COVID-19 test result.
- Present documentation from a health professional clearing the individual for return to school/work.

If a student, teacher, or staff member has a confirmed case of COVID-19, the following actions will be taken:

- a. The individual is required to immediately notify the School Principal, Deborah Lee
- b. The Health Department will be notified and guidance requested.
- c. Contact tracing will occur that will include a review of the student/teacher/staff member's schedule and who he/she came in contact with inside the school.
- d. The school will close for five (5) days to allow local health authorities time to determine the scope of the outbreak and allow for deep cleaning of the buildings. Students and teachers will transition to Full Remote Learning.
- e. Communication with teachers, staff, and school families will be sent out, without using a name or identifying information of the person with COVID-19.
- f. The classroom or office space used by the diagnosed individual will be closed off for 24 hours, then cleaned and disinfected using CDC-approved cleaning and sanitizing measures.
- g. Individuals can return to school after **all** of the following conditions are met:
  - 3 days with no fever and all symptoms gone
  - 14 days since symptoms first appeared, if cleared by a medical professional, or if receiving a negative COVID-19 test result.
  - Present documentation from a health professional clearing the individual for return to school/work.

### **COVID-19 EXPOSURE**

The school must be notified of any individual or family member of students, teachers, and staff members who are exposed to or diagnosed with COVID-19.

# FAQ'S ABOUT REMOTE AND HYBRID LEARNING

## **During Remote Learning, when and how can I reach my child's teacher?**

Parents and students can email the teacher through Google Classroom. If you wish to speak to a teacher, please use email to set up a time for a phone call, or call the school and the message will be forwarded to the teacher. When calling, please direct your message to the name of the teacher. You can expect a response to emails or calls within 24 hours.

## **During Hybrid Learning, is Morning Care and After-School Care available?**

Morning Care will be available from 7:05 to 7:30 a.m. Monday through Thursday. When students arrive they will be put into small groups, adhering to social distancing requirements. There is no fee.

Until it is deemed safe by health authorities and school administrators, there will be no after-school programs, activities, or athletics at Cornerstone. **The Common Place Scholars After-School Program** will be providing programming for a limited number of Cornerstone students. Requests for enrollment can be sent to Huan Baum at [programdirector@thecommonplacephilly.org](mailto:programdirector@thecommonplacephilly.org).

## **During Hybrid Learning, will Bus Transportation be available?**

Cornerstone does not provide or engage services for bus transportation to or from school. Students living in Philadelphia County beyond 1.5 miles of CCA and attending grades 1 – 6 are provided transportation by the School District of Philadelphia. The School District of Philadelphia will be providing bus transportation to and from school with the following health and safety protocols:

- Students will be required to wear a face covering
- Drivers will wear a face covering, unless it is a safety hazard for driving
- Maximum of one child per seat. Children from the same household can sit together.
- Seats will be assigned for each student
- Open windows on buses when weather permits
- Disinfect buses after each run and nightly

Philadelphia County students in 7<sup>th</sup> and 8<sup>th</sup> grades who live beyond 1.5 miles from the school will receive a Trans-pass for public transportation. Students who live in surrounding counties are eligible for bus transportation services from their school districts. Questions about bus routes, stops, and other information should be directed to Vernetta Johnson in the school office.

## **During Hybrid Learning, will Breakfast and Lunch be available?**

Yes, there will be free breakfast and lunch available daily for all students. For safety purposes, meals will be served and eaten in the Cohort classrooms at designated times. **Children will not be permitted to bring and eat breakfast from home during Morning Care.** Students can bring a lunch from home but delivery of lunch to students during the day is not allowed.

## **Will there be Tuition adjustments made for students doing Full Remote Learning or if the school has to transition to Full Remote Learning during the school year?**

No, except for extenuating circumstances that are brought to the attention of school administrators. Every student has already been awarded very generous financial aid in an effort to keep tuition payments at the same level as last year, despite the fact that expenses for the school have increased significantly because of the COVID-19 crisis.

## SECTION IV - THE INSTRUCTIONAL PROGRAM

### CURRICULUM

CCA's research-based curriculum and proven instructional strategies encourage students to be creative and critical Christian thinkers and problem solvers. Core subjects include: Bible/Christian Concepts, Language Arts, Math, Reading, Science, and Social Studies. Specials subjects include: Art, Computers, and Music. Additionally, students actively engage in science, technology, engineering, and math (STEM) programs designed by the Integration Specialist and classroom teachers.

### TEXTBOOKS

Textbooks are supplied by the school for each student. They are the property of Cornerstone. Students are required to have their textbooks covered by the end of the first week of school. Books are *not* to be covered with "sticky" material. In cases of textbook abuse, including torn pages, worn covers, markings, etc. the student will be charged to replace the textbook. Students who do not return textbooks or have book fees due will not receive their final report card until fees are paid or books are returned. The fee for a lost or damaged book is the purchase price of the book.

### LESSON PLANS

Teachers are required to develop, maintain and implement daily lesson plans, including assignments to be completed by students. Weekly lesson plans are submitted to the Principal via Curriculum Trak every Friday, including copies of all tests and quizzes (uploaded as attachments in Curriculum Trak). **NOTE:** Teachers are to use the backwards design template to plan for math instruction. Please refer to Curriculum Trak for your pacing and objectives.

### CURRICULUM TRAK

Curriculum Trak is a cloud-based application to manage curriculum mapping and facilitate collaboration among teachers across grades and subjects, enabling faculty to identify gaps and overlaps in the school curriculum. The use of Curriculum Trak helps teachers bring clarity and consistency to planning, including the alignment of the Common Core State Standards. Maps are further developed as teachers add instructional strategies, assessments, and resources as units are taught. Mrs Paula Frey, Curriculum and Instructional Specialist, provides oversight of Curriculum Trak and is available to assist teachers.

### A RESPONSIVE CLASSROOM SCHOOL

Cornerstone is a **Responsive Classroom School**. Classes are led by teachers trained as *Responsive Classroom* instructors and supported by Kia Walker, our Responsive Classroom Teacher Leader. *Responsive Classroom* is a research-based approach to education that leads to greater teacher effectiveness, higher student achievement, and improved school climate. The goal of the *Responsive Classroom* approach is to create a safe, joyful, and challenging learning environment for every child. Distinctive features of the program include: (a) Morning Meeting when students greet one another, share news, and warm up for the day; (b) Positive Teacher Language where teachers use words and tones to promote student's active learning and self-discipline; and (c) a Positive Discipline approach.

### THE RESPONSIVE TEACHER

As a Responsive Classroom School, our approach to teaching emphasizes social, emotional, and academic growth in a positive and safe school community. This approach consists of practical strategies for helping students build academic and social-emotional competencies day in and day out. At CCA teachers:

- Model the love, kindness, patience, respect and grace of Jesus to students, parents, and staff.

- Treat each student as a unique and precious child of God.
- Encourage each student. Accentuate the positive! No one is encouraged by disparagement.
- Praise students in public and correct them in private.
- Show enthusiasm about your work and the work of your students.
- Instill enthusiasm for learning in our students.
- Hold students to high academic and spiritual standards. Expect the best!
- Teach students that they are accountable to God for their work.
- Set an example for students by being prompt, prepared, organized, and neat.
- Provide structure and support so that students are prompt, prepared, organized, and neat.

## **RESPONSIVE CLASSROOM GUIDING PRINCIPLES**

- The social and emotional curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn.
- Great cognitive growth occurs through social interaction.
- To be successful academically and socially, children need to learn a set of social and emotional skills that include cooperation, assertiveness, responsibility, empathy, and self-control.
- Knowing the children we teach – individually, culturally, and developmentally – is as important as knowing the content we teach.
- Knowing the families of the children we teach is as important as knowing the children we teach.
- How the adults at school work together is as important as individual competence.

## **SOCIAL EMOTIONAL LEARNING (SEL)**

Social-emotional learning (SEL), as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) is “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

**Second Step** is the social emotional learning curriculum used in each grade at CCA. Weekly classes are taught in Grades K-8 by the School Counselor, Mrs. Meg Born, with support from classroom teachers. The School Counselor and classroom teachers share the responsibility of teaching the Second Step curriculum in Grades 6-8. The Second Step program is designed to teach skills for social and academic success. The program promotes school success, school connectedness, and school safety.

## **MORNING MEETING**

The school day begins with a Morning Meeting in each classroom. Morning Meeting gives students a consistent time and place every day to explore and practice social skills and to merge social, emotional, spiritual, and academic learning. Morning Meeting also nurtures empathy by offering students an opportunity to practice taking care of others and building community. During Morning Meeting, everyone gathers in a circle for 20 to 30 minutes and proceeds through four sequential components: *greeting, sharing, group activity, and morning message*. The goals of Morning Meeting are:

1. To set a tone for respectful and engaged learning in a climate of trust.
2. To create the positive power of community by fulfilling students’ need to belong, to feel significant, and to have fun.
3. To model and practice social and emotional skills.
4. To merge social, emotional, and academic learning.

## HOMEWORK, QUIZZES, PROJECTS & TESTS

Teachers use a variety of ways to assess student learning and progress, including but not limited to homework, quizzes, projects, and tests. Students are required to complete homework assignments and have parents sign it (*See Homework Policy*). Although parent supervision is encouraged, homework is to be done by the student. Quizzes and tests are administered each quarter of the school year. Students are informed of tests at least 1 week in advance. Tests/quizzes are graded and returned to students in 1 week.

## CHAPEL

The opportunity to worship God is at the very heart of a Christian education. It is one of the ways the good news of Jesus Christ is made known to Cornerstone students and provides them with the opportunity to commit their lives to Him and to His service. **Until it is deemed safe by health authorities and school administrators, weekly Chapel will be held via Google Meet every Friday at 9:00 a.m.** Attendance is a requirement for all students. Parents are welcome to attend.

## FIELD TRIPS

*(Until it is deemed safe by health authorities and school administrators, off campus trips will not occur)*

Field trips are an enhancement to the overall curriculum program. All students participate in field trips. On the day of a field trip students are required to report to school at the start of the school day. Normally, parents are asked to help defray the cost of field trips. Refunds cannot be given after the final reservations have been made for the trip. At least 4 weeks in advance a permission slip will be sent home with details of the trip. Students must have a signed permission slip in order to attend any trip.

## STUDENT ASSESSMENTS

The academic progress of CCA students is regularly assessed. It is an integral part of education because:

**Assessment drives instruction.** A pre-test or needs assessment informs teachers what students know and do not know from the outset, setting direction for the course. The information gathered highlights any gap between existing knowledge and a desired outcome. Teachers can use this knowledge as a starting point to help students develop new understanding. The same is true as teachers use formative assessment strategies during instruction. By checking in with students throughout instruction, teachers can revise and refine their teaching to meet the diverse needs of their students.

**Assessment drives learning.** What and how students learn depends on how they think they will be assessed. Assessment practices must send the right signal to students about what to study, how to study, and the time needed to spend on concepts and skills in the course. Teachers communicate what students need to know and can do by clearly articulating lesson/course objectives, essential questions, and appropriate assessments.

**Assessment informs students of their progress.** Effective assessments provide students with a sense of what they know and don't know. This feedback indicates how students can improve their performance. Assessments need to match the content and skills taught in a course. Through feedback from their teachers, students become aware of their strengths and challenges with respect to course learning outcomes.

**Assessment informs teaching practice.** Reflecting on student accomplishments offers teachers insights on the effectiveness of their instructional practice. By gathering, analyzing, and interpreting assessment data, teachers determine how well student learning matches the learning outcomes for a lesson, unit, or course. This knowledge allows teachers to improve instruction and strengthen their teaching.

**Role of grading in assessment.** Grades are to reflect what a student has learned as defined by the student learning outcomes. This is based on direct evidence of student learning as measured on tests, papers, projects, presentations, etc. However, it should be noted that grades often fail to clearly assess learning such as critical thinking skills, problem solving abilities, communication skills, social skills, and emotional skills.

**When student learning outcomes are not met.** As teachers focus on data coming out of assessments given before, during, and at the end of a course they determine to what degree student learning outcomes are or are not met. If students are off course early on, teachers can redirect, reteach, or remediate the problem. Through analysis it is possible to determine the challenges and weaknesses of instruction to support student learning better. If the problem is noticed late in the course, the teacher may decide to make instructional changes for the next time the course is taught.

## **SCHOOL-WIDE STANDARDIZED ASSESSMENTS**

The following standardized assessments are administered to students:

Admission Assessments (to determine readiness and class placement)

- Grades K-1 MAP Literacy & Math Screenings
- Grades 2-8 MAP GROWTH Reading & Math Assessments

MAP GROWTH Assessments (*Measuring Academic Progress*)

MAP assessments are administered to determine students' reading and math instructional level and to measure academic growth throughout the school year and from year-to-year. Students in grades 3-8 also take a language usage assessment. Students use an iPad or computer. MAP assessments are uniquely designed to be appropriate for each student's level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude about learning.

DIBELS Assessments (*Dynamic Indicators of Basic Early Literacy Skills*)

Primary grade students are given DIBELS assessments to help teachers identify students needing additional assistance in literacy skills and to monitor the effectiveness of intervention strategies. The short assessments measure students' ability to: (a) recognize initial sounds (phonemic awareness), (b) name the letters of the alphabet (alphabetic principle), (c) segment words into phonemes (phonemic awareness), read nonsense words (alphabetic principle), (d) orally read a passage (accuracy and fluency), (e) retell (comprehension), and (f) use words (vocabulary).

## **SCHEDULE OF STANDARDIZED ASSESSMENTS**

New students – prior to admission to school

Kindergarten

- DIBELS – September, January, May
- MAP GROWTH for Primary (reading, math) – January, May

Grades 1-2

- DIBELS – September, January, May
- MAP GROWTH for Primary (reading, math) – September, January, May

Grades 3-5

- DIBELS – September, January, May
- MAP GROWTH (reading, math, language usage) – September, January, May

Grades 6-8

- MAP GROWTH (reading, math, language usage) – September, January, May
- PSSA (reading, math) (science – 8<sup>th</sup> grade only) - April

## GRADING SYSTEM

**A** = 93%-100%, **B** = 85%-92%, **C** = 75%-84%, **D** = 66%-74%, **F** = 65% and under

## HONOR ROLL

Students are recognized and receive certificates at the end of each quarter for the following:

**Highest Honors:** 93 (A) or higher in all subjects with a 93 (A) average

**First Honors:** 85 (B) or higher in all subjects with a 93 (A) average

**Second Honors:** 85 (B) or higher in all subjects with an 85 (B) average

**Honorable Mention:** 75 (C) or higher in all subjects with an 85 (B) average

**Perfect Attendance:** Never absent/tardy

## CORNERSTONE SCHOLARS

Each quarter the two top students in each class with a grade point average of 95% or above and exemplary behavior are identified as a *Cornerstone Scholar* for the quarter. A student achieving this honor every quarter is inducted into the Cornerstone Scholar Society.

## PROGRESS REPORTS AND REPORT CARDS

There are 4 nine-week grading periods in the school year. Progress Reports are emailed to parents/guardians every mid-quarter. Report cards are distributed at the end of each quarter. 1<sup>st</sup> and 3<sup>rd</sup> quarter report cards are distributed at parent conferences. 2<sup>nd</sup> and 4<sup>th</sup> quarter report cards are e-mailed to parents. Report cards are reviewed by the Principal. Parents can schedule to meet with a child's teacher to discuss student progress. Teachers indicate on the final report card either the promotion or retention of the student. Copies of final report cards remain in the permanent student file. **Report Cards and Progress Reports are available only if tuition and fees are current.**

## COUNSELING AND ELWYN SERVICES

School Counselor, Meg Born, is available to help students with their social, emotional, and educational development. Students and parents are encouraged to meet with Mrs. Born when needed. The Counselor works closely with professionals from Elwyn to provide behavioral and educational services to students.

## STUDENT SUPPORT TEAM (SST)

In order to support students with identified learning needs, CCA has a Student Support Team (SST) that includes the student's teacher(s) and parents/guardians, Mrs. Lee (Principal), Mrs. Manigault (Asst. Principal), Mrs. Born (School Counselor), Mrs. Frey (Curriculum/Instructional Specialist), Ms. Walker (Responsive Classroom Teacher Leader), the Elwyn School Psychologist, and Elwyn Learning Specialists. The role of the SST is to collaborate with teachers in order to support students whose progress is not as expected. An Action Plan or Learning Plan may be developed with interventions that support the specific learning needs of a student. While these are not Individualized Education Plans (IEP), the Learning Plan provides direction for parents, teachers, and staff to address identified learning needs of a student and is reviewed every 8-10 weeks to determine the effectiveness of the interventions that are being applied.

## TEACHER OBSERVATIONS, COACHING, AND EVALUATIONS

Evaluation is a valuable tool for personal and professional growth. Teachers are regularly observed in their classrooms by the Principal, Assistant Principal, Curriculum & Instructional Specialist, Responsive Classroom Teacher Leader, and the Integration Specialist. At least twice during the year a formal observation and evaluation will be made by the Principal or Assistant Principal. Teachers are held accountable to the Teacher Effectiveness Evaluation Tool and are annually evaluated on:

- a. Purposeful Planning & Preparation for Learning
- b. Creating a Classroom Culture of Respect & Collaboration
- c. Effective Instruction
- d. Professional Responsiveness
- e. Core Professional Competencies

### **Coaching**

All teachers participate in regular coaching cycles. Coaching cycles last between four to six weeks. In addition to the Principal and Assistant Principal, the coaching team consists of Academic Coaches, Responsive Classroom Coaches, Curriculum Coaches, and Technology Integration Coaches. Coaches meet weekly or bi-weekly with teachers as established by the coach. Coaches will visit your class weekly or bi-weekly to observe, take low inference notes, and interact with students and their work. Feedback meetings will be arranged between the coach and the teacher; meetings will last no more than 15 minutes. Below are responsibilities and duties of our coaches:

### **Coaching Essential Duties and Responsibilities:**

Model lessons  Co-plan lessons and units with teachers  Co-teach lessons  Provide real-time coaching  Analyze data and run “data talks”  Provide professional development for teachers, grade levels and school  Assist teachers in setting goals and develop action plans for success  Be an active member of the school leadership team  Help teachers understand the curriculum materials  Help teachers track student learning and keep records  Provide lesson plan targeted and specific feedback  Provide targeted and specific observation feedback  Help teachers identify and search for resources  Help teachers develop assessments  Help administrators diagnose school-wide problems and develop action plans for success  Help diagnose instructional problems and develop action plans for success

## **PARENT – TEACHER CONFERENCES AND COMMUNICATION**

We believe the home and school are partners in the education and development of children. Teachers and parents should regularly communicate with one another. In addition to a monthly Parent Newsletter that is emailed, students regularly will bring home printed correspondence and important school information. We urge parents to please check your child’s backpack each day for printed materials.

**Parent and Teacher conferences are held twice a year at the end of the 1<sup>st</sup> and 3<sup>rd</sup> quarters.** Parents can schedule appointments at other times with teachers or administrators to address concerns. Please call teachers or administrators to schedule a parent-teacher meeting or to visit the classrooms. It is mandatory that an administrator or another faculty member is present during any meeting between a teacher or staff member and a parent(s). Notes will be taken during the meeting and action plans created if necessary.

## **GRADUATIONS**

We celebrate the completion of kindergarten and 8<sup>th</sup> grade at CCA. These are joyous occasions and a time for families to show love and encouragement to their children. The kindergarten teachers and 8<sup>th</sup> grade homeroom teacher(s) coordinate the celebrations, along with the Principal and other committee members. **To receive a graduation certificate and participate in graduation ceremonies all outstanding debts to the school must be paid in full.**

## **COMPUTER LAB, LEARNING COMMONS & MAKER SPACE**

Cornerstone has state-of-the-art technology tools, resources, and educational spaces for students to engage in project-based learning activities that promote science, technology, engineering, art, and math (STEAM) skills. Our Computer Teacher and an Integration Specialist work with students to engage them in exploration, problem-solving, and hands-on activities related to the classroom curriculum.

# SECTION V – STUDENT HEALTH, SAFETY AND SECURITY

## STUDENT MEDICAL INFORMATION

Cornerstone complies with the State of Pennsylvania mandated student health program. All children entering school for the first time (Kindergarten) and children in 6<sup>th</sup> grade are required to have a **Physical Examination** by their doctor. Additionally, all children entering school for the first time (Kindergarten) as well as 3<sup>rd</sup> and 7<sup>th</sup> grade students are required to have a **Dental Examination**. Students are required to have physical and dental examination forms on file **before** entry into school.

Proof of the following **Immunizations** are required to be on file **on or before the first day of school** or risk the child’s exclusion from entering:

Diphtheria/Tetanus/Pertussis (DTaP)	4 doses (one dose on or after 4 <sup>th</sup> birthday)
Polio (OPV/IPV)	4 doses (4 <sup>th</sup> dose on or after 4 <sup>th</sup> birthday)
Measles/Mumps/Rubella (MMR)	2 doses (on or after 1 <sup>st</sup> birthday)
Hepatitis B Series (HBV)	3 doses
Chickenpox (Varicella/MMRV)	2 doses (on or after 1 <sup>st</sup> birthday)

### **Rising 7<sup>th</sup> grade students**

Meningococcal (MCV)	2 doses (1 <sup>st</sup> dose at 11-15 years old; 2 <sup>nd</sup> dose at age 16)
Tetanus/Diphtheria/Pertussis (Tdap)	1 dose

## SCHOOL NURSE

The School District of Philadelphia provides a certified school nurse who is at the school every Monday. The nurse is responsible to alert school personnel and parents of any deficient health records. **Students with incomplete or insufficient health records may not be permitted to attend school until the records are complete.** The school nurse is required to report all communicable diseases to the appropriate authorities.

## ADMINISTRATION OF MEDICATION

Parents/Guardians must personally deliver ALL medications to the Main Office, including inhalers, liquid medication for nebulizers, EpiPens, insulin, pills, and/or over-the-counter medication. Students are not permitted to give medications to their teacher or to the office staff. All medications must have the prescription label on them. Inhalers must be in the box with the label. If the student does not have the box, parents must ask their pharmacist for a new one. Over-the-counter medications must also be properly labeled.

**Students requiring medication during school hours are required to have a “Request for Administration of Medication” form (MED-1 form) completed by a doctor and returned to the Main Office when parents/guardians bring the medication to the school. Med-1 forms are in the Main Office or available from the doctor. If a student is carrying an inhaler in their backpack to and from school, the health care provider needs to specify on the MED-1 form that the child is “Allowed to Carry” the medication. NOTE REGARDING INHALERS:** Students who have an inhaler are to come to the school nurse with their inhaler to demonstrate proper use. Many students do not use them correctly and/or have different kinds and need to be reminded of which inhalers are for daily use and which are for emergency use. If the healthcare provider has issued an ACTION PLAN, please make sure the school has a copy. If a child is using an inhaler, EpiPen or insulin, please ask the doctor for an Action Plan.

## ACCIDENT/INJURY REPORTS

Notify administration immediately of any serious accident, injury, or incident. All student injuries must be reported to the child's parent. In the case of minor injuries, school personnel will administer first aid. A written report by the supervising adult will be submitted immediately after the incident and placed in the student's file. 911 will be called for professional care in an emergency. If needed, the child and his/her medical emergency release form will be taken to the emergency room of the hospital accompanied by a school administrator or his/her designee. The administrator or designee will remain with the child until a parent/guardian arrives.

**Head injuries:** When a student sustains a blow to the head of any kind, play is to be suspended immediately. The injured student (or athlete) is not permitted to continue playing or to return to play until a medical evaluation has occurred and a written clearance has been given by his or her doctor.

**Concussions:** Concussions are both a medical and educational issue. After sustaining a concussion, and before the student returns to school, the school must receive a letter from the physician describing the student's injury and necessary modifications to the student's school day. Additional physician recommendation/documentation must be provided as the student recovers, to continue, make changes to, or discontinue the academic plans that have been put in place. The school will make every effort to follow the accommodations as directed by the physician to help the student to recover and gradually return to a full course load. The school will make adjustments to the student's attendance as suggested by the physician recommendations. Students must be cleared by the physician and written orders provided to the school before the student can return to gym, sports or activities.

In an effort to avoid student and staff injuries, school grounds and buildings are regularly inspected. All potentially hazardous material and equipment is properly stored. Teachers, staff, volunteers, and parents are asked to always be alert to situations that might endanger students or themselves and to report these concerns to a school administrator.

## SAFETY AND SECURITY

There is no higher priority than school safety and security. We strive to maintain a safe place for students to learn and a secure environment for staff and teachers to work. There are exterior and interior cameras monitoring the campus and facilities at all times. Buildings are on an alarm system so that the City of Philadelphia Police and Fire Departments are automatically notified. A doorbell must be rung to gain entrance into school buildings. **Parents and visitors are required to report to the Main Office for a Visitor's Pass when they are on campus.** All faculty and staff are required to direct parents and visitors to the Main Office to obtain a visitor's pass. Teachers are instructed to never open a classroom door to parents nor visitors without a pass and to report sightings to the office of any strangers on campus.

**\*While COVID-19 protocols are being followed-** Parents and visitors will not be allowed to enter the buildings.

## REPORTING SUSPECTED CHILD ABUSE

In accordance with state law, school teachers, staff and administrators are obligated under penalty of fine and jail term to report the reasonable suspicion of child physical abuse, sexual abuse, or neglect. In this very serious and legally narrow area, the school will ***not*** contact parents in advance of making a report to authorities. The clear intent of the law, based on the seriousness of the crimes listed above, is to mandate that a report of reasonable suspicion of abuse be made. School staff will make such reports in the best interest of the affected child and do not, once reasonable suspicion is established, have any legal alternative except to make the report to the proper authorities for their investigation and review. **(PLEASE REFER TO Page 28, "CHILD ABUSE AND NEGLECT POLICY.")**

**IMPORTANT NOTE:** *Any aggressive physical contact to a student made by a parent or faculty/staff member on school property will not be tolerated and will be reported to authorities.*

## **SELF-HARM OR SUICIDE PROCEDURES**

When a student is identified by an administrator, teacher, staff person, or classmate as potentially suicidal, i.e. verbalizes about suicide, presents overt risk factors, an act of self-harm occurs, or a student self-refers, the student will be seen by the School Counselor, Principal, or an ELWYN mental health professional as soon as possible but within the same school day to assess risk and facilitate referral.

### **For youth identified as being at risk, the following will occur:**

1. School personnel will continuously supervise the student to ensure his/her safety.
2. The Principal will immediately be made aware of the situation.
3. The Principal or School Counselor will contact the student's parent or guardian and assist the family with referral. This may include calling emergency services or bringing the student to the local Emergency room, but in most cases will involve helping the parent set up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
4. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

### **For in-school suicide attempts, the following will occur:**

1. First Aid will be administered until professional medical treatment and/or transportation arrives.
2. The Principal and/or School Counselor will be notified immediately.
3. School personnel will dismiss all other students out of the immediate area.
4. The Principal, School Counselor, or other designee will contact the student's parent or guardian as described in the Parental Notification and Involvement section below.
5. The school will engage as necessary a Crisis Response Team to assess whether additional steps should be taken to ensure student safety and well-being.

### **For out-of-school suicide attempts, the following will occur:**

1. If school personnel become aware of a suicide attempt by a student that is in progress in an out-of-school location, the police and/or emergency medical services (911) will be contacted.
2. The Principal and/or School Counselor will be notified immediately.
3. The student's parent or guardian will be contacted by school personnel.

If the student contacts school personnel and expresses suicidal ideation, the staff member should maintain contact with the student while at the same time enlist the assistance of another person to contact the police and/or emergency medical services (911).

## **RE-ENTRY TO SCHOOL PROCEDURE**

Documentation from a licensed mental health care professional is required for re-entry to school by any student who has indicated suicidal thoughts, attempted suicide, or been hospitalized for psychiatric care. The Principal, School Counselor, or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. The Principal, School Counselor, or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.

3. The designated staff person will periodically check-in with the student to help him/her readjust to the school community and address any ongoing concerns.

### **PARENTAL NOTIFICATION AND INVOLVEMENT**

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the child's parent or guardian will be informed by the Principal or School Counselor. If the student has exhibited any kind of suicidal behavior, the parent or guardian will be counseled on "*means restriction*," limiting the child's access to mechanisms for carrying out a suicide attempt. School personnel will seek parental permission to communicate with outside mental health care providers. Through discussion with the student, the Principal, School Counselor, or other designee will assess whether there is further risk of harm due to parent or guardian notification. If school personnel believe that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons must be documented.

### **EMERGENCY MANAGEMENT**

CCA has a detailed written Emergency Management Plan that covers four phases of emergency episodes:

- Mitigation/Prevention – creating a safe school environment
- Preparedness/Practice – identifying, planning and practicing emergency situations
- Response – taking appropriate steps during an emergency
- Recovery – appropriate actions following an emergency

### **SAFETY IN THE PARKING LOT**

**\*While COVID-19 Protocols are being followed NO driving is permitted in the parking lot while children are present.**

## SECTION VI – SCHOOL POLICIES

### ALCOHOL, DRUGS, AND CONTROLLED SUBSTANCES

The use, transfer, possession, or being “under the influence” of alcohol, drugs or controlled substances while on school property or in school property is prohibited. “Under the influence,” for the purpose of school policy, is defined as being unable to perform in a safe, productive, or non-offensive manner, and/or being in a physical or mental condition which creates a risk to the safety and well-being of the student body, other school personnel, the public or school property.

### ATTENDANCE AND TRUANCY POLICY

The Pennsylvania Compulsory Law requires students ages 6-17 to attend school on a daily basis. Students enrolled in Cornerstone Christian Academy with 10 or more unexcused absences will be referred to the Department of Human Services (DHS) for interventions and services to help remove barriers to daily attendance.

#### A. Process for Attendance

1. Students are to be in their classroom at 7:40 a.m. If a child is going to be absent, parents are to call the school office by 8:30 a.m.
2. Parents are required to submit an absence note to the school within 3 days of a child’s unexcused absence. **A doctor’s note is required after 3 consecutive days of absence.** After 3 days the Principal or her designee will decide if the unexcused absence note is acceptable. There is no guarantee the school will accept the excuse for absence. If the note is accepted, the child’s teacher will make the corrections on the attendance roll sheet and submit it to the office to be recorded in the official school management system (RenWeb).
3. At the 3<sup>rd</sup> unexcused absence a notice will be sent to the Parent/Guardian to inform them the child has missed 3 days of school (consecutive or nonconsecutive days).
4. At the 6<sup>th</sup> unexcused absence a meeting will be arranged with the Parent/Guardian to inquire about the truancy and establish a plan to help remove any barriers to the child’s absences.
5. At the 10<sup>th</sup> unexcused absence a Truancy Notice will be submitted to the Department of Human Services.

#### B. Corrections to a Student’s Attendance Record

1. If a Parent/Guardian believes there is an error/discrepancy on their child’s attendance record, they have the right to address it with the school. The Parent/Guardian must provide documentation for a change to be made. This documentation should consist of a written note from the parent if it is less than 3 days from the date of absence. A doctor’s note is required if the absence totals 3 consecutive days or more. Once the information is received by the school, either the Principal or her designee will approve the change. If the change is approved the change will be made in the child’s official attendance records.

#### C. Excused Absence Procedure

1. A written note from a Parent/Guardian must be submitted to the school upon a student’s return to school stating the reason for the child’s absence. A doctor’s note is required after 3 consecutive days of absence. If a note is not turned in within the required time, an unexcused absence will be recorded. When a student has been absent, excused with a parent note, totaling more than 8 days (cumulative), a doctor’s note must be provided to the school to excuse the 9<sup>th</sup> day or more absence.

#### D. Half-Day Absence Procedure

1. A student arriving to school 2 hours after the start of the school day (9:40 a.m.) or leaving 2 hours before the end of the school day (12:40 p.m.) will be marked as ½ day unexcused absence. If the child has a note from a Medical Provider (doctor, dentist, etc.), he/she will be marked as ½ day excused absence. The note must be given to the school upon return from the medical provider, within 24 hours of the visit. If the student does not have a note the day will remain unexcused. Two (2) half-day unexcused absences will equal 1 full day unexcused absence.

#### E. Lateness (Tardy) Procedure

1. A student arriving to school after the start of the school day (7:40 a.m.) but less than 2 hours after school starts will be considered late (tardy). If the student has a doctor's note it will be marked as an excused lateness. If a note is not provided to the school it will be recorded as an unexcused late arrival and the student's attendance record will be marked accordingly.

#### F. Early Dismissal Procedure

1. A student leaving school at any other time during the day, outside of the parameters set in the half-day absence/lateness procedure, will be marked as unexcused early dismissal. If a doctor's note is submitted, the student will be marked as excused early dismissal.

**Students are Required to Make-up Missed Assignments.** When a student is absent, it is his/her responsibility, along with the parent, to contact the teacher to find out what work was missed and to determine an acceptable date to submit make-up work. All make-up work is to be completed within 2 days of returning to school. If a student is absent for more than three (3) days, a parent or guardian must contact the teacher to make arrangements to obtain the student's missed school work.

### **BULLYING & CYBER-BULLYING POLICY**

Cornerstone Christian Academy (CCA) strives to provide a safe, positive, and productive learning and working environment for students, administrators, teachers, staff and volunteers. Recognizing that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for productive learning and work, and may lead to more serious violence, all forms of bullying are strictly prohibited in the school, on school grounds, in transit to and from school, on field trips or at any activity sponsored, supervised or sanctioned by the school.

#### **Definitions**

Bullying can be exhibited by an intentional physical, psychological, verbal, nonverbal, written or electronic act or series of acts directed at a student, administrator, teacher, staff member or volunteer by another student, administrator, teacher, staff member, volunteer, or parent that has the effect of:

1. Physically, emotionally, or mentally threatening or harming an individual;
2. Creating an intimidating or hostile learning environment;
3. Placing an individual in reasonable fear of damage to or loss of personal property.

Bullying takes many forms and can include a variety of behaviors. As defined in this policy, bullying refers to direct or indirect action which may include but is not limited to:

1. Physical – touching, grabbing, hitting, kicking, pushing, shoving, getting another person to hurt someone.
2. Verbal – name-calling, teasing, taunting, gossiping, spreading rumors, yelling and intimidating talk that embarrasses, belittles, or threatens someone.

3. Nonverbal – threatening, intimidation, obscene gestures, isolation, exclusion, stalking, or cyber bullying, i.e. bullying that occurs by use of electronic or communication devices through means of social networking, e-mail, instant messaging, text messages, tweets, blogs, photo and video sharing, chat rooms, bash boards, or web sites.

All forms of bullying are unacceptable and to the extent that such actions are disruptive to the educational process and Christian environment of Cornerstone Christian Academy, offenders will be subject to appropriate intervention, which may result in administrative discipline.

### **Delegation of Responsibility**

Cornerstone students, administrators, teachers, staff members and volunteers will be responsible to maintain an educational environment free of bullying. Each Cornerstone student will be responsible to respect the rights of his/her schoolmates and to ensure an atmosphere free from all forms of bullying. Likewise, each Cornerstone administrator, teacher, staff member and volunteer will be responsible to respect the rights of all students and parents as well as his/her co-workers and to ensure an atmosphere free from all forms of bullying.

This policy will be included in the Parent/Student Handbook and Faculty/Staff Handbook. It will be reviewed annually with the faculty and staff as well as with the students during the first week of school. The policy will be posted in every classroom and other prominent locations within the school buildings.

### **Education**

CCA will implement research-based bullying prevention and intervention programs. Students will be provided with instruction regarding the definition of bullying, the characteristics of a person who bullies, persons who are the target of bullying, and the reporting process.

### **Complaint and Investigation Procedures**

1. CCA students and/or their parent(s) will report a complaint of bullying, orally or in writing to the school Principal or designee, i.e. Guidance Counselor. CCA employees will report a complaint of bullying, orally or in writing, to their supervisor or the school Principal. If the supervisor or school Principal is the subject of the complaint, the report should be made to the President/CEO. Individuals who make a report are requested to preserve as much evidence as possible; i.e., pictures, notes, a copy of an email, text message, or other electronic transmission.
2. Upon receiving a complaint of bullying, the Principal or designee will take appropriate action to investigate the incident(s) and to document the findings. The investigation may consist of personal interviews with the complainant, the accused, and others with knowledge relative to the incident(s). The findings of the investigation will be provided to the complainant and his or her parents.
3. Students whose behavior is found to be in violation of this policy will be subject to loss of school privileges as well as disciplinary measures, up to and including expulsion, and if necessary notification to law enforcement authorities. CCA administrators, teachers, staff members, or volunteers whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal, and if necessary notification to law enforcement authorities.

### **Disclaimer: The School's Right to Inspect**

Cornerstone Christian Academy (CCA) reserves the right to inspect all electronic devices, data, and usage occurring over the school's network or on school property without prior notice. CCA also reserves the right to access information in the public domain on the Internet and to discipline students and employees for any violation of school policy.

## **BUS TRANSPORTATION POLICY**

Students traveling to and from school on school district buses must adhere to the following guidelines:

- Once students are on the school bus they are under the school's discipline policy.
- While on the bus students must stay in their assigned seats and refrain from bothering others while wearing their masks.
- Students are not permitted to eat or drink on the bus.
- The throwing of any object(s) on, at, or out of the bus is prohibited.
- Students must follow the directives of the bus driver.
- Once students arrive at school they are to enter and remain in the school gated area. Students are not permitted to go to the corner store or elsewhere. If a student leaves the school grounds the school cannot claim responsibility for that student.
- Students qualifying for bus transportation will be notified by the school bus dispatcher prior to the start of school. Students are expected to be at the bus stop 10 minutes prior to the appointed time of pick-up. Problems associated with school bus service should be reported to the main office.

If a bus misconduct report is sent to the school office, the following will occur:

- First Written Offense - Written reprimand by the Bus Supervisor or Administrator. Parents notified.
- Second Written Offense - Written reprimand and five (5) day bus suspension. Parents notified.
- Third Written Offense - Student removed from bus for remainder of the year.

**Written bus reports must be signed by a parent/guardian and returned to the next day.**

## **CELL PHONES AND ELECTRONIC ACCESSORIES**

Students are not permitted to use cell phones or other personal electronic accessories during the school day. Phones/smart watches are turned in daily to the classroom teacher and returned at the end of the day. **CCA is not liable for lost, stolen, or broken phones or other electronic accessories brought to school.**

## **CHILD ABUSE AND NEGLECT POLICY**

Cornerstone Christian Academy recognizes that successful school achievement depends on the quality of instruction and the physical and emotional well-being of the learner. To that end it is our policy to adhere to the Pennsylvania Child Protective Services Law enacted to protect children from abuse, allow the opportunity for healthy growth and development, and, whenever possible, preserve and stabilize the family. In compliance with the law, all employees of Cornerstone Christian Academy are considered Mandated Reporters and required to report suspected child abuse if they have reasonable cause to suspect that a child is a victim of abuse.

### **Definitions of Child Abuse**

Child abuse, according to the Child Protective Services Law (CPSL), means intentionally, knowingly or recklessly doing any of the following:

- Causing bodily injury to a child through any recent act or failure to act.
- Fabricating, feigning or intentionally exaggerating or inducing a medical symptom or disease that results in a potentially harmful medical evaluation or treatment to the child through any recent act.
- Causing or substantially contributing to serious mental injury to a child through any act or failure to act or a series of such acts or failures to act.
- Causing sexual abuse or exploitation of a child through any act or failure to act.
- Creating a reasonable likelihood of bodily injury to a child through any recent act or failure to act.
- Creating a likelihood of sexual abuse or exploitation of a child through any recent act or failure to act.

- Causing serious physical neglect of a child.
- Causing the death of the child through any act or failure to act.

Child abuse also includes certain acts in which the act itself constitutes abuse without any resulting injury or condition. These recent acts include any of the following:

- Kicking, biting, throwing, burning, stabbing or cutting a child in a manner that endangers the child.
- Unreasonably restraining or confining a child, based on consideration of the method, location or the duration of the restraint or confinement.
- Forcefully shaking a child under one year of age.
- Forcefully slapping or otherwise striking a child under one year of age.
- Interfering with the breathing of a child.
- Causing a child to be present during the operation of a methamphetamine laboratory, provided that the violation is being investigated by law enforcement.
- Leaving a child unsupervised with an individual, other than the child's parent, who the parent knows or reasonably should have known was required to register as a Tier II or III sexual offender or has been determined to be a sexually violent predator or sexually violent delinquent.

"Recent" is defined as an abusive act within two years from the date the report is made to CHILDLINE. Sexual abuse, serious mental injury, serious physical neglect and deaths have no time limit.

### **Who Can Be a Perpetrator?**

A perpetrator of child abuse can be:

- A child's parent,
- Spouse or former spouse of the parent,
- Paramour or former paramour of the parent,
- Person 14 years of age or older responsible for the welfare of a child or having direct contact with children as an employee child-care services, a school, or through a program, activity or service such as baby-sitter or day-care staff person,
- Individual residing in the same home as the child who is at least 14 years of age, or
- Relatives who are 18 years of age or older who do not reside in the same home as the child, but are related within the third degree of consanguinity or affinity by birth or adoption to the child.

Mandated reporters do not have to determine whether or not a person meets the definition of a perpetrator in order to make a report.

## **PROCEDURE FOR REPORTING CHILD ABUSE AND NEGLECT**

All Cornerstone teachers, administrators, and staff are mandated reporters and are required to report suspected child abuse if they have reasonable cause to suspect that a child is a victim of abuse.

A. Call **CHILDLINE 1-800-932-0313** or report electronically at **www.compass.state.pa.us/cwis**. The identity of the person making the report is kept confidential with the exception of being released to law enforcement officials or the district attorney's office. Persons making a report of suspected child abuse are immune from civil and criminal liability as long as the report was made in good faith. Furthermore, the law imposes penalties if any person attempts to intimidate, retaliate, or obstruct an individual from reporting suspected child abuse.

B. After making the report to CHILDLINE immediately notify the Principal and/or School Counselor so the school can be prepared to facilitate cooperation with any investigation.

C. Complete a School Incident Report documenting the allegations and stating the steps listed above were followed. **DO NOT** include the name of the alleged perpetrator in the written report.

## **PROCEDURE FOR REPORTING SEXUAL ABUSE AND SERIOUS PHYSICAL MISCONDUCT WITH CHILDREN BY EMPLOYEES**

Pennsylvania Law (Act 151 of 1994) requires that all allegations by students “of serious bodily injury, sexual abuse, or sexual exploitation,” by school employees or the employees of independent contractors working in the school or with students, be reported to the authorities set forth below. As provided for in the PA Child Protective Services Act, good faith reports by school employees are subject to civil immunity, and the failure to report is subject to criminal sanctions.

### Definitions

A. *Sexual Abuse or Exploitation* – The rape, molestation, incest, prostitution or other form of sexual exploitation of children, including the employment, use, persuasion, inducement, enticement or coercion of any child to engage in or assist any other person to engage in any sexually explicit conduct, or any simulation of any sexually explicit conduct, for the purpose of producing any visual depiction of any sexually explicit conduct.

B. *Serious Bodily Injury* – Bodily injury which creates a substantial risk of death, or which causes serious permanent disfigurement or protracted loss of impairment of function of any bodily member or organ.

### **The Principal or other adult in charge must make the following calls in the order shown:**

1. Police Department – 911
2. The Philadelphia District Attorney’s Office – 215-686-8096, 8014, or 8080
3. Parent or emergency contact
4. Incident Control Desk – 215-875-3613 or 3615
5. Cornerstone’s President/CEO and Principal

An Incident Report must be filed after the investigation. This report will include the following:

1. Name, age, address of the complainant
2. Name, age, address and grade of the victim
3. Name and job title of accused employee
4. Name, age, address, and job title or age and grade, if applicable, of all witnesses
5. Description of place(s) where events allegedly occurred
6. Date(s) and time(s) when events allegedly occurred
7. Verbatim transcription of the child’s allegations. The transcript should be made by someone other than the interviewer (e.g., Secretary) to ensure accuracy and facilities questioning. If possible a staff member who is the same sex as the child should be present.
8. The names, addresses or locations of any witnesses revealed by the investigation or identified by the student or employee.
9. Record names and job titles of all employees who participate in the investigation.

### CONFIDENTIALITY OF INVESTIGATION

Accusations of sexual abuse and serious physical misconduct with a child can severely damage the reputation of the accused. These accusations may also disrupt the school community and result in additional trauma to a victim. Therefore, only those people with a need to know will be involved in the investigation. Anyone involved in the investigation must be cautioned that any breach of confidentiality could result in personal liability (civil and monetary) for the employee as well as disciplinary action.

**An employee of CCA who is accused of an act(s) of sexual abuse and serious physical misconduct with a child, whether or not the child is a CCA student, will be suspended (with or without pay) once notice of the charges have been given to the employee and the employee has had an opportunity to respond to the charges.**

## CLOSINGS OR DELAYS

**Weather-Related School Closing or Delay:** The decision to close or delay the opening of school due to inclement weather is made by the Principal. Every effort will be made to inform families by 6:00 a.m. using the Parent Alert System, as well as airing information on local radio and television stations. **Cornerstone's School Code is 1016. NOTE: When Philadelphia Public Schools are closed due to inclement weather, Cornerstone will also be closed.**

**Weather-Related Early Dismissal:** The decision to dismiss students early from school due to inclement weather is made by the Principal. Every effort will be made to announce this decision by 11:00 a.m. or by 1:00 p.m. if the school will close before the regular dismissal time. In the event of an early dismissal, parents will receive a telephone call and text message from the Parent Alert System. Early dismissals will also be announced on radio and television stations. **Cornerstone's school code is 1016.**

**Facility-Related Closing or Early Dismissal:** The decision to close the school or dismiss students early due to problems related to heating, air conditioning, plumbing, vandalism, etc. will be made by the Principal. The same procedures will be followed for weather-related closings and early-dismissals.

## DISMISSAL AND STUDENT PICK-UP

The following dismissal procedure is enforced to ensure the safe and orderly departure of students at the end of the school day:

- All students will be dismissed through the Kingsessing gate entrance
- Cohorts will be dismissed by grade and scheduled times so there is no crowding in hallways
- Kindergarten, 1st, 7th, and 8th grades will be dismissed at 2:30 p.m.
- 2nd, 3rd, 4th, 5th, and 6th grades will be dismissed at 2:40 p.m.
- Upon leaving the building, students will wait in their designated cohort areas
- Parents or adults picking up students are to remain outside the gates; standing outside their cars so they can be properly identified by the adult gate monitor(s)
- Students taking public transportation or walking will immediately leave the campus and make their way to the bus, trolley, or home
- **All students must be gone from the school campus by 2:55 p.m. Due to cautionary health measures during the COVID-19 pandemic, no students will be permitted to wait for pick-up in the school office or the school yard at the end of the school day.**

Early dismissal of a student requires that a note be submitted in the morning to the school office. The student will be dismissed only when the parent signs out his/her child (an office representative will meet the parent at the door for their signature) **Teachers can only release a child from class when authorized by the school office.** Parents should make every effort not to schedule music lessons or other activities during the school day. **Ordinarily, early dismissals will not be given after 2:30 p.m. unless the parent has sent a note or contacted the office.**

**IMPORTANT SAFETY NOTE:** Students will be released only to individuals whose names are recorded in the school office. Parents who have a court order with special instructions pertaining to the pick-up of a child must provide a copy of the order to the school. Furthermore, copies of Restraining Orders must be on file in the school office, including a picture of the individual who is not to have contact with the child.

## **DRESS CODE POLICY**

Students are required to dress in the school uniform.

### **Elementary Boys (Kindergarten-4th grade)**

- Navy pants (no Dickie or cargo pants permitted)
- CCA button-down polo shirt or Button-down white dress shirt (must include blue tie)
- Black “non-marking” shoes (black sneakers are acceptable)
- Navy sweater (button down)

### **Elementary Girls (Kindergarten-4th grade)**

- Uniform skirt (Navy blue pleated)
- CCA button-down polo shirt or White peter pan collar blouse with tie or polo shirt
- Navy sweater (button down)
- White or navy socks or tights (not leggings)
- Flat shoe (Navy or Black) – No heels or wedge shoes (black sneakers are acceptable)

### **Middle School Boys (5th-8th grade)**

- Navy pants (no Dickie or cargo pants permitted)
- CCA button-down polo shirt or Button-down white dress shirt (must include blue tie)
- Black “non-marking” shoes (black sneakers are acceptable)
- Red sweater (button down)

### **Middle School Girls (5th-8th grade)**

- Plaid uniform skirt
- CCA button-down polo shirt or White peter pan collar blouse with tie
- Red sweater (button down)
- Red, White, or Blue socks, tights, or stockings (not leggings)
- Flat shoe (Navy or Black) – No heel or wedge shoes (black sneakers are acceptable)

### **Gym Uniform**

- All students must wear the Cornerstone gym tee-shirt. Blue sweatshirts are allowed over the tee-shirt.
- Navy sweatpants (No yoga or track pants)

### **Cold Weather**

- During the winter, students are permitted to wear hoodies, pullover sweaters, pants under skirts, and boots (black or navy only) as a protection against the cold. These articles of clothing must be removed upon arrival at the school.

### **Hair/Head Covering**

- Boys are required to wear conservative haircuts. Afros are permitted but the length cannot exceed two (2) inches.
- Boys are permitted to wear braids and locks but they must be neatly groomed. Hair twists, colored hair, colored patches, or designs shaved in hair are not permitted. Nor are boys permitted to wear earrings, necklaces, chains, piercings, tattoos, bandanna, or head wraps.
- Hats must be removed upon entrance to school buildings.
- Girls are required to have neatly groomed hair. They are permitted to wear natural colored hair or extensions. Scarves tied around heads or hats are not permitted.
- Only small post earrings are permitted (no hoops).

- Girls are permitted to wear one watch and one ring, but no necklaces. No bracelets, bangles, anklets, body piercings, or tattoos are permitted.

**The Responsive School Principles (See pages 30-32) are applied for out-of-uniform violations.**

### **GRADE RECOVERY POLICY**

Students receiving a failing grade on a test, quiz, homework or project assignment have an opportunity to improve their grade by committing to tutoring with their teacher for a set period of time prior to retaking a test or quiz or redoing an assignment. The maximum recovery grade a student can receive is 80%.

### **HARASSMENT POLICY**

Cornerstone is committed to maintaining an environment free of discrimination and harassment. This includes websites and emails that describe students, faculty or staff members by name or by implication in any inappropriate or derogatory way. Actions, words, jokes or comments of a demeaning or insulting nature directed to a fellow student, faculty or staff member that are based on an individual's sex, race, ethnic origin, or religion, obscene notes or emails, will not be tolerated.

Sexual harassment is a form of misconduct that is demeaning to another individual. Forms of sexual harassment include unwanted questions about one's personal life, lewd comments, jokes with sexual connotations, and the violation of personal space, unwanted touching, gestures or suggestive or obscene notes or letters. Such activity is strictly prohibited. Any student, faculty or staff member who engages in sexual harassment or other forms of harassment will be subject to disciplinary action up to and including dismissal. Any student, faculty or staff member who has been subjected to or has witnessed sexual or other harassment should report the incident to an Administrator.

### **HOMEWORK POLICY**

#### **Purposes of Homework:**

1. To demonstrate learning, such as a project.
2. To practice skills, such as writing words for spelling.
3. To reinforce learning, such as examples in math.
4. To develop study and organizational skills.
5. To prepare for a learning experience, such as reading a story before class discussion.

#### **Guideline:**

Homework is not punishment or "busy" work without purpose.

1. Teachers assign homework based on the curriculum. Students typically receive homework at least four (4) school nights a week. Special assignments and projects may require more time.
2. Homework assignments are age and grade appropriate in length, on average 10 minutes of work times the grade level. For example, 50 minutes of homework for 5<sup>th</sup> graders is appropriate. Teachers' discretion determines the appropriate length.
3. For grades K-4, teachers assign homework per subject.
4. For grades 6-8, subject area teachers coordinate homework as a middle school team.

#### **Research Projects Per Grade:**

Primary (K-2): A minor project involves a student for one to two days and should not be more than one paragraph. A major assignment requires a week's notice in writing along with a rubric so that parents can sufficiently support the children. At grade one level (1<sup>st</sup>), it should be no more than one written/typed page plus a cover. At grade two (2<sup>nd</sup>), it should be no more than 1.5 pages.

Elementary (3-4): A minor project involves one or two days to prepare and be no more than four paragraphs. A major assignment requires at least one week's notice in writing along with a rubric so that parents can sufficiently support the children. At grade three level (3<sup>rd</sup>) it should be no more than 1.5 written/typed pages plus a cover. At grades four and five (4<sup>th</sup>, 5<sup>th</sup>) it should be no more than 2.5 pages.

Middle (5-8): A minor project involves a day or two to prepare and should be no more than one page in length. A major assignment requires at least one week's notice in writing along with a rubric so that parents can sufficiently support the children. At grade six level (6<sup>th</sup>) it should be no more than 3 written/typed pages plus a cover. At grades seven and eight (7<sup>th</sup>, 8<sup>th</sup>) it should be no more than 5 pages.

### **Plagiarism and Cheating:**

Students and parents need to know the importance of academic honesty at CCA, which means no cheating, plagiarizing, or using information unethically in any way. Students are responsible and required to complete assignments, papers, and projects on their own, with parental encouragement and assistance as needed. Cheating or plagiarizing on school work will result in a failing grade. Plagiarism includes submitting someone else's work as your own without giving credit to the true source, including turning in assignments, papers, or projects that have been copied or purchased from the Internet or completed by someone else. Parents/Guardians are not allowed to give students answers to tests or quizzes. If teachers suspect students are getting answers from others in the household, the teacher can cancel the test until a later time, live office time.

## **LOST AND FOUND**

Student's personal belongings are to be marked with the child's name. Items found on school property will be placed in the "Lost and Found" in the main office. Unclaimed items will be disposed of quarterly. **CCA is not responsible or liable for any personal items that are lost, broken, or stolen.**

## **PARENT ASSOCIATION**

All parents are members of the CCA Parent Association. The Parent Association exists to support the school's mission and strategic goals. Meetings are held at the school on the second Tuesday evening of each month. Issues pertinent to the success of the school and its students are discussed, as are ways to advance the mission and goals of the school. Parents are encouraged to attend the monthly meetings and to participate in all school activities that involve their children.

## **PARENT VISITATION AND CONDUCT POLICY**

For security purposes, parents and visitors are required to report to the Main Office to receive a visitor's pass before proceeding anywhere on school grounds. Teachers are to be informed prior to any parent visit. Any parent/visitor without a visitor's pass will be directed by faculty or staff to go to the office for a visitor's pass. **No parents or visitors are permitted in buildings or classrooms without a pass.**

As a Responsive Classroom School there are a set of principles that serve as the behavior expectations for everyone in the school community, including teachers, staff, volunteers, parents, and family members:

*Respect and Celebrate Yourself*  
*Respect and Celebrate Others*  
*Come to School Prepared and Willing to Learn*  
*Keep our Environment Safe and Clean*

Adherence to these principles forbids yelling, bullying, the use of profanity, and/or the use of verbal threats. A blatant show of disrespect for others or for school property may result in the immediate dismissal from school property and/or student expulsion.

## PARENT VOLUNTEERS

**\*The Volunteer program has been suspended due to the COVID-19 pandemic. This decision will be revisited in January 2021.**

Every parent is expected to provide at least 20 hours of volunteer service at the school during the year. Available opportunities include: *Classroom Aide, Office Helper, Field Trip Chaperone, Student Mentor, Maintenance Helper, After-School Helper.* **Volunteers are required to submit the following clearances:**

- Criminal History from the Pennsylvania State Police (PSP)
- Child Abuse History certification from the Department of Human Services
- Federal Criminal History (FBI) fingerprint clearance, unless a resident of PA for 10+ years.

## RESPONSIVE SCHOOL PRINCIPLES

In an effort to build on Responsive Classroom principles and create a **Responsive School Culture** throughout the entire school community, CCA has adopted a positive discipline approach to misbehavior. The goals of this approach are to ensure that CCA students: (a) feel physically and emotionally safe in school so they can learn at their best, (b) learn skills for working and learning cooperatively with others, and (c) enjoy learning and being at CCA. To these ends we expect everyone in the CCA community to:

***Love God, Love Yourself, Love Others, and Love God's World***

School-wide principles that serve as the behavior expectations for everyone in the CCA community are:

***Respect and Celebrate Yourself***  
***Respect and Celebrate Others***  
***Come to School Prepared and Willing to Learn***  
***Keep our Environment Safe and Clean***

In order to ensure that children understand these expectations and are equipped to be successful in reaching these expectations, teachers and staff model and teach children how to translate these principles into action in different situations. At the beginning of each school year, rules and behavior expectations are introduced and practiced. Using respectful words and tones of voice, we regularly remind children of these expectations. When children behave positively, we let them know it was noticed. These actions let children know what the expectations are and help them stay motivated to meet those expectations.

When children misbehave, the adults at school handle the misbehavior firmly while preserving the child's dignity. Our first step is to stop the misbehavior quickly and simply, for example with a brief word or gesture. If needed, we take further steps to help the child regain self-control, fix any problems caused by his or her mistake, and get back to productive learning.

**In deciding how to handle students' misbehavior, we take into account how severe the misbehavior is and how likely it is to happen again. We may:**

- Simply give a reminder or provide the child with specific instruction on what to do.
- Have the child sit closer to the teacher or other adult, or move closer to the child. (Often being closer to an adult helps children remember what to do.)
- Use "take-a-break" to pray, calm down. (The child goes to a distraction-free space in the room for a little while to regain self-control.)
- Limit the child's choice of activities for a while.
- Guide the child in fixing problems caused by his or her mistake through the use of logical consequences. (For example, helping the custodian clean up if she or he made a mess in the lunchroom.)

**When a student needs additional support, we may:**

- Use a buddy teacher take-a-break. (The child goes to a distraction-free space in another teacher's room to regain self-control.)
- Use private take-a-break. (The child goes to a supervised non-classroom place, such as the Principal's office or Counselor's office to regain self-control.)
- Have the child stay for a longer period of time in the supervised place (in-school suspension).
- Meet with the child and/or parents to find other solutions.
- Provide guidelines for parents on ways to follow up at home that adhere to Responsive Classroom principles.
- Detentions may be assigned and held with the teacher who has witnessed behaviors that show blatant disregard for school principles. During the detention, teachers will provide an opportunity for the student to reflect on the behavior, who was affected by the behavior, and other ways the student could have responded and will respond in the future. This creates opportunities for learning, restoration of relationships and building of relationships with the teacher.
- Have the child spend a period of time at home (at-home suspension). When a child is asked to stay home from school, a parent must accompany the child to school the next day for a re-entry meeting with the teacher and an administrator. This meeting is typically held at the beginning of the school day.

**In those situations where negative behaviors continue, the Principal, along with the teacher or staff member, will determine whether the following behaviors/infractions warrant immediate suspension or expulsion:**

- Possession of weapons, any instrument used as a weapon.
- Possession of drugs or drug paraphernalia.
- Verbal bullying or harassment in school, and outside of school, including cyber-bullying to any student, teacher or staff member.
- Threats of violence, physical aggression or retaliation against another student, parent, staff or volunteer.
- Blatant disrespect of classmates, teachers, staff, volunteers, and school property.
- Ongoing disregard for school principles after conferencing with student and parents.
- Any activity outside of school that would reflect negatively on Cornerstone or jeopardize the safety and security of any in the school community.

If Cornerstone students are to meet the higher academic demands set before them, the school has to teach the social skills that enable this academic learning. These skills include: listening with an open mind, self-regulation and self-control, empathy, assertiveness, problem-solving, and taking responsibility. Such an environment is the result of work in classrooms and at the schoolwide level. In classrooms, teachers are expected to help students articulate classroom rules, teach children how to live by those rules, and consistently respond to misbehavior in ways that restore safety and learning and preserve the dignity of the child. At the schoolwide level, school leaders are expected to set up systems and do the leadership work that ensures that this same kind of discipline is maintained throughout the school – not just inside classrooms but at recess, lunch, special area classes, in the hallways and everywhere on the school campus. We believe that children can and want to meet these expectations. We value partnering with parents to help students do well in school and feel good about coming to school.

**RESPONSIVE CLASSROOM - THINK**

As a way to promote a positive and encouraging school environment, CCA students, teachers, administrators, staff, volunteers, and parents are asked to THINK before speaking to others and ask: *Is what I am about to say **True**? Is it **Helpful**? Is it **Inspiring**? Is it **Necessary**? Is it **Kind**?*

### **RESPONSIVE CLASSROOM - RECESS AND LUNCH PRINCIPLES**

Recess and lunch provide opportunities for students to unwind, exercise, socialize, and be nourished. In order for Sportsmanship, Inclusivity, Socialization, and Manners to be taught to students, the following principles are enforced during these times:

#### **Indoor and Outdoor Recess Principles**

- Respect personal space
- Speak words of encouragement
- Use equipment and games safely
- Solve conflicts peacefully
- Show teamwork & sportsmanship, welcoming everyone that wants to play

#### **Lunchroom Principles**

- Conversation voice is used and nice conversations occur
- Respect everyone – classmates, lunch workers, volunteers
- Stay in your seat
- Raise your hand if you need help
- Keep your area clean and clean-up when you are finished eating

### **RESPONSIVE CLASSROOM - HALLWAY PRINCIPLES**

Students are instructed by their classroom teacher(s) how to walk in an orderly and quiet way in the hallways of school buildings, informing them that running and yelling is not an acceptable behavior. Students are to walk single file on the right side of the hallway and when proceeding up or down the stairs. While waiting to enter a classroom, students are to stand in an orderly single file on the right hand side of the hall so other students and adults can walk in the hallway at the same time.

Students are taught the following acceptable VOICE LEVELS for inside and outside the school buildings:

- 0 – Silent Voice/No Talking
- 1 – Whisper Voice/Partner Talk
- 2 – Normal Voice/Table Talk
- 3 – Loud Proud Voice/Classroom Talk
- 4 – Outside Voice/Playground Talk

Throughout the school buildings there are signs identifying “QUIET ZONES” where students and adults are not to engage in conversation.

## **RETENTION POLICY**

### **Kindergarten**

Students must have mastered the following skills by the second report card period:

#### **Phonics:**

- Recognize letters of the alphabet in and out of sequence
- Recognize and write capital and lowercase letters
- Knowledge of all phonetics sounds of the alphabet
- Vowel sounds (short and long) beginning and ending sounds
- Recognition of words containing short and long vowels

**Mathematics:**

- Shapes, Colors, Size, Position
- Sorting and classifying objects
- Numbers recognition 1-100
- Rote count 1-100
- Write 1-50

**Handwriting:**

- Ability to print first and last names using correct letter formation

**Absenteeism:**

- Regular school attendance is an essential part of the educational process. Students are required to attend school daily. Students absent 30 days or more will be retained in Kindergarten. A student absent 18 days consecutively will also be retained. Consideration will be given for severe sickness or testing at 80% of skills.

**Steps for Communication:**

- Deficiency notices sent home to parents every mid-quarter.
- At the end of 1<sup>st</sup> and 3<sup>rd</sup> quarters, a Parent/Teacher conference will be held to review the student's academic standing and establish an educational plan for improvement.
- In December of the 2<sup>nd</sup> quarter, deficiency notices will be sent home and parents will be notified if the student is continuing to not work to his/her potential.
- In February, parents will be notified in writing by the principal indicating the specific deficiencies and possible retention. An academic plan will be implemented.
- In May, notification will be given of retention. Parents will be asked to meet with the teacher(s) and principal(s) to review the student's academic plan.

**1<sup>st</sup> – 8<sup>th</sup> Grades**

Students are expected to perform at academic, behavioral and Christian levels that enable them to be good, successful young women and men, not only academically, but also morally. We pride ourselves in being different and unique; therefore we set our expectations very high.

**Absenteeism:** Attendance at school is required. Except for illness, students should not be late for school or miss school. Students absent 20 days or more, or 18 consecutive days, will be retained in the current grade level. The only exception to the 18-day policy is if a student has a serious medical condition or surgery. Confirmation of this has to be sent to the school from the doctor's office.

**Promotion to the Next Grade:** In order for a student to be promoted to the next grade, he/she must have at least a 75% overall average in Math, Reading, Language Arts, Science, and Social Studies. Also, students must have no less than a 65% or better in every class.

**Retention:** Students receiving *two (2) or more F's* in major subject areas (Math, Reading, Language Arts, Science and Social Studies) are automatically retained. Students receiving *an F or a D* in a major subject area (Math, Reading, Language Arts, Science and Social Studies) must attend summer school and receive a 75% or better to be promoted to the next grade.

8<sup>th</sup> grade students who must go to summer school will not be allowed to participate in the graduation ceremony. CCA may provide summer school for 8<sup>th</sup> graders. If a high school accepts them, they should take summer school classes with that high school's approval.

### **Steps for Preventing Retention and Communication with Parents:**

- Progress and/or deficiency notices are sent home to parents every mid-quarter and report cards at the end of every quarter. Teachers are also responsible to keep parents informed by phone or email of any problems or concerns.
- Teachers will refer students having difficulty to the Student Support Team (SST) (*See pg. 15*) so that a collaborative effort can be made to support students who are at risk of retention.
- At the end of the 1<sup>st</sup> and 3<sup>rd</sup> quarters, Parent/Teacher conferences are held to review students' academic standing and if needed establish an educational plan for improvement.
- In December of the 2<sup>nd</sup> quarter, deficiency notices are sent home and parents are notified if a student is continuing to not work to his/her potential.
- In February, parents are notified by the Principal indicating specific deficiencies and possible retention. An academic plan is implemented.
- The Student Support Team (SST) assists the teacher and Principal in making the decision of whether or not retention is the best intervention for a student.
- In May, notification is given of retention. Parents are asked to meet with the Principal to review the student's academic plan.

**Summer School/Enrichment:** Parents are notified in May if students are required to attend summer school. A fee is charged for the program. Students are required to be on time for summer classes, do all homework, projects, and complete all tests. Students must earn at least a 75% in each summer course to be promoted to the next grade level. Students are allowed 3 absences from summer classes.

## **SCHOOL TRIPS POLICY**

*(Until it is deemed safe by health authorities and school administrators, off campus trips will not occur)*

Cornerstone students have the privilege to enjoy school-sponsored trips, including day-long field trips, choir trips, and overnight trips. These trips are opportunities for students' educational and personal development. Besides supplementing and enriching classroom learning, these trips encourage new interests, make students more aware of community resources, and help them relate school experiences to the outside world. Student safety is of paramount importance in the planning and execution of all school-sponsored trips. Staff, chaperones and students on school-sponsored trips are representatives of the school and are expected to behave appropriately at all times. School policies and rules apply to all trips.

### **Authorization**

All school-sponsored trips must be approved in advance by the Principal. The group leader is required to complete and submit the "School Trip Form" to the Principal. Normally, parents are asked to help defray the cost of trips. Refunds are not given after final reservations are made.

### **Parental Permission**

A permission slip and detailed information is sent home by trip leaders or sponsors in advance of the trip. Signed parental permission slips are required for all trips. Trip leaders or sponsors must be informed in writing prior to the trip of any student medical concerns, issues, and currently prescribed medications being taken. School personnel or adult chaperones are not permitted to hold in their possession or dispense student's medications. Please see policy information below "For Students Needing Special Medical Attention."

### **Transportation**

Transportation is arranged by the teacher or trip sponsor. The following rules and guidelines apply:

- a. Transportation for field trips and long-distance as well as overnight trips will be commercially provided by licensed and bonded carriers whenever possible. (A current copy of liability insurance must be on file at the school).
- b. Use of school buses requires that the driver have a commercial driver's license and meet all other school requirements for bus drivers.
- c. If transportation is provided for short trips by school personnel and/or parents, each driver must have a copy of a Driver's License on file in the school office. Cars must not exceed the manufacturer's recommended passenger load and seat belt laws must be observed at all times. Firearms, explosives or other weapons are not allowed in any vehicles.

### **Chaperones**

Chaperones must be at least 21 years old, approved by the group leader/sponsor, and submit background clearances to the main office prior to the trip. Students will be supervised at all times. There will be at least 1 chaperone for every 10 students. Actual ratios may need to vary either upward or downward based upon individual trip factors. Chaperones are on duty at all times. They are required to be active supervisors of the students and not passive observers.

### **Overnight Trips**

Overnight trips present unique risks to students and personnel. They often involve groups of both genders and different ages in a more intimate atmosphere than usual, more unstructured activities, and increased supervision demands for personnel.

- 1. Chaperones:** Chaperones must be at least 21 years old, approved by the group leader/sponsor, and submit background clearances to the main office prior to the trip. Students will be supervised at all times. There will be at least 1 chaperone for every 10 students. Actual ratios may vary either upward or downward based upon individual trip factors. Chaperones are on duty at all times. They are required to be active supervisors of the students and not passive observers.
- 2. Sleeping Accommodations:** Sleeping arrangements during overnight trips must be made with caution and using good judgment. Care must be taken to ensure that sleeping areas are clearly segregated between males and females. In a large dormitory situation adults may be housed with students as long as there are a minimum of two adults per room. Adults are not to use community showers with students, nor should they be in any questionable state of undress in the presence of students.

The monitoring of clothes changing or showering of students is not to be supervised by a lone adult. More than one adult must be present. All adult chaperones must understand that extreme caution must be exercised at these times so that no actions, words, stares or touch have the potential for misinterpretation. Any disciplinary actions or conversations are to be carried out after the student has had the time to be properly dressed and must take place outside of the changing or bathroom areas.

In hotel situations, care must be taken when booking rooms. A request must be made upon making reservations that, if possible, all of the rooms be on the same floor(s) or area of the hotel. Hotels with doors that open to the outside should not be used. All rooms must be checked by the group leader before assigning them to avoid males and females having connecting doors. Students must be informed and reminded of safety rules and security measures.

Chaperones are on duty in the halls or cabins at night until after lights are out and all rooms are quiet. Night security is required and chaperones may retire after night security is on duty.

Chaperones are to regularly check rooms until after lights out. All doors are to remain unbolted and without security locks so that chaperones can enter with the room key unannounced at any time and students can exit to the hall and security guard/chaperones at any time. All keys are to be retained by the chaperones. Taping of doors is recommended when possible.

### **Students Needing Special Medical Attention**

For the safety and protection of students, CCA non-medical licensed staff are not permitted to administer physician-prescribed medications (PRN) to students, including but not limited to insulin, oral seizure medication, rectal diastat, and oxygen. Parents/guardians may choose one of the following safety options for off-campus field trips:

- a. The student may stay at the school in a setting assigned by the Principal.
- b. One parent/guardian may accompany the student on the school trip to provide any necessary medical attention. In this situation, the parent/guardian will be required to accompany the student during transport to and from the trip.
- c. Parents/guardians may arrange for a chaperone (must be at least 21 years old and not a CCA staff member) to accompany the student on the trip to provide any necessary medical attention. In this situation, the chaperone will be allowed to ride with the student in the school vehicle.

## **TUITION POLICY**

Families are responsible to pay their tuition obligation on a timely basis. Payments are due on either the 5<sup>th</sup> or 20<sup>th</sup> of each month. Any family whose tuition account falls 2 months in arrears and has not made arrangements with the Tuition Manager will result in student dismissal from school until tuition is current. Student absences as a result of delinquent tuition will be counted as an unexcused absence.

Families will lose enrollment status if their entire balance is not paid prior to the last day of school. After the last day of school, families can only re-enroll when the balance is resolved. A seat is guaranteed only when a student is actively enrolled. New families can not enroll if they owe money to a previous school. Additionally, no official school records, including report cards, will be released until all financial obligations are completed.

## PARENT/GUARDIAN AGREEMENT AND RELEASE

Cornerstone Christian Academy expects parents to be partners in the education and spiritual development of their children. It is expected that parents and family members will be encouraging, respectful, and supportive of all school personnel, abiding by the policies, practices and principles in the Parent and Student Handbook. To that end, parents or guardians are required to complete the following Agreement:

**PLEASE PRINT STUDENT(S) NAME(S)** \_\_\_\_\_

**PLEASE PRINT YOUR NAME (S)** \_\_\_\_\_

1. I/We have read the Parent and Student Handbook and agree to abide by the school's policies and procedures.

\_\_\_\_\_  
*Parent/Legal Guardian Signature*

\_\_\_\_\_  
*Date*

2. I/We agree to abide by the school's Tuition Policy and will pay my financial obligations on or before the date due. I understand my child will be suspended and records held if my financial obligations are not met.

\_\_\_\_\_  
*Parent/Legal Guardian Signature*

\_\_\_\_\_  
*Date*

3. I/We understand that Cornerstone reserves the right to dismiss any student who does not abide by school policies or any student whose parents do not abide by school policies.

\_\_\_\_\_  
*Parent/Legal Guardian Signature*

\_\_\_\_\_  
*Date*

4. I/We agree to keep the school informed about changes in my child's or my personal information, including changes in telephone numbers, addresses, emergency contacts, medical information, etc.

\_\_\_\_\_  
*Parent/Legal Guardian Signature*

\_\_\_\_\_  
*Date*

5. I/We agree to remain informed and involved in my child's education by monitoring homework assignments, keeping in contact with teachers, volunteering at the school, attending school activities, including parent-teacher conferences and parent association meetings.

\_\_\_\_\_  
*Parent/Legal Guardian Signature*

\_\_\_\_\_  
*Date*

6. I/we agree that my child or my/our family may be photographed and a first name used in Cornerstone's marketing materials, including web pages, newsletters, and other promotional pieces.

\_\_\_\_\_  
*Parent/Legal Guardian Signature*

\_\_\_\_\_  
*Date*

7. I/We release Cornerstone and its employees and representatives, and agree to hold harmless from any and all liability, claims, or demands for personal injury, as well as property damage and expenses of any nature that may be incurred by my child or their said guardian while participating in any event and activity sponsored by the school.

\_\_\_\_\_  
*Parent/Legal Guardian Signature*

\_\_\_\_\_  
*Date*

**PARENTS ARE TO KEEP THE SCHOOL OFFICE INFORMED OF CHANGES IN ADDRESS,  
HOME PHONE AND CELL PHONE NUMBERS, AND EMERGENCY CONTACT NUMBERS.  
STUDENT AGREEMENT**

In an effort to maintain the peace, purity, and unity of Cornerstone Christian Academy, every student is required to sign the following agreement:

As a student at Cornerstone Christian Academy, I pledge to honor God by fully committing myself to these academic, behavioral, and spiritual standards:

1. I will strive to love God, love myself, love others, and love God's world.
2. I will respect and celebrate myself, remembering that I am a unique and precious child of God.
3. I will respect and celebrate others, remembering that like me they are also a child of God.
4. I will come to school prepared and willing to learn.
5. I will keep the school environment safe and clean, respecting school property and other's property.
6. I will follow the student Dress Code.
7. I will listen while others are talking.
8. I will complete all homework assignments to the best of my ability.
9. I will be honest and truthful with my parents, my teachers, and my classmates.
10. I will raise my hand and ask questions in class if I do not understand something.
11. I will always behave so as to protect the safety, interests and rights of all individuals.
12. I will be responsible for my behavior and accept the consequences for poor behavior.
13. I will give my heart to thinking biblically.
14. I will give my head to academic excellence.
15. I will give my hands to helping others.

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Student Signature

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Date

## DAILY SYMPTOMS CHECKLIST

As a Christian community we care deeply for the health and safety of each other and we respect what science and public health professionals are learning about COVID-19, so we want to let you know how we ALL will participate in keeping each other safe this school year.

Before coming to school, teachers, staff, and families will conduct a symptom check for themselves and for their children. **We will ask ourselves: how am I feeling this morning? or how is my child feeling?**

Do I have a cough?

Am I short of breath?

Do I have a sore throat?

Do I have a headache?

Do I have a fever?

What is my temperature?

Do I have muscle or body aches?

Do I have a stomachache, vomiting or diarrhea?

Do I have a change in my sense of taste or smell?

Have I been exposed, in the past 14 days, to anyone diagnosed with COVID-19?

We commit to asking ourselves these questions every day before we come to school. And, we commit to staying home if we answer “yes” to any of these questions.

**A word about temperature screening:** We are aware that many places are using temperature screening as a tool for screening for possible COVID-19 infection. After reflecting on public health science and prayerful consideration we have decided not to conduct temperature screening on campus. Here is why:

- Temperature screening is not effective in identifying those who may be spreading COVID-19 infection. Not everyone who is infected has a fever.
- Temperature screening may provide a false sense of reassurance. Those without fever may still be infected.
- Temperature screening creates a bottle neck to school entrance where children and staff are congregating waiting for their temperatures to be taken. Congregating in groups may help spread virus.