



Community Charter School *of* Paterson



2011-2012 Student/Parent Handbook

October 2011

PLEASE REVIEW THE HANDBOOK WITH YOUR CHILD (REN) SO THAT YOUR FAMILY IS AWARE OF WHAT IS AND IS NOT APPROPRIATE IN SCHOOL AND DURING SCHOOL-SPONSORED ACTIVITIES.

Since parent(s)¹ can be held responsible for the actions of their children, it is important that they are aware of the rules and consequences if their child (ren) does not follow the rules. However, parent(s) also have the right to advocate for their children. Therefore, the Community Charter School of Paterson (CCSP or School) must have proof that every student and every parent has had the opportunity to read this “*Student/Parent Handbook*”. Please sign and return the *Receipt of Handbook* form, which is enclosed, to the school within five (5) business days of receipt of the 2011-2012 Handbook to confirm that you have received the booklet and you are aware of the CCSP’s rules. *Your signature does not mean that you agree or disagree with the contents, but simply acknowledges your receipt and review of the Handbook.*

¹ Whenever the term “parent” is used, it also refers to either or both parents, guardian, any person in a parental relationship to a student, or any person exercising legal authority over a student in place of a parent.

MESSAGE FROM THE PRINCIPAL/CHIEF ADVOCATE

Dear Parents and Guardians:

This Student and Parent Handbook outlines our policies so that we create the school environment that our families and staff deserve and hold one another accountable to the same expectations. Our philosophy is premised on the simple notion that if we can succeed in inspiring children at a young age, they are more likely to be excited about learning. If they are excited about learning, and we can also provide the necessary information, resources, tools and opportunities, our children will naturally empower themselves. Once inspired and empowered, our children will learn and achieve at high levels. Just as important, they will also develop into well-rounded, community-minded, fun-loving and confident individuals who possess the skills necessary for a life-time of success. Therefore, CCSP's Philosophy of Education is embodied in a simple, yet powerful formula that can be summarized with two primary goals: (1) to create and provide a wildly inspiring culture; and (2) to offer and deliver an empowering curriculum and school culture that is filled with the information, resources, ideas, strategies and opportunities needed for each child to develop confidence, aptitude, critical-thinking and other powerful life skills.

Please review the Handbook with your child so that he/she is aware of what is expected. Let us work together to build a school on the firm foundation of respect, partnership, excellence, integrity, dedication and success.

With Great Expectations,

Marnie G. McKoy

Principal/Chief Advocate

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MISSION STATEMENT

The Community Charter School of Paterson’s mission is to inspire and empower its children, families and staff with opportunities to positively shape and transform their lives by becoming successful, life-long learners who possess critical thinking, academic, advocacy, and leadership skills required to open new doors in their lives and the lives of others. Children are inspired and empowered as a result of specific strategies which encourage them to feel good about themselves and their ability to learn. We’ve identified six characteristics that we believe are important in life, not just in school - excellence, integrity, dedication, respect & self esteem, success, and partnerships.

VISION

The Community Charter School of Paterson (CCSP) is designed to serve as a true “Community School” in which children, along with their families and staff, feel inspired and thus become empowered to cultivate positive change in their lives. The vision is premised on the notion that if we can succeed in assisting children to be inspired at a young age, they are more likely to be excited about learning, and about the idea of learning. If they are excited about learning, and we can also provide the necessary information, resources, tools and opportunities, our children will naturally empower themselves. Once inspired and empowered, our children will learn and achieve at high levels. They will also develop into well-rounded, community-minded, spirited and confident individuals who possess the skills necessary for a life-time of success.

As a “Community School”, CCSP strives to have a direct and immediate positive impact on the very community in which it is located – the Greater Spruce Street Neighborhood of Paterson, located in the heart of the Great Falls Historic District. New Jersey Community Development Corporation (NJCDC) is a central partner to CCSP and works in numerous ways to ensure a strong “community connection” in which the community complements and serves CCSP and, in turn, CCSP fits in and serves the community as well.

THE BOARD OF TRUSTEES

CCSP is a public school that operates independently of the local district Board of Education under a Charter granted by the New Jersey Department of Education. CCSP is managed by a Board of Trustees. Our Board oversees operation and management of the School. Board of Trustees' meetings are usually held on the fourth Thursday of each month at the School. Parents and other community members are encouraged to attend. A meeting calendar can be found at the end of this Handbook and is available in the Main Office.

EQUAL OPPORTUNITY

Consistent with Federal and State requirements on non-discrimination, CCSP hereby affirms its responsibility to continue to provide all students with equal educational opportunity and all employees equal employment opportunity regardless of race, sexual orientation, color, creed, religion, sex, ancestry national origin, social or economic status and non-applicable handicap.

RIGHT TO KNOW

CCSP maintains Right to Know information as mandated by the federal government. A poster indicating parents' and employees' Right to Know is posted in the main office. Additional information is kept in the Main Office. Any parent/guardian wishing to review this information may request it in the Main Office.

THE IDEAL CCSP GRADUATE

In partnership with parents/guardians we strive to ensure that all graduates:

- ✓ *Are achievers*
- ✓ *Are good communicators*
- ✓ *Speak and write grammatically correct*
- ✓ *Easily apply concepts learned in school to real world situations*
- ✓ *Are ethical*
- ✓ *Are self-confident*
- ✓ *Are aware of their gifts/talents and use them*
- ✓ *Are focused*
- ✓ *Know college graduation is expected*
- ✓ *Believe they matter*
- ✓ *Are lifelong learners*
- ✓ *Participate in community service regularly*
- ✓ *Are polite*
- ✓ *Are enthusiastic*
- ✓ *Are organized*
- ✓ *Are critical thinkers*
- ✓ *Know that decisions they make today affect tomorrow*
- ✓ *Advocate for their rights and the rights of others*
- ✓ *Are leaders in their communities*

EXPECTATIONS OF CCSP STUDENTS

CCSP students are expected to:

1. Value their education as a gateway to their future, demonstrated by:
 - Readiness to learn – coming to school with the appropriate supplies, in uniform, and well-rested;
 - Participation in the learning process – including attentiveness in class, allowing others to speak in turn, sharing knowledge and classroom tools with peers;
 - Timely completion of all assignments;
 - Listening to and following instructions carefully;
 - Using time wisely;
 - Working cooperatively with peers and others- including completing tasks and sharing materials.
2. Respect themselves and their parents/guardians.
3. Respect all members of the school community, including but not limited to, students, adults and visitors.
4. Use appropriate behaviors.
5. Demonstrate a positive attitude.
6. Respect school property and the property of others in our school community.
7. Follow all safety instructions including walking in school, use of all sports equipment and classroom tools.
8. Solve conflicts and disagreements with discussion, not physical contact; understanding that bullying is not an acceptable approach to interacting with others.

EXPECTATIONS OF CCSP PARENTS

CCSP parents are expected to be actively involved in the education of their children and have the responsibility to:

1. Reinforce the Expectations of CCSP students in this Handbook.
2. Have your child to school on time each day.
3. Work collaboratively with CCSP administration and staff and hold the School accountable for delivering a high-quality, well-rounded education to our students.
4. Maintain the most current contact information on file at CCSP. It is imperative that we can reach parents/guardians to convey important information concerning their child.
5. Provide the School with names of current emergency contact person(s) and/or telephone numbers.
6. Notify the School of anything that may affect their child's ability to learn, to attend school regularly, or to take part in school activities.
7. Be aware that medicine must be administered in accordance with CCSP policy which is described in detail in the Student Health section of this Handbook.
8. Be aware that parents have rights with regard to privacy and confidentiality of student records maintained by schools. These rights are described in detail in the Student Records section of this Handbook.
9. Ensure that students demonstrate legal and responsible use of technology and abide by the CCSP Acceptable Use Policy found at the end of this Handbook.

PARENT CONFERENCES

CCSP's staff is always willing to meet with parents. There are a number of parent/student/teacher conference days scheduled during the school year, which typically follow the issuance of the progress reports for the marking period. These dates are listed in the school calendar at the end of the Handbook.

Parents may also request an individual teacher conference at any time during the school year. Whenever possible please contact your child's teacher to make an appointment to discuss your child's academic progress or other concerns. This will allow the teacher to gather the necessary material and information to prepare for the conference in a professional manner.

Teachers and other staff members are also available through email and will respond promptly to parent inquiries. Please feel free to contact staff by phone as well. We do, however, ask that you contact teachers before or after the school day so as not to interfere with classroom instruction.

LEARNING PHILOSOPHY

We believe:

1. Creativity should be fostered and celebrated.
2. Each student experiences success in school every day.
3. Parents are partners in their child's education; students and teachers, together, must take responsibility for learning by planning, accomplishing, and assessing work.
4. Education is the shared responsibility of the students, home, school, and the community.
5. Personalized Learning Plans are essential to meeting the individualized needs of our students.
6. Learning styles vary which means learning experiences must be designed and presented using a variety of learning modalities.
7. Flexible grouping effectively meets the changing needs of individual students.
8. Real-life, relevant experiences are the basis for learning.
9. Technology is an integral component of the learning process.
10. Students experience the interconnectedness of all curriculum areas through an enriched and integrated thematic program.
11. Students develop the ability to evaluate and make appropriate choices regarding behavior.
12. Communication skills are developed through a Language Arts program that includes phonics, reading, writing, and spelling.
13. Instruction in a world language enriches students' understanding of other cultures and extends their language skills.
14. Preparation is meaningful, relevant, and a natural extension of classroom activities.
15. Multicultural education supports positive self-regard and positive attitudes toward the cultures of others.
16. High expectations and hard work result in limitless individual results.

GRADING SYSTEM

Student Achievement Rubric

A rubric is a scoring tool used to measure what is important to learn relative to a subject. The purpose of the student achievement rubric below is to provide a common language for discussing student progress as it relates to the objectives of a unit or course.

Exceeds Standards – 90 to 100 (A)

The student has a complete and detailed understanding of the important information related to the objective derived from the standards. The student can perform the skills or processes important to the objective without significant errors and with fluency. The student understands the key features of the skills or processes necessary to achieve the objective.

Meets Standards – 80 to 89 (B)

The student has a complete understanding of the important information related to the objective but not in great detail. The student can perform the skills or processes important to the objective without making significant errors. The student understands the key features of the skills or processes.

Approaching Standards – 70 to 79 (C)

The student has an incomplete understanding of the topic and/or misconceptions about some of the information related to the objective. However the student maintains a basic understanding of the objective. The student makes some significant errors when performing the skills or processes important to the topic but still accomplishes a rough approximation of the skills or processes.

Below Standards – 60 to 65 (D)

The student has an incomplete understanding of the topic and has misconceptions about most of the information related to the objective. The student is unable to perform the skills or processes necessary to complete the task.

Significantly Below Standards – Below 59 (SBS)

The student's mastery of a topic is significantly below standard, and there is an insufficient foundation upon which to build further knowledge.

HOMEWORK

Homework Guidelines

Homework is assigned to reinforce concepts introduced in the classroom. CCSP's homework objectives are:

1. To develop a student's study techniques and the ability to complete independent work.
2. To complete independent assignments which are more effectively done in a non-classroom environment.
3. To provide an opportunity for extra study and reinforcement in an area in which a student is experiencing some difficulty.
4. To provide the opportunity for a student to "make-up" work due to absence.

In order to meet these objectives, the following times should be considered as guidelines for the completion of homework:

Grade K	15 minutes per day 5 days a week
Grade 1-2	30 minutes per day 5 days a week
Grade 3	45 minutes per day 5 days a week
Grade 4	60 minutes per day 5 days per week

These are considered as general guidelines for the average student. However, academic excellence is achieved by pushing beyond average. We encourage parents to set aside more time than listed in the guidelines to engage their child in projects or activities that reinforce concepts taught in the classroom. Please feel free to contact your child's teacher for ideas or suggestions. We also encourage parents/guardians to work with their child to plan ahead for long-term assignments to ensure that your child reaps the greatest educational benefit from the assignment.

Parents are encouraged to provide a quiet, well illuminated study area and a regularly scheduled homework time. We urge parents to take an interest in their child's work by asking questions about their assignments, answering your child's questions, and by making sure homework is completed each night. Please resist the urge to correct your child's homework. Your child's teacher uses the homework to identify areas where additional support is needed, which is why homework is not graded. Please be sure your child has all books and assignments with them when they leave for school each morning.

Please see your child's teacher if you have any questions, or if there is a great discrepancy between the guidelines and the time it takes your child to actually complete assignments on a regular basis.

Make-Up Work

When a student is absent from school, it is expected that work missed will be made up in a timely fashion. Parents should request homework be sent home when calling the school to inform us that the child will not be in attendance. If the absence is anticipated to be more than one day's duration, please inform the school so that the classroom teacher can plan accordingly.

PHYSICAL EDUCATION

CCSP believes that physical education is essential to building character in our students. Through physical education classes our students increase physical competence; enhance their self-esteem; learn how to work cooperatively with one another; develop leadership skills; and build a foundation for a healthy, active lifestyle.

Students are expected to be appropriately dressed for physical education classes. This includes wearing appropriate athletic shoes. Students wearing footwear that could cause an injury will not be permitted to participate in that day's activities. We also advise students to refrain from wearing jewelry, watches, necklaces, etc. on days when they are scheduled to participate in physical education. Aside from it being unsafe during play, these items can be misplaced during class, forgotten or lost when removed.

To be excused from physical education class parents must submit a note to the School Nurse. The note must include the reason for the excuse and the duration for which the child is to be excused. If the duration is not stated in the note, a second note will be required before the child is able to participate in physical education class. Students who exhibit signs of an injury, which could result in further injury, and who DO NOT have a note, will be excluded from participation in physical education. The parent will also be contacted by the School Nurse to determine the nature of the student's injury and determine the appropriate steps to facilitate the student's return to physical education class.

RECESS

A 2009 study published in *Pediatrics*, the official journal of the American Academy of Pediatrics, concluded that providing daily recess to school age children was associated with improved classroom behavior. ERICDIGESTS.ORG cites several studies that link physical activity to improvements in children's attentiveness and decreases in restlessness. CCSP believes that recess is an essential part of the school day. During recess our students have an opportunity to play which is a vehicle to learning for elementary school children. Play is also pivotal to character development in young children because through free play with peers children learn to see the world through the eyes of their peers and develop problem solving skills.

Students will have recess outdoors at least three times a week unless weather conditions prevent this. Using the playground gives our students the least restrictive space in which to play. Please dress your child appropriately when they leave for school in the morning. During inclement weather days students will participate in indoor recess. Students will eat in the cafeteria then use other spaces within the school for games or other group activities. Students are supervised by School and Building Assistants, School Security and other appropriate CCSP staff during lunch and recess periods.

TECHNOLOGY

CCSP is committed to the effective use of technology to enhance both the quality of student learning and the efficiency of school operations. CCSP also recognizes that safeguards must be established to ensure the protection of our students; protect the school's investment in hardware and software; and ensure the benefits of technology as well as guard against its negative side effects. Please review, sign and return a copy of the Student Acceptable Use Policy located at the end of the Handbook to the Main Office.

DRESS CODE

School Uniform

Kindergarten – Second Grade

Girls/Boys - khaki pants and a hunter green polo shirt either long or short sleeve

Gym - hunter green sweatpants/sweatshirt or t-shirt

Alternative for Girls - skirt or jumper

Optional for Boys/Girls – hunter green fleece jacket or hunter green cardigan sweater

Grades 3 and 4

Girls - khaki skirts or slacks with a white button up shirt and tie

Boys - khaki pants, white button up shirt and tie

Physical Education (Gym) Uniform

Gold t-shirt or green sweatshirt with logo and green mesh shorts or green sweatpants with logo

General Rules

1. Uniforms should be neat and clean.
2. Uniforms may not be worn inside out or backwards.
3. Thermals, hats, caps, curlers, headscarves, bandanas, sweatbands, chains, sunglasses, gloves, and coats are not to be worn during school hours.
4. Pants should be worn at the waist and not sag. Belts must be worn with all pants and shorts. Pants should also not fit too snugly.
5. Physical Education uniforms are only permitted on days when students have Physical Education class.
6. Uniforms with rips, tears, holes or frayed edges are considered inappropriate for school.
7. Appropriate footwear must be worn at all times. This does not include bedroom slippers or flip-flops.
8. Undergarments must not be exposed.
9. Hair, face and body paint are inappropriate for school.
10. Jewelry and accessories should be appropriate for school and not cause undue attention or pose a safety risk.
 - a. Only stud earrings are allowed and are limited to 2 per ear.
 - b. No other visible piercing will be permitted such as tongue rings, facial piercing, etc.
 - c. All necklaces must be tucked in shirts and not be visible.
11. All shirts must be tucked in pants.
12. Street clothing (jeans, sweats, slickers, etc.) may not be worn under the uniform.

USE OF ELECTRONIC DEVICES

Possession and Use

Students may not use electronic devices during school hours. This includes all recesses and lunches. No electronic devices may be stored in the classroom desk. They must be kept in backpacks or given to the teacher. At no time may electronic devices be used in the bathrooms.

Definition

An “electronic device” is defined as privately owned wireless and portable electronic handheld equipment that include, but are not limited to, existing and emerging mobile communication systems and smart technologies (cell phones, smartphones, walkie-talkies, pagers, etc.), portable internet devices (mobile managers, mobile messengers, Blackberry™ handset, etc.), Personal Digital Assistants (PDAs) (Palm organizers, pocket PCs, etc.), handheld entertainment systems (video games, CD players, compact DVD players, MP3 players, iPods, Walkman™ devices, etc.), and any other convergent communication technologies that perform any number of the previously mentioned functions. Electronic devices also include any current or emerging wireless handheld technologies or portable information technology systems that can be used for word processing, wireless Internet access, image capture/recording, sound recording and information transmitting/receiving/storing, etc.

Security of Devices

Students shall be personally and solely responsible for the security of electronic devices brought to school. The school shall not assume responsibility for theft, loss, damage, or unauthorized calls made with an electronic device. If devices are loaned to or borrowed and misused by non-owners, device owners are jointly responsible for the misuse or policy violation(s).

Confiscation

If a student violates this policy, his/her electronic device will be confiscated by the classroom teacher or another adult and given to the classroom teacher. The teachers shall take reasonable measures to label and secure the device. At the end of the day the student may take it home. If there is a second offense, the device will be taken to an administrator who will hold it until parents come to get it.

Exceptions

With prior approval of the Principal/Chief Advocate, the above prohibitions may be relaxed under the following circumstances:

- The use is specifically required to implement a student’s current and valid IEP;
- The use is at the direction of a teacher for educational purposes;
- The use is determined by the Principal/Chief Advocate to be necessary for other special circumstances, health-related reasons, or emergency.

ATTENDANCE POLICY

The Board of Trustees believes that the regular attendance of students in each class and in school in general is critical to its educational mission. The school shall endeavor to achieve a ninety percent (90%) attendance rate. Continuity of instruction is an essential element in student performance and allows students the greatest opportunity to succeed at meeting the State learning standards in the Core Curriculum Content Standards. The Principal/Chief Advocate shall oversee the development of effective strategies that maximize student attendance and strive to:

- A. Encourage good attendance;
- B. Discourage unexcused absences;
- C. Identify patterns of absence, tardiness and early departures from school; and
- D. Intervene to prevent and correct problems with attendance.

Definitions

- A. "Attendance" is a student's presence in school and in the classroom to which he or she is assigned at the times scheduled for instruction or other school activities. A school day shall consist of not less than four hours of actual instruction. An approved kindergarten school day shall consist of one continuous session of 2 1/2 hours.

The mere presence of a student at roll call shall not be regarded as sufficient to be considered in attendance for a school day. A student shall be present at least one hour during both the forenoon and the afternoon in order to be recorded as present for the full day. In a school which is in session during either the forenoon or the afternoon, a student shall be present at least two hours in the session in order to be recorded as present for the full day.

A student not present in school because of his or her participation in an approved school activity, such as a field trip, meeting, cooperative education assignment, or athletic competition will be considered in attendance.

- B. "Excused absence" is a student's absence from school for a full day or a portion of a day for one or more of the following reasons:
 - 1. The student's illness;
 - 2. Requirements of a student's individual health care plan;
 - 3. A death or critical illness in the student's immediate family, or others with permission of Principal/Chief Advocate;
 - 4. Quarantine;
 - 5. Observance of the student's religion on a day approved for that purpose by the State Board of Education;
 - 6. The student's suspension from school;
 - 7. Requirements of the student's Individualized Education Program (IEP);
 - 8. Alternate short or long term accommodations for students with disabilities;
 - 9. The student's required attendance in court;
 - 10. Interviews with an admissions officer of an educational institution;
 - 11. Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day.
 - 12. Such good cause as may be acceptable to the Principal/Chief Advocate.

Attendance need not always be within the school facilities. A student will be considered to be in attendance if he/she is present at any place where school is in session by authority of the Board. The Board shall consider each student assigned to a program of independent study, with parent permission, to

be in regular attendance for that program, provided that he/she is under the guidance of a staff member so assigned, reports daily or weekly, as prescribed, to such staff member the place in which he/she is conducting his/her study, and regularly demonstrates progress toward the objectives of his/her course of study.

- C. "Unexcused absence" is a student's absence for all or part of a school day for any reason other than those listed in paragraph "Excused Absences" above. Absence is expressly not excused for any of the following purposes (this list is intended to be illustrative and is not inclusive):
1. Family travel;
 2. Performance of household or babysitting duties; and
 3. Other daytime activities unrelated to the school program.

Tardiness

The orderly conduct of class activity depends upon the prompt and precise beginning of the program. Tardiness hinders the proper conduct of school activity. Students are expected to arrive to school and class on time. A student who is tardy to any class will be subject to disciplinary action as outlined in the Conduct and Discipline Policy found on page 28 of this Handbook and the student code of conduct. Consequences for accumulated occurrences of tardiness may include detention, loss of credit and an unexcused school day absence.

Attendance

In order for the Board of Trustees to fulfill its responsibility for providing a thorough and efficient education for each student, the complete cooperation of parents/guardians and students is required to maintain a high level of school attendance.

The frequent absence of students from classroom learning experiences disrupts the continuity of the instructional process and limits the ability of students to complete the prescribed curriculum requirements successfully. The following rules shall apply for student absences:

- A. A student shall be considered absent from class for tardiness in excess of one half of the total class period.
- B. A student shall be considered absent from school for participation in less than four instructional hours during the school day.

A student must be in attendance in order to be considered to have successfully completed the instructional program requirements of the grade/course to which he/she is assigned.

A waiver of these attendance requirements may be granted for good cause by the Principal/Chief Advocate upon recommendation of a review committee, appointed by him/her, and consisting of representative staff, including student service personnel and classroom teachers.

In recommending the granting of a waiver of this attendance requirement, the review committee shall consider the nature and causes of all absences rather than only those in excess. Documentation of the nature and causes of these absences shall be the responsibility of the student and parent.

Parents are responsible for notifying the school early in the day when a child will be absent and for informing the school of the reason for the absence. The Principal/Chief Advocate shall develop procedures for the attendance of students which:

- A. Ensure a school session which is in conformity with requirements of the rules of the state Board;
- B. Identify potentially missing and/or abused students; and
- C. Govern the keeping of attendance records in accordance with rules of the state Board at N.J.A.C. 6A:16-1.1 et seq., including students serving in- or out-of-school suspensions, or excluded for health and cleanliness reasons;

Unexcused Absences

When a student fails to report to class or school accumulating up to four unexcused absences, the school shall:

- A. Make a reasonable attempt to notify the student's parents/guardians of each unexcused absence the day of the unexcused absence;
- B. Attempt to contact the parents by telephone, email and/or cellular phone to determine the cause of the unexcused absence;
- C. Develop an action plan to assist the student to return to school and maintain regular attendance.

If contact through these means is unsuccessful the school may follow-up with another attempt to contact the parents or send a letter reporting the unexcused absence and requesting the parent/guardian to contact the school.

If at any time it is suspected that there is a potential of abuse, neglect and/or a student is potentially missing the school shall implement all procedures required by law including reporting protocols, notification of parents/guardians and cooperation with law enforcement and other authorities and agencies, as appropriate.

Persistent Absences

If the pattern of unexcused absences continues and five to nine unexcused absences are accumulated the school shall:

- A. Make a reasonable attempt to notify the student's parents of each unexcused absence the day of the unexcused absence;
- B. Attempt to contact the parents by telephone, email and/or cellular phone to determine the cause of the unexcused absence;
- C. Conduct a follow-up investigation by contacting the student's parents in writing to determine the cause of each unexcused absence; and
- D. The Principal/Chief Advocate or his or her designee shall schedule a meeting with the parent/guardian and the student. The purpose of this meeting shall be to evaluate the appropriateness of the action plan to assist the student to return to school and maintain regular attendance. The plan shall be reviewed and revised in coordination with the parent and may include the participation of the classroom teacher, school nurse, guidance counselor, Principal or other appropriate staff. The plan shall establish outcomes based upon the student's needs and specify the interventions for achieving the outcomes and supporting the student's return to school and regular attendance. That plan may include any or all of the following:
 - 1. Referral or consultation with the building's Intervention and Referral Services team;
 - 2. Testing, assessments or evaluations of the student's academic, behavioral and health needs;
 - 3. The consideration of an alternate educational placement;
 - 4. Referral to a community-based social and health provider agency or other community resource;
 - 5. Referral to the court program designated by the New Jersey Administrative Office of the Courts;
 - 6. The implementation of all required procedures for potential abuse, neglect or missing child including cooperation with law enforcement and other authorities and agencies, as appropriate.

Discipline

All discipline regarding the attendance of students shall be consistent with the Board policy 5131 Conduct and Discipline and the code of student conduct. Consequences for absences may include:

- A. Students may be denied participation in co-curricular activities if their attendance fails to meet the standards set forth herein.
- B. Students may be denied participation in athletic competition if their attendance fails to meet the standards set forth herein.
- C. Loss of partial or total course credit; or
- D. Detention or suspension.

No student who is absent from school for observance of a religious holiday or other excused absence shall be disciplined and/or deprived of any award or of eligibility for or opportunity to compete for any award because of the absence.

Students and parents shall be notified of disciplinary actions for attendance including loss of credit and may appeal this determination through the procedure as set forth in Board policy 5145.6 Student Grievance Procedure.

Truancy

For cumulative unexcused absences of 10 or more, the student between the ages of six and 16 is truant, pursuant to law. The school shall:

- A. Make a mandatory referral to the court program required by the New Jersey Administrative Office of the Courts;
- B. Make a reasonable attempt to notify the student's parents of the mandatory referral;
- C. Continue to consult with the parent and the involved agencies to support the student's return to school and regular attendance;
- D. Cooperate with law enforcement and other authorities and agencies, as appropriate;
- E. Follow all procedures required by N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School and other applicable state and federal statutes.

Unexcused Absences for Students in Special Education

The attendance guidelines, discipline and remedial measures set forth in this policy shall apply to classified students where appropriate and in accordance with the student's:

- A. Individualized Education Program (IEP);
- B. Procedural protections set forth in N.J.A.C. 6A:14 (Special Education);
- C. Alternate short or long term accommodations for students with disabilities as required by law;
- D. Requirements of a student's individual health care plan.

Regular Release of Students Before the End of the Normal School Day

There are varying situations which may justify release of certain students from school before the normal time for closing. Such situations are justifiable only if the release does not jeopardize the student's educational program and the reasons for such release can be shown to have positive benefits for the student.

Late Arrival and Early Dismissal

The Board recognizes that from time to time compelling circumstances will require that a student be late to school or dismissed before the end of the school day.

As the agent responsible for the education of the children of the school, the Board shall require that the school be notified in advance of such absences by written request of the student's parent/guardian, which shall state the reason for the tardiness or early dismissal. Justifiable reasons may include:

- A. Medical or dental appointments which cannot be scheduled outside of school hours;
- B. Requirements of a student's individual health care plan;
- C. Requirements of the student's Individual Education Program (IEP);
- D. Alternate short or long term accommodations for students with disabilities;
- E. Medical disability;
- F. Family emergency;
- G. Court appearance;
- H. Such good cause as may be acceptable to the administration.

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 or a person authorized by the parent to act on his/her behalf.

Legal Custody

A record shall be kept indicating the legal custodian of each student. Such custodian shall be responsible for informing the Board of any change in the student's custodian. The PRINCIPAL/Chief Advocate may take such steps as seem necessary to ensure that the child is released only to the proper legal custodian.

Potentially Missing Children

- A. If daily attendance records indicate a child is absent, and the parent has not called, a designated person shall attempt to contact them.
- B. If no telephone contact can be made, the attendance officer shall investigate.
- C. If the attendance officer cannot locate the child, he/she shall inform the Principal/Chief Advocate, who shall inform the appropriate local authorities.
- D. If a child who was present in the morning is absent after lunch, the same procedure shall be followed.

ATTENDANCE PROCEDURE

New Jersey law (N.J.S.A. 18A:38-25) states that attendance in school is compulsory for children between the ages of six and sixteen. CCSP believes that consistent school attendance is an essential element of student performance and gives our students the greatest opportunity to succeed academically. Our experience has shown that students who attend school regularly learn more and are more successful in school than students who do not. Students who are frequently absent fall behind in academics and miss important opportunities for character development and socialization that provide a solid foundation for the achievement of long-term goals.

We appreciate parents placing their child's education in our hands and are committed to delivering an empowering curriculum and school culture that is filled with the information, resources and strategies needed for each child to develop confidence, aptitude, critical-thinking and other powerful life skills. Our commitment will only yield the results CCSP and parents desire if parents partner with us by ensuring that students arrive to school on-time daily and attend school regularly.

CCSP's school day begins at 8:45 a.m. and the following standards are in place to support our students' timely arrival and regular attendance:

- All students are expected to arrive to school between 8:25 and 8:45 a.m.
- Any student who arrives to school after 8:45 a.m. is considered tardy.
- All students who arrive late to school must check-in at the Main Office before proceeding to class.
- Any student who arrives to school late for five (5) consecutive days will be marked absent.
- Parents must contact the school (973/413-2057, ext. 1132 or ext. 1131) no later than 9 a.m. to notify the school of a student's absence.
- Upon a student's return to school following an absence, the parent must submit a note to the Main Office documenting the reason for the student's absence. The note must include the date the note is written, the date (s) of the absence, full name of the student, reason for the absence, daytime phone number of the parent/guardian and signature of the parent.
- If a student is absent for three (3) or more consecutive days, the student's parent must submit a doctor's note to the Main Office.

CCSP recognizes that there are many factors that impact a student's timely and consistent attendance. We provide outreach and support to parents/guardians in addressing challenges that may result in attendance issues.

Tardiness

- A student's parent will be contacted by a representative from the Student Support Services Department after the third consecutive day a student arrives late to school. The goal of this outreach is to notify the parent of the student's lateness; remind the parent of the importance of being on-time for school; and develop solutions for any challenges that may have resulted in the lateness.
- After 5th consecutive late arrival to school a student's parent will receive a letter from the Student Support Services Department. The letter will remind the parent of the last discussion about lateness; notify the parent that this lateness has caused the student to have an unexcused absence on-file; and invite the parent to contact the Department if assistance or support is needed to ensure that the student arrives to school on-time. The parent will also be contacted within 2 business days of the date of the letter to confirm receipt and work toward a solution to the student's tardiness.

- After 7th consecutive late arrival the Student Support Services Department will coordinate a meeting with the parent, a representative from the Department and the Principal or Vice Principal. The goal of this meeting is to make the consequences of continued lateness clear and develop a written action plan to ensure the student's consistent timely arrival to school. The parent and student will be required to sign the action plan.

Absences

- A student's parent will be contacted by a representative from the Student Support Services Department after a student's third consecutive unexcused absence (refer to Attendance Policy for definition of unexcused absence). The goal of this outreach is to notify the parent of the student's absence; remind the parent of the importance of regular attendance; and develop solutions for any challenges that may have resulted in the absences.
- After the 5th consecutive unexcused absence a student's parent will receive a letter from the Student Support Services Department. The letter will remind the parent of the last discussion concerning absences; remind the parent that 20 unexcused absences may result in the student being retained; and invite the parent to contact the Department if assistance or support is needed to ensure that the student regularly attends school. The parent will also be contacted within two business days of sending the letter to confirm receipt and work toward a solution to the student's absenteeism.
- After the 7th consecutive unexcused absence the Student Support Services Department will coordinate a meeting with the parent, a representative from the Department and the Principal or Vice Principal. The goal of this meeting is to make the consequences of continued absence clear and develop a written action plan to ensure the student's consistent attendance. The parent and student will be required to sign the action plan.
- Upon the 10th consecutive unexcused absence, a referral will be made to the CCSP Truancy Officer. The Truancy Officer will:
 - make a mandatory referral to the court program required by the Administrative Office of the Courts;
 - make a reasonable attempt to notify the parents of the referral;
 - notify the parent in writing that the student must return to school within five days of the date of the letter and regularly thereafter;
 - notify the parent of the fines he/she may be subject to as a result of the student's truancy – not more than \$25 for the first offense and not more than \$100 for each subsequent offense; and
 - collaborate with the parent, student (if age appropriate), a representative from the Student Support Services Department and any other appropriate school or community-based resource to develop and implement an action plan to ensure the student's regular attendance. This plan must include at least a weekly internal review/monitoring for the first three months of implementation.

ARRIVAL TO SCHOOL

Students may not arrive to school prior to 8:30 a.m. unless registered for CCSP's Before Care Program. If walking to school students are expected to:

- Use the sidewalks and walk to the right.
- Walk facing oncoming traffic when sidewalks are not available.
- Cross at those places where a crossing guard is present.
- Avoid "horseplay" so as to prevent injury.
- Be considerate and respect the property of others.
- **AVOID STRANGERS AND REPORT ANY UNUSUAL OCCURRENCES TO THEIR TEACHER OR TO THE OFFICE IMMEDIATELY UPON ARRIVAL AT SCHOOL.**

Students riding a bicycle are to observe the rules of the road and are required by law to wear a helmet. Bicycles should **NOT** be ridden on school grounds during normal school hours for safety reasons. Because of the large number of cars and people in and around the school, students are to walk their bikes on school grounds. The school cannot guarantee the security of bicycles ridden to school.

Parents who drive their children or "carpool" to school are to pull over to the curb when dropping off their children to ensure the children's safety and maintain the "flow" of traffic at the beginning of school. Once the child (ren) in the carpool has been dropped off, parents are encouraged to depart quickly as a courtesy to others and to alleviate the number of cars.

Kindergarten parents are to observe the drop off and pick up area that is specifically designated for CCSP.

DISMISSAL

Regular Dismissal

All students are dismissed at 3:45 p.m., unless participating in the after school program. Once dismissed, students should not re-enter the building unless it is absolutely necessary. Children are to report directly home unless prior arrangements have been made with their parents to do otherwise (i.e., visit a friend's home). Students will only be released to school transportation or parent, legal guardian or duly authorized representative.

Under no circumstances may parents go directly to the classroom without checking in at the security desk.

Students may not remain on school grounds following dismissal unless they have an appointment with a teacher, are enrolled in the Extended Day Program or are involved in a school-sponsored activity. All students in the building following dismissal must be supervised by a CCSP staff member to ensure their safety

Unanticipated Early Dismissal

On occasion during the winter months, weather conditions may necessitate early dismissal. The decision to close is usually made by 10:00 a.m. Each parent is asked to complete a form at the beginning of the year which gives instructions as to the arrangements you have made in the event of an early dismissal. This information is used by the school and its designated personnel to inform parents/guardians in the event of an early closing. It is important that this information be accurate and kept up to date.

Notification of unanticipated early dismissal will be posted on our Home School Council's Facebook page, the School's website, sent through our Alert Now notification system, and email.

Student Dismissal or Release from School During the Day

A student will be dismissed from school during regular school hours upon the presentation of a note from the parent. Parents must come into the office to sign out and pick up the student. This ensures our students' safety, our most important concern.

Students will only be released to their parents or persons authorized by the parent in writing. Written authorization is defined as listing the individual on student's enrollment application or submitting a note to the office. Parents may not authorize an individual to pick up their child by phone.

STUDENT SUPPORT SERVICES

The Student Support Services Department is charged with maximizing the academic, social and emotional potential of learners through consultation, evaluation, and prevention and intervention with students, school personnel and parents. The Department provides direct services for all children, especially those who are experiencing challenges that create barriers to learning. Recognizing that each child has a unique pattern of growth and development, Student Support Services offers a variety of supportive services in the following areas:

Intervention and Referral Services (I & RS)

General education students are referred through the Intervention Assistance Team and Special Services students are referred through the Multidisciplinary Team.

- The Intervention Assistance (IA) Team provides Response to Intervention (RTI) strategies for challenges that may arise for teachers, students and families. The Intervention Assistance Team consists of the Director of Student Support Services, Literacy Coach, Math Coach, I & RS Chairperson, Resource Room Teacher, Family Worker and School Nurse. RTI is a multi-tiered approach for students with learning challenges that focuses on monitoring and providing targeted support to students at each stage of intervention. This approach provides a data-driven foundation for the assessment and implementation of supportive services. The IA Team develops the multiple criteria for at-risk students, i.e. teacher referral, standardized assessment results, English language learners and students with disabilities. The Team also handles all division referrals and assigns unclassified placement and support services as they see fit.
- The Multidisciplinary Team implements the process for a student to receive special services. The Team provides information about parent rights, develops the components of assessment, employs the assessment procedures, creates the student's IEP, assigns classified placement and performs the IEP annual reviews. The Multidisciplinary Team consists of the Principal/Chief Advocate, Social Worker/Case Manager, Learning Consultant, School Psychologist, Special Education Teacher and General Education Teacher.

Reading and Math In-Classroom Support

This service provides all students who are identified as at-risk with differentiated instruction from their grade level teacher and small group instructional support from the Instructional Assistants.

Basic Skills Improvement Program

The Basic Skills Improvement Program provides students with academic support in reading, writing, and mathematics.

Resource Room Services

This service is provided to all classified IEP students, Basic Skills students and 504 students. Individual needs are supported in the resource rooms as defined by the student's IEP, personal education or intervention plan. The special services teacher re-teaches and modifies the general education curriculum for the needed subject area or skills, but the student is graded by their general education teacher. Students in this placement are provided with pull-out or push-in support services. In addition, students are provided with supplemental aides and related services such as Behavior Modification, Speech/Language, Bilingual Education, Occupational Therapy, Physical Therapy, Individual/Family Counseling and Health/Wellness Counseling. There are two resource room classes with a 5:1 student to teacher ratio per period. The resource service is organized by skill level.

Inclusion Team-Teaching Classroom

This service provides a heterogeneous, co-teaching, inclusive environment for placement of all classified students with the general education population. Students are provided with in-class replacement: taught and graded using a modified curriculum for the needed subject area from the special services teacher. The general education teacher provides instruction for all students. The special education teacher provides classified students with instruction based on their ability, in a collaborative teaching model with the general education teacher. Each classroom Inclusion Team-Teaching Classroom has no more than eight (8) special services students.

NJASK Prep Program (NJPP)

This program is designed to increase student proficiency in language arts and math as measured by performance on the NJASK 3 and NJASK4. The Program will be open to selected 3rd and 4th grade students and offer additional language arts and math instruction consistent with New Jersey's Core Curriculum Content Standards. Students will be taught by CCSP grade level and/or special service teachers based on their subject strength. The program will review test taking skills and grade level content materials for Language Arts and Math. Placement will be on based on academic needs, and there will be no more than 10 students per class. In addition, students will receive a nutritious breakfast.

Extended Year Program

This program will allow students to receive instruction to decrease summer learning loss and assist them to be grade ready for the upcoming academic year. Enrolled students will be assigned to a classroom where assigned staff members will implement a team teaching model. Classrooms will be chosen based on location/size and students will be assigned to classes based on their academic abilities.

COMMUNITY SCHOOLS INITIATIVES

The Coalition for Community Schools defines a community school as “both a place and a set of partnerships between the school and other community resources.” A community school sits at the crossroads of academics, health and social services, youth and community development and community engagement poised to empower a community by empowering its youth. CCSP focuses on helping our students succeed academically by offering services and resources to address their non-academic challenges that often impede academic success. We offer standing programs and services along with a variety of activities such as field trips, community festivals, and cultural celebrations. The standing programs include:

Before Care

This program offers an option to parents who need to bring their child to school early due to work, educational or other obligations. The program operates from 7:30 a.m. to 8:25 a.m. and is provided free of charge. Because of limited space, families are selected through a lottery.

Extended Day Program

This program provides students with educational enrichment along with character development and cultural enrichment activities after school to develop our students into well-rounded individuals. Classrooms have no more than 20 students per class which provides a 10:1 ratio. It gives students the opportunity to express themselves creatively and participate in project and service-based learning activities. In addition, students receive a nutritious snack. The program operates during the academic school year, Monday through Friday from 4:00 p.m.-6:00p.m. and is free of charge. Because of limited space, families are selected through a lottery.

Home and School Council

Parental involvement is central to CCSP's mission and the success of our students. The CCSP Home School Council is a great avenue to engage our parents in the work of the school. The Council works to strengthen the collaboration between parents and the school and also supports CCSP's mission by developing and/or promoting school programs, fundraising, partnering in the development of parent resources and serving as one of the bridges between CCSP and the Passaic County community. The Council meets monthly on Tuesdays.

Workshops, Seminars and Special Events

Parent workshops and seminars and school events are also a large focus of Community Schools Initiatives. Through surveying parents and through conversations with parents, we create a calendar of events and workshops that will meet their needs and engage them further in the school's mission.

STUDENT HEALTH

Immunization and Medical Records

New Jersey State statute requires all students' immunizations to be accurate and up-to-date before they can be admitted to or attend school. Specific questions regarding immunizations should be directed to the School Nurse.

Administration of Medication

In order to avoid any possible misuse or misapplication of medications, the following procedures have been established:

- Students are not permitted to carry medications to or from school under any circumstances. They are also not permitted to keep or consume any medications which have not been cleared through all steps of this procedure.
- **Only medications which must be administered during school hours are permitted in the building.**
- Parents must complete an Authorization for Administration of Medication Form (found at the end of this Handbook) or personally deliver any type of medication to be taken by their child during school hours. All medicines delivered by the parent to the School Nurse must be completely and properly labeled, and accompanied by a note from the physician. Medications must be in the original pharmacy container and labeled with the following information:
 - The child's name
 - The physician's name
 - Pharmacy medication number
 - Expiration date of the medication, if any
 - Name of medication
 - Complete directions for the proper administration of the medication
- Upon receipt of a child's medication, the School Nurse will complete a form containing all pertinent information regarding the medication and its proper administration. The parent will be required to sign the form.
- Over-the-counter medications, including items such as throat lozenges and cough drops, will be dispensed **only** under the supervision of the School Nurse upon receipt of prior written permission from the student's parent or guardian.

Emergency Administration of the EPI-Pen During the School Day

Parents who have a child that has an allergy that could result in anaphylaxis in the event of an attack, and whose child will be unable to self-medicate in the event of an attack, must complete an Authorization for the Administration of Medication form found at the end of this Handbook and also available in the School Nurse's office to give the School Nurse or her designee consent to administer epinephrine via EPI-pen to the student. Parents who have questions with regard to this procedure are encouraged to contact the School Nurse.

Health Screenings

The School Nurse conducts health screenings throughout the year. These screenings include vision, hearing, blood pressure, height and weight with Body Mass Index (BMI). Parents who have questions or

concerns regarding these screenings should address them to the School Nurse.

Substance Abuse

It is the responsibility of the Board of Trustees to safeguard the health, character, citizenship, and personality development of the students in its school. We, therefore, must maintain that the use of drugs and the unlawful possession and use of alcohol is wrong and harmful. The Board of Trustees recognizes that the misuse of drugs, alcohol, tobacco or steroids threatens the positive development of that student and the welfare of the entire school community. The Board of Trustees is committed to the prevention of drug, alcohol, tobacco and steroid abuse and the rehabilitation of identified abusers.

“Drug” includes all controlled dangerous substances and all chemicals that release toxic vapors. The Board of Trustees prohibits the use, possession and/or distribution of any drug, alcohol, tobacco, or steroids on school premises, and at any event away from the school provided by the Board. Compliance with a drug-free standard of conduct at all school functions is mandatory for all students. Students suspected of being under the influence of drugs, alcohol, tobacco, or steroids will be identified, evaluated, and reported in accordance with the law. Assessment will be provided by individuals who are certified by the New Jersey State Board of Examiners as student assistance coordinators or by individuals who are appropriately certified by the New Jersey Board of Examiners and trained in alcohol and other drug abuse prevention. A student who uses, possesses, or distributes drugs, alcohol, tobacco or steroids on school premises or while attending a school-sponsored activity will be subject to discipline that may include suspension or expulsion, and may be reported to appropriate law enforcement personnel. Students suspected of involvement with alcohol, drugs or steroids away from school premises will be offered appropriate treatment and remediation. Treatment services for students who are affected by alcohol or other drug use will be provided by individuals who are certified as student assistance coordinators or who are otherwise appropriately trained in drug and alcohol prevention, intervention, and follow-up.

The Board will enforce the laws of New Jersey requiring a program of drug, alcohol, tobacco and steroid education. The Principal/Chief Advocate shall prepare and submit to the Board for its approval a comprehensive curriculum. Drug, alcohol, tobacco and steroid education shall be integrated with the health curriculum. Additionally, the school will offer a special class or course designed to meet the needs of students with alcohol or other drug use problems.

The complete substance abuse policy (File Code: 5131.6) is available in the Main Office upon request.

STUDENT RECORDS

General Information

CCSP maintains a student record for each of its students. The Principal/Chief Advocate is responsible for the security of these records. The Principal is required to implement administrative procedures to guarantee the safety and security of all student records, and to provide authorized persons and organizations access to these records at a convenient place and time within the limits stipulated by law, i.e., within 10 days of the request but prior to any review or hearing conducted in accordance with State Board of Education regulations.

Student records include all those mandated by the New Jersey Administrative Code or State Statutes, or authorized by administrative directives, and such permitted records as the Board of Trustees shall authorize by resolution at a regular public meeting in order to promote the educational welfare of the student. Records so authorized must comply with code standards as to relevance and objectivity. Student records shall contain only such information as is relevant to the education of the student, and is objectively based on the personal observations or knowledge of the originator of the record. All anecdotal information and assessment reports collected on a student shall be dated and signed by the individual who originated the data.

The Board of Trustees shall report annually at a public meeting a description of the types of student records it has authorized certified school personnel to collect and maintain.

Student records and additional information such as grades, standardized test results, health statistics, attendance, etc. are available to the parents. Arrangement for access can be made by contacting the Main Office. Federal and State legislation regarding students' records provides certain rights to parents. These rights, which address provisions for the maintenance, security, conditions of access and the right to appeal parts of the records, include:

- A. Notification of rights in writing, in dominant language of parent, if possible. When the parent dominant language is not English, or the parent is deaf, the school shall provide interpretation of the record in the dominant spoken or sign language;
- B. Copies of applicable state and federal laws and local policies made available on request;
- C. The right to seek to include in the records material parents think pertinent or to seek exclusion from the records of material that is untrue, irrelevant to the student's present educational situation or otherwise improperly contained in the student's record. Parents also have the right to request an immediate stay of disclosure pending final determination of the challenge procedure.
- D. The right to challenge the school's granting or denial of access to the student's records.

Permitted Access to Student Records

A student may assert rights of access only through his/her parent. However, authorized school personnel may, at their discretion, disclose student records to students or to appropriate persons in connection with an emergency, if such knowledge is necessary to protect the health or safety of the student or other persons.

A parent shall either have access to or be specifically informed about only that portion of another student's record that contains information about his/her child.

Student Information Directories

CCSP shall compile, publicize and make available a "student information directory" as defined in the administrative code. Such directory information shall be available to educational, occupational and military recruiters as required by law. CCSP is required to notify parents annually in writing of their rights in regard to student participation in educational programs.

DISCIPLINE POLICY

The Board of Trustees believes that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of students. The Board expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment.

The Board believes that standards of student behavior must be set cooperatively by interaction among the students, parents, staff and community, producing an atmosphere that encourages students to grow in self-discipline. Such an atmosphere must include respect for self and others, as well as for school and community property.

The Board directs the Principal/Chief Advocate to develop and implement a code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions, and as appropriate, conduct away from school grounds. The Board also directs the development of detailed regulations suited to the age level of the students and the School's facilities.

Board policy requires each student to adhere to the rules and regulations established by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. The Principal/Chief Advocate shall provide the rules regarding student conduct and related consequences for breach of those rules to students and their parents.

This policy shall be reviewed annually and updated along with the *Student/Parent Handbook*. This process shall include:

- A. Parent, student and community involvement which represents, where possible, the composition of the schools and community;
- B. Consideration of the findings of the annual reports of student conduct, suspensions and expulsions; and other unusual incidents reported to administration.

The Principal/Chief Advocate shall annually:

- A. Disseminate the *Student/Parent Handbook* to all staff, students and parents;
- B. Report on the implementation of the *Student/Parent Handbook* to the Board of Trustees at a public meeting.
- C. Report to the New Jersey Department of Education on student conduct, including all student suspension and expulsion and incidents reported under the Electronic Violence and Vandalism Reporting System.

Students who display chronic behavioral or academic problems may be referred to Intervention and Referral Services (described in detail in the Student Support Services section of this Handbook) or to the Child Study Team for an evaluation to determine disability or the need for other services. Such referrals shall be in strict accordance with the due process regulations prescribed by the administrative code. Students so identified shall be provided with appropriate programs and services as prescribed by Intervention and Referral Services or Child Student Team.

A student whose presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, may be suspended in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.5, following due process. However, one incident alone is not sufficient cause for an expulsion.

Any student who commits an assault upon a Board member, teacher, administrator or other employee of the Board of Trustees shall be suspended from school immediately according to procedural due process, and suspension in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.5. However, one incident alone is not sufficient cause for an expulsion. Proceedings shall begin no later than 30 calendar days from the date of the student's suspension.

HARASSMENT, INTIMIDATION AND BULLYING

The board of trustees believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Since students learn by example, school administrators, faculty, staff, and volunteers are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Therefore, the school will not tolerate acts of harassment, intimidation or bullying.

The board of trustees expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. The board expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment.

The standards of character education are an essential component of the Community Charter School of Paterson's Code of Conduct. The board believes that with the appropriate infusion of character education into the school curriculum, modeling of appropriate behavior by adults; support and assistance of students in school, the community and home; our students will achieve the above standards of character education.

The board prohibits acts of harassment, intimidation or bullying against any student. School responses to harassment, intimidation and bullying shall be aligned with the board approved code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The Principal/Chief Advocate shall be responsible for ensuring the prompt investigation and response to all reports of harassment, intimidation and bullying committed on school grounds, at school activities and on school buses. In addition, the Principal/Chief Advocate shall ensure that this policy is applied to incidents of harassment, intimidation and bullying that are committed off school grounds in cases where a school employee is made aware of such actions. The Principal/Chief Advocate has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.6.

This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The board directs the Principal/Chief Advocate or his or her appropriately trained and qualified designee to develop detailed regulations suited to the age level of the students and the physical facilities of the school.

"Harassment, intimidation or bullying" is defined as any gesture, any 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 any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds, in accordance with law, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

- A. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- B. Has the effect of insulting or demeaning any student or group of students; or
- C. Creates a hostile educational environment for the student by interfering with the student’s education or by severely or pervasively causing physical or emotional harm to the student.

“Electronic communication” means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager.

Consequences and Remedial Measures for Acts of Harassment, Intimidation or Bullying

Students

Consequences and remedial measures for a student who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student’s history of problem behaviors and performance. Consequences shall be consistent with the board approved code of student conduct and N.J.A.C. 6A:16-7. Consequences and remedial measures shall be designed to:

- A. Correct the problem behavior;
- B. Prevent another occurrence of the problem;
- C. Protect and provide support for the victim of the act; and
- D. Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to and including short and long-term suspension or expulsion, as permitted by law. The consequences and remedial measures may include, but are not limited to:

- A. Consequences
 - 1. Admonishment;
 - 2. Temporary removal from the classroom;
 - 3. Deprivation of privileges;
 - 4. Classroom or administrative detention;
 - 5. Referral to administrator;
 - 6. After-school programs;
 - 7. Out-of-school suspension (short-term or long-term);
 - 8. Legal action; and
 - 9. Expulsion.
- B. Remedial Measures
 - a. Personal

1. Restitution and restoration;
 2. Mediation;
 3. Peer support group;
 4. Recommendations of a student behavior or ethics council;
 5. Corrective instruction or other relevant learning or service experience;
 6. Supportive student interventions, including participation of the intervention and referral services team;
 7. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
 8. Behavioral management plan, with benchmarks that are closely monitored;
 9. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
 10. Involvement of school administrator;
 11. Student counseling;
 12. Parent conferences;
 13. Student treatment; or
 14. Student therapy.
- b. Environmental (Classroom, School Building or School System)
- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
 - b. School culture change;
 - c. School climate improvement;
 - d. Adoption of research-based, systemic bullying prevention programs;
 - e. School policy and procedures revisions;
 - f. Modifications of schedules;
 - g. Adjustments in hallway traffic;
 - h. Modifications in student routes or patterns traveling to and from school;
 - i. Supervision of students before and after school, including school transportation;
 - j. Targeted use of monitors (e.g., hallway, cafeteria, playground, school perimeter, bus);
 - k. Instructional Assistants;
 - l. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
 - m. General professional development programs for certificated and non-certificated staff;
 - n. Professional development plans for involved staff;
 - o. Disciplinary action for school staff who contributed to the problem;
 - p. Supportive institutional interventions, including participation of the intervention and referral services team;
 - q. Parent conferences;
 - r. Family counseling;
 - s. Involvement of parent-teacher organizations;

Classified students are subject to the same disciplinary procedures as nondisabled students and may be disciplined in accordance with their IEP. However, before disciplining a classified student, it must be determined that:

- A. The student's behavior is not primarily caused by his/her educational disability;
- B. The program that is being provided meets the student's needs.

Staff

Consequences and appropriate remedial actions for any staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to disciplinary charges which could result in suspension or termination. The consequences and remedial measures may include, but are not limited to:

A. Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Referral to administrator;
5. Withholding of Increment
6. Suspension;
7. Legal action; and
8. Termination

a. Remedial Measures

i. Personal

- a. Restitution and restoration;
- b. Mediation;
- c. Support group;
- d. Recommendations of behavior or ethics council;
- e. Corrective action plan;
- f. Behavioral assessment or evaluation;
- g. Behavioral management plan, with benchmarks that are closely monitored;
- h. Involvement of school administrator;
- i. Counseling;
- j. Conferences;
- k. Treatment; or
- l. Therapy.

ii. Environmental (Classroom, School Building or School System)

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Supervision;
8. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
9. General professional development programs for certificated and non-certificated staff;
10. Professional development plans for involved staff;
11. Disciplinary action;

12. Supportive institutional interventions, including participation of the intervention and referral services team;
13. Conferences;
14. Counseling;

Reporting Harassment, Intimidation and Bullying Behavior

The Principal/Chief Advocate, Principal and/or their designee shall be responsible for receiving complaints alleging violations of this policy.

The board shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report. Any school employee, board member, contracted service provider, student, visitor or volunteer who has witnessed, or has reliable information that a student has been subject to harassment, intimidation or bullying, must report the incident to the building Principal or his/her designee.

The following procedures shall apply to the reporting of incidents of harassment, intimidation and bullying:

- A. All acts of harassment, intimidation, or bullying shall be reported verbally to the school Principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident;
- B. The Principal shall inform the parents or guardians of all students involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services; and
- C. All acts of harassment, intimidation, or bullying shall be reported in writing to the school Principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a student had been subject to harassment, intimidation, or bullying.

A board member, school employee, contracted service provider, student or volunteer who has witnessed, or has reliable information that a student has been subject to, harassment, intimidation or bullying shall report the incident to the building Principal and any appropriate school official, or to any school administrator or safe schools resource officer, who shall immediately initiate the school's procedures concerning school bullying.

A board member or a school employee who promptly reports an incident of harassment, intimidation or bullying, to the appropriate school official designated by the school's policy, or to any school administrator or safe schools resource officer, and who makes this report in compliance with the procedures in this policy, shall be immune from a cause of action for damages arising from any failure to remedy the reported incident.

A school administrator who receives a report of harassment, intimidation, or bullying from a school employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

School Anti-Bullying Specialist

The Principal shall appoint a school anti-bullying specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the Principal

shall appoint that individual to be the school anti-bullying specialist. If no individual meeting these criteria is currently employed in the school, the Principal shall appoint a school anti-bullying specialist from currently employed school personnel. The school anti-bullying specialist shall:

- A. Chair the school safety team;
- B. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
- C. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

School Safety Team

The school shall form a school safety team in each school to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying. The school safety team shall meet at least two times per school year.

The school safety team shall be appointed by the Principal and consist of the Principal or his or her designee who, if possible, shall be a senior administrator; a teacher in the school; the school anti-bullying specialist; a parent of a student in the school; and other members to be determined by the Principal. The school anti-bullying specialist shall serve as the chair of the school safety team.

The school safety team shall:

- A. Receive any complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- B. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- C. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- D. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- E. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- F. Participate in the training required pursuant to the provisions of (N.J.S.A.18A:37-13 et seq.) and other training which the Principal or the school anti-bullying coordinator may request;
- G. Execute such other duties related to harassment, intimidation, and bullying as requested by the Principal or school anti-bullying coordinator.

No parent/guardian who is a member of the school safety team shall:

- A. Receive complaints of harassment, intimidation or bullying of students that have been reported to the Principal;

- B. Receive copies of reports prepared after an investigation of a harassment, intimidation or bullying incident;
- C. Identify and address patterns of harassment, intimidation or bullying of students; or
- D. Participate in any other activities of the team which may compromise the confidentiality of a student.

Investigating Reported Harassment, Intimidation and Bullying

All reported incidents of harassment, intimidation and bullying shall be investigated promptly and in accordance with law and the following procedures:

- A. All investigations shall be thorough and complete, and documented in writing, and shall include, but not be limited to:
 - 1. Taking of statements from victims, witnesses and accused;
 - 2. Careful examination of the facts;
 - 3. Support for the victim; and
 - 4. Determination if alleged act constitutes a violation of this policy.
- B. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The Principal may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation.
- C. The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information.
- D. The results of the investigation shall be reported to the Principal/Chief Advocate within two school days of the completion of the investigation, and in accordance with law and board policy. The Principal/Chief Advocate may initiate intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.
- E. The results of each investigation shall be reported to the board of trustees no later than the date of the next board meeting following the completion of the investigation, and include:
 - 1. Any services provided;
 - 2. Training established;
 - 3. Discipline imposed; or
 - 4. Other action taken or recommended by the Principal/Chief Advocate.

- F. The Principal/Chief Advocate or his or her designee shall ensure that parents or guardians of the students who are parties to the investigation shall receive information about the investigation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board and include:
1. The nature of the investigation;
 2. Whether the school found evidence of harassment, intimidation, or bullying; or
 3. Whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying.

Range of Ways to Respond to Harassment, Intimidation or Bullying

The board of trustees recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts and provide support programs for victims. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school levels or by law enforcement officials.

In considering whether a response beyond the individual is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom; school building; school system) responses include:

- A. School and community surveys;
- B. Mailings;
- C. Focus groups;
- D. Adoption of research-based bullying prevention program models;
- E. Training for certificated and non-certificated staff;
- F. Participation of parents and other community members and organizations;
- G. Small or large group presentations for staff, students, and the community for fully addressing a positive school climate and culture as well as the issues surrounding harassment, intimidation and bullying in the school community; and
- H. The involvement of law enforcement officers, including school resource officers.

For every incident of harassment, intimidation or bullying, the school shall respond to the individual who committed the act. Responses may include:

- A. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion);

- B. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management;
- C. School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices;
- D. School responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with community-based organizations (e.g., mental health; health services; health facilities; law enforcement; faith-based).

The range of ways in which the school shall respond once an incident of harassment, intimidation or bullying is identified shall be defined by the Principal in conjunction with the school anti-bullying specialist, and shall include an appropriate combination of counseling, support services, intervention services, and other programs as defined by the commissioner.

Retaliation and Reprisal Prohibited

The board prohibits reprisal or retaliation or false accusation against any person who witnesses and/or reports an act of harassment, intimidation or bullying by any student, school employee, board member, contracted_service provider, visitor or volunteer. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation or false accusation shall be determined by the Principal/Chief Advocate and/or Principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and board policies and procedures.

Any act of retaliation or reprisal or false accusation against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any student, school employee, board member, contracted service provider, volunteer or visitor who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal law has allegedly been violated, the local law enforcement agency shall be notified.

A. Students

The consequences and appropriate remedial action for a student found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and shall be consistent with this policy. Consequences may include positive behavioral interventions, notification of the parents/guardians, up to and including short or long-term suspension or expulsion, as permitted by law;

B. School Employees

Consequences and appropriate remedial action for a school employee found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with board policies, procedures and agreements, up to and including suspension or dismissal from service;

C. Board Members

Consequences and appropriate remedial action for a board member found to have committed an act of harassment, intimidation, or bullying; or found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with board policies, procedures and agreements, up to and including a public sanction or filed ethics charges;

D. Visitors, Volunteers, Contracted Service Providers, and All Other Persons

Consequences and appropriate remedial action for a visitor, volunteer, contracted service providers and all other persons found to have engaged in harassment, intimidation or bullying; or engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined by the Principal/Chief Advocate after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

Consequences and remediation for students, employees, board members, visitors, volunteers, and contracted service providers, engaging in harassment, intimidation or bullying or engaged in retaliation, reprisal and/or false accusations may include the following:

1. Consequences

- a. Admonishment;
- b. Temporary removal from the classroom or school;
- c. Deprivation of privileges
- d. Prohibited from access to the school facilities (visitors, vendors, board members, all other people);
- e. Classroom or administrative detention;
- f. Referral to administrator;
- g. After-school programs;
- h. Out-of-school suspension (short-term or long-term);
- i. Legal action;
- j. Withholding of Increment;
- k. Suspension;
- l. Expulsion;
- m. Termination;
- n. Termination of service agreements or contracts (vendors, volunteers);
- o. Public sanction (board members);
- p. Ethics charges (some administrators, board members).

2. Remedial Measures

a. Personal

- a. Restitution and restoration;
- b. Mediation;
- c. Peer support group;
- d. Recommendations of a student behavior or ethics council;
- e. Corrective instruction or other relevant learning or service experience;
- f. Supportive student interventions, including participation of the intervention and referral services team;

- g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
 - h. Behavioral management plan, with benchmarks that are closely monitored;
 - i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
 - j. Involvement of school administrator;
 - k. Counseling;
 - l. Conferences;
 - m. Treatment; or
 - n. Therapy.
- b. Environmental (Classroom, School Building or School System)
- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
 - b. School culture change;
 - c. School climate improvement;
 - d. Adoption of research-based, systemic bullying prevention programs;
 - e. School policy and procedures revisions;
 - f. Modifications of schedules;
 - g. Supervision;
 - h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
 - i. General professional development programs for certificated and non-certificated staff;
 - j. Professional development plans for involved staff;
 - k. Disciplinary action;
 - l. Supportive institutional interventions, including participation of the intervention and referral services team;
 - m. Conferences;
 - n. Counseling;

Appeal Process

The parent or guardian may request a hearing before the board after receiving the information from the Principal/Chief Advocate regarding the investigation. The hearing shall be held within 10 days of the request. The board shall meet in executive session for the hearing to protect the confidentiality of the students. At the hearing the board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.

At the next board of trustees meeting following its receipt of the report, the board shall issue a decision, in writing, to affirm, reject, or modify the Principal/Chief Advocate's decision. The board's decision may be appealed to the Commissioner of Education, in accordance with law, no later than the 90 days after the issuance of the board's decision.

A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination."

Week of Respect

The week beginning with the first Monday in October of each year is designated as a "Week of Respect" in the State of New Jersey. The school, in order to recognize the importance of character education, shall

observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation, or bullying as defined by law (N.J.S.A. 18A:37-14). Throughout the school year the school shall provide ongoing age-appropriate instruction focusing on preventing harassment, intimidation, and bullying in accordance with the Core Curriculum Content Standards.

Training

A. School Leaders

Any school leader who holds a position that requires the possession of a PRINCIPAL/Chief Advocate, Principal, or supervisor endorsement shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required in accordance with State Board of Education regulations. This training shall also include information on the prevention of harassment, intimidation, and bullying (N.J.S.A. 18A:26-8.2).

B. Teaching Staff Development

Each public school teaching staff member shall complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with training and experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide (N.J.S.A. 18A:6-112).

C. Board Members

Within one year after being newly elected or appointed or being re-elected or re-appointed to the board of trustees, a board member shall complete a training program on harassment, intimidation, and bullying in schools, including a school's responsibilities as required by law (N.J.S.A. 18A:37-13 et seq.). A board member shall be required to complete the program only once (N.J.S.A. 18A:12-33).

D. Staff, Student and Volunteer Training

The school shall:

1. Provide training on the school's harassment, intimidation, or bullying policy to school employees and volunteers who have significant contact with students;
2. Provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements;
3. Ensure that the training includes instruction on preventing bullying on the basis of the protected categories as required by law (N.J.S.A. 18A:37-14) and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying; and
4. Develop a process for discussing the school's harassment, intimidation or bullying policy with students.

Information regarding the school policy against harassment, intimidation or bullying shall be incorporated into a school's employee training program and shall be provided to full-time and part-time staff, volunteers who have significant contact with students, and those persons contracted by the school to provide services to students.

Throughout the school year, the school shall provide ongoing age-appropriate instruction on preventing harassment, intimidation and bullying, consistent with the Core Curriculum Content Standards.

DISCIPLINE PROCEDURE

Purpose

The primary goal of CCSP is to educate our students while creating a wildly inspiring and empowering school environment for our students, families and staff. We believe that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of students.

We expect students to conduct themselves in a manner consistent with their level of maturity, with a regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment. We believe that standards of student behavior must be set cooperatively by interaction among the students, parents, staff and community, producing an atmosphere that encourages students to grow in self-discipline. Such an atmosphere must include respect for self and others, as well as for school and community property.

This discipline procedure was created to address behaviors that do not promote the culture that is essential for the success of our school community. Equally, we have created a system to celebrate and acknowledge students who make positive choices.

Major Infractions

Definition:

1. **Physical Assault-** any act of violence towards another student, faculty, or staff member.
2. **Verbal Abuse/Bullying-** inappropriate language and any form of verbal or physical intimidation.
3. **Vandalism-** defacing any school, staff, or student property.
4. **Theft-** stealing of school, staff or student property.
5. **Cheating/Plagiarism-** any attempt to assume credit for someone else's work.

Procedure: Major infractions will be addressed immediately and may result in student suspension and/or termination, according to NJ Statute 18A:37-2. CCSP will enforce a three strike policy.

First Infraction

- Parents/guardians will be contacted and informed of the incident and asked to pick up the student.
- Student will receive a two-day suspension.
- Student will be responsible for completing class work, homework, and character development work to be provided during the two-day suspension.
- Parents/guardians will be expected to provide written documentation of preventative measures that were taken to deter further infractions.
- Before being reinstated, parents/guardians will attend a mandatory meeting with the Family Worker and classroom teacher to discuss proactive strategies to prevent future misconduct.

Second Infraction

- Student will receive a three-day suspension.

- Student will again be responsible for completing classroom, homework and character development work.
- Parent/guardian will be required to attend a meeting with the Family Worker to develop an action plan to address concerns at school and at home.
- Once again, before being reinstated, parents will attend a mandatory meeting during which it will be clearly stated and understood that any further infractions will lead to student expulsion.

Third Infraction

The parent shall be briefed and the expulsion process as described in the Board’s Suspension and Expulsion Policy shall be initiated. This policy can be found immediately following the Discipline Procedure section of this Handbook.

Minor Infractions

Definition: Following is a list of minor infractions that are considered detrimental to student and school success. A total of five “minor infractions” will be equivalent to one Major Infraction. In such cases the Major Infraction Procedure will be followed.

Insubordinate Behaviors

- Failing to wear required school uniform
- Bringing prohibited equipment or materials to school (e.g. cell phones, electronic/entertainment devices, toys)
- Failing to be in one’s assigned place on school premises
- Giving false and/or misleading information to school personnel

Disorderly Behaviors

- Misusing property belonging to others
- Behaving in a manner that disrupts the educational process
- Engaging in inappropriate behaviors or unwanted physical contact
- Causing or partaking in disruptive behaviors on the bus

Procedure: The first four minor infractions will be addressed immediately through follow up with the student and a conference with the parent/guardian. The fifth minor infraction will initiate the Major Infraction Procedure described above.

SUSPENSION AND EXPULSION

While the Board believes that positive approaches to acceptable behavior are usually more effective, it is sometimes necessary to penalize students for violations of school regulations to ensure the good order of the school and to teach students the consequences of disruptive behavior.

Students who engage in disruptive behavior may be suspended or expelled. Disruptive behavior includes, but is not limited to:

- A. Continued and willful disobedience;
- B. Open defiance of the authority of any teacher or person having authority over a student;
- C. Actions that constitute a continuing danger to the physical well-being of other students;
- D. Physical assault upon another student, a teacher, or any school employee with or without a firearm or other weapon;
- E. Taking, or attempting to take, personal property or money from another student or staff member whether by force or fear;
- F. Willfully causing, or attempting to cause, substantial damage to school property;
- G. Taking part in any unauthorized occupancy of a district facility and refusing to leave promptly when directed to do so by a person in authority;
- H. Inciting others to take part in an unauthorized occupancy;
- I. Inciting other students to truancy;
- J. Truancy and class cutting; leaving school property without permission;
- K. Poor attendance and lateness;
- L. Use or possession of unsafe or illegal articles;
- M. Use of any tobacco product on school property;
- N. Use, possession or sale of a controlled dangerous substance, drug paraphernalia, anabolic steroids or alcohol;
- O. Use of profanity or abusive language;
- P. Turning on a false alarm;
- Q. Tampering with or damaging property of other students or staff members;
- R. Selling or buying lottery tickets or any other gambling paraphernalia on school property.

Any student who commits an assault with or without a weapon upon a Board member, teacher, administrator or other employee of the Board of Trustees shall be suspended from school immediately according to procedural due process, and suspension or expulsion proceedings shall begin no later than 30 calendar days from the date of the student's suspension.

Any student who is convicted for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property or on a school bus or at a school-sponsored function shall be immediately removed from the school's regular education program for a period of not less than one calendar year. The Principal/Chief Advocate may modify this suspension on a case-by-case basis. Each student so removed shall be placed in an alternative educational program or on home instruction and shall be entitled to a hearing before the Board. The hearing shall take place no later than 30 days following the day the student is removed from the regular education program and shall be closed to the public.

The Principal/Chief Advocate shall be responsible for the removal of such students and notifying the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

The Principal/Chief Advocate shall determine at the end of the year whether the student is prepared to return to the regular education program, in accordance with procedures established by the Commissioner of Education.

General

Students on home suspension shall be counted absent (excused) unless the duration of the suspension requires home instruction.

Except when special considerations warrant (at the discretion of the administration), every student will be given a written warning in the form of a disciplinary notice that subsequent violation of school regulations may result in his/her exclusion or suspension.

Students under suspension are prohibited from participating in or attending any school-sponsored activity during the period of their suspension. They may not enter the school buildings or grounds of the school without the permission of the Principal/Chief Advocate. Any student under suspension who enters the school buildings or grounds without the permission of the Principal/Chief Advocate may have the period of his/her suspension extended. The right to continue the suspension or to expel is reserved to the Board of Trustees, acting upon the recommendation of the administration.

Serious violations of school regulations which create a dangerous or unsafe condition for other students shall cause a student to be suspended upon the first offense.

Making up Missed Work

Students who are under suspension will be required to make up all assignments missed during the period of their suspension and will be given adequate opportunity to make up this work.

Upon their readmission, failure to complete the makeup assignments will result in a meeting with the parents/guardians. The Principal/Chief Advocate will notify parents by telephone and send a letter regarding the telephone conversation immediately.

Procedures

CCSP shall ensure due process to all students before a suspension is imposed. The process shall at least include informing the student of the charges against him/her; and giving the student a chance to reply to them. The procedures shall also include safeguards for the dismissal of students suspended from school, procedures for calling an immediate conference with parents/guardians, limitations on the length of suspensions, and specifics for the reinstatement of students.

Every effort shall be made to adjust each suspension promptly so that the student can be returned to school with a minimum loss of school time and school work.

When the Principal/Chief Advocate imposes a suspension, he/she must report it to the Board. No suspension for reasons other than assault upon a teacher, administrator, Board member or other Board employee may continue beyond the second regular meeting of the Board following the suspension without Board action. No suspension for assault upon a teacher, administrator, Board member or other Board employee may be continued beyond 30 days without Board action. A suspended student may be reinstated by the Principal/Chief Advocate before Board action.

Each student shall be afforded an informal hearing before the suspension or, if circumstances prohibit, as soon as possible after the suspension except that, when extraordinary circumstances involving the health and safety of the student or others in the school require immediate exclusion, the hearing may be delayed to such time as circumstances permit. Students suspended for a period of

time longer than a short-term suspension shall be afforded a formal hearing before the Board which shall take place not later than the second regular meeting of the Board following the suspension. If the offense involves a weapon or assault with or without the weapon (as described above), the hearing shall take place not later than 30 days after the suspension occurs.

The Board shall make a decision within five days of the close of the hearing. Any appeal of the Board's decision shall be made to the Commissioner of Education within 90 days of the Board's decision.

The Board requires that such hearings shall be closed to the public, but should all parties thereto agree, the hearing may be publicly held. Each suspended student who has requested a formal hearing shall be restored to the regular educational program pending the outcome of the hearing, except when, in the opinion of the Principal/Chief Advocate, the presence of the student in school poses such a danger to himself/herself or others as to warrant continued absence.

Each such student suspended from the school shall receive individual instruction commencing not later than five working days after the suspension occurs, except that the Board may, on the recommendation of the Principal/Chief Advocate, assign the student to an alternate educational program to meet his/her particular needs.

Expulsion

The Board will consider expulsion only if:

- A. The Principal/Chief Advocate with her staff have exhausted all means of bringing about a correction of repeated misconduct; or
- B. The nature of a single act presents such a clear possibility of danger to others that immediate definitive action is indicated.

The parents/guardians of the student shall be interviewed, if possible, and advised of the reasons why expulsion is being considered, of the rights of the student to a full hearing which will afford him/her procedural due process, and the right of parents/guardians to appeal to the Principal/Chief Advocate.

The child shall remain out of school until either:

- A. An appeal made to the Principal/Chief Advocate is decided in the child's favor; or
- B. The appeal (if made) has been denied and the Board has met to hear the Principal/Chief Advocate's recommendation.

If the Board determines that the charges, if true, may warrant expulsion, the Board will set a date for the hearing. The Board attorney will arrange for the giving of legal notice to all parties concerned for the preparation and presentation of evidence in support of the charges at the hearing.

The student must receive:

- A. Notification of the charges against him/her;
- B. The names of the adverse witnesses;
- C. Copies of the statements and affidavits of those adverse witnesses;
- D. The opportunity to be heard in his/her own defense;
- E. The opportunity to present witnesses and evidence in his/her own defense;
- F. The opportunity to cross-examine adverse witnesses; and
- G. The opportunity to be represented by counsel.

If a student is expelled, CCSP shall continue to supply an educational program for him/her.

SCHOOL SAFETY

Vandalism

CCSP views vandalism against school property by students as reprehensible. The causes of such misbehavior often are complex, calling for careful study by parents, school staff and appropriate community officials.

CCSP believes that students should respect property and take pride in the school. Whenever a student has been found to have done willful and malicious damage to property of the Board the Principal/Chief Advocate shall be notified. The Board of Trustees will hold the student or his/her parents liable for the damage caused by him/her.

When vandalism is discovered, the administration is directed to take such steps as are necessary to identify the vandals. If students have taken part in the vandalism, the appropriate administrator shall:

- A. Identify the students involved;
- B. Call together persons, including the parents, needed to study the causes;
- C. Decide upon disciplinary and/or legal action possibly including suspension. Should parents/guardians fail to cooperate in the discussions, the administration may charge the student with being delinquent by a petition stating the offense and requesting appearance in juvenile court;
- D. Take any constructive actions needed to try to guard against further such student misbehavior;
- E. Seek appropriate restitution.

Threats of Violence

The Board is committed to promoting healthy relationships and a safe learning environment. Therefore, it shall not tolerate student threats of harm to self or others or other threatening behaviors, including threats to damage school property. Threatening behaviors shall not be tolerated on school property or at activities under the jurisdiction of the Board of Trustees.

Students shall inform a teacher, guidance counselor or the Principal/Chief Advocate when he/she is in possession of knowledge of such threats. Staff shall immediately notify the Principal/Chief Advocate of any threat or threatening behavior that he/she has knowledge of, has witnessed or received. All such threats shall be promptly reported to the Paterson Police Department.

Students who perpetrate threatening behaviors shall be disciplined in accordance with policy and regulations on suspension and expulsion and conduct/discipline.

Weapons Offenses

The Board of Trustees prohibits the possession and/or use of firearms, other weapons, or instruments that can be used as weapons on school property, on a school bus, at any school function, or while en route to or from school or any school function.

For the purpose of this policy "weapon" includes but is not limited to those items enumerated in N.J.S.A. 2C:39-1r. This statute defines a weapon as "anything readily capable of lethal use or inflicting serious bodily injury. The Principal shall make the final determination that a particular object is a dangerous instrument in any case where there is a question of its possession or use posing a threat to students, staff or property.

Any student who is convicted for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property, on a school bus, or at a school-sponsored function shall be immediately removed from the school's regular education program pending a hearing

before the Board to remove the student from the regular education program for a period of not less than one calendar year.

The Principal/Chief Advocate shall be responsible for the removal of such a student. The Principal/Chief Advocate may modify a student's removal on a case-by-case basis. The Principal/Chief Advocate shall also notify the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

A student found or observed on school property or at a school event in possession of a weapon or dangerous instrument other than a firearm shall be reported to the Principal/Chief Advocate or her designee immediately. The Principal/Chief Advocate/designee and appropriate law enforcement officials with all known information concerning the matter, including the identity of the student involved.

Assault by a student with a weapon on a teacher, administrator, Board member or other employee of the Board is strictly prohibited and shall result in the student's immediate removal from the general education program for a period not exceeding one calendar year. Subject to a hearing before the Board, the student shall be placed in an alternative education program.

The Principal/Chief Advocate shall determine at the end of the year whether the student is prepared to return to the regular education program in accordance with procedures established by the Commissioner of Education.

Disciplinary action shall be taken against students who possess, handle, transmit or use firearms, other weapons, or dangerous instruments. Classified students shall be disciplined in accordance with their IEP and in compliance with law and administrative code.

Violence

Physical violence including assault with or without a weapon, against another student, a staff member or Board member is prohibited and will result in the disciplinary sanctions included in policies on suspension and expulsion and conduct/discipline. Disruptive behavior that is characterized by violence, even though not directed toward another person, should be reported by the classroom teacher to the Principal/Chief Advocate, unless instructed otherwise, so that possible program adjustments may be identified.

Any student who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property or on a school bus or at a school-sponsored function shall be immediately removed from the school's regular education program for a period of not less than one calendar year. The Principal/Chief Advocate may modify this suspension on a case-by-case basis. Each student so removed shall be placed in an alternative educational program or on home instruction and shall be entitled to a hearing before the Board.

At an annual public meeting, the Principal/Chief Advocate shall report to the Board all acts of violence and vandalism and incidents of alcohol and other drug abuse that occurred during the previous school year.

Fire Drills

New Jersey schools are required to have at least one fire drill each month within school hours, including any summer months during which the school is open for instructional programs. In the event that the fire alarm sounds, everyone must exit the building, by order of the Paterson Fire Department. All students are to exit and re-enter the building in a quiet and orderly manner so that directions can be given. Fire drills

must take place in varying weather conditions to ensure that our students have ample opportunity to practice exiting the building safely.

Security Drills

New Jersey schools are required to have one security drill each month within school hours, including any summer months during which the school is open for instructional programs. A school security drill is defined as an exercise to practice procedures that respond to an emergency situation including, but not limited to, a non-fire evacuation, lockdown or active shooter situation and that is in similar duration to a fire drill.

Visitors to the Building

All visitors must report to the security desk and receive a visitor's badge when entering the building at any time when students and staff are present. All visitors are required to present photo identification and inform staff present at the security desk of the general nature of their visit. CCSP staff are expected to come to the security desk to receive their guests. If, for some reason, this is not possible a CCSP Security Guard or another designated staff member will escort the visitor to his/her destination.

SCHOOL CLOSINGS AND DELAYED OPENINGS

School Closings

If school is closed due to inclement weather, parents will be notified in a variety of ways:

- A message will be left on the school's voicemail system.
- Announcements will be made on News 12 New Jersey
- A message will be placed on the school website (www.ccsp.org)
- A message will be sent through the school's Alert Now notification system.
- A notice will be posted on the Home School Council's Facebook page.
- An email will be sent to all parents for whom we have an email address on file.

The notifications will be available no later than 6:00 a.m. on the day of the closing.

Delayed Opening Due to Inclement Weather

In the event that the opening of school is delayed because of inclement weather, CCSP will open at 10:00 A.M. Parents should pack a light lunch as an abbreviated lunch recess will be scheduled. Dismissal will take place at the standard time-- 3:45 p.m. Announcements will be made through all the methods described above.