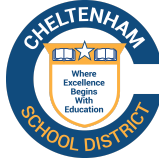


CSD CHELTENHAM SCHOOL DISTRICT



2025-2026 Student & Family Handbook Cedarbrook Middle School



Board of School Directors of Cheltenham School District

[Mia Blitstein](#)

[Charles Burdell-Williams](#)

[Zachary Epps](#)

[Pamela Henry](#)

[Jennifer Lowman](#)

[Leah Mulhearn](#)

[Robyn Murphy](#)

[Daniel Schultz](#)

[Ross Whiting](#)

Superintendent

[Dr. Brian Scriven](#)

Assistant Superintendent

[ShaVon Savage](#)

District Administration Building: 2000 Ashbourne Road, Elkins Park, PA 19027

School District Switchboard: 215-886-9500

Cheltenham Trans Bus Company: 215-881-6316

The Cheltenham School District affirms that no person shall, on the basis of sex, disability, race, color, age, creed, religion, sexual orientation, gender identity, national origin, ancestry, veteran's status or genetic information be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity. In addition, no person shall, on any of these bases, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, or recruitment, or consideration, or selection, therefore, whether full-time or part-time, under any educational program or activity operated by the District. The District shall make reasonable accommodations for qualified individuals with disabilities upon request. The following person has been designated to handle inquiries regarding the District's non-discrimination policies:

Ms. Adrienne Tobert-Jackson - Director of Human Resources/Title IX Coordinator

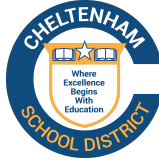
2000 Ashbourne Road, Elkins Park, PA 19027

Phone: 215-881-6343

Email: TitleIXCoordinator@cheltenham.org.

The School District of Cheltenham Township is in compliance with the state code requiring wheelchair accessibility. If you require wheelchair assistance when attending school functions, please notify the school office in advance of your arrival so that preparation can be made to accommodate you.

NOTE: ADDITIONS TO THIS STUDENT HANDBOOK WILL BE SHARED THROUGHOUT THE YEAR AND MARKED WITH DATE OF LAST REVISION. THE MOST UPDATED VERSION OF THIS STUDENT HANDBOOK WILL BE POSTED ON THE CHELTENHAM SCHOOL DISTRICT'S PUBLICLY ACCESSIBLE WEBSITE.



Welcome to Cheltenham School District!

Our Essence

Belonging, Becoming, Excelling

Our Mission

The mission of Cheltenham School District is to provide inspiration and resources for every scholar to achieve academic excellence and pursue their highest potential by creating an equitable and inclusive community that fosters social and emotional well-being and a passion for learning.

Our Vision

“Belong, Engage, Seek Justice”

Cheltenham School District is a community where all scholars know they belong, engage and excel in their learning experience, and are prepared to act as champions of social justice.

Our Equity Statement

Educational equity is a shared commitment to ensure that every scholar gets what they need to be successful. The Cheltenham School District’s Board of School Directors and Administration believe that all scholars, regardless of background or identity, must be given meaningful and engaging learning opportunities and allowed to thrive.

It is unacceptable that the educational outcomes of scholars in our district are overwhelmingly predictable based on scholars’ race, socioeconomics, ethnicity or learning differences.

Our community’s future success depends on our willingness, commitment and ability to effectively address equity challenges. To this end, we will dismantle institutional barriers by adopting policies and practices and strategically allocating resources that support access and opportunity for each and every scholar.

Our Strategic Plan

2025-2026 Academic Calendar

ACTIVE POLICIES FOR

CHELTENHAM SCHOOL DISTRICT

ARE AVAILABLE AT THIS LINK THROUGH BOARDDOCS® LT



Welcome to Cedarbrook Middle School

We are excited to begin this 2025-2026 School Year! We are expecting our scholars to demonstrate outstanding growth and amazing gains. Our focus will continue to follow these Core Beliefs:

- ✓ **Decisions are always made based on what is in the best interests of our children**
- ✓ **The parents/guardians and the community are our partners in this most important work**
- ✓ **Authentic success is found in the classroom each and every day and is facilitated by a strong instructional teacher/leader**
- ✓ **Collaborative professional learning opportunities are embedded in our work and rooted in self-reflection and inquiry**

The children's success is directly aligned to our ability to provide them with quality instruction in a safe and caring environment where they can stretch and grow academically, socially, and emotionally. We will continue to reflect upon and celebrate strengths while simultaneously and consistently thinking of how we can continue to grow.

We encourage you to connect with our Cedarbrook community, and we thank you for trusting us with the care and education of your children.

Mr. Craig Metcalfe, Principal
Ms. Shareese Nelson, (Lead Administrator CBK East) 6th Grade Vice Principal
Dr. Adicia Cohen-Johnson, 7th Grade Vice Principal
Ms. Chèree Atwood, 8th Grade Vice Principal

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2025-2026 Staff List and School Contact Information

Cedarbrook Middle School
300 Longfellow Rd
215-881-6427
215-576-5610 (Fax)

MR. CRAIG METCALFE, PRINCIPAL
MS. SHAREESE NELSON, LEAD ADMINISTRATOR CBK EAST
DR. ADICIA COHEN-JOHNSON, VICE PRINCIPAL
MS. CHÈREE ATWOOD, VICE PRINCIPAL
MS. DEISE PAZ SILVA, SECRETARY
MS. TANEIKA RICHARDSON, SECRETARY
MS. ELLEN KELLY, ATTENDANCE SECRETARY

Counselors:

Ms. Danielle Schueller
Mr. Frank Redmond

Health Services:

Ms. [Mary Illari](#)
Ms. [Tria Jones](#)

Room	Grade	Subject	Staff	Email
117	8th	Math	Anderson, Andrea	aanderson@cheltenham.org
206	7th	Math	Beck, Thomas	tbeck@cheltenham.org
112	7th/8th	Reading	Bentz, Karen	kbentz@cheltenham.org
114	8th	English	Blumberg, Heather	hblumberg@cheltenham.org
116	8th	Social Studies	Bowers, Daniel	dbowers@cheltenham.org
306	7th/8th	ESL	Brickman, Cindy	cbrickman@cheltenham.org
213	7th/8th	Spanish	Bustamante, Juan	jbustamante@cheltenham.org
137	7th/8th	Music	Cairns, Steve	scairns@cheltenham.org
136	7th/8th	Music	Carrera, Emmanuel	ecarrera@cheltenham.org
115	8th	Science	Clarke, Andre	aclarke@cheltenham.org
5		Librarian	Cooper, Peggy	mcooper@cheltenham.org
306	7th/8th	ESL	Costello, Brian	bcostello@cheltenham.org
132	8th	English	Darden, Michelle	mdarden@cheltenham.org
111	7th/8th	Special Education	Davis, Terrance	tdavis02@cheltenham.org

307	7th/8th	Latin	DiGiulio, Thomas	tdigiulio@cheltenham.org
Room	Grade	Subject	Staff	Email
141	7th/8th	Spanish	Edwards, Andrea	aedwards@cheltenham.org
202	7th	Math	Fahey, Julia	jmacdonald@cheltenham.org
122	7th/8th	Special Education	Farley, Jessica	jfarley@cheltenham.org
8	7th/8th	Family Consumer Science	Feilmeier, Leanne	lfeilmeier@cheltenham.org
120	8th	Spanish	Fishman, Abby	afishman@cheltenham.org
200	7th	Math	Gallagher, Erin	egallagher@cheltenham.org
108	7th	English	Gilbert, Erin	egilbert@cheltenham.org
123	7th/8th	Speech	Godshalk, Marissa	mgodshalk@cheltenham.org
4	7th/8th	Art	Goldberg, Anna	agoldberg@cheltenham.org
205	7th	Science	Grigsby, Yolanda	ygrigsby@cheltenham.org
124A	7th/8th	Special Education	Hammond, Marcie	mhammond@cheltenham.org
210	7th	English	Hanna, Brian	bhanna@cheltenham.org
127	8th	Social Studies	Heron, Brendan	bheron@cheltenham.org
201	7th	English	Hogan, Patricia	phogan@cheltenham.org
101	8th	Special Education	Houston, Jennifer	hjennifer@cheltenham.org
134	7th/8th	Music	Hoy, Matthew	mhoy@cheltenham.org
Nurse's office	7th/8th	Nurse	Illari, Mary	millari@cheltenham.org
119	8th	Math	Jarrett, Jenna	jjarrett@cheltenham.org
124	7th/8th	Special Education	Jordan, Paul	pjordan@cheltenham.org
121	7th/8th	Special Education	Kaplan, Eva	ekaplan@cheltenham.org
5	7th/8th	Challenge	Kenna, Beth	ekenna@cheltenham.org
130	8th	Social Studies	Kuhns, Daniel	dkuhns@cheltenham.org
211	7th	Math	Lea, Desa	dlee@cheltenham.org
102	8th	Math	Moore-Leach, Articecia	aleach@cheltenham.org
126	8th	English	McMenamin, Abigail	amcmenamin@cheltenham.org
2	7th/8th	Art	McShea, Bevan	bmc Shea@cheltenham.org
109	7th	Math	Morgan, Bria	bmorgan@cheltenham.org
Gym	7th/8th	Physical Education	Nestor, Chris	cnestor@cheltenham.org
106	7th/8th	Reading	O'Connor, Melisa	moconnor@cheltenham.org
208	7th	Science	Olmstead, Corey	colmstead@cheltenham.org
129	8th	Science	On, John	jon@cheltenham.org

9	7th/8th	FCS	Pen, Caitlin	cpen@cheltenham.org
Room	Grade	Subject	Staff	Email
212	7th	Special Education	Perrone, Kristi	kperrone@cheltenham.org
1	7th/8th	Stem	Quenzer, Sean	squenzer@cheltenham.org
Gym	7th/8th	Physical Education	Rauchut, Jeffrey	jrauchut@cheltenham.org
207	7th	English	Raynor, Amie	araynor@cheltenham.org
143	8th	Counseling	Redmond, Frank	fredmond@cheltenham.org
104	7th/8th	French	Rennix, Beth	erennix@cheltenham.org
3	7th/8th	Stem	Rose, Omar	orose@cheltenham.org
209	7th	Social Studies	Sanborn, Kristyn	ksanborn@cheltenham.org
216	7th	Counseling	Schueller, Danielle	dschueller@cheltenham.org
128	8th	Science	Scott, Lia	lscott@cheltenham.org
110	7th	Social Studies	Stanford, Isaac	istanford@cheltenham.org
204	7th	Social Studies	Suplick, Stephen	ssuplick@cheltenham.org
5	7th/8th	Challenge	Susanin, Elizabeth	esusanin@cheltenham.org
125	8th	Math	Thomas, Amy	athomas@cheltenham.org
131	8th	Math	Towey, Emily	etowey@cheltenham.org
Gym	7th/8th	Physical Education	Van Ooyen, Mark	mvanoooyen@cheltenham.org
113	7th	Science	Warner, Christopher	cwarner@cheltenham.org
107	7th/8th	Reading	Witowski, Danelle	dwitkowski@cheltenham.org

2025-2026 Cedarbrook Bell Schedule Link

2 HOUR DELAY			REGULAR DISMISSAL			Regular Dismissal w/Townhall			Early Dismissal			LUNCH and LEARN		
8A AND 7C			8A AND 7C			8A AND 7C			8A AND 7C			8A AND 7C		
COURSE	PERIOD	TIME	COURSE	PERIOD	TIME	COURSE	PERIOD	TIME	COURSE	PERIOD	TIME	COURSE	PERIOD	TIME
Delay		8:10-10:10	Core	1	8:10-9:22	Town Hall/ WIN		8:10-9:16	Core	1	8:10-8:57	Core	1	8:10-9:15
Core	1	10:13-11:02	Core	2	9:25-10:25	Core	1	9:19-10:14	Core	2	9:00-9:42	Core	2	9:18-10:18
Core	2	11:05-11:54	Encore	3	10:28-11:48	Core	2	10:17-11:12	Lunch	LCA	9:45-10:15	Encore pt 1	3	10:21-11:21
Encore Pt 1	3	11:57-12:27	Lunch	LCA	11:51-12:21	Lunch	LCA	11:15-11:45	Encore	3	10:18-11:10	8th Lunch	LL1	11:22-12:02
Lunch	LCA	12:30-1:00	WIN	4CA	12:24-1:04	Encore	3	11:48-1:08	Core	5	11:13-11:55	7th Lunch	LL2	12:03-12:43
Encore Pt 2	4	1:03-1:33	Core	5	1:07-2:07	Core	5	1:11-2:06	Core	6	11:58-12:40	Encore pt 2	4CA	12:46 - 1:06
Core	5	1:36-2:22	Core	6	2:10-3:10	Core	6	2:09-3:10				Core	5	1:09-2:09
Core	6	2:25-3:10										Core	6	2:12-3:10
7A and 7B			7A and 7B			7A and 7B			7A and 7B			7A and 7B		
COURSE	PERIOD	TIME	COURSE	PERIOD	TIME	COURSE	PERIOD	TIME	COURSE	PERIOD	TIME	COURSE	PERIOD	TIME
Delay		8:10-10:10	Encore	1AB	8:10-9:42	Town Hall/ WIN		8:10-9:16	Encore	1AB	8:10-9:07	Encore	1AB	8:10-9:35
Encore	1	10:13-11:14	Core	2AB	9:45-10:45	Encore	1AB	9:19-10:39	Core	2AB	9:10-9:52	Core	2AB	9:38-10:38
Core	2	11:17-12:08	Core	3AB	10:48-11:48	Core	2AB	10:42-11:37	Core (1/2)	3AB	9:55-10:17	Core pt.1	3AB	10:41-11:21
Core	3	12:11-1:00	WIN	4AB	11:51-12:31	Core	3AB	11:40-12:35	Lunch	LAB	10:20-10:50	8th Lunch	LL1	11:22-12:02
Lunch	LAB	1:03-1:33	Lunch	LAB	12:34-1:04	Lunch	LAB	12:38-1:08	Core (2/2)	3AB	10:53-11:10	7th Lunch	LL2	12:03-12:43
Core	5	1:36-2:22	Core	5	1:07-2:07	Core	5	1:11-2:06	Core	5	11:13-11:55	Core pt. 2	3AB	12:46-1:06
Core	6	2:25-3:10	Core	6	2:10-3:10	Core	6	2:09-3:10	Core	6	11:58-12:40	Core	5	1:09-2:09
8B and 8C			8B and 8C			8B and 8C			8B and 8C			8B and 8C		
COURSE	PERIOD	TIME	COURSE	PERIOD	TIME	COURSE	PERIOD	TIME	COURSE	PERIOD	TIME	COURSE	PERIOD	TIME
Delay		8:10-10:10	Core	1	8:10-9:22	Town Hall/ WIN		8:10-9:16	Core	1	8:10-8:57	Core	1	8:10-9:15
Core	1	10:13-11:02	Core	2	9:25-10:25	Core	1	9:19-10:14	Core	2	9:00-9:42	Core	2	9:18-10:18
Core	2	11:05-11:54	WIN	3BC	10:28-11:08	Core	2	10:17-11:12	Core	4BC	9:45-10:27	Core	4BC	10:21-11:21
Lunch	LBC	11:57-12:27	Lunch	LBC	11:11-11:41	Core (1/2)	4BC	11:15-11:50	Core (1/2)	5BC	10:30-10:52	8th Lunch	LL1	11:22-12:02
Core	4	12:30-1:16	Core	4BC	11:44-12:44	Lunch	LBC	11:53-12:23	Lunch	LBC	10:55-11:25	7th Lunch	LL2	12:03-12:43
Core	5	1:19-2:04	Core	5BC	12:47-1:47	Core (2/2)	4BC	12:26-12:46	Core (2/2)	5BC	11:28-11:45	Core	5BC	12:46-1:46
Encore	6	2:07-3:10	Encore	6BC	1:50-3:10	Core	5BC	12:49-1:44	Encore	6BC	11:48-12:40	Encore	6BC	1:49-3:10
						Encore	LBC	1:47-3:10						

Communication

General Communication

Communication will be shared regularly using School Messenger. Parents/Guardians receive a PowerSchool Access ID and Access Password that is linked to their child. Parents/Guardians must go to [PowerSchool: Parent Sign In \(cheltenham.org\)](https://powerschool.cheltenham.org) and create an account using the PowerSchool Access ID and Password. Multiple parents/guardians can use the same Access ID and Password in order to be connected to their child. The website the parents go to log into PowerSchool is the same website scholars will go to in order to log into PowerSchool.

Once you have your parent/guardian PowerSchool account created, you can view your child's ID Number, Gmail address, password, and other information by logging into your parent PowerSchool account. If you don't have or lost your PowerSchool Access ID and Access Password or need assistance with creating your PowerSchool parent account, please contact Cedarbrook Main Office. ***If you need to change any Powerschool information, including contact information and emergency contacts, please visit the following link: <https://powerschool.cheltenham.org/public/>.*** It is vital that contact information is updated regularly and kept current.

Parent/Guardian and Scholar Concerns

If you or your scholar has any questions about classroom procedures, programs, etc. during the school year, please contact your scholar's classroom teacher first to arrange a mutually convenient time to meet. If further assistance is needed, you may contact the principal's office. Parents/Guardians may contact teachers and the principal by email, phone call to the school or text if the teacher and/or principal is willing to share their cell phone number. ***Direct communication with school staff must be limited to reasonable hours to ensure staff maintain a healthy work-life balance. Also, please note that, with the exception of an emergency or immediate threat, school staff are not available for unannounced meetings.***

Complaints regarding sexual harassment, or discrimination should be made promptly to the principal. If the principal is the source of the complaint, the complaint should be reported promptly to the assistant superintendent.

Communicating with Your Child During the School Day

In order to provide an environment that is conducive to learning, parents/guardians must not interrupt classes during school hours. ***If you find it necessary to deliver a message, lunch money, clothing, etc. to your child while school is in progress, please go directly to or call the school's office for assistance.*** Social arrangements should be made with your child at home so that the classroom is not disturbed unnecessarily.

Parents/guardians should not communicate with their scholars through cell phones during the school day. All inquiries should be made through the school's office.

School Communication

A weekly update to all Cedarbrook families will be sent via School Messenger every week during the school year. Parents/guardians are urged to review the update weekly as there will be important information shared each week.

Opening and Closing of the School Day

[2025-2026 Academic Calendar](#)

School Hours are 8:10 a.m. to 3:10 p.m.

School Begins at 8:00 a.m. ***Scholars arriving after 8:15 a.m. will be marked late.***

School Ends at 3:10 p.m.

Morning Arrival

- Scholar arrival begins at 8:00 a.m. Do not send or drop off your child to school before this time, as there will be no supervision available.
- Scholars are expected to have entered the building and in their homerooms by 8:15 a.m.
- Teachers begin the instructional day at 8:15 a.m.
- Scholars are marked late after 8:15 a.m.
- Staff are not available to support or monitor scholars prior to 8:00 a.m. or after 3:15 p.m.

Late Arrival

- On time arrival, no later than 8:15 a.m., is integral to each child's school-based success.
- The school adheres to [Board Policy 204](#) and [Administrative Regulation 204](#) (Attendance) regarding excused tardiness and unexcused tardiness. Parents/Guardians must present a note or doctor's note stating the reason for the tardiness.

Early Pick-Up

- Where possible, scholars must bring a note signed by a parent or guardian to the school office when an early pick-up is requested. If this is not possible, the preferred notification is via email or a phone call to the school office. A phone call to the school office is important when time sensitive, as emails are not always checked right away.
- Parents/Guardians who need to pick-up their children early must report to the school office to do so and will sign their children out with the appropriate school staff. Scholars will be called to the office for early pick-up when their parent/guardian arrives.

- There will be no early-pick ups after 2:45 p.m. (12:25 p.m. on early dismissal days) except due to extraordinary circumstances and with the principal's permission. We cannot support an early dismissal once scholars are in transition.
- If you send someone to pick up your child, who is not a regular pick-up person, please notify the school at least one hour prior to dismissal. This individual must provide a picture ID before the scholar can be released and should be listed as an emergency contact.
- Early pick-ups follow attendance guidelines. Please note that the request for an early pick-up must include an "excusable" reason under the attendance guidelines.

Early Dismissals

There are a number of early dismissals scheduled throughout the school year. Be sure to access the [2025-2026 Academic Calendar](#) to take note of the dates. ***Early dismissal time is 12:40 p.m. Please note that the First and Last Day of school are early dismissal days.***

Dismissal

- The dismissal bell rings at 3:10 p.m. for all scholars
- If you are running late, please call the school office to make arrangements.

Transportation

Transportation safety protocols will be enforced. Updates will be shared as changes are made to support effectiveness. The primary goal of the transportation safety protocols is safety.

Bus Service

Riding the bus to school is a privilege, not a right. Scholars will be expected to abide by the rules stated below and in Board Administrative Regulation 810. The principal will determine the discipline for children who disregard bus rules. Please note that continued disruption may result in suspension from the bus. ***Scholars are not allowed to ride a bus other than the one to which they are assigned.***

Transportation Seating

Safety is our primary concern when transporting scholars. Scholars should get to their seats as soon as they board the bus and allow the bus to safely continue on to the next stop. Sitting in the school bus seat and staying seated during the ride will ensure that all scholars on the bus get to school and back home in a safe and timely manner.

Bus Rules and Regulations, Audio and Video Recordings

In accordance with [Board Policy 810](#) and [Administrative Regulation 810](#) (Transportation), parents/guardians and scholars are advised and reminded that the Board of School Directors has authorized the use of video and audio recording on school vehicles for disciplinary and security purposes. The intention of video and audio

recording on school vehicles is to provide a safe environment for scholars, school personnel and contracted personnel. Please see [Board Policy 810](#) and [Administrative Regulation 810](#) (Transportation) for a complete list of all bus rules and regulations. Should you have any questions or concerns regarding this matter, please see your building principal.

To ensure scholars' safety, every scholar is required to ride his/her designated bus and to get on and off at their regular bus stop.

Bus concerns should be directed via email to the Transportation Office or 215-517-1319 or 215-517-1318. In the event that you cannot get in contact with the Transportation Office, bus concerns may also be directed via phone call to Cheltenham Transportation, LLC at 267-460-8698. Please DO NOT change the bus stop on your own since bus seats are limited. Also, please understand that bus schedules may be erratic the first few days of the school year. We ask that you be patient and have your child arrive a little earlier at the bus stop during the first weeks of school.

For any concerns relating to late buses, drivers, or safety related concerns please contact Cheltenham Trans at 267-460-8698.

Bus Safety

We ask scholars to follow our dismissal line up procedure, sit in their seats, and avoid actions that jeopardize scholar safety. Scholars are not permitted to ride a bus other than the one to which they are assigned.

Please note the following will result in suspension from the bus:

- standing,
- sitting in the aisle,
- throwing objects both inside and outside the bus,
- inflammatory remarks,
- use of illegal substances, and
- misuse of communication devices, for example, recording or videotaping peers without parental consent.

Consequences are as follows:

- 1st unexpected behavior: reflection or up to 5 days suspension from the bus
- 2nd unexpected behavior: 2-10 days suspension from the bus
- 3rd unexpected behavior: 3-15 days suspension from the bus
- 4th unexpected behavior: warrants a long term suspension from the bus

During the period of time a scholar is suspended from riding the bus, the parents/guardians are responsible for transporting the scholar to and from school and any other school-related activities. Suspension of school bus privileges does not relieve the parent/guardian of responsibility to comply with compulsory attendance laws. If a scholar is absent from school due to a temporary suspension of bus privileges, the absence(s) will be considered *unexcused*.

Bus Rules and Regulations

While Waiting at the Bus Stop or School

- Be at the bus stop ten (10) minutes before the scheduled time to help the buses run on time.
- If the bus is delayed, wait for a reasonable length of time. If the bus is more than 15 minutes late, you will be sent a message with further information.
- Stay off the road at all times while waiting for the bus. No ball or game playing at the bus stop.
- Wait until the bus comes to a complete stop before trying to get on board. Do not push or crowd when boarding the bus.
- Be considerate of private property – keep off lawns, do not litter, and do not touch parked cars.
- If your stop requires that you cross the street to board the bus, wait until the red bus lights are flashing before crossing the street.
- Do not run after the bus in an attempt to board the bus once the bus is in motion. Do not chase the bus with a car to have children board at another place/stop.

While Riding the Bus

- The driver is in charge of the bus and responsible for the scholars on the bus. Follow the driver's directions at all times. The driver is authorized to assign seats.
- Find your seat as soon as you board the bus. Do not leave your seat while the bus is in motion. No one should be standing on a school bus while the bus is in motion. Wait until the bus comes to a complete stop before getting up.
- Share your seat with others. If the seat is filled, move on to an empty space. If you are assigned a seat by the bus driver or school, that is where you must sit.
- For safety, the aisle of the bus must remain clear. Keep books, packages, coats, and all other articles out of the aisle. Gym bags, instruments, or school projects must be held on your lap or they will not be allowed on the bus. All sports equipment must be contained in a bag. This includes footballs, basketballs, baseballs, or any other equipment.
- Loud talking, laughing, and yelling can be distracting to the driver. Speak at a moderate level and do not cause disturbances on the bus. Be courteous to all passengers.
- Do not throw anything inside or out of the bus windows. Keep body parts inside the bus at all times. Keep the bus clean and do not leave trash on the bus.
- Do not tamper with or damage the bus or bus equipment. Two video cameras are on at all times. Riders found damaging the bus seats or other areas will be charged for the repairs.
- Do not bring food on the bus. Eating and drinking on the bus is not allowed.
- No smoking, lighted matches, or open flame is permitted on the bus. Do not bring skateboards, radios, glass containers, firearms, pets, or any other dangerous or objectionable items on the bus.
- Scholar use of personal or District-issued electronic devices to video record other scholars on school buses is prohibited.

When Leaving the Bus

- Make sure you remember all items you brought with you onto the bus.
- Always cross the street in front of the bus where the driver can see you.
- Stay a safe distance away from the side of the bus. MINIMUM OF 10 FEET.
- If you drop something near the bus, do not go and get it. Get the driver's attention to let them know what is happening. The driver will tell you when it is safe to retrieve the item.

Scholars May Only Ride the Bus Assigned

- Scholars may not choose to ride another bus that is near their home. All scholars are assigned to buses based on the number of scholars at each stop. If you feel another bus stop is a better location, please call the Transportation Office to request a change.
- Scholars may not choose to go home on a friend's bus for any reason.
- Bus drivers are held accountable for the scholars on the bus and are not to let scholars ride unless they are assigned to their bus route.
- Parents/Guardians may not choose to put their children on another bus for any reason.
- The Transportation Office must approve all changes of bus stop assignments.

Please discuss our expectations for bus safety with your children.

Afterschool Programming

We offer a variety of additional activities and programming for scholars who wish to pursue them. At the close of the school day, only those scholars who are under the direct supervision of school staff are permitted to remain on campus. The 4:30 and/or 5:30 p.m. late buses are for participants in school sponsored activities only. All other scholars are expected to go directly home at the end of the school day.

Extracurricular Activities

The activities listed below are available to Cedarbrook scholars. All are encouraged to become involved to gain personal enjoyment from the programs. Other activities become available during the school year. Watch the WIN Slides for announcements about these programs. Please note that this is not a complete list and is subject to change.

String Orchestra
Concert Band
Concert Choir
Jazz Band
Solar Cars
Science Fair
Math Olympiad
Fall Drama
Spring Musical

Scholar Government
National Jr. Honor Society
Reading Olympics
Robotics
Future Problem Solving
Paw Print (School Newspaper)
Playwriting
Technical Stage Crew
Yearbook

Jr. Women's scholar Union
Hip Hop Club (A Social Justice Club)
GSA (Teaching Tolerance)

Project Lit
BSU

School Dances

Detailed communication will be shared with parents/guardians in advance of school dances and other special events. Transportation is not provided for school dances. All scholars are expected to be picked up ON TIME. ***If a scholar is picked up more than 15 minutes late, they will not be allowed to attend the next dance.***

School Closing & Emergency Dismissal

Emergency School Closing Information

If it becomes necessary to close school for reasons such as inclement weather, the following procedure will take place: It will be announced via ...

- Robocall and text message
- www.cheltenham.org
- All local TV stations
- District social media

Early School Closure

If weather conditions worsen during the school day and the district has closed school early, a robocall and text will be sent as soon as possible. As a courtesy, every attempt will be made to contact each family or emergency contact number. Please update your PowerSchool information whenever there are any changes in home, work, or emergency contact phone numbers or email addresses. Messages will also be posted to the website and social media.

Please remember that you are responsible for your child at the designated school closing time. Also, we will conduct normal bussing procedures at the designated closing time if there is an early school closure.

Late Openings

Occasionally, due to the weather, it is necessary to open the school two hours late. Every attempt is made to notify families of these decisions as soon as possible. Please listen to/watch for weather conditions and school schedule changes on local media and social media outlets. Additionally, there will be no supervision until the scheduled delayed school opening.

Bus service will follow the same schedule, only later. We understand that it is your decision as to the length of time your child should wait for a bus or whether your child attends school on these bad-weather days.

Absences & Excuses

The Board requires that compulsory school-age scholars enrolled in District schools attend school regularly, in accordance with state law. The educational program offered by the District is predicated upon the presence of the scholar and requires continuity of instruction and classroom participation in order for scholars to achieve academic standards and consistent educational progress. Please see [Board Policy 204](#) and [Administrative Regulation 204](#) (Attendance) to view the District's attendance policy.

Time missed from school, including for latenesses and early pick-ups, can add up to full unexcused absences if not appropriately documents, and may result in truancy proceedings.

To ensure accurate reporting of a scholar's attendance, parents/guardians please follow the guidelines indicated below: Call Child Check (215-881-6427 ext.4009) or email the school at CBKattendance@cheltenham.org and provide the following information: Scholar's Name, Date of Absence, Reason for the Absence, and the Scholar's Homeroom Number and/or Teacher's Name.

To encourage better attendance, improve communication, and ensure compliance with the Pennsylvania law, the guidelines below will be followed in all schools that are part of Cheltenham School District:

1. When a child is absent from school, the absence will first be coded as Unexcused. Please call Child Check or the Attendance Secretary at your child's school to inform the school of your child's absence as required above. This does not excuse your child's absence but alerts the school of the child's whereabouts for the day.
2. An absence will be changed to Excused when the school's secretary or Attendance Secretary receives a written note, e-mail, or fax notification within three (3) days after the child's return to school from the child's parent/guardian or the family's physician indicating the scholar was absent from school due to a condition that is excusable. Such conditions include:
 - a. Illness or Quarantine
 - b. Family Emergency
 - c. Death of a Family Member
 - d. Medical, Dental or Therapeutic Appointments
 - e. Authorized school activities
 - f. Pre-approved Educational Travel (maximum five (5) days per school year) and requests need to be submitted to the principal at least two (2) weeks prior to the date of departure
 - g. College Visitations
 - h. Pre-Approved Religious Instruction (limit 36 hours per year)
 - i. Bona Fide Religious Holiday
 - j. For purposes of receiving tutorial instruction in a field not offered in the District's curricula when the excusal does not interfere with the scholar's

regular program of studies, the qualifications of the tutor or instructor are satisfactory to the Superintendent or his/her designee, and permission for such excusal is sought in writing by the parent/guardian of the child in advance of commencing the tutoring

- k. For participation in a musical performance in conjunction with a national veterans' organization or incorporated unit for an event or funeral. The national veterans' organization or incorporated unit must provide the scholar with a note in advance of the absence indicating the date, location and time of the event or funeral
 - l. For circumstances related to homelessness or educational instability, or placement in foster care
 - m. Attendance at court hearings related to the child's involvement with the county children and youth agency, juvenile probation office, or family court
 - n. For the purpose of obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts
 - o. Being dismissed from school during school hours for health-related reasons by a certified school nurse, registered nurse, licensed practical nurse or a school administrator or designee employed by the District
 - p. If the scholar is absent due to participation in a project sponsored by an organization that is eligible to apply for a grant under the Pennsylvania Agricultural Fair Act
 - q. Other reasons for absence may be excused in accordance with [Board Policy](#) and [Administrative Regulation 204](#) (Attendance) under certain circumstances
- 3. Children with excused absences from school may make up all work missed as a result of the absence.
 - 4. If a scholar is absent for three (3) consecutive days, a Doctor's note is required to excuse the absences.
 - 5. A maximum of ten (10) days of cumulative excused absences for illness verified by parental/guardian notification may be permitted during a school year. All such absences beyond ten (10) cumulative days per school year for illness shall require an excuse from a physician or medical provider familiar with the child, who may not be the child's parent/guardian.
 - 6. Please refer to [Board Policy](#) and [Administrative Regulation 204](#) (Attendance) regarding procedures for scholars who are in danger of becoming or are habitually truant.

Vacations

Parents/Guardians are encouraged to arrange vacations that coincide with scheduled school closings. If a parent wishes to take his/her child out of school for educational travel, a request containing details of the absence and anticipated period of absence must be sent to the principal. The principal may approve or disapprove the absence based upon the individual circumstances of each request.

A maximum of five (5) school day absences per year for educational travel will be considered excused. It is the responsibility of the scholar to request work that will be missed prior to the absence(s). All school work received should be completed and given to the teacher(s) on the day the scholar returns to school, unless other arrangements have been made. The responsibility for the completion of any assignment rests with the individual scholar and the discretion and convenience of the subject teacher. Teachers are not required to provide work prior to the trip and there should be no expectation that this will occur. Parents will need to complete and submit the following form: [Travel Request Form](#).

Visitors

The District welcomes and encourages visits to school by parents/guardians and other individuals with legitimate educational interests, as determined by the Superintendent or designee. Any visitor who will have direct supervision of District scholars is required to be cleared by the school principal or designee. We are extremely safety conscious; all visitors must report to the school office upon arrival. Student visitors are not allowed without prior approval of the principal.

Please see [Board Policy 907](#) (Visitors) to District Schools During the School Day and its accompanying [Administrative Regulation](#), to review the District's complete visitor's policy.

Volunteers

The Board recognizes that volunteers make valuable contributions to the District and play an important role in enhancing the educational experience of scholars in the District. The District strongly supports the involvement of parents/guardians and community volunteers to enhance the District's educational program by assisting the teaching staff in providing positive and productive learning experiences for all scholars. Any volunteer who will have direct supervision of any scholars need to be cleared by the building principal or designee.

Please see [Board Policy 916](#) (Volunteers) and its accompanying [Administrative Regulation](#) to review the District's complete volunteer policy.

Health Services

School Nurse

The school nurse or staff nurse is present in the building daily. Please be mindful that they are available only for accidents and illnesses occurring in school. Please remember to observe:

- If your child is ill, please DO NOT send them to school.

- If you are unsure as to the nature and extent of illness, and the child is sent to school, please be available during the day to come and take your child home in the event they cannot complete the school day.
- Injuries occurring at home should be treated there.
- Unknown problems should NOT be sent to school for diagnosis and/or treatment.
- If your child needs to stay inside during recess time for a medical reason, please provide a doctor's note to the nurse.

Please remember to update your emergency contact card information in case your child becomes ill during school hours.

School nurse duties include:

- Caring for any illnesses that occur during the school day.
- Treating any minor injuries that occur during the school day.
- Referring any potential serious injuries to a medical provider for further evaluation.
- Administering all medications as ordered by a medical provider.
- Providing care coordination for all scholars with chronic health conditions so they can develop and learn to their fullest potential.
- Performing yearly health screenings (vision, hearing, height/weight/BMI, scoliosis) as directed by the PA Department of Health/School Health.
- Collecting mandated health forms (physical examination and dental) as directed by the PA Department of Health/School Health.

All scholars are required to have an emergency contact on file with the school with updated telephone numbers where a parent or guardian and family health care provider can be reached. This information is used in case of an emergency, and to verify authorized pick up and transport and accompaniment to the hospital, if necessary. A scholar can only be released to the people listed as an emergency contact, and individuals picking up the scholar will be asked to show a valid photo I.D.

Medication Policy

If your child needs medication to be administered at school, please observe the following:

- Obtain our district medication policy packet from the nurse.
- We must have your written permission and that of your physician stating the time and dosage to be given. This refers even to the administration of ibuprofen or Tylenol.
- Teachers are NOT permitted to administer medications. Only the school nurse can give medications.
- Scholars MAY NOT transport medications to school. Medications MUST be hand-delivered to the school nurse or principal by the parent/guardian.

Homebound Instruction

If your child will miss two or more consecutive weeks of school due to illness or an accident, please call the school to discuss the situation with the school counselor. Your child may be eligible for Homebound Instruction.

Immunization Records

The Pennsylvania Department of Health promulgates immunization regulations (28 Pa. Code §§ 23.81-87) that require parents or guardians of scholars enrolled in grades K-12 to have their children immunized against various communicable diseases. In accordance with such regulations, proof of the following immunizations are required to be re-submitted in the following grades:

For Attendance in 7th Grade

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap)
- 1 dose of meningococcal conjugate vaccine (MCV)

For Attendance in the 12th Grade

- 1 dose of MCV

Dental Records

A dental examination is required for scholars entering Kindergarten, third (3rd) and seventh (7th) grades. A dental examination performed within a year prior to your scholar entering the above mentioned grades will be accepted. Please know that a dental examination by your family dentist, who has knowledge regarding your child's healthcare and is in the best position to provide advice on any dental medical care, is recommended.

If our school nurse has not received a completed dental examination or if families are in need of assistance with obtaining a dental examination, inform our school nurse, who can assist in arranging a dental examination with the school district's dentist upon receiving your written consent.

Please submit the Medical/Dental Form to our school nurse prior to the first day of school. Also, please feel free to contact our school nurse if you have any questions.

Meals at School

Breakfast

Scholars may bring their own breakfast or receive food upon on time arrival to school. The National School Lunch's Breakfast Program (NSBP) is a federally assisted meal initiative in the United States designed to provide nutritious breakfast options to scholars in public and nonprofit private schools, as well as residential child care

institutions. Scholars who bring their own breakfast must finish their food prior to 8:15 a.m.

Lunch

Lunch may be brought to school or purchased in the cafeteria. The District's food service provider (Whitsons) offers a variety of meal choices and Smart Snack options that meet National School Lunch's Breakfast Program (NSLP and SBP), the Healthy, Hunger-Free Kids Act (HHFKA), state nutrition guidelines, and are analyzed and approved by a Registered Dietitian. Whitsons also collaborates with parents/guardians, scholars, and school nurses to accommodate the dietary requirements of scholars with food allergies and other special diets. Whitsons' interactive menus may be found online at www.fdmealplanner.com. These interactive menus provide you with the nutritional and allergen information you need to plan your school meals.

Cheltenham School District cafeterias have a computerized debit system. Each scholar will be assigned a PIN (personal identification number). The PIN will be the scholar's identification number. When a scholar enters their PIN into the pin pad at the register on the end of the lunch line, their information, including their picture, appears on the screen for the cashier to view. The picture will prevent another scholar from using your scholar's account. The cost of the food purchase will be automatically deducted from the account. All scholars will have an established debit account, and you may prepay into this account, although you will not be required to make advanced payments because the system will be able to accept cash payments on a daily basis.

There is no limit on the amount of money that can be deposited into a debit account. We recommend that advanced payments be made with a check payable to "Cheltenham Food Service Fund." We recommend a minimum payment to cover two weeks of meal purchases. The debit system can also be used to purchase snacks during lunch time. Please note that pretzels and school bake sales are NOT part of the debit system.

When making a deposit or prepayment, please put the scholar's name, PIN number, Rm. #, and grade on the envelope. If paying by check, please make it out to "CSD Food Services Department" and include your child's full name and scholar ID# in the memo section. At the end of the school year, all remaining balances will be carried over to the next year, even if your child moves to another school in the District. If you have any questions, please contact the food service office at 215-881-6313.

We encourage scholars to carry lunch money in a wallet or sealed envelope if they bring money to school. If a scholar does not have lunch money that day or funds on deposit to pay for a lunch of their choice, they will be allowed one lunch which is tracked by the computer system. This must be repaid the following school day. If not repaid, an alternate lunch will be supplied for each day a balance is owed. Please note in the event your scholar has an ongoing outstanding balance, School Café may take the necessary measures to collect outstanding amounts and settle the scholar's account.

Please refer to the [Food Services](#) website for information about paying for meals, applications for free and reduced lunch, and school lunch menus.

Due to safety concerns, food deliveries from third party providers (for example, GrubHub and UberEats) are not permitted. Parents/guardians may personally deliver forgotten lunches to the school's office.

Appropriate School Attire

The expectation is that scholars will come to school appropriately dressed so that we may continue to provide a safe learning environment. In order to achieve this goal, the following guidelines are in place.

Clothing

Scholars have the responsibility and right to dress in accordance with community standards for dress and grooming. We recommend shirts/blouses and slacks, jeans, skirts, and walking or Bermuda style shorts. Pants and shorts need to fit at the waist. Scholars may not be disciplined for their style of dress or grooming unless it materially and substantially interferes with the educational process and such dress or appearance:

- threatens the school or community, depicts or encourages unlawful or otherwise prohibited activity,
- interferes with another scholar's rights
- draws undue attention of other scholars or school personnel,
- poses a potential safety hazard to the scholar or others,
- is interpreted by school personnel to be offensive in either the message that is implied or the parts of the body or undergarments that are revealed (for example, bare midriffs, catsuits, halter tops, thin-strap tops, brief shorts, short skirts should not be worn).
- endangers one's health or safety (see "Shoes" below);
- fails to meet reasonable requirements of a course or activity; or
- is obscene, profane, racist, homophobic, sexist, ableist, transphobic, anti-semitic, of a sexual nature, promotes violence, hate, or the use of tobacco, alcohol, or drugs (including clothing with such language or inappropriate pictures).
- Hats, caps, hoods, and other head coverings may not be worn during the school day unless for religious custom, medical condition, or school-sponsored activities.
- Heavy winter coats and heavy jackets may not be worn in the building. They must be stored in the scholar's locker.

Please note that scholars wearing clothes that are deemed offensive or inappropriate will be asked to change. Scholars may be provided with a school issued article of clothing.

Shoes

We suggest athletic shoes or footwear with rubber soles that fit snugly and fasten securely. Sandals, slippers, clogs, high-heels, shower shoes, and flip-flops are not safe for the recess field and playground and stairs. Any scholar wearing shoes that are unsafe will not be permitted on the playground equipment or participate in any physical activities – i.e. kickball, basketball, football, soccer, etc.

In addition, scholars should dress for the weather throughout all seasons of the school year. During cold weather, children should come to school with a warm coat, hats, and gloves. Additionally, anything that may cause a distraction to the educational process or is deemed inappropriate or unsafe is not permitted.

Physical Education (PE)

We are very proud of our Physical Education program and of our incredible PE spaces. In order to take full advantage of the PE offerings, scholars are expected to come to school dressed appropriately for PE or to have a change of clothes in their PE locker. The dress code for PE is as follows: sneakers, shorts or athletic pants. Scholars who do not wear sneakers will not be permitted to participate. Scholars who are not in shorts or athletic pants will be permitted to participate but will receive a grade penalty. Scholars who are not able to participate due to dress code or for medical reasons will be given an alternate assignment by the PE teachers.

Academics & Instructional Programming

Academic Subject Areas

All scholars receive instruction in reading/language arts, mathematics, social studies, and science. These areas encompass many topics that are relevant to the scholars' daily lives as well as concepts that are sequentially developed to prepare scholars for the next grade. Teachers utilize various types of instruction to provide an experiential learning and critical thinking environment. Although teachers' strategies and techniques vary, the content of the curriculum is grade-level and standards-aligned.

For math, the District utilizes ReVeal Math as its primary instructional resource. For English Language Arts, the district utilizes grade-appropriate instructional resources, though those resources may be supplemented to support instruction. For Social Studies, the district utilizes source materials. Science instruction is project, exploration, and inquiry-based.

Marking Period Guidelines

Summative Assessments – 70% & Formative Assessments – 30%

***exception - Seminar classes, these classes will be PASS/FAIL**

Category Definitions & Examples

Summative – 70%

Focus: *Quality of work, mastery of content and skills.*

Examples include (but are not limited to):

- Tests
- Projects
- Presentations/Performances
- Essays / Process Writing
- Lab Reports

Formative – 30%

Focus: *Completion, feedback, and learning process (practice, check-ins, skill-building).*

Examples include (but are not limited to):

- Classwork
- Homework
- Quizzes / Learning Checks
- Rough Drafts / Peer Edits
- Group Work
- Entrance/Exit Tickets, Do Nows
- Participation
- Lab Work (practice phase)

Final Grade Calculation

- Final grades will be calculated as numeric averages and then converted to the appropriate alpha grade.
- Override grades must be entered using numeric averages and alpha grades, except M (Medical), I (Incomplete), P (Pass), which only needs alpha grade.
- For report card printing, numeric averages will be converted to the appropriate alpha grade.

Final and Marking period grades will be converted to an alphanumeric grade according to the following scale with an associated number of quality points. Alpha grades will print on the student's report card and transcript.

Numeric Average	Alpha Grade	Quality Points*
93 - 100	A	4.0
90 - 92.99	A-	3.7
87 – 89.99	B+	3.3
83 – 86.99	B	3.0
80 – 82.99	B-	2.7
77 – 79.99	C+	2.3
73 – 76.99	C	2.0
70 – 72.99	C-	1.7
67 – 69.99	D+	1.3
63 – 66.99	D	1.0

60 – 62.99	D-	0.7
Below 60	F	0.0

Incomplete Grades

A teacher assigns a grade of incomplete when a student has not completed all of the assignments or tests or exams in a given marking period due to extended absences or other extenuating circumstances. Teachers can assign incompletes, and there may be circumstances where an administrator or counselor shares that an incomplete needs to be assigned due to extenuating circumstances.

It is the duty of the student to complete this work within 10 school days (exceptions can be made) so that the teacher can replace the “I” grade with a regular marking period grade. If a student fails to complete some or all of the work, then the student will receive F’s for any work not completed, and those F’s will be averaged in with the other graded work to permit the calculation of a marking period grade.

Assessment Information

All major assessments/assignments should be announced far enough in advance to give students sufficient time to successfully prepare. Students are entitled to see and understand the reasons for the grade on a test, paper, or project. Grades should never be posted or read aloud to the class.

Final Exams and Weights

Courses that administer a final exam will weight their Total course grade under the following guidelines

- MP 1 - 20%, MP 2 - 20%, MP 3 - 20%, MP 4 - 20%, X1 - 20%

Courses that administer a midterm and a final exam will weight their Total course grade under the following guidelines.

- MP 1 - 20%, MP 2 - 20%, X1 - 10, MP 3 - 20%, MP 4 - 20%, X2 - 10%

Courses that don’t administer a midterm or a final exam will weight their Total course grade under the following guidelines.

- MP 1 - 25%, MP 2 - 25%, MP 3 - 25%, MP 4 - 25%

Courses without a final will be 25% for each Marking Period.

School Provided Resources & Technology

All scholars will be provided with textbooks, workbooks, and a school issued Chromebook to support blended learning opportunities.

Scholars may also participate in various computer-based interventions, which are intended to assess scholar knowledge and support their achievement. We are cognizant of and dedicated to transparency regarding screen time during the school day and utilize technology as a supplement for instruction only, not to supplant instruction.

Lockers

Lockers are provided to each scholar. These lockers are complete with built-in locks. Lockers remain the property of the school. The school reserves the right to inspect a locker at any time.

Lockers may be used before homeroom, at lunch time, and after school. Scholars will place their book bags, coats, and all other personal items in their lockers every day. Scholars are not permitted to carry their book bags with them during the school day.

Neither the school nor the District is responsible for lost or stolen items. Scholars are STRONGLY DISCOURAGED from bringing cell phones, smart watches, cameras, headphones, air pods, toys, electronic games, or any similar items to school. Expensive items such as jewelry, watches, pocketbooks, etc., should not be brought to school nor should scholars bring excessive amounts of money. Administrators will not conduct searches for such items.

The security of a scholar's personal belongings can be maintained when only the assigned scholar knows the locker combination. Scholars are not to share lockers and are discouraged from bringing valuable personal property and large amounts of money to school.

School Issued Materials

All materials issued to scholars remain the property of the District. Special care must be given to books and other supplies. Each scholar is responsible for returning borrowed property to the school in satisfactory condition. If books, athletic or other uniforms, or other school property are lost or damaged, it is the responsibility of the scholar and/or the scholar's parents to pay for or replace those items. School obligations will be documented and tracked in PowerSchool.

A report of scholar obligations will be compiled each trimester. Scholars who owe fines, library books, athletic and other uniforms, etc. will be required to settle these obligations in a timely fashion. At the end of the school year, ALL school obligations must be settled or they will transfer over to the following academic year.

Encore Courses

These classes offer an opportunity for scholars to explore areas outside of the core subjects. In keeping with the middle school philosophy, it is important that scholars during the middle years have a variety of experiences so that they can make important choices during their high school years. Scholars may experience the following:

- STEM- Computer Science Focus
- STEM- Design Thinking Focus
- Family Consumer Science - Culinary Arts
- Family Consumer Science- Craft Design
- Digital Media
- Art
- General Music
- Strategies- Focus on Financial Literacy
- Orchestra
- Band
- Vocal Music

Report Cards and Conferences

The District operates on a quarter schedule at the secondary level. There will be four written report card evaluations of all scholars during the school year. In addition, there will be parent-teacher conferences for every child. However, as a parent/guardian, you have the right to request a conference at any time deemed necessary throughout the school year. We believe that effective communication between home and school is essential for a strong home and school partnership.

Report Cards are uploaded at the end of each nine-week marking period to the parent portal in PowerSchool. Parents and scholars are urged to consult the teachers or the guidance counselor whenever there is a question about a grade. Parents and scholars should check PowerSchool weekly to maintain current information about scholars' progress.

Late Work

Late assignments earn partial credit and can be turned in if they are complete, up until the time the unit is finished.

Partial Credit Deductions

1st semester -- late assignments will receive a 5% deduction with a floor of 50%

2nd semester -- late assignments will receive a 10% deduction with a floor of 50%

No credit will be earned after a unit has been finished.

Academic Integrity

Cedarbrook believes that a sound educational program must insist upon academic honesty. We expect scholars to display personal integrity and self-respect. Scholars must understand that grades mean little when cheating is accepted. Academic dishonesty, cheating, and plagiarism involve an attempt by the scholar to show possession of a level of knowledge or skill that he or she does not possess. Cheating or plagiarism is any attempt by a scholar to substitute the product of another, in whole or in part, as his or her work without citing credit to the source where the information was gathered (including the use of AI). Theft, possession, or unauthorized use of any answer key or model answers is considered cheating/plagiarism. Scholars who breach the Cedarbrook Middle School academic expectations may be subject to disciplinary action up to and including: suspension, dismissal from student offices, school organizations, from athletics and extracurricular activities, and referral to the superintendent for expulsion. This policy covers all school-related tests, quizzes, reports, class assignments and projects, both in and out of the class.

The following actions constitute cheating / academic dishonesty:

- Copying from a scholar's assignment or test.
- Using a written or electronic cheat sheet.

- Making a copy, in part, or in whole of a confidential document, including but not limited to, taking pictures of a test or quiz.
- Using a paper scholar has written for one class in another class.
- Watching video or reading book notes of a literary work in place of reading.
- Borrowing a study sheet or object with answers and copying them as your own work.
- Plagiarism: Copying word for word in part or in whole, from a source without giving proper credit to the author. This includes electronic sources.
- Turning in someone else's work as your own.
- Forgery of a parent signature.
- Collaborating with another scholar when you are told to work independently.
- Assisting another scholar who is violating this protocol.

Consequences for Academic Dishonesty

1st offense:

- F on assignment/assessment
- Parent contact
- Discipline referral submitted to vice principal
- The scholar will complete an assignment/assessment during detention with a 70% cap on the maximum score they can earn. If a scholar earns higher than a 70%, their grade will be a 70%. If they earn lower than 70%, they will earn that grade. For instance, if a scholar earns a 68%, they will receive a 68% for the assignment/assessment.

2nd offense:

- F on assignment/assessment
- Parent conference
- Discipline referral submitted to vice principal

No matter the offense, the scholar will complete an independent project assigned by an administrator.

Homework Policy

Meaningful and appropriately assigned homework contributes to scholar growth. Therefore, the quantity and quality of homework assignments are essential to their effectiveness. The purpose of homework assignments is to enrich classroom instruction and to provide additional opportunities for extra practice outside of school hours.

The following guidelines apply for homework assignments:

- Grades 7-8: Students are encouraged to read daily for 20 minutes or longer, as time allows. When homework is assigned, it will not exceed 75 minutes per day. Teams will work together to ensure there are no conflicts with scheduled exams.

Please see [District Policy 130](#) (Homework) and its accompanying [Administrative Regulation](#) for the District's Homework Policy.

Library

The school library is open daily from 9:00 AM to 3:35 PM for scholars' use. The librarian provides instruction in the use of media and technology and plays an integral role in introducing new books and genres to our scholars. All scholars are encouraged to check out books for pleasure reading.

Scholar Class Assignments

Careful consideration is given to the assignment of scholars. Please remember that placement is based on a number of important factors. It is done collaboratively with the sending teacher, enroute teachers, support staff (when appropriate), and the principal. Unfortunately, we CANNOT honor parents'/guardians' requests for specific teachers. However, you may feel free to provide any pertinent information about your child that you feel will assist us in the proper placement. Kindly send such information to the principal by May 1st for next school year.

Family Expectations

Family Conduct

The District has high expectations for the conduct of its families. Teachers and school staff will be expected to model respectful behavior while functioning in their positions within the school. It is expected that parents/guardians will also conduct themselves appropriately while on school grounds and on school trips, attending meetings, conferences or any other District function.

If there is a difference of opinion, the matter should be resolved in a respectful, peaceful manner. It is expected that parents/guardians will follow the rules established within the school and refrain from yelling, name-calling, using inappropriate language, making threats or engaging in physical violence or intimidation of any kind.

If a parent/guardian chooses to behave in a manner that is disrespectful, threatening, and/or inappropriate, the school administration will take appropriate actions to protect the safe climate and environment. Disciplinary actions may include but are not limited to the following: a mandatory meeting with administration, a strict written warning outlining the infraction and consequences, limiting the parent/guardian's access to specified areas of the school, and if warranted, contacting law enforcement authorities.

Family Engagement

We believe parent participation can take place in a variety of ways. Please be sure to connect with our parent group to learn more about how you can support our school community. Our Parent-Teacher Organization (PTO) meets during the school year. Meeting notices will be sent via email updates and posted on the district website.

Positive Behavioral Interventions and Supports (PBIS)

PBIS is a systemic approach for creating safer and more effective schools by building a better environment through positive disciplinary practices. This looks like:

- Clearly communicated and posted behavior agreements.
- Direct and continuous instruction of positive actions and behaviors.
- Targeted interventions and supports.
- A Multi-Tiered System of Support (MTSS) to monitor the academic, behavior and social-emotional needs of scholars.
- An active partnership between families and Schools through our School Leadership Team.

At Cedarbrook, all staff and scholars believe that ALL means ALL. This emphatic belief is evident in our caring treatment of each member of our Cedarbrook family; our relentless effort to provide a stimulating and rigorous academic program; our multifaceted extracurricular programs; and our tireless efforts to promote and celebrate the diversity that has become synonymous with CBK. To that end, the mission of the Cedarbrook PBIS framework is to create and facilitate a school culture and behavioral supports that empower ALL scholars to find success every day.

Behavior Expectations

Cafeteria

Seating is a matter of scholar choice except when problems arise; then, an administrator or their designee will arrange the seating. Scholars are expected to clean up after themselves and leave the tables in good order in preparation for the following lunch period.

All spills and debris should be cleaned up by the scholar who spilled or dropped the item. No food or drink may be taken out of the cafeteria unless permission is granted by a staff member or administrator.

No food delivery is permitted at Cedarbrook Middle School for scholars. This includes, but is not limited to: DoorDash, Uber Eats, and Grub Hub.

Selling Items

Scholars are prohibited from selling any items on school grounds. Any such items will be confiscated and kept until parents come to school to retrieve them.

Lateness to Class

There are three minutes of travel time between periods. All scholars are expected to be in class on time. If a teacher detains a scholar, the scholar must receive a late pass from that teacher for admission to the next class. Once a scholar has accumulated 3 latenesses to class, it may result in parental contact and a detention. The faculty and administration will utilize interventions or disciplinary action, if necessary, to support scholars who fail to attend an assigned class without permission.

Expectations for when a student has Substitute Teachers

We are fortunate to have guest teachers to work with our scholars when our teachers are absent. It is very important that we treat our guest teachers with respect. Therefore, when a scholar is disrespectful or defiant with a guest teacher, there will be disciplinary consequences including but not limited to detention, in- school or out of school suspension.



THE WILDCAT WAY

RESPECT



Respect is treating others with kindness and fairness



R

RESPONSIBILITY

Responsibility looks like:

Following class rules, Being on time, Showing maturity and being trustworthy when in hallways, restrooms, Use Safe2Say to report anonymous concerns.

O

OUTREACH

Outreach looks like:

Showing kindness, Helping a new student with their locker, Assisting with cleanup after lunch

A

ACHIEVEMENT

Achievement looks like:

Doing well on your benchmarks, Meeting a goal in reading, Giving your all in a new sport/game in Gym

R

RESILIENCE

Resilience looks like:

Staying calm when someone has made you angry or upset, Trying your best when things are hard or challenging



THE WILDCAT WAY



THE DINING COMMONS

Some ways to RROAR in the dinning commons

- ★ **ARRIVE TO LUNCH ON TIME**
- ★ **KNOW YOUR LUNCH CODE**
- ★ **USE APPROPRIATE LANGUAGE**
- ★ **BE AWARE OF YOUR VOLUME LEVEL**
- ★ **BE MINDFUL OF YOUR SURROUNDINGS**
- ★ **LISTEN TO THE ADULTS, THE FIRST TIME**
- ★ **SHOW KINDNESS, DON'T BULLY OTHERS**
- ★ **DO YOUR BEST TO KEEP YOUR TABLE CLEAN**
- ★ **HAVE A PASS IF YOU NEED TO SEE A TEACHER**
- ★ **EVEN IF YOU DID NOT MAKE THE MESS, HELP TO CLEAN UP**
- ★ **USE AND CARE FOR SCHOOL PROPERTY APPROPRIATELY**





THE WILDCAT WAY

THE HALLWAYS



Some ways to RROAR when transitioning in hallways

★ **WALK, DO NOT RUN**

★ **GO DIRECTLY TO CLASS**



★ **IF YOU BUMP SOMEONE SAY EXCUSE ME**

★ **MAKE SURE PHONES ARE NOT VISIBLE**

★ **USE APPROPRIATE LANGUAGE AND VOLUME**

★ **DON'T LITTER AND IF YOU SEE TRASH, PICK IT UP**

★ **GO TO YOUR LOCKER ONLY AT DESIGNATED
TIMES TO AVOID HALLWAY CONGESTION**

★ **KEEP HANDS AND FEET TO YOURSELF**

★ **MAKE ROOM FOR YOUR LOCKER NEIGHBORS**



THE WILDCAT WAY

THE BUS



Some ways to RROAR when on the school bus

★ **REMAIN IN YOUR SEAT**

★ **SPEAK AT APPROPRIATE VOLUME**



★ **SLIDE OVER TO MAKE ROOM WHEN NEEDED**

★ **BE AN UPSTANDER AGAINST BULLYING OR CYBERBULLYING**

★ **KEEP HANDS, FEET, AND OBJECTS TO SELF**

★ **REFRAIN FROM THROWING ANYTHING OUT OF THE WINDOWS**

★ **GO DIRECTLY TO ASSIGNED BUS AT THE APPROPRIATE TIMES**

★ **SAY THANK YOU TO YOUR BUS DRIVER**

★ **TAKE ANY TRASH OFF OF THE BUS WITH YOU**



THE WILDCAT WAY



THE RESTROOM

Some ways to RROAR when using the facilities

- ★ **CLEAN UP BEHIND YOURSELF**
- ★ **GO TO RESTROOM AT APPROVED TIMES**
- ★ **RETURN TO CLASS AS SOON AS POSSIBLE**
- ★ **REPORT ANY BATHROOM ISSUE TO AN ADULT**
- ★ **OBTAIN PROPER PERMISSION WITH E-HALL PASS**
- ★ **BE AN UPSTANDER AGAINST BULLYING OR CYBERBULLYING**
- ★ **ENCOURAGE ONE ANOTHER TO MAINTAIN CLEAN BATHROOMS THAT ARE FREE OF LITTER AND GRAFFITI**



Restorative Practices

As outlined in [Board Policy 829](#) (Equity), the equitable administration of school-based discipline at all District schools based on a model of restorative practices rather than punitive measures, when appropriate, is critical to the District's equity efforts and goal of reducing disproportionality in discipline. When possible and appropriate under the circumstances, scholars will be afforded the opportunity to participate in restorative practices as an alternative to, or in addition to, more traditional forms of discipline. Examples of restorative practices include, but are not limited to, the following:

- Peer mediation;
- Conferences with counselors;
- Mindfulness exercises;
- Youth court (if available);
- Community building activities;
- Community service; and
- Support from appropriate community organizations.

Scholar Code of Conduct

The School District of Cheltenham Township strives to create positive school climates where scholars, parents/guardians, and all staff work together respectfully to maintain an orderly and safe environment focused on teaching and learning. Scholars have a right to a disciplinary process that is consistent, fair, and equitably applied. Our schools are the safest and the most successful when everyone-- scholars, parents/ guardians, and staff alike-- collaborates, values, and respects each other's roles, and is invested in common sense discipline practices.

Cheltenham School District believes that discipline is a developmental process, and effective discipline strategies should meet scholars' varied behavioral and developmental needs with tiered responses and interventions. A continuum of instructional strategies and disciplinary responses supports teaching and learning, fosters positive behavior, and reflects a restorative discipline philosophy. Restorative practices afford scholars opportunities to learn from their mistakes, correct any harm that results from their behavior, and restore relationships that are disrupted by their conduct. Our school discipline practices are designed to engage scholars in the classroom so that scholars may become successful learners.

Fair, firm and consistent application of disciplinary action is expected and scholars should be made aware of the consequences of misbehavior. However, school discipline should be administered in a way to keep scholars within their regular school program to the greatest extent practicable. Suspensions and expulsions are to be used only as a last resort.

The purpose of the Scholar Code of Conduct is to promote fairness and equity through clear, appropriate, and consistent expectations and consequences in addressing scholar misbehavior and to ensure that scholars learn from their mistakes and make appropriate amends when their behavior affects others. Lowest level should be considered first, followed by progressively more intensive consequences, based on severity and repetition of behavior.

Discipline Matrix

The following chart is a guide detailing the behaviors scholars are expected to exhibit and the consequences or other measures scholars can expect when they make poor choices regarding their behavior. It is not meant to be inclusive of all possible kinds of misbehavior; rather, it is a guideline that represents the more common and serious types of misbehavior that may be experienced in a school environment. Scholars are reminded that school rules are in effect, and scholars are subject to discipline:

- (1) while at school;
- (2) at school-sponsored events, trips, or activities, whether on or away from school property;
- (3) while traveling to/from school, school-sponsored events, trips, or activities on a vehicle owned, leased, or under the control of the District; and
- (4) as otherwise permitted by law.

The severity of any consequence or other measures will be proportional to the severity of the infraction, the age of the scholar, the scholar's current and prior disciplinary record (including any history of repeat infractions), special circumstances about the incident, including whether the scholar was an aggressor or victim, as well as any applicable laws or regulations, including, but not limited to, those related to the discipline of scholars with disabilities.

In cases where exclusionary discipline is required, the District will require that scholars returning to school from a suspension or expulsion meet with a designated school official to discuss academic and behavioral expectations upon return to school, individuals and resources available to support scholars, the consequences of future noncompliance with Board Policy and/or school rules, and the number of hours, if any, of counseling required prior to the scholar's return to their regular class schedule. When a scholar has been issued an out-of-school suspension, the scholar's parent/guardian will be required to attend the re-entry conference with the appropriate school official(s).

Consistent with the Pennsylvania Safe Schools Act, the District and the Cheltenham Police Department have entered into a Memorandum of Understanding which outlines the procedures to be followed when certain incidents contemplated by the Pennsylvania Safe Schools Act occur on school property, at any school sponsored activity, or on a conveyance providing transportation to or from school or a school sponsored activity. The Memorandum of Understanding is attached to [Administrative Regulation 225](#) (Relationship with Law Enforcement). As outlined in more detail in the existing

Memorandum of Understanding between the District and the Cheltenham Township Police Department, the parties seek to maintain a safe school environment in a cooperative and mutually supportive manner, but in a way that does not result in an over presence of law enforcement in the school environment. Through the cooperative and supportive efforts of both parties, the parties strive to reduce scholar referrals to the criminal justice system and eliminate the school to prison pipeline. Parents/Guardians and scholars should be aware that the nature or degree of scholar misconduct in certain situations may require or necessitate the involvement of law enforcement. The decision to contact law enforcement is one that is not taken lightly, and is generally reserved for the most severe situations or those that require law enforcement notification as a matter of law.

<u>Infraction</u>	<u>Examples of Expected Conduct</u>	<u>Examples of Behavior in Violation of School Rules</u>	<u>First Infraction *</u>	<u>Repeated Infractions * (Potential Consequences Are In Addition To Those Possible For First Infraction)</u>
* In general, a school official will contact the parent/guardian of a student who has engaged in a disciplinary violation.				
<u>Academic Infractions</u>				
Academic Dishonesty	Academic honesty; Adherence to academic standards; Integrity in academic research /publishing	Cheating; Plagiarism; Forgery of grades, times, addresses, signatures, or other data on school records	Restorative practices; "0" on assignment; Redo assignment for limited credit; Parental contact by teacher and/or administrator	Parent conference with teacher/administrator; Possible reduction of grade or failure of course
Unauthorized Lateness to or Failure to Attend Class (Class Cut), Detention, or Suspension	Coming to class (including detention or suspension) on time; Adhering to one's school/class schedule and being in designated areas at designated times	Class cut or unauthorized absence from a scheduled detention or suspension; leaving class, a detention or suspension without proper authorization	Restorative practices; Warning; Parent contact; Detention; Loss of school-related privileges; Up to 3 days suspension	Parent conference with teacher/administrator; Possible course grade reduction; Up to 10 days suspension
<u>Property Infractions</u>				

<u>Infraction</u>	<u>Examples of Expected Conduct</u>	<u>Examples of Behavior in Violation of School Rules</u>	<u>First Infraction *</u>	<u>Repeated Infractions * (Potential Consequences Are In Addition To Those Possible For First Infraction)</u>
Arson; Unauthorized Burning; Possession of Explosive Materials	Maintaining a safe and orderly school environment; Respect for school property and the property of others	Burning or attempting to burn any part of any building or school property without authorization; Possession of fireworks or other explosive devices (including smoke bombs, stink bombs, or similar instruments capable of bodily harm or damage to school property); Possession of devices capable of starting a fire	Restorative practices; Parental contact; Up to 10 days suspension; Referral for possible expulsion	→
Parking/Vehicle Violations	Following school rules and posted parking and vehicle signs and regulations	Violating school parking lot rules, regulations, or posted signs; Failure to park in designated space; Violating any applicable provision of the Pennsylvania Vehicle Code. Refer to Board Policy # 222 for additional information	Restorative practices; Warning; Parental contact; Loss of privileges; Detention	→
Theft; Vandalism; Littering; Property Offenses (Including Trespassing and Inappropriate Use)	Showing respect for school property and the property of others	Stealing, misappropriating or taking the property of another, including school property; littering; defacing, destroying, altering or tampering with the property of another without permission; trespass or misuse of school property (including	Restorative practices; Parental contact; Detention, Loss of privileges; Restitution; Up to 10 days suspension; Referral for possible expulsion	→

<u>Infraction</u>	<u>Examples of Expected Conduct</u>	<u>Examples of Behavior in Violation of School Rules</u>	<u>First Infraction *</u>	<u>Repeated Infractions * (Potential Consequences Are In Addition To Those Possible For First Infraction)</u>
		books, supplies, equipment, technology devices, etc.)		
<u>Infractions Against Others</u>				
Assault; Battery; Fighting	Respecting school staff, students, and visitors; Maintaining appropriate physical contact and conduct; Maintaining a safe and orderly school environment	Physically or verbally attacking any person (includes behavior such as hitting, beating, striking, punching, biting, spitting, grabbing, tripping, etc.); Engaging in hostile bodily contact (The principal may choose not to discipline a student for actions reasonably and appropriately taken demonstrably in self-defense)	Restorative practices; Parental contact; Up to 10 days suspension; Loss of school- related privileges; Referral for possible expulsion	→
Harassment and Bullying; Hazing	Maintaining appropriate physical contact and conduct; Treating others with respect and courtesy	Sexual harassment, bullying, hazing and other forms of prohibited harassment. Refer to School Board Policy # 247 and 248	Restorative practices; Parental contact; Detention; Suspension; Referral for possible expulsion	→
Sexual Contact (Consensual)	Maintaining appropriate physical contact and conduct	Sexual intercourse; Inappropriate public display of affection; groping; inappropriate touching or bodily contact	Restorative practices; Parental contact; Detention; Suspension; Referral for possible expulsion	→
<u>Health, Safety & Welfare Infractions</u>				

<u>Infraction</u>	<u>Examples of Expected Conduct</u>	<u>Examples of Behavior in Violation of School Rules</u>	<u>First Infraction *</u>	<u>Repeated Infractions * (Potential Consequences Are In Addition To Those Possible For First Infraction)</u>
Drug and Alcohol Policy Violation (Use / Possession / Sale)	Maintaining an environment free from drugs, alcohol, and other controlled or prohibited substances	Use, possession, sale, distribution, or being under the influence of any controlled substance. Refer to School Board Policy # 227 for additional information	Refer to School Board Policy # 227; Restorative practices	→
Inappropriate Use of Electronic Device / Acceptable Use of Technology Violations	Using technology and electronic devices in accordance with Board Policy and school rules; Maintaining a school environment, conducive to academic instruction	Failing to utilize technology and/or electronic devices in accordance with Board Policy, applicable law or school rules; Using technology or electronic devices in a way that is disruptive to the educational or extracurricular activities of the District, including, but not limited to recording, taking photographs of, or transmitting fights or other disturbances to the school environment, except for the limited purpose of reporting such conduct to a school official; Refer to School Board Policy # 237 and 816 for additional information.	Restorative practices; Warning; Parent contact; Confiscation of device; Detention; Loss of school-related privileges; Up to 3 days suspension	Up to 10 days suspension; Referral for possible expulsion
Gambling; Selling/Distribution of Unauthorized Merchandise	Refraining from engaging in unauthorized activities	The act of gambling for money or valuables; Selling or distribution of unauthorized merchandise without administrative approval	Restorative practices; Warning; Detention; Parent contact; Confiscation of unauthorized merchandise	Up to 10 days suspension

<u>Infraction</u>	<u>Examples of Expected Conduct</u>	<u>Examples of Behavior in Violation of School Rules</u>	<u>First Infraction *</u>	<u>Repeated Infractions * (Potential Consequences Are In Addition To Those Possible For First Infraction)</u>
Threatening or Intimidating Conduct; False Alarms; Terrorist Threats / Acts	Maintaining a safe and orderly school environment; Treating others with respect and courtesy; Maintaining a school environment conducive to academic instruction	Engaging in conduct which undermines the safety, security or wellbeing of any person or of school property; threats of violence or harm communicated verbally or in writing; bomb threats; knowingly reporting a false threat; tampering with the fire alarm, fire extinguisher, sprinkler system or other apparatus installed for the prevention of fire or for the safety of the school community or property	Restorative practices; Parental contact; Up to 10 days suspension; Referral for possible expulsion	→
Threat to Health, Morals, Safety or Welfare of Others	Maintaining a safe and orderly school environment, conducive to academic instruction; Respecting school staff, students, and visitors; Maintaining appropriate physical contact and conduct; Following school rules and directions of school officials	Conduct that constitutes a threat to the health, morals, safety or welfare of others	Restorative practices; Parental contact; Detention; Suspension; Referral for possible expulsion	Up to 10 days suspension; Referral for possible expulsion
Weapons & Other	Maintaining a safe and orderly	Possession or use of weapon or dangerous	Restorative practices; Parental contact;	→

<u>Infraction</u>	<u>Examples of Expected Conduct</u>	<u>Examples of Behavior in Violation of School Rules</u>	<u>First Infraction *</u>	<u>Repeated Infractions * (Potential Consequences Are In Addition To Those Possible For First Infraction)</u>
Dangerous Items Violation (Possession, Use, Transfer, Sale)	school environment, free from weapons or similar objects	item; Refer to School Board Policy # 218.2 for additional information	Referral for possible expulsion	
Smoking / Tobacco / Nicotine Violation	Maintaining a safe free from tobacco and nicotine, including nicotine delivery products	Possession or use of tobacco/nicotine products or nicotine delivery devices; Refer to School Board Policy # 223 for additional information	Restorative practices; Parent contact; Up to 10 days suspension	→
Classroom / School Disturbance	Maintaining a safe and orderly school environment, conducive to academic instruction; Respecting school staff, students, and visitors; Following school rules and directions of school officials; Refraining from using profanity; Adhering to one's school/class schedule and being in designated areas at designated times.	Behavior which disrupts or has the potential to disrupt the educational process or regular school operations. Includes loitering, hall pass violations, instigating violence or other violation of Board Policy or school rules, failure to identify or properly identify oneself upon request of a school official, failure to obey instructions of a school official, insubordination, profanity or inappropriate language, gesture, or action, disrespectful behavior, sleeping in class, other violations of school rules not listed in this chart.	Restorative practices; Warning; Parent contact; Detention; Loss of school-related privileges; Up to 3 days suspension	Up to 10 days suspension; Referral for possible expulsion

Cedarbrooks Specific Discipline Practices

Administrative Detention

Scholars may be assigned an administrative detention by the Principal or Vice Principals for violating a school norm. Scholars are given every opportunity to avoid detention. Verbal warnings are given prior to detention. Parents are notified via email whenever a detention is issued. Detentions are held on Tuesday and Thursday. They are supervised by a teacher. Detentions are from immediately after school until 4:30pm. Scholars are permitted to take the 4:30 PM bus home.

In-School Suspension

Scholars who violate the school norms may be assigned an in-school suspension in lieu of an out of school suspension. Scholars serving an in-school suspension must report to the office at 8:00 a.m. on the day of their suspension. They must have their textbooks, assignments, and a reading book. While serving an in-school suspension, scholars are expected to participate in restorative activities and complete school work. Scholars who are unable to adhere to these expectations will be suspended out of school.

Scholar Support Services

The Cheltenham School District offers a wide variety of support programs for scholars who may experience academic, behavioral, or social difficulties. These programs are highlighted below. If you believe your child, due to physical, mental, emotional, and/or social considerations, may benefit from special services, you may initiate the referral process through the school principal. The District provides special programs to meet individual scholars' needs and abilities.

Multi-Tiered Systems of Supports (MTSS)

Our scholar support services are provided through the work of our MTSS team and interventions/enrichment provided to scholars by teachers and school staff. The MTSS team has replaced the former Scholar Support Team (SST) process.

The primary role of the MTSS team is to facilitate a whole-school, prevention-based framework that uses data to identify scholar needs and plan evidence-based practices and systems to support the identified needs. The MTSS process uses a tiered approach to ensure that every scholar receives support that furthers their academic achievement and behavioral success. The MTSS process supports the goals of the Every Scholar Succeeds Act (ESSA) as well as the goals of the CSD Strategic Plan. The MTSS process provides a continuum of academic and behavioral support for our scholars in Kindergarten through fourth (4th) grades.

Special Education

The District recognizes the importance of stimulating and maintaining enthusiasm about learning in all scholars. It also acknowledges that scholars demonstrate

identifiably different academic, social, and emotional needs, all of which require an individualized approach.

The school provides special education support and services to scholars who have been identified as qualifying for specially designed instruction and have an Individualized Education Plan (IEP). The District affords scholars with disabilities an array of diverse supports and services for meeting their individual learning needs. In compliance with the Individuals with Disabilities Education Act and the Pennsylvania School Code, the District provides a free and appropriate educational program designed to meet each scholar's unique needs and to support academic, social and emotional growth. Every effort is made to serve scholars at their home schools using an inclusive instructional delivery approach. The District is continually working to increase its capacity to serve a wider range of scholar needs within its public schools.

English Learners

English learner (EL) services are designed to support scholars as they acquire proficiency in the English language. Individual and small group instruction is utilized to provide scholars with the individual and group support they need to grow their proficiency. Home language surveys are completed by each family during registration to determine whether or not a scholar should be screened to receive EL services. If a scholar is screened and qualifies for EL, they will receive EL services during the school day.

Challenge

The Challenge Program is designed as a consultant model that allows the classroom teacher and the challenge teacher to work together as partners in presenting a varied program to meet individual needs of the gifted scholars. In addition, a variety of resources outside the classroom are utilized to supplement the gifted curriculum. No two scholars are alike, and as such we provide a menu of services based upon the individual needs of scholars so that they receive the individualized instruction that best matches their skill level, ability, interests and talents.

The District has developed a system using multiple criteria to identify scholars who are thought to be gifted and in need of specially designed instruction. Parents/Guardians who desire their child to be tested for gifted identification must submit a request in writing. The principal or Challenge teacher will provide a Permission to Evaluate form to the parent/guardian within 10 calendar days. If the child is identified as gifted and in need of enrichment, a Gifted Individual Education Plan (GIEP) is developed outlining individualized goals. Parents/Guardians with questions may call the Supervisor of Gifted Education at 215-582-5481.

Acceptable Use Policy for Technology

Under certain circumstances a scholar may utilize District technological resources. When utilizing the District's technological resources, scholars are required to comply with the provisions outlined in [Administrative Regulation 816](#) (Acceptable Use of Technology), the accompanying [Board Policy](#), and any user agreement signed or acknowledged as a condition of being given access to District technology resources. Prior to being issued or permitted to use a District technology device, scholars are required to complete and return the Scholar User Agreement found in [Administrative Regulation 816](#) (Acceptable Use of Technology), acknowledging and agreeing to be bound by the District's acceptable use of technology standards. The Scholar User Agreement is attached to this Scholar & Family Handbook for your review and use.

Cell Phones and Electronic Devices

In order to provide a conducive learning environment and prevent any disruption of school activities, please take some time to review the following guidelines with your child(ren).

The District does not assume responsibility for the loss or theft of any cell phone or other similar device, including smart watches. Scholars may bring their cellphone to school. However, they **MUST be "OFF and AWAY"** upon arriving and stored in their lockers. This means that scholars may NOT have their phones in their pockets, bags, or desks on, out or visible at any point in the day. If any scholar has a phone or other electronic device visible while in the school without permission, it will be confiscated by a staff member, given to a building administrator and it will be returned at dismissal to a parent/guardian. Scholars should be advised to avoid taking pictures or videos of their peers without parental consent. The school will not be responsible for any lost, damaged, or stolen cell phones or electronic devices, and will not conduct any search for missing cell phones or similar devices.

Listening devices are not permitted to be used in classrooms. Teachers will collect listening devices if they are seen being used in class. This includes wearing earbuds/air pods in ears even if they are not being used. School personnel will secure the items until the end of the day.

School Safety

The primary purpose of a safety drill is to train staff and scholars how to evacuate from the building in an orderly manner to a point of safety when an emergency situation arises. The following drills are conducted on a regular basis:

- Fire Drills (monthly),
- Hold Drills (at least annually),
- Shelter Drills (at least annually),
- Secure Drills (at least annually),

- Lockdown Drills (at least bi-annually), and
- other drills as required by law and as necessary.

Please be advised that in the event of a true emergency, we would utilize various methods of communication to inform all parents. Please make sure your contact information is accurate at all times.

Unhoused Scholars

The District recognizes its obligation, under the McKinney-Vento Act, to ensure that scholars experiencing homelessness have access to the same educational programs and services provided to other District scholars. The McKinney-Vento Act ensures that children and youth experiencing homelessness can enroll in and attend school without barriers. [Board Policy 259](#) (Scholars Experiencing Homelessness) and its accompanying [Administrative Regulation](#) addresses how the District will meet its obligations under the McKinney-Vento Act. If you are experiencing homelessness or are unhoused, please contact the District's Elementary Home & School Visitor, Jennifer Mosher, at jmosher@cheltenham.org or 215-881-6331.

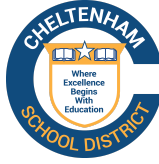
Residency

In the event there is any change in a scholar's residency during the year, parents/guardians must update their address in PowerSchool and notify the school office. School mailings will not be delivered to Post Office Boxes.

As outlined in [Board Policy 202](#) (Pupils), the District permits the admission of non-resident scholars subject to certain conditions. In addition to the categories listed in Board Policy 202 (Pupils), the following categories of non-resident scholars are permitted to remain enrolled in the District: scholars who have moved within the school year (these scholars may stay at their current school until the end of the school year), and scholars who move while enrolled in grades K-4 (these scholars may remain enrolled in the District up to the end of their fourth grade year).

Lost and Found

Please clearly mark your scholar's items with their name, including all garments, bookbags, and lunch boxes. All lost and found items will be kept in the lost and found located in the cafeteria. All unclaimed items will be discarded or donated at the end of each school year.



Attachment B - Administrative Regulation 816 (Acceptable Use of Technology)

Student User Agreement

When using District technology resources, scholars are required to adhere to the terms and conditions contained in School Board Policy and Administrative Regulation 816 (Acceptable Use of Technology), which are available for review on the District's website.

Prior to being issued or permitted to use a District technology device, scholars are required to complete and return this form acknowledging and agreeing to be bound by the District's acceptable use of technology standards.

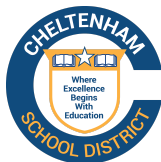
By signing below, the Scholar acknowledges as follows:

1. I have reviewed the Cheltenham School District's Board Policy and Administrative Regulation 816 (Acceptable Use of Technology), recognize its importance, and agree to be bound by the terms and conditions outlined therein when using District technology resources.
2. I understand that if I violate Board Policy or Administrative Regulation 816, I will be subject to school-based discipline, which could include, but is not necessarily limited to, usage restrictions, loss of access privileges, suspension, expulsion, restitution, referral to law enforcement, and/or any applicable consequence outlined in the scholar handbook or any other Board Policy or Administrative Regulation, as appropriate under the circumstances.
3. I agree to promptly report violations of the District's acceptable use of technology standards to my teacher or building principal.
4. I understand that the District regularly monitors internet/network activity in connection with the use of District technology resources, and that there shall be no expectation of privacy in such activity.

Scholar's Name: _____ Date: _____

Scholar Signature: _____

Parent's Signature (For Scholars Under 18): _____



Scholar & Family Handbook Acknowledgement Form

Cedarbrook Middle School

Grade/Teacher

I/we have accessed a copy of the Cedarbrook Middle School Scholar & Family Handbook and have reviewed it with my child(ren). My family agrees to abide by and follow the policies stated herein as well as the policies of the Board of School Districts of Cheltenham School District. I understand that printed copies of this handbook are available upon request, however I may access it electronically from the Parent/Guardian section on the school's website.

I/we will maintain up-to-date home, work, and emergency numbers/contacts at the school. I/we will also provide photo identification when visiting a Cheltenham School District building.

If I/we have any further questions about the Scholar & Family Handbook, expectations or actions being taken, I/we will contact my/our classroom teacher(s) and/or building level administration.

Scholar Name (Print) _____

Scholar Signature _____

(Grades 3 and up)

Parent/Guardian Name (Print) _____

Parent/Guardian Signature _____

Date _____