

FOUNDATION ACADEMY **Primary**

The mission of Foundation Academies is to ensure that all of our students secure the academic knowledge and skills to prepare them for the nation's finest colleges, and to instill in them the core values of caring, respect, responsibility and honesty.

Students and Families Handbook 2018-2019

Dear Parents and Students:

The attached handbook serves to communicate the policies and procedures of Foundation Academy Primary. These policies and procedures will ensure that each child can attain the high expectations we all have set for them. Please review these policies and procedures carefully with your child, and keep this handbook available so that you may refer to it as necessary.

Of course, we cannot accomplish our goals without all of you and we sincerely appreciate all of your involvement and effort. We are looking forward to a fantastic year, filled with lots of learning and success!

Table of Contents

MISSION AND PRINCIPLES.	5
OVERVIEW	5
OUR MISSION.	5
CORE VALUES	5
SCHOOL-PARENT-STUDENT CONTRACT	6
SCHOOL SCHEDULE..	9
CIRCLE	9
LUNCH	9
VISITORS	10
PICK-UP PROCEDURES	10
SCHOOL CLOSING	10
EMERGENCY EVACUATION PROCEDURES	11
FIRE DRILLS	11
STUDENT HEALTH	12
FAMILY INVOLVEMENT	16
GRIEVANCE PROCEDURE	16
TRANSFER PROCEDURES	17
ACADEMIC POLICIES	18
CURRICULUM OVERVIEW	18
ADVISORY PROGRAM	18
ATTENDANCE	19
COMMUNITY SERVICE	19
TESTING	21
STUDENT ASSESSMENT	22
MAKE UP WORK	26
PROMOTION	27
HONOR ROLL	27
PARENT-TEACHER CONFERENCES.	27
STUDENT SUPPORT PROFESSIONALS	27
INTERVENTION & REFERRAL SERVICES (I&RS)	27
CHILD STUDY TEAM.	28
BOOKS/NOVELS	28
SUPPLIES	29
TECHNOLOGY	29
ELECTRONIC DEVICES	31
CELLULAR PHONES	32
FOOD	32
PHONE USAGE	33

CODE OF CONDUCT	33
DRESS CODE	34
SCHOOL JOBS	35
STUDENT BEHAVIOR SYSTEMS	35
OTHER REWARDS FOR SUCCESS	38
STUDENT RIGHTS	39
DISCIPLINARY PROCEDURES	39
CONSEQUENCES	42
HARASSMENT, INTIMIDATION AND BULLYING	50
ADULT SUPERVISION	50
FIGHTING	51
OTHER RULES	51
APPENDIX	52
RESOURCES FOR CHILDREN AND FAMILIES	60

Mission and Principles

Overview

Foundation Academies is a network of "No Excuses" charter schools in Trenton, New Jersey. We opened in August 2007 and currently serve over 1,000 students in grades K-12. At this scale, Foundation Academies will prepare over 10 percent of the students in the City of Trenton for college and lives of strong character.

Our Mission

The mission of Foundation Academies is to ensure that all of our students secure the academic knowledge and skills to prepare them for the nation's finest colleges, and to instill in them the core values of caring, respect, responsibility and honesty.

Core Values

Our core values are:

Caring

- We take care of each other.
- We help each other.
- We do not hurt each other physically or emotionally.
- We work to improve our community and the world.

Respect

- We treat each person as valuable.
- We accept individuals for who they are.
 - We show our respect at all times for each other, for property, for differences, and for opinions different from our own.

Responsibility

- We believe that we have the power to control our lives and shape our futures.
- We are committed to the highest level of achievement: academic, social, and personal.
- We recognize our strengths and try to improve on our weaknesses.
- We participate fully in everything that we do – we do not do things halfway.

Honesty

- We are honest with each other.
- We act with fairness toward each other.
 - We admit our mistakes when we make them, accept responsibility for them, and we take steps to correct them.

School-Parent-Student Contract

School's Commitment

- ***High and Clear Expectations***
 - We will work very hard to make sure that your child secures the academic knowledge and skills to prepare him/herself for college. We will accept nothing but the very best from your child and will clearly communicate our academic and behavior expectations.
- ***More Time on Task***
 - We will operate daily from 7:30 a.m. to 3:30 p.m., from the beginning of the second week in August through the month of June, except during our summer session and Fridays (7:30 a.m. – 12:15 p.m.).
- ***Results Driven***
 - We will monitor your child's progress towards college and will adjust how we teach accordingly. We will keep you informed of his/her performance.
- ***Rewards and Consequences***
 - We will consistently and fairly enforce the Foundation Academy Primary Code of Conduct as outlined in the Student/Families Handbook.
- ***Values Focused***
 - We will work to instill in your child the core values of caring, respect, responsibility and honesty.
- ***Student-Centered***
 - We will firmly guide your child as he/she grows, consistently implementing our academic and behavior expectations for every student, all the time.
- ***Building Community***
 - We will maintain an open-door policy for parents and will motivate all of our students to work together to ensure that all of them prepare themselves for college.

Staff Member Name _____

Staff Member Signature _____

Date _____

Parent/Guardian Commitment

- **High and Clear Expectations** - We are committed to supporting the school in expecting and accepting nothing less than the very best from our child by:
 - Ensuring that he/she completes homework every night
(Kindergarten 30 to 45 minutes, First Grade 45 to 60 minutes, Second Grade 45 to 60 minutes)
 - Encouraging our child to remain focused on learning when he/she is in school
 - Embracing the policy that if our child fails more than one class, he/she will be retained
 - Ensuring that our child comes to school daily in the complete and proper school uniform
- **More Time on Task** - We commit to taking the extra time necessary to prepare our child for college by:
 - Dropping our child off at school daily by 7:30 a.m. sharp
 - Calling the school by 8:30 a.m. on any day our child will be absent
 - Ensuring that our child misses no more than 12 unexcused days of school
 - Ensuring that our child is on time, recognizing that three unexcused tardies or early dismissals equals one unexcused absence
 - Planning our family travel schedule around the school year, which runs from mid-August through June
- **Results-Driven** - We commit to proactively monitoring how our child is performing in school by:
 - Attending all Parent-Teacher Conferences
 - Reviewing and signing all homework, quizzes, tests, progress reports and report cards that come home for our review
- **Rewards and Consequences** - We commit to fully supporting the school in its implementation of the Foundation Academy Primary Code of Conduct as detailed in the Student/Families Handbook
- **Values Focused** - We endorse the school's values of caring, respect, responsibility and honesty and will insist that our child consistently model these values when he/she is in school.
- **Student-Centered** - We agree to work fully as the school's partner to ensure that our child is prepared for college by:
 - Agreeing to speak to school staff in private and in a respectful manner at all times
 - Encouraging our child to tell a staff member about problems or concerns and not retaliate
 - Agreeing to shelter our child from any problems or concerns we might have with the school policies or individual staff members
- **Building Community** - We understand that we are not required to sign this contract as a term of our child's admission to Foundation Academies, but do so voluntarily because we believe Foundation Academies is a partnership between parents and educators in creating the best possible education for our child.

Student Name _____

Parent/Guardian Name _____

Parent/Guardian Signature _____

Date _____

Student's Commitment

High and Clear Expectations

- I will work my hardest in all that I do.
-

More Time on Task

- I will come to school in my school uniform and be ready to learn every day.

Results Driven

- I will do my best on every assignment.

Rewards and Consequences

- I will accept responsibility and consequences if I make a mistake, including apologizing to those whom I have wronged.
- I will change my behavior when I make a mistake.

Values Focused

- I will model the school's core values of caring, respect, responsibility and honesty.

Student-Centered

- I will follow the directions of my teachers and the school staff.

Building Community

- I will make my parents, classmates and teachers proud!

Student Name _____

Student Signature _____

Date _____

School Schedule

The daily school schedule is as follows:

7:30 – 7:45 a.m.	Entrance “Flex Time” & Breakfast
7:40 a.m.	School Begins (Students must be in their homerooms at this time.)
3:30 p.m.	Student Dismissal
12:15 p.m.	Student Dismissal Every Friday
15 minute	Grace Period. Students Must Be Picked Up Within 15 Minutes of Dismissal

Community Circle

Community Circle is held weekly in the Cafeteria. During this time, members of our learning community gather together to meet then prepare for the school day. Circle time consists of the following every time: Character education lessons, focusing on one of our core values or another human value; recognition of student accomplishments; review of spelling and vocabulary words; and student presentations on material they are learning in class to the community. All Community circles start with daily announcements and end with our “Call and Response.”

Lunch

Families may choose to send a bag lunch to school. The school does not have a microwave or other means of warming the lunch available to students. **Lunches brought to school in the middle of the day are extremely disruptive to the educational environment; thus, this practice is NOT permitted.** In addition, students are not permitted to eat fast food, eat candy, or drink soda at any time during the school day. Any student who has forgotten his/her lunch will be provided with a lunch (charges may apply).

During meals students must remain seated and keep their voices low and controlled. After meals, students are required to clean and wipe their tables. Students who do not keep their tables clean may lose privileges and be subject to additional consequences.

More information regarding school lunch options will be made available during the first week of school in August. Federal lunch forms will be sent home during the first few days of school. It is imperative that these forms are completed and returned as soon as possible. If a form is not completed and returned, parents/guardians are required by federal law to pay the maximum price for all meals. When lunch balances approach \$25, a note will be sent home requesting payment. If no payment is made, the child will be served an alternate lunch, and their account charged. Students with outstanding cafeteria balances of \$50 or more risk not receiving report cards or matriculating to the next grade.

Visitors

At Foundation Academy, we welcome all families to visit; however, in order to ensure the safety of our students and staff, we ask that all visits and meetings be pre-scheduled. Parents & visitors will need to be accompanied by a staff member when in the building. If you would like to schedule a meeting during the school year please contact the Main Office. All guests must be prepared to show ID.

Drop Off / Pick-Up Procedures

To ensure the safety of our students, the following procedures must be followed if the adult picking up the student is not a parent or guardian:

- At the beginning of the school year, all parents/guardians must provide the office with an authorized list of person(s) designated to pick-up their child. This list will be in addition to the emergency contact form required for each classroom teacher.
- Students must be dropped off and picked up in the parking lot behind the school, which must be accessed only via Rutgers Place and by following the designated traffic pattern. Due to safety and traffic concerns, parents/guardians are not permitted to use the entrance on West State Street.
- Students that are not picked up by 3:45pm, must re-enter the building with a staff member and report back to class until they are picked up. Students are not permitted to be in the school building after 3:45pm without the direct supervision of a staff member.

School Closing

Typically, Foundation Academy will follow the Trenton Public School District with regard to cancellations and delayed openings due to inclement weather.

In the event that school is cancelled or has a delayed opening because of inclement weather, parents will be notified in the following ways:

- Automated telephone call to your home by 5:45 a.m., and
- Posting of the delay/closing on www.foundationacademies.org
- Posting on the Foundation Academies' Facebook page
- Push notification sent to subscribers of the Remind "app"
- Push notifications sent to subscribers of the Foundation Academies' "app" (free to download)

If for any reason, Foundation Academy has an emergency closing during the school day (e.g. snowstorm, power outage, etc.), the school staff will notify the parents/guardians. In the event of extreme delay, parents/guardians of each child will be notified. It is imperative that you keep your contact information updated make arrangements with family and/or neighbors to care for your children if you will not be home.

Emergency Evacuation Procedures

The following procedures will be in effect in the case of an emergency:

Evacuation

- All students will exit the building. Teachers will exit with students and accompany students to the designated emergency site.
- Teachers will have attendance lists.
- The Principal will coordinate the task of contacting students' parents/guardians as needed.

Parent Pick-Up

- The CEO and/or Principal will call local radio and television stations to report when parents should pick up their children.
- Parents should not go to the school
- Parents should not call the emergency site – all communication lines must be left open – please tune in to your radio and/or television station.
- All students and staff will be directed to the emergency site. The emergency site for Foundation Academy Primary is as follows: Young Scholars Institute, 349 W. State Street, Trenton.

Fire / Security Drills

Fire Drills

Any time the fire alarm goes off (including regularly scheduled fire drills), students must obey the following procedures:

- Line up immediately, silently, and in the designated order
- Walk silently to the designated exit and line up outside
- Remain silent and await further instructions

Security Drills (Active Shooter, Bomb Lockdown, Evacuate, Stay Put)

Any time a “security drill” signal has been indicated, students must obey the following procedures:

- Stand up immediately
- Move silently to the designated area
- Remain silent and await further instructions

Note: Students who do not follow instructions or make noise of any kind during any of these drills will be subject to disciplinary action.

Security drills will be conducted on a monthly basis as follows:

- Active Shooter Drill – For this drill, teachers and students hide in designated classroom spaces.
- Non-Fire Evacuation – This drill is conducted just like a fire drill, but without an alarm. Designated ERT notifies all persons in the same manner as “Active Shooter Drill”. Everyone walks out of sight of the school building, and lines up in the designated area.
- Bomb Threat – This drill is conducted just like a fire drill, but without an alarm. Designated ERT notifies all persons in the same manner as code red. Everyone walks out of sight of the school building, and lines up in the designated area.
- Lockdown – Teachers and students remain in their classroom – no one goes anywhere. ERT is dispatched to the command center.

Student Health

Reporting to the School Nurse

The school nurse and/or first aid certified staff member are available for treatment of minor injuries or illnesses and for discussion of any health concerns that occur during the school day or on a school sponsored trip. A student may report to the health office with the consent of his/her teacher, documented with a pass or prior phone contact to the nurse. A parent/guardian will be notified if care beyond first aid is required or if a child is too ill to remain in school. Once notified, it is the responsibility of the parent to arrange for immediate transportation if the student

is to be excluded from school. If guardians, physicians, or other persons designated by the parent cannot be contacted, the school nurse will take whatever action is deemed necessary in her judgment for the immediate health of the student.

Diagnosis and treatment of illness are not the responsibility of the school. Any diagnosis/further treatment will be the responsibility of the parent/guardian and private physician/certified nurse practitioner.

Medical Emergency

In a true medical emergency, 911 will be initiated first, and then a parent/guardian will be notified. Hospital policy requires that the parent/guardian report to the emergency room immediately to authorize care. Foundation Academy Primary will not be financially responsible for the emergency care and/or transportation for the student.

Communicable Diseases

Foundation Academy Primary recognizes that health is essential to the education and well-being of its students and staff. Therefore, it is necessary that a student with a communicable disease, any disease that can be spread from one person to another, be excluded from school until the danger of contagion has passed. Please know that Foundation Academy Primary will follow all recommendations of the State and Local Health Departments in the event of a contagious disease incident. Notify the school nurse if your student becomes ill at home. The school may request a note from the student's health care provider stating that the condition is no longer contagious and/or be evaluated by the school nurse before the student can be readmitted to class. With any illness, a student should be free of fever for 24 hours (without the administration of any fever reducing medication) before returning to school.

Medication Administration

Whenever possible, medication should be administered prior to and after school hours. However, Foundation Academy Primary recognizes that under certain circumstances, a student's attendance/education is contingent upon the receipt of medication during school hours or on school sponsored trips. **ONLY A PHYSICIAN MAY AUTHORIZE THE SCHOOL NURSE TO ADMINISTER ANY MEDICATION (PRESCRIPTION OR NON-PRESCRIPTION).** A "Request for Medication Administration" form must be completed by the student's health care provider, signed by the parent/guardian, and remain on file in the student's school health record for all medication administration. This form may be obtained from the school nurse. Medication must be brought to school by the parent/guardian in the original bottle and properly labeled by a registered pharmacist with the student's name, name of medication, and dosage. **Except those medications for life threatening conditions (refer to provisions below), all medications, including non-prescription, must be stored in the health office and administered by the school nurse. Students are not to carry medications of any kind or self-administer medications during school hours or on school sponsored trips without proper physician documentation and the knowledge of the school nurse.** Additionally, we request that you inform the school nurse of any medication changes or any additional medications administered at home that may cause side effects or a change in behavior while at school.

Health Examinations

**Please be advised that admission to Foundation Academy Primary is conditioned upon the parent/guardian providing written documentation of the following health requirements:
ALL SCHOOL ENTRY PHYSICALS MUST BE PERFORMED BY THE STUDENT'S OWN HEALTH**

CARE PROVIDER.

1. Proof of appropriately spaced immunizations including the date, month, and year of each administration.
 - a) DPT Vaccine (4 doses; the last dose administered on or after the child's 4th birth date) Alternately, a child with any total of 5 doses will also be in compliance.
 - b)***Tdap booster (1 dose) for a student entering Grade Six or on the 11th birthday, given no earlier than the 10th birthday.
 - c) Poliovirus Vaccine (3 doses; the last dose administered on or after the child's 4th birth date) Alternately, a child with any total of 4 doses will also be in compliance.
 - d) MMR Vaccine (2 doses, the first dose administered on or after your child's 1st birth date).
 - e) Hepatitis B Vaccine (3 doses).
 - f) Varicella Vaccine (1 dose, administered on or after the child's 1st birth date) or proof of disease.

OR

- a) A written statement to the school, signed by the parent/guardian that explains how the administration of immunizing agents conflict with your child's exercise of religious tenets and practices.
- b) A written statement from a licensed physician or nurse practitioner that the immunization is contraindicated for medical reasons. The medical contraindication must state both the reason and length of the medical contradiction.

An official school record (A-45), a record from any health department, an immunization record from a licensed physician or certified nurse practitioner, or an official record from the New Jersey Immunization System can be accepted as evidence of a child's immunization history

Tuberculin Skin Testing

Foundation Academy Primary requires proof of tuberculin skin testing and medical evaluation (if the reaction is > 10 mm) for students transferring directly from an identified high TB incidence country. The school nurse will contact you directly if this is a requirement of your child.

Emergency Administration of Medication (N.J.S.A. 18A:40-12.5, 12.6)

As according to New Jersey State Law, Foundation Academy Primary permits the self-administration of medication by a pupil for potentially life threatening illnesses only (asthma, anaphylaxis). Additionally, the school nurse may designate another employee of the school to administer epinephrine via an auto-injector to a pupil for life threatening anaphylaxis when the student does not have the capability of self-administration and the school nurse is not physically present at the scene. The school's "Self Administration of Medication" form must be completed by the student's health care provider, signed by the parent/guardian and student, and remain on file in the student's school health record. This form may be obtained from the school nurse. Medication must be provided by the parent/guardian, properly labeled by a registered pharmacist with the student's name, name of medication, and dosage.

Emergency Contact Forms

In order to provide care in the case of accident or sudden illness, a completed “Health Office Emergency Contact” form should remain on file in the Health Office. When completing this form, list only those persons who are available during school hours to assume responsibility/care for your child should he or she become ill or injured. Please contact the school as soon as possible should there be any changes in emergency contact information.

Health History

In order to assess your child’s individual health needs, provide comprehensive health care, and develop/maintain a permanent health record, it is necessary for the “Health History” form to be completed. The parent/guardian is responsible for notifying the school of any change in student’s health or medication.

Health Screenings

The school nurse will provide the following preventive screenings: measurement of height and weight, BMI calculation, blood pressure, vision, and hearing. Students will be evaluated for scoliosis (curvature of the spine) every other year. You will be notified in writing if further evaluation by your personal care provider is recommended.

Physical Education

Physical Education is required for all students and thus, a note from the student’s private health care provider is required to be excused from Physical Education. This written statement must state length of time that the student is to be excluded and/or what limitations/modifications are required. Should you have any questions about any of the above, please contact the School Nurse.

Family Involvement

Parent volunteerism is **highly encouraged** at Foundation Academies. Working together to accomplish common goals creates school pride and spirit. Therefore, we encourage parents/guardians to volunteer their time to Foundation Academy Primary as they are able. Parents/guardians who wish to volunteer their time may contact the Principal for more information.

Parent Association-The P.O.P Squad

The Parent Association, P.O.P. Squad is comprised of any interested parents who choose to attend Parent Association meetings and events. Each year, Parent Association will elect officers, including at least a President and Vice President. Parent Association and its officers will serve as the voice of parents to the CEO and the Board of Trustees. Parent Association will be asked to share ideas, suggestions, concerns and constructive criticism in areas that impact the education of their children and the operation of the school.

Grievance Procedure

In accordance with the Charter School Program Act of 1995, the Board of Trustees has established an Advisory Grievance Committee consisting of both parents and teachers who are selected by the parents and teachers of the charter school. The committee addresses complaints alleging violations of the Act and violations of school policies and procedures by school personnel and makes non-binding recommendations to the Board of Trustees concerning the disposition of complaints.

Advisory Grievance Committee

There shall be a committee of five persons to consider all complaints alleging a violation of the Foundation Academy Primary's charter or a violation of a school policy or procedures. The Committee will consist of one trustee, two teachers selected by the school's faculty and two parents of children enrolled in the school. Terms shall be for one year.

The following steps will be taken to address a grievance:

1. Written description of the grievance including the name, address, and telephone number of the grievant, his/her role (parent, student, teacher, or other), the alleged violation and the remedy or relief sought, along with any supporting documentation, to be presented by the aggrieved party to the grievance committee no later than one month after the fact. Forms are available in the school's Main Office.
2. Committee review of the grievance and all supporting materials along with interview of the aggrieved and other relevant parties within one month's time.
3. The Advisory Grievance Committee makes its decision and nonbinding recommendations concerning the disposition of the complaint known to the school's Board of Trustees. Committee decisions should be completed within one week's time unless there is a call for more information, in which case the process starts again with step (2).
4. The Board of Trustees considers the recommendations of the Grievance Committee at its next regularly scheduled meeting and renders a decision.
5. If the Board decides wholly or partially for the aggrieved, any remedial action is to be taken as expeditiously as possible.
6. If the aggrieved is dissatisfied with the Board's decision, an appeal may be made to the Commissioner of Education.

Transfer Procedures

If a parent wishes to transfer a student to another school, parents should notify the Principal at least two weeks in advance whenever possible. Student withdrawal forms need to be completed by parents. All breakfast/lunch bills must be paid and all school-owned property (e.g. books) must be returned or paid for in full, before transfer forms will be signed. Student records will be held until all books are returned and all fines are paid.

Academic Policies

Curriculum Overview

Foundation Academy Primary's academic program is focused on preparing all of our students with the necessary knowledge and skills to allow them to secure admission to and successfully complete college. Accordingly, students receive instruction in the following courses:

- Reading (CKLA, Text Study, Guided Reading, Phonics)
- Writing
- Mathematics
- Science
- General Music
- Fitness

Our curriculum and instructional practices are based on the Common Core State Standards (CCSS), best practices of some of the nation's most successful schools, and the experience of our faculty and administration and extensive research on the curricula taught to high performing elementary students from around the world. It is rigorous, structured and challenging.

Advisory Program

Upon enrolling at Foundation Academy Primary, each student is assigned a faculty Advisor. The Advisor's role is to oversee the student's progress while at Foundation Academy Primary and to serve as a liaison between the family and school. Advisors counsel their advisees on academics and preparation for the primary school. Parents/guardians will receive a phone call from their child's Advisor upon being assigned during the first few weeks of school. Advisors serve as the parent/guardian's first contact for matters concerning their child, and they will contact parents/guardians if their child is identified as "at risk" due to academic, behavior, or attendance difficulties.

Attendance

Foundation Academy Primary believes that high academic achievement requires good attendance. Parents/guardians must ensure excellent student attendance.

- Students are expected to arrive at school each day no later than 7:30 a.m. Students will not be permitted to enter the school building before 7:30 a.m.
 - Regular school day classes end at 3:30 p.m. Students are dismissed between 3:30 p.m. and 3:40 p.m. and must be picked up no later than 3:45. See "Pick-Up Procedures" section for further information regarding dismissal.
 - The summer session runs for two weeks from in August. It is a required part of Foundation Academy Primary's program and mandatory for all students.
 - Students must be present in school all day in order to be eligible to participate in or attend any school event held that day or evening.
 - If a student is going to be absent from school, the parent/guardian should call the school by 8:00 a.m. to report the reason for absence. If a student is absent from school and the school has not been notified of the reason for absence, the school will contact the parent/guardian immediately.
 - It is the parent's responsibility to contact the teacher to obtain make-up and missed work following due to their child's absence(s).
- o Students will have one day for each day of absence in which to make up the work.
 - o Parents requesting work prior to an absence must give the teacher 48 hours advanced notice.
 - Students must attend school unless the absence is excused for one of the following reasons:
 - o Student's illness or injury documented by a doctor note (**must be submitted within five schools days following the absence**)
 - o Required court appearance documented by court subpoena
 - o Death in the family documented by a parent note or obituary
 - o Religious observance documented by a parent note or obituary

- o Participation in a school-sponsored activity
- o Suspension
 - Absences for reasons not listed above or absences that are not accompanied by the required documentation immediately upon the student’s return to school are considered unexcused.
 - **If a student accumulates more than 12 unexcused absences during the school year (including the summer session), he/she will be referred to the Primary School Leadership Team (PSLT) for a decision regarding the students’ retention. After hearing the recommendations from the PSLT, the Principal will have the final decision for retention decisions.**
- Parents/guardians will be notified as students become at risk of retention for excessive absences. When a student accumulates more than 12 unexcused absences, the parent/guardian will be notified that the student will be sent to the PSLT for a retention decision.
- The parent/guardian has the right to appeal a retention decision under this policy to the Principal. The appeal must be made in writing, must state the basis for the appeal, and must be made within ten (10) school days of being notified by the school that the student will be retained.
- Continued failure to maintain regular attendance may result in a referral to the court system.

Punctuality

School begins promptly at 7:30 a.m. and punctuality is expected of all students.

- Any student who is not present in homeroom at 7:30 a.m. will be considered tardy.
- The tardy will be considered unexcused except for the following reasons:
 - o Medical or dental appointments which cannot be scheduled outside of school hours documented by a doctor note
 - o Medical disability documented by a doctor note
 - o Family emergency documented by a parent note
 - o Court appearance documented by a court subpoena
 - Students that arrive to school after 7:30 a.m. must be accompanied by an adult.
 - Tardiness for reasons not listed above or tardiness that is not accompanied by the required documentation immediately upon the student’s arrival to school is considered unexcused.
 - **Every three unexcused tardies or early dismissals will be recorded as an unexcused absence and will put the student at risk of retention.**

Early Pick-Up

The regular school day ends at 3:30 p.m. and students are expected to be present until that time. However, we understand that on occasion, circumstances may make it necessary for a student to be dismissed early. No student shall be permitted to leave the school before the close of the school day unless he/she is met in the school office by his/her parent/guardian or an adult who has been authorized in writing by the parent/guardian to act on his/her behalf.

- An early dismissal shall be considered unexcused unless for the following reasons:
 - o School Nurse mandate
 - o Medical or dental appointments which cannot be scheduled outside of school hours documented by a doctor note.
 - o Medical disability documented by a doctor note
 - o Family emergency documented by a parent note
 - o Court appearance documented by a court subpoena

- Requests for excused early dismissals for any other reason must be submitted to the Principal or his/her designee for approval prior to the student’s dismissal from school. Students must be present in school for a minimum of four hours to be counted present.
- Early dismissals for reasons not listed above or early dismissals that are not accompanied by the required documentation prior to the student’s dismissal from school are considered unexcused.
- **Three (3) unexcused early dismissals will be equivalent to one (1) unexcused absence, which may put the student at risk of retention.**

Community Service

In order to teach students to be contributing and respectful members of their local and broader community, Foundation Academy Primary will periodically plan for students to participate in community service projects. Further detail regarding community service at Foundation Academy Primary will be communicated throughout the school year.

Testing

Foundation Academy Primary Charter School administers the following standardized tests to its students:

- FAIFA - Foundation Academy Interim Formative Assessments – Four (4) exams annually, approximately every 6 to 8 weeks
- STEP Reading Assessment

Data from these tests is used to determine individual student’s academic strengths and areas for growth, class progress towards grade level goals, and school-wide attainment of academic goals. Results of the FAIFA will be incorporated into student’s quarterly grades.

In addition, students will be regularly tested using other academic diagnostic assessments with instruments such as the STEP Reading Assessment. (The Strategic Teaching and Evaluation of Progress (STEP), is a system that provides tools to help teachers assess students' literacy levels, onsite training to support educators as they move children through the 13-level STEP process, data showing growth and performance at the student, classroom, school, district and network levels, and a host of additional resources aimed at helping all children reach literacy proficiency by 3rd grade.)

Student Assessment

The school year is broken into four marking periods (quarters). The quarters are long enough to allow students multiple opportunities to demonstrate mastery of specific skills. At the end of each quarter, students will receive grades based on the students’ mastery of the content standard using the following grading scale:

Grading Scale		
90-100	A	Students receiving an A show deep mastery of the knowledge and skills that have been taught; they demonstrate an ability to go beyond the basic requirements of assignments to produce creative, thorough work.
80-89	B	Although students receiving a B may still have some areas to work on, they demonstrate a solid mastery of the knowledge and skills that have been taught.

70-79	C	Students receiving a C have some gaps in required skills. The quality of their work just meets minimum requirements.
69 and below	F	Students receiving an F produced work of unacceptable quality. They have major skill deficits that require additional instructional resources and student effort.

Each of the four quarterly grades in each subject area will be based on the following grading distribution:

Primary School Grade Distribution	
Quizzes.....	20%
Unit Assessments.....	25%
Homework.....	5%
Classwork/Participation.....	20%
FAIFA/STEP Assessment....	30%

Grades of C or below will include teacher comments along with the grade. We encourage parents/guardians to work with the student and the teacher to ensure that grades are raised.

Final Grades

The final, year-end grade for a course will be determined as follows:

- Quarter 1 = 25% of final grade
- Quarter 2 = 25% of final grade
- Quarter 3 = 25% of final grade
- Quarter 4 = 25% of final grade

Grades are rounded to the nearest whole number. If a student receives a yearly grade lower than 70%, he/she fails that course for the year.

Tests / Quizzes

Students may be assessed during any period of the regular school day. However, it is expected that students will not have more than two tests in any one school day. There is no limit to the number of quizzes that student may take daily. If a student finds that a conflict with this policy arises, the student(s) should speak to the subject teacher first to resolve the conflict. If the issue cannot be resolved, the student should speak with his/her advisor.

FAIFAs

Foundation Academy Primary administers its own FAIFA (Foundation Academy Interim Formative Assessments) Exams in reading, writing, and mathematics, every six to eight weeks. These exams are based on the Common Core State Standards and are a reflection of the skills and knowledge that a student should be able to demonstrate at his/her grade level and are important in determining the effectiveness of our teaching and instructional planning. Students will take the FAIFA exams according to the schedule specified in the school calendar.

Progress Reports

At the mid-point of each quarter, teachers will prepare and distribute Progress Reports. The Progress Report is an opportunity to communicate with parents/guardians how their child is doing at the halfway through the marking period. We encourage parents/guardians to access our parent portal and/or to call teachers at any time for further update.

Homework

Foundation Academy Primary faculty will assign 30 to 45 minutes of homework (Kindergarten), 45 to 60 minutes (First Grade) and 45 to 60 minutes of homework (2nd Grade) each school day. Students must remember that homework is a form of responsibility designed to further the student's understanding of concepts that are taught in school, in addition to forming strong academic habits that students will carry throughout their academic careers.

- Homework will be checked and graded each morning.
- Students are responsible for making sure that all submitted homework is neat, complete, on-time, and deemed to be a student's best effort.
- Parents must sign homework packet on a daily basis.
- If a student discovers that s/he will be unable to complete an assignment or has questions about the assignment, s/he must contact the teacher by telephone no later 9:00 p.m. the night before it is due.
- Students will not receive any credit (0%) for assignments that do not meet any of the homework standards -- neat, complete, on-time, and best effort. Students are expected to work on incomplete homework and other assignments during recess detention.

Please review the Homework Guidelines on the pages that follow for specific standards on how a Student's' homework will receive full credit for their homework.

Homework

Homework Guidelines

Homework is how we grow our brains!

Homework will be marked incomplete if it doesn't have the following:



- ❑ **Neat Handwriting:**
Letters straight up and down, written between the lines, and clear spacing. As we work on our handwriting in school students will be held more accountable.
- ❑ **Detailed Pictures:**
Pictures include color, character, setting, and labels.
- ❑ **All Work Complete:**
All questions are answered and nothing is left empty.
- ❑ **Reading Log:**
The reading log must be filled in and signed by a parent or guardian every night.
- ❑ **Math:**
Students must show their work. This means using numbers, pictures, or words to show how they solved.
- ❑ **Sight Words**
Study your scholar's sight word list with them each night.

Check System for Homework

We will use the following system to check homework:


<u>Incomplete</u>	<u>50% ✓</u>	<u>100% ★</u>
<ul style="list-style-type: none"> • The page, or entire sections of the page, was not attempted. • Please make up work tonight. • Reading Log is not filled in. 	<ul style="list-style-type: none"> • 1-2 questions incomplete. • Handwriting not neat. • No detailed pictures • No work shown for math problems. 	<ul style="list-style-type: none"> • Neat handwriting • Detailed pictures • Reading log is filled in. • Work is shown for math problems. • All work complete! 😊


Feel free to contact us with any questions or concerns.

Homework Guidelines
<p>Homework will be marked incomplete if it doesn't meet the following:</p> <ul style="list-style-type: none"> ▪ Neat Letters are written straight up and down, between the lines, and with clear spacing. Work is completed in pencil. ▪ Complete All questions are answered and nothing is left empty. Sentences start with a capital letter, have a complete thought, and end with a punctuation mark. Pictures include character, setting, and labels. Reading log completed. Entire page of homework packet is signed by parent. Work shown for math problems on homework. ▪ On time Homework is submitted by 7:45am on the day it is due.

▪ **Best Effort**

Students working to the best of their ability.

<i>Incomplete</i>

The page was not attempted. *Please make up work tonight.

<i>Check minus</i>

<ul style="list-style-type: none"> • Incomplete sentences • Work not shown in math solution • Handwriting is not neat • No detailed pictures <ul style="list-style-type: none"> • Parts are missing • Reading log incomplete

<i>Complete</i>
*
<ul style="list-style-type: none"> • Every page is completed • First and Last Name written <ul style="list-style-type: none"> • Complete sentences • Neat handwriting • Detailed pictures • Student's best effort demonstrated <ul style="list-style-type: none"> • All work shown • Reading complete • Front page of packet is signed by parent • All work is complete on every page! ☺

Make-Up Work / Re-Take Policy

Students may submit late homework assignments within two school days for partial credit (50% of the assignment's value). Students that have missed the deadlines on other assignments, such as a project, have up to

five school days to submit the missing assignment, but will lose points each day that the assignment is late. After five school days, assignments will not be accepted.

Students are allowed to re-take one (1) assessment per quarter. Arrangements for the re-take of an assessment must be coordinated with the teacher.

Students must prepare themselves for formal assessments including quizzes and tests. Students are permitted to re-take one quiz or test per marking period, per subject. (Students with IEPs or 504 plans are permitted to take up to three re-takes per assessment.)

Parent Portal

Parents have the ability to see their child(ren)'s grades on a "real-time" basis. Information on how to obtain a login and password to access this information will be provided in the first few weeks of school. Parents are encouraged to visit this website frequently to stay up-to-date with regard to student grades, conduct and bills. Parent portal can also be accessed via the Foundation Academies' app (free to download).

Promotion / Retention

Students will be retained at their current grade level:

- If they have failed more than one subject at final average, subject to the conditions in this "Student Assessment" section of this handbook.
- If they have failed to maintain adequate attendance/punctuality per the attendance policy articulated in this handbook.

Parents will be notified of their child's status at each Parent-Teacher Conference and further notified no later than the third marking period conference if their child is at risk of retention for academic and/or attendance deficiencies.

Parent-Teacher Conferences

Conferences are held three times per year—at the conclusion of the first, second and third marking periods. Your child's Advisor will contact you to schedule your attendance at Parent-Teacher Conferences. During Parent-Teacher Conferences, each parent/guardian will have the opportunity to discuss the progress of his/her child with all of the child's teachers. Parents/guardians will also problem solve with the help of teachers to determine strategies to maximize the performance of his/her child. Attendance at Parent-Teacher Conferences is mandatory. If for some reason, a parent/guardian is unable to attend a conference, report cards must be picked up in the main office within two (2) school days. Report cards will not be distributed to parents of students with unpaid balances.

Intervention & Referral Services (I&RS)

New Jersey law requires all public schools to establish and implement a coordinated system of

intervention and referral services. Foundation Academy's Intervention and Referral Services (I&RS) Committee is a multidisciplinary team whose purpose is to plan, organize, and implement programs of intervention and referral services designed to assist students who are experiencing academic, social, emotional, behavioral, or health concerns, and to support staff members in addressing students' individual needs. Basically, the committee provides students and their teachers with interventions and support to assist in student learning. Services are provided to aid students in the general education program. Because the emphasis is on early identification and intervention, the I&RS Committee will most often be the first referral for assistance regarding a student. However, it is important to note that a student who is suspected of having a disability that requires special education services will be referred directly to the child study team without delay. Members of the Primary School Leadership Team serve as coordinators of the I&RS team.

Child Study Team

The Child Study Team professional staff consists of a school psychologist, and a learning disabilities teacher/consultant, as well as a special education and regular education teacher. The Principal, School Nurse, School Social Worker and designated members of the Primary School Leadership Team will attend meetings as deemed necessary. A speech language specialist, occupational therapist, or other specialist will be a member of the Child Study Team professional staff as necessary.

The purpose of the team is to work together with the parent/guardian to identify, evaluate and determine a student's eligibility to receive special services, develop and review the individualized education program(IEP), and place the student in an appropriate program.

The Child Study Team uses the results of an initial evaluation, an annual review, or a re-evaluation to determine what kinds of services are needed for each student. Parents' concerns regarding their classified child or their child's possible disability should be brought to the attention of the Child Study Team.

Books/Novels

All books and novels issued to a student are the property of Foundation Academy Primary and are on loan to the student for use during the school year. The student is responsible for the care of the books issued in his/her name. Students must sign out books from an issuing teacher, who will keep a record of the book number, condition of book, and date it was loaned. Upon the completion of the use of the book, the student will be responsible for returning it. If the book is lost or damaged, a fine will be imposed. This fine must be paid before the student's report card is issued to him/her. Books lost during the year must be paid for before a new book is issued.

Supplies

Student should bring their backpack to school daily. Students will need a backpack to tote their materials to and from school. Only medium-sized backpacks with two straps are permitted. Backpacks with wheels are not permitted, the dragging of backpacks with wheels causes a disruption to the learning environment.

In addition, students should have the following supplies at home to complete their homework: crayons, markers, ruler, scissors, pencils, erasers, and glue.

Technology

Foundation Academy Primary is committed to the effective use of technology to enhance both the quality of student learning and the staff efficiency of school operations. It also recognizes that safeguards must be established to ensure the protection of our students. Safeguards also protect the school's investment in the hardware and software, ensure the benefits of technology and prevent negative side effects.

Students are responsible for exhibiting good behavior as they use computers at school. Computer files, including e-mail, are not private. The use of the school computers and networks, computer software, data files, Internet access, and intellectual property is a privilege and is intended for educational purposes only. The privilege may be revoked or other disciplinary action taken for violation of any of the following rules. Students may NOT:

- Share computer account IDs and passwords except when authorized.
- Create, copy, receive, or use data, language, or graphics that are obscene, abusive, or otherwise inappropriate at school.
- Access, change, or delete computer programs, data files or electronic mail without expressed permission.
- Remove or destroy the school's computer hardware or peripherals (printers, monitors, modems, cables, connectors, etc.)
- Remove or destroy computer software or data files owned by the school or other persons.
- Violate or attempt to violate the security of the computer/network systems.
- Take unauthorized actions that deny access to, disrupt, or destroy the service of the computer/network systems.
- Make unauthorized or unlawful installation of personal computer software on the school's computers or the computer networks, including, but not limited to, games, virus programs, and applications software.
- Use computers, computer networks, or computer peripherals (printers, monitors, modems, etc.) to commit a forgery or to create a forged instrument.
- Use computers, computer networks, computer software, and data files or intellectual property in any unauthorized way.

It is the policy of Foundation Academies to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254 (h)].

The provisions of this policy and associated guidelines and agreements are subordinate to school, local, state and federal law. Foundation Academies has the duty to investigate any suspected violations of this policy.

Definitions

Key terms are defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") are used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research of other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of Foundation Academies’ online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking’, and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all the members of Foundation Academy Primary staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children’s Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of our Technology Team staff.

No Expectation of Privacy

Given valid reason, Foundation Academy Primary may at any time and without notice to or consent from users, obtain access to all information, conveyed or stored anywhere on any of the school’s electronic systems, including telephone calls and electronic mail messages, even if the information has been password protected or encrypted. Foundation Academy Primary may use the information so obtained for any legal purpose, including disclosure to third parties, subject only to applicable law, but otherwise in the sole discretion of the school. The school may exercise an investigation triggered by indications of impropriety or as necessary to locate substantive information that is not more readily available by some other less intrusive means.

Electronic Devices

Students may not have electronic devices in school. This includes, but is not limited to, iPads, iPods, and MP3 players. None of these devices are needed and often represent a distraction from successful academics and a serious atmosphere. In addition, these are items that cause conflict and lead to grief when lost or stolen. While Foundation Academy Primary obviously strives to prevent theft of any item, the school will not spend extra energy tracking down electronic devices that should not be in school in the first place and assumes no responsibility for the loss, destruction, or theft of electronic devices. In the event that a student disobeys this rule and possesses a prohibited electronic device in school, a staff member will confiscate it. On the first offense, the parent may come to the school at the end of the day to collect the device. On the second offense, it will be kept until the end of the school year, and the parent will be required to collect it on the final day of school. Students will also be subject to disciplinary action.

Cellular Phones

Foundation Academy Primary allows students the privilege of using cellular phones before and after the school day, outside of school property. However, because cell phones can be a distraction and risk to the learning environment, the cellular phone cannot be displayed, activated, or used on school property during the school day. Students are responsible to ensure that cellular phones are turned off and out of sight in a back pack or similar enclosure. If the actual cellular phone is visible or heard by a staff member, it will be confiscated as outlined above and given to the Principal. Parents/guardians would then be required to come to the Main Office to sign out the cell phone.

- The first time that a cell phone is confiscated, the parent/guardian may retrieve it immediately and sign it out.
- If a cell phone is confiscated for a second time, Foundation Academy Primary will not return the cell phone for 30 days.
- If a cell phone is confiscated for a third time, Foundation will keep it until the last day of school.

Food

The appropriate time for food and drink is during lunch. Drinks may not be brought to school in glass containers.. Chewing gum, sunflower seeds, candy, soda, sugary drinks, coffee, and hot cocoa are **not** allowed at any time.

Birthday Parties

No foods are allowed due to food allergies.

Phone Usage

Although Foundation Academy Primary aims to have as much communication as possible with its families, the school must confine student phone usage to those situations that stem from health and safety issues, emergencies, or when students need to contact parents to let them know they must stay after school for a detention received that day. Students and their parents must arrange pick-up times in advance of school and should not come to expect a daily phone call. In addition, parents should not rely on Foundation Academy staff to relay messages to their children during school hours except in emergency cases. Relaying messages to students during the school day is highly disruptive to the learning environment. Therefore, only messages regarding true emergencies will be taken.

Code of Conduct

Expectations

Four core values—caring, respect, responsibility, and honesty—are at the heart of Foundation Academies' community, and they represent the cornerstones of our student expectations.

Students are expected to demonstrate:

Caring by:

- Taking care of each other.
- Helping each other to learn.

- Working to improve our community and the world.

Respect to all in the school community by:

- Tracking the speaker and listening, not talking, while someone else is speaking.
- Accepting all members of the school community for who they are.
- Valuing the property, differences, and opinions of others.
- Addressing adults properly and classmates by their chosen name.

Responsibility by:

- Being committed to the highest level of achievement—academic, social, and personal.
- Recognizing our individual strengths and trying to improve on our weaknesses.
- Assigning ourselves—we do work because we want to learn and get to college, not because it’s assigned.
- Adhering to all of the elements of the School-Parent-Student Contract.

Honesty by:

- Telling the truth.
- Acting with fairness toward each other.
- Admitting our mistakes when we make them, accepting responsibility for them, and taking steps to correct them.

Dress Code

Often a student’s appearance reflects his/her attitude. Generally speaking, students who care about the way they look also care about the way they behave and are concerned about their academic studies. Since one of our goals is to promote a feeling of pride, students are required to wear the proper school uniform each day and to come to school clean and well groomed.

Students are required to come to school dressed in the appropriate uniform. All students must:

- Wear the appropriate Foundation Academy Primary uniform daily.
- Dress in uniforms that are not excessively worn, damaged or stained.
- Have all uniform pieces labeled with a permanent marker, the name of the student clearly written or sewn into the fabric.
- Dress appropriately for the occasion and weather.
- **Kindergarten** – Please provide a change of clothes in event of an accident.

The Foundation Academy Primary uniform consists of:

- Long or short-sleeved T-shirt with Foundation Academy Primary label/logo (available for purchase in the Main Office for \$8 (short sleeve) and \$11 (long sleeve)).
- Khaki Docker Style full length pants, which must be worn at the waistline. Overly loose or tight pants may not be worn. Cargo pants (pants with side pockets on the outside of the pants), capris and “skinny-leg pants” are not permitted. Skirts are permitted only for religious reasons.
- Foundation Academy licensed fleece/sweatshirts optional (available for purchase in Main Office).
- Solid white or solid black socks (no designs).
- All black sneakers or shoes. If any part or element of the sneaker is not 100% black when the student is standing, it is not considered permissible.

Other Guidelines:

- Apparel that is not listed in the above stated uniform items is unacceptable. The only jewelry that may be worn on wrists/arms is one watch. Bracelets and necklaces worn outside of shirts are not permitted. Earrings must be smaller than a nickel.

- Students are permitted to wear long sleeved shirts under their uniform shirts if they are a solid color.
- Shirts are to be tucked in at all times.
- When wearing short-sleeved shirts, please ensure that oversized t-shirts are not worn underneath.

Classroom Jobs

As a part of the Foundation Academy Primary community, students are expected to pitch in and help out with keeping the school clean. Just like at home, students will have school jobs to do around the school such as classroom messenger, trash manager or materials manager.

Behavior

Every classroom will use a consistent behavioral color chart system. The behavior system will appear as follows:

Wow! You’re being a leader! (Blue)
I am making good choices! (Green)
I need to think about my choices! (Yellow)
I know that I can do better! (Red)

Each day all students begin on green. In order for students to earn socials, trips and other rewards, students must be on Green or better (blue or green) for 80% of days in the earning period.

Parents/guardians can see what color their student ended the day on inside the daily log in the homework folder.

Parents/guardians must sign the daily log each night.

Attendance

A primary expectation of Foundation Academy Primary students is that students are in class as much as possible. Students who do not attend or are tardy for school will NOT earn color points for the day. This policy applies whether an absence/tardiness is excused or unexcused, as we believe (and research has shown) that for a student to learn, he/she must be in school.

Other Rewards for Success

Foundation Academy Primary provides generous opportunities for student recognition. Some examples of privileges include school socials, scholar dollars, special dress days, school store and “treasure chest” prizes.

In addition, during Community Circle, students are recognized for acts of character. Faculty members are also provided with opportunities to recognize student achievements during Circle and Awards Ceremonies.

Student Rights

In all matters regarding discipline, all members of the Foundation Academy Primary community have the right to:

- i. Advance notice of behaviors that will result in suspension and expulsions. These behaviors are identified within this Code of Conduct;
- ii. Education that supports students' development into productive citizens;
- iii. Attendance in a safe and secure school environment;
- iv. Attendance at school irrespective of students' marriage, pregnancy or parenthood;
- v. Due process and appeal procedures pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8. The actual New Jersey Administrative Code language regarding these due process and appeal rights is available to parents and students upon request;
- vi. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C.6A:16-6.2 (b)3. The actual New Jersey Administrative Code language regarding these due process and appeal rights is available to parents and students upon request; and
- vii. Protections pursuant to 20 U.S.C. § 1232g and 34 CFR Part 99, Family Educational Rights and Privacy Act; 20 U.S.C. § 1232h and 34 CFR Part 98, Protection of Pupil Rights Amendment; N.J.A.C. 6A:32-7, Student Records; 45 CFR § 160, Health Insurance Portability and Accountability Act; 20 U.S.C. § 6301, Title IV(A)IV § 4155 of the Elementary and Secondary Education Act as reauthorized under the No Child Left Behind Act; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, School-based drug and alcohol abuse counseling; information from participants; disclosure; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Creation; Pupil Records: Maintenance and Retention, Security and Access; Regulations; Non-Liability; N.J.A.C.6A:14-2.9, Student Records; as well as other existing Federal and State laws pertaining to student protections. The actual New Jersey Administrative Code language regarding these due process and appeal rights is available to parents and students upon request.

Disciplinary Procedures

While most students have little trouble adhering to Foundation Academy Primary's expectations, there is a need for a progressive system of disciplinary action for those students who disrupt the educational environment. We understand that minor disruptions are natural with young people and that students need to be verbally reminded to correct their minor misbehavior. If the student fails to correct his/her behavior after verbal warnings and/or some of the most commonly used consequences listed below, we will move to the more progressive consequences such as:

Lunch Detention	Parent/Guardian Conference
Loss of Privileges (Recess, Socials, Trips)	Behavior Intervention Plan
Seat Change	Call Home
Removal from class	Home Visit

Please note other consequences may be imposed by the Principal. The following categories and disciplinary procedures will be in effect during the school year.

Category 1 (Minor Misbehavior):

Students whom commit Category 1 (Minor Misbehavior) Violations at any point during the school day **will be assigned lunch detention/loss of recess**. The following are considered Category 1 offenses:

- Violation of classroom rules (Calling out, out of seat without permission, off task etc.)
- Minor disrespect (rolling of eyes, smacking of teeth, talking back to the teacher, etc.)
- Not prepared for class with books and/or supplies
- Violation of cafeteria rules

- Minor dress code violations
- Homework does not meet guidelines (lacks neatness, incomplete, late submission, lack of best effort)
- Not following directions/class rules

Category 2 (More Serious Misbehavior):

Students whom commit the following behaviors may receive an **automatic color change**, in addition to lunch detention/loss of recess for the day. The following are considered Category 2 offenses:

- Multiple Category 1 Offenses
- Homework repeatedly does not meet guidelines (lacks neatness, incomplete, late submission, lack of best effort)
- Repeatedly not following directions/class rules
- Littering
- Gum chewing/Eating candy
- Minor displays of disrespect (saying “Shut Up!”, etc.)
- Use or Visibility of Cellphone, I-Pod or Other Electronic Device

Category 3 (Very Serious Behavior):

Students whom commit the following behaviors will automatically be **Removed from class** or given **In-School Suspension** (see description below). The following are considered Category 3 offenses:

- Multiple Category 2 Offenses
- Leaving adult supervision
- Spitting
- Graffiti
- Being in unauthorized places
- Exhibitions of intimacy
- Profanity
- Making noise during a fire or security drill
- More serious displays of disrespect (talking back to teachers, etc.)
- Throwing objects
- Rowdiness / Horseplay/Hitting others
- Harassment, Intimidation and Bullying
- Truancy
- Stealing
- Vandalism
-

Category 4 (Intolerable Behavior):

Students whom commit the following behaviors will receive immediate **suspension**, but may also receive a referral to the I&RS Team and/or possible expulsion. The following are considered Category 4 offenses:

- Fighting/Assault
- Pulling the fire alarm
- Bomb scare
- Threats (written or verbal)
- Attempted assault of a staff member
- Assault of a staff member
- Possession of dangerous weapons
- Attempted arson

For any offenses that may violate criminal codes, local police and/or fire authorities will be contacted as required by law.

Consequences

Written Reflections

When a student has committed a discipline infraction, students may be required to complete a written reflection. Written reflections will reflect on their poor choices and think about how they can improve their performance.

Group Consequence

Foundation Academy Primary retains the right, during particularly difficult circumstances, to keep groups of students or an entire class of students after school. The school does not seek to punish the good with the bad, but it believes that we are all responsible for one another – that the actions of some do impact, and are impacted by, the entire group.

Short-term Suspensions

Short-term suspension means the removal of a student for ten consecutive school days or fewer from the general education program or the special education program but not the cessation of the student's educational services. In each instance of a short-term suspension, Foundation Academy Primary shall assure the rights of a student suspended for ten consecutive school days or fewer by providing for the following:

- As soon as practicable, oral or written notice of charges to the student. When charges are denied, an explanation of the evidence forming the basis of the charges also shall be provided;
- An informal hearing prior to the suspension in which the student is given the opportunity to present his/her version of events regarding his/her actions leading to the short-term suspension and provided notice of the school district's actions taken pursuant to N.J.A.C. 6A:16-7.1(c)2 and 5:
 - o The informal hearing shall be conducted by the Principal or his or her designee;
 - o To the extent that a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the student may be immediately removed from his/her educational program and the informal hearing shall be held as soon as practical after the suspension;
 - o The informal hearing shall take place even when a school staff member has witnessed the conduct forming the basis of the charge; and
 - o The informal hearing and the notice given may take place at the same time;
- Oral or written notification to the student's parents of the student's removal from the student's educational program prior to the end of the school day on which the Principal makes the decision to suspend the student, which shall include an explanation of:
 - o The specific charges;
 - o The facts on which the charges are based;
 - o The provision(s) of the code of student conduct the student is accused of violating;
 - o The student's due process rights, pursuant to N.J.A.C. 6A:16-7.2 through 7.6; and
 - o The terms and conditions of the suspension.
- Appropriate supervision of the student while waiting for the student's parent to remove the student from school during the school day; and
- Academic instruction either in school or out of school that addresses the Common Core State Standards
- o Services shall be provided within five school days of the suspension.

- o Educational services provided to a student with a disability shall be provided consistent with the student's Individualized Education Program.
- o At the completion of a short-term suspension, the Head of School shall return the student to the general education program.

The CEO shall report the suspension to the Board of Trustees at its next regular meeting.

During the course of any short-term suspension, students may not participate in any extracurricular activities, school functions, sports or graduation exercises that occur.

For a student with a disability, the provisions set forth above shall be provided in addition to all procedural protections set forth in N.J.A.C. 6A:14.

Long-term suspensions

Long-term suspension means removal of a student for more than ten consecutive school days from the general education program, or the special education program, but not the cessation of the student's educational services. In each instance of a long-term suspension, Foundation Academy Primary shall assure the rights of a student suspended for more than ten consecutive school days by providing the following:

- Immediate notification to the student of the charges, prior to the student's removal from school;
- An informal hearing prior to the suspension in which the student is given the opportunity to present the student's version of events regarding his/her actions leading to the long-term suspension and the school's actions district's actions taken pursuant to N.J.A.C. 6A:16-7.1(c)2 and 5;
- Immediate notification to the student's parents of the student's removal from school;
- Appropriate supervision of the student while waiting for his/her parents to remove him/her from school during the school day;
- Written notification to the parents by the CEO, or his or her designee, within two school days of the initiation of the suspension, stating:
 - o The specific charges;
 - o The facts on which the charges are based;
 - o The student's due process rights, pursuant to N.J.A.C. 6A:16-7.2 through 7.6; and
 - o That further engagement by the student in conduct warranting expulsion shall amount to a knowing and voluntary waiver of the student's right to a free public education, in the event that a decision to expel the student is made by the School's Board of Trustees, pursuant to N.J.S.A. 18A:37-2 and N.J.A.C. 6A:16-7.5. The Foundation Academies Board of Trustees shall request written acknowledgement of the notification of the provisions above from the parents and the student subsequent to the removal from the student's educational program.
 - A list of witnesses and their statements or affidavits, if any, no later than five days prior to the formal hearing;
 - A student with a disability, a manifestation determination, pursuant to N.J.A.C. 6A:14-2.8 and the Federal regulations incorporated by reference therein;
 - Information on the right of the student to secure an attorney and legal resources available in the community;
 - Educational services, either in school or out of school, that are comparable to those provided in the public schools for students of similar grades and attainments.
- o The services shall be provided within five school days of the suspension.

- o Foundation Academy Primary shall make decisions regarding the appropriate educational program and support services for the suspended student, at a minimum, based on the following criteria:
 - A behavioral assessment or evaluation including, but not limited to, a referral to the child study team, as appropriate;
 - The results of any relevant testing, assessments or evaluations of the student;
 - The student's academic, health and behavioral records;
 - The recommendation of the CEO or other relevant school or community resource;
 - Considerations of parental input; or
 - Consultation with the Intervention and Referral Services team, as appropriate.
- o Educational services provided to a student with a disability shall be provided consistent with the student's Individualized Education Program, in accordance with N.J.A.C. 6A:14;
 - A formal hearing before the Foundation Academies Board of Trustees, which, at a minimum, shall:
 - o Be conducted by the Board of Trustees or delegated by the Board to a Board committee, the CEO or an impartial hearing officer for the purpose of determining facts or making recommendations. The Board of Trustees as a whole shall receive and consider either a transcript or detailed report on such hearing before taking final action;
 - o Include the opportunity for the student to confront and cross-examine witnesses, when there is a question of fact; and present his or her own defense and produce oral testimony or written supporting affidavits.
 - o Take place no later than 30 calendar days following the day the student is suspended from the general education program;
 - o Not be subject to the provisions of the "Open Public Meetings Act"; and
 - o Result in a decision by the Foundation Academies Board of Trustees, which at a minimum, shall be based on the preponderance of competent and credible evidence;
 - A written statement to the student's parents of the Board of Trustee's decision within five school days after the close of the hearing that includes, at a minimum:
 - o The charges considered;
 - o A summary of the documentary or testimonial evidence from both the student and the administration that was brought before the Board of Trustees at the hearing;
 - o Factual findings relative to each charge and the Board of Trustees' determination of each charge;
 - o Identification of the educational services to be provided to the student, above;
 - o The terms and conditions of the suspension; and
 - o The right to appeal the Board of Trustees' decision regarding the student's general education program to the Commissioner of Education;
 - Immediate return to the general education program if at any time it is found that the student did not commit the offense;
 - For a student with a disability found not to have committed the offense, the student's program shall be determined in accordance with the provisions of N.J.A.C. 6A:14; and
 - At the completion of a long-term suspension, the Foundation Academies Board of Trustees shall return the student to the general education program.

Any appeal of the Board of Trustees' decision regarding the student's program shall be made to the Commissioner of Education.

Suspension of general education students shall not be continued beyond the Board of Trustees' second regular meeting following the suspension, unless the Board of Trustees so determines.

- The Foundation Academies Board of Trustees shall determine whether to continue the suspension based on the following criteria:
 - o The nature and severity of the offense;
 - o The Board of Trustees removal decision;
 - o The results of any relevant testing, assessments or evaluations of the student; and
 - o The recommendation of the chief school administrator, principal or director of the alternative education program or home or other out-of-school instruction program in which the student has been placed.

When the Board of Trustees votes to continue the suspension of a student, the Board, in consultation with the CEO, shall review the case at each subsequent Board of Trustees meeting for the purpose of determining:

- The status of the student's suspension;
- The appropriateness of the current educational program for the suspended student; and
- Whether the suspended student's current placement should continue or whether the student should return to the general education program.

When the Foundation Academies Board of Trustees votes to continue the suspension of a general education student, the Board of Trustees, in consultation with the CEO, shall make the final determination on:

- When the student is prepared to return to the general education program;
- Whether the student shall remain in an alternative education program or receive home or other in-school or out-of-school instruction, based on the criteria set forth in (c) 1i through iv above; or
- Whether to initiate expulsion proceedings in accordance with N.J.S.A. 18A:37-2 and N.J.A.C.6A:16-7.5.

The Foundation Academies Board of Trustees shall provide a general education student suspended under this section with an appropriate educational program or appropriate educational services, based on the criteria set forth under (a)9ii above, until the student graduates from high school or reaches the age of 20, whichever comes first.

- The educational program shall be consistent with the provisions of N.J.A.C. 6A:16-9.2 and 10.2 and N.J.A.C. 6A:14-2 and 4.3, whichever is applicable; or
- The educational services provided, either in school or out of school, shall be comparable to those provided in the public schools for students of similar grades and attainments, pursuant to the provisions of N.J.S.A. 18A:38-25.

For a student with a disability who receives a long-term suspension, the Foundation Academies Board of Trustees shall proceed in accordance with N.J.A.C. 6A:14 in determining or changing the student's educational placement to an interim or alternate educational setting.

- All procedural protections set forth in N.J.A.C. 6A:14 and this section shall be afforded to each student with a disability who is subjected to a long-term suspension.
- All decisions concerning the student's educational program or placement shall be made by the student's Individualized Education Program team.

Mandated Student Removals From General Education

By law, Foundation Academies is required to immediately remove students from the school for certain offenses.

Possession of a Firearm - The Principal shall immediately remove any student, other than a student with a disability, from the school's general education program for a period of not less than one calendar year if the student:

- is convicted or adjudicated delinquent for possession of a firearm on any school grounds, including on a school bus or at a school-sponsored function;
- is convicted or adjudicated delinquent for committing a crime while in possession of a firearm on school grounds, including on a school bus or at a school-sponsored function; and
- is found knowingly in possession of a firearm on any school grounds, including on a school bus or at a school-sponsored function.

Firearms are defined in N.J.S.A. 2C:39-1(f) and 18 U.S.C. § 921.

The Principal shall remove students with disabilities for offenses involving firearms in accordance with the provisions of N.J.A.C. 6A:14 and the applicable Federal regulations incorporated therein.

Assaults with Weapons Offenses – The Principal shall immediately remove any student, other than a student with a disability, from the school's general education program for a period of not exceeding one calendar year, if the student commits an assault with a weapon upon a teacher, administrator, board member, other employee of the school or another student on any school grounds, including on a school bus or at a school-sponsored function, according to the requirements of N.J.S.A. 18A:37-2.2 through 2.5. Assault is defined under N.J.S.A. 2C:12-1(a)1 and weapons includes, but is not limited to, those items enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined by N.J.S.A. 2C:39-1(f) and 18 U.S.C. § 921.

The Principal shall remove students with disabilities for assaults with weapons offenses in accordance with the provisions of N.J.A.C. 6A:14 and the applicable Federal regulations incorporated therein.

Assaults on Staff Members – The Principal shall immediately remove any student, other than a student with a disability, from the school's general education program if the student commits an assault not involving the use of a weapon or firearm, upon a teacher, administrator, board member or other employee of Foundation Academies acting in the performance of his or her duties and in a situation where his or her authority to act is apparent, or as a result of the victim's relationship to Foundation Academies. Assault is defined under N.J.S.A. 2C:12-1(a)1.

The Principal shall remove students with disabilities for assaults on staff members in accordance with N.J.A.C. 6A:14.

Expulsions

Expulsion means the discontinuance of educational services or the discontinuance of payment of educational services for a student.

Foundation Academy Primary may expel, that is discontinue the educational services or discontinue payment of educational services for, a general education student from school after the Board of Trustees has provided the following:

- The procedural due process rights set forth at N.J.A.C. 6A:16-7.3 and 7.4, subsequent to a long-term suspension, pursuant to N.J.A.C. 6A:16-7.3; and
- An appropriate educational program or appropriate educational services, based on the criteria set forth under N.J.A.C. 6A:16-7.3(f).
 - The educational program shall be consistent with the provisions of N.J.A.C. 6A:16-9.2 and 10.2 and 6A:14; whichever are applicable; or

- The educational services provided, either in school or out of school, shall be comparable to those provided in the public schools for students of similar grades and attainments, pursuant to the provisions of N.J.S.A. 18A:38-25.

Any appeal of the Foundation Academies Board of Trustees' decision regarding the cessation of the student's general education program shall be made to the Commissioner of Education.

- The Foundation Academy Board of Trustees shall continue to provide an appropriate educational program or appropriate educational services, in accordance with N.J.A.C. 6A:16-7.5(a)2, until a final determination has been made on the appeal of the district board of education's action to expel a student.

An expulsion of a student with a disability from a receiving school shall be handled in accordance with N.J.A.C. 6A:14.

Adult Supervision

Students are required to have passes any time that they are in the building or on campus and not under direct adult supervision. If school is in session and a student is out of his/her classroom or lunchroom without a pass he/she is deemed, by definition, to have left adult supervision without permission and appropriate disciplinary action will be taken.

Harassment, Intimidation and Bullying

Harassment, intimidation or bullying means any gesture or written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identify and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function or on a school bus, or off school grounds as provided for in section 16 of P.L. 2010, c. 122 (C. 18A:37-15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that a reasonable person should know, under the circumstances, will have the effect of harming a student or damaging the student's property or placing a student in reasonable fear of harm to his or her person or damage to his or her property; has the effect of insulting or demeaning any student or group of students; or creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

The school disapproves of harassment, intimidation and bullying in all its forms and considers it a serious offense. If a student is a victim of or a witness to harassment, intimidation or bullying on campus, on a school bus or at a school-sponsored function, the student is required to inform a faculty or staff member. A student making such a report to a faculty or staff member may do so confidentially. School faculty and staff will address the harassment, intimidation and/or bullying urgently and firmly consistent with the school's harassment, intimidation and bullying policy and overall disciplinary procedures. A copy of the school's harassment, intimidation and bullying policy is available on the school's website.

Fighting

There is zero tolerance for fighting, including horseplay and "play fighting". In almost every case, both students will be suspended. Parents will be required to come to school and to pick up the students involved in the fight on

the day of the incident. Students are expected to use the techniques of nonviolent conflict-resolution to settle all disputes. Faculty and staff members will be trained to spot problems and students are expected to report conflicts before they escalate.

Other Rules

Foundation Academy Primary retains the right to create other rules and consequences as required by specific situations.

APPENDIX

FOUNDATION ACADEMY CHARTER SCHOOL STUDENTS FILE CODE: 5145.4

EQUAL EDUCATIONAL OPPORTUNITY

Foundation Academies shall provide equal and bias-free access for all pupils to all school facilities, courses, programs, activities and services and give them maximum opportunity to achieve their potential regardless of race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, liability for service in the Armed Forces of the United States, nationality, place of residence within the district, social or economic condition, or disability. Enforcement of other school affirmative action/equity policies (2224, 4111.1, 4211.1 and 6121) contribute to this legally required equality of educational opportunity.

Staff members shall maintain professional relationships with pupils at all times and develop wholesome and constructive relationships with them. Staff members shall be expected to regard each pupil as an individual and to accord each pupil the rights and respect that are his/her due.

Staff members shall promote a learning environment that encourages fulfillment of each pupil's potential in regard to his/her program, consistent with school goals and with optimal opportunities for pupils. This goal may be reached by adapting instruction to individual needs, by:

1. insisting on reasonable standards of scholastic accomplishment for all pupils;
2. creating a positive atmosphere in and out of the classroom;
3. extending the same courtesy and respect that is expected of pupils; and
4. treating all pupils with consistent fairness.

The Board guarantees all pupils equal access to all academic programs within the learning environment.

Pupils shall respect the rights of other pupils to receive an education in an environment that is conducive to learning and personal growth. No pupil shall have the right to abridge another pupil's right to privacy or right to hold personal beliefs which are different from those of the mainstream.

Harassment

The school's affirmative action program is part of each academic program regarding all pupils. No one--including pupils, staff members, vendors, volunteers, or visitors-- shall commit an act of harassment/discrimination of any kind against any member of the school community on any of the grounds prohibited by law.

Harassment is defined as any gesture that is reasonably perceived as being motivated by an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic; that will have the effect (actual or perceived) of harming a student or damaging the student's property. Harassment also includes any gesture that demeans or insults a student or group of students in such a way to cause substantial disruption in or interference with the orderly operation of the school.

Harassment may be claimed by a third party. That is, individuals who are not directly involved in the behavior may experience a hostile environment. They shall have the same legal rights to act under this policy as those directly victimized.

Any member of the student body may file a formal grievance related to harassment. The CEO or his/her designee will receive all complaints and initiate a thorough investigation and will protect the rights of both the pupil making the complaint and the alleged harasser. Filing of a grievance or otherwise reporting harassment of any kind will not reflect upon the pupil's status nor affect future grades or class assignments.

The administration will inform all pupils that sexual harassment is prohibited in the educational setting. Specifically, no person employed by the school or by a vendor, or acting in a voluntary capacity, shall threaten or insinuate, either directly or indirectly, that a pupil's refusal to submit to sexual advances will adversely affect the pupils standing in the school setting. Pupils are forbidden to harass other pupils or staff members or vendors or volunteers through conduct or communications of a sexual nature within the school setting.

Findings of discrimination in the form of harassment will result in appropriate disciplinary action.

Equity in School

The Board shall maintain an academic environment that is free from harassment and provide equal and bias free access for all students to all school facilities, courses, programs activities and services, regardless of race, creed, color, national origin, ancestry, age marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. The Board shall ensure that:

1. School classrooms and facilities will be barrier free;
2. The district curriculum will be aligned with the CCSS and address the elimination of discrimination by narrowing the achievement gap;
3. All students have access to counseling services; and
4. The physical education program is equitable and co-educational.

Procedures shall be made available for pupils and/or parents/guardians who wish to file a grievance protesting alleged discriminatory or sexually (or other) harassing action. An immediate report of the allegation should be made to the Affirmative Action Officer or CEO. Violations of this policy or its related procedures shall be cause for appropriate disciplinary action.

Hate Crimes/Bias Incidents

An employee of the Board who becomes aware in the course of his/her employment that a student or other staff person has committed a hate crime or is about to commit one shall immediately inform the CEO. All incidents of hate/bias shall be reported whether they occur during school hours on school grounds or otherwise.

Implementation

The CEO shall direct development of procedures regarding the implementation of this policy to include sanctions, protection of individual rights to confidentiality and due process, and notification procedures. The CEO shall ensure that, annually, all staff and all pupils (in means and terms that are age-appropriate) be thoroughly informed of this policy, their right to file grievances under this policy and the law and the procedures relative to filing. Further, all staff and pupils shall be informed annually of the identity of the school's affirmative action officer and how he/she may be contacted.

activity of the school on the basis of race, color, creed, national origin, ancestry, age, marital status, domestic partnership status, affectional or sexual orientation, genetic information, sex, disability or atypical hereditary cellular or blood trait of any individual, or because of liability for service in the armed forces of the United States, nationality, national origin, place of residence, social or economic condition, non-applicable disability or because of genetic information or refusal to submit to or make available the results of a genetic test. The Affirmative Action Team as led by the Affirmative Action Officer shall be responsible for planning, implementing and monitoring the school's affirmative action program with respect to school and classroom practices.

Reporting to the CEO, the Affirmative Action Team shall review the following areas for compliance with state department of education regulations and make suggestions and/or recommendations when necessary.

Curriculum content

The team shall examine the following areas to ensure that curricula eliminate discrimination and promote understanding and mutual respect among students, regardless of race, color, creed, religion, gender, affectional or sexual orientation, ancestry, national origin, socio-economic status or disability:

1. school climate;
2. courses of study;
3. instructional materials;
4. instructional strategies;
5. library materials;
6. technology/software and audio-visual materials;
7. guidance and counseling;
8. extracurricular programs and activities;
9. testing and other assessments; and
10. reducing or preventing the under representation of minority, female and male students in classes and programs.

The team shall monitor the curriculum to ensure inclusion of instruction on African-American history in the teaching of United States history and inclusion of instruction on the Holocaust and genocide in the curriculum for all school pupils.

Staff training

The Affirmative Action Officer shall suggest a program of in-service training for school personnel designed to identify and solve problems of bias in all aspects of the school program. An equity in-service program shall be held annually for all staff and for parents and community members as needed to facilitate participation and support.

Pupil access

The team shall review all school facilities, courses, programs, activities and services to ensure that all pupils are provided equal and bias-free access to them. Particular attention shall be paid to the following:

1. ensuring equal access and barrier-free access to all school and classroom facilities;

2. refraining from locating new facilities in areas that will contribute to imbalanced, isolated or racially identifiable school enrollments;
3. assigning pupils so that school and classroom enrollments are not identifiable on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status;
4. ensuring that pupils are not separated or isolated within courses, classes, programs or extracurricular activities;
5. ensuring that minority and male pupils are not over-represented in detentions, suspensions, dropouts or special needs classifications;
6. ensuring equal and bias-free access for all pupils to computers, computer classes and other technologically-advanced instructional assistance;
7. ensuring that all limited English-proficient pupils and pupils with disabilities have equal and bias-free access to all school programs and activities;
8. ensuring equal and bias-free access for language-minority pupils and pupils with disabilities to multiple measures for determining special needs;
9. ensuring that pupil support services (such as school-based youth services, health care, tutoring and mentoring) are available to all pupils, including LEP pupils; and
10. ensuring that all pregnant pupils are permitted to remain in the regular school program and activities.

The Executive Director will report to Board of Trustees annually on continuing compliance.

Date Approved:

Legal References:	<u>N.J.S.A. 10:5-1 et seq.</u> <u>N.J.S.A. 18A:4A-1 et seq.</u> <u>N.J.S.A. 18A:18A-17</u> <u>N.J.S.A. 18A:35-1</u> <u>N.J.S.A. 18A:36-20</u> <u>N.J.A.C. 6A:7-1.1 et seq.</u> <u>N.J.A.C. 6A:30-1.1 et seq.</u> <u>N.J.A.C. 6A:32-12.1</u> <u>N.J.A.C. 6A:32-14.1</u>	Law Against Discrimination New Jersey Commission on Holocaust Education Facilities for handicapped persons Course in history of the United States in high school Discrimination; prohibition Managing for Equality and Equity in Education Evaluation of the Performance of School Districts Reporting requirements Review of mandated programs and services
	20 <u>U.S.C.A. 1681 et seq.</u> - Title IX of the Education Amendments of 1972 29 <u>U.S.C.A. 794 et seq.</u> - Section 504 of the Rehabilitation Act, of 1973 20 <u>U.S.C.A. 1401 et seq.</u> - Individuals with Disabilities Education Act (IDEA) 42 <u>U.S.C.A. 12101 et seq.</u> - Americans with Disabilities Act (ADA)	

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Gebser v. Lago Vista Indep. School Dist. 524 U.S. 274 (1998)

Davis v. Monroe County Bd. of Ed. 526 U.S. 629 (1999)

Manual for the Evaluation of Local School Districts

The Comprehensive Equity Plan, New Jersey State Department of Education

Cross References:	2224	Nondiscrimination/affirmative action
	4111.1	Nondiscrimination/affirmative action
	4131/4131.1	Staff development; inservice education/visitations/conferences
	4211.1	Nondiscrimination/affirmative action
	4231/4231.1	Staff development; inservice education/visitations/conferences
	5145.4	Equal educational opportunity
	6145	Extracurricular activities
	6164.2	Guidance services
	6171.4	Special education