



ATLANTIC COMMUNITY
CHARTER SCHOOL



2023-2024 School Year

Approved by the Board of Trustees August 25, 2022



Atlantic Community Charter School

Table of Contents

ABOUT THE PARENT-STUDENT HANDBOOK	8
CHARTER SCHOOL CONTACT PERSONS.....	8
MISSION STATEMENT.....	9
VISION STATEMENT.....	9
SCHOOL CULTURE	9
Restorative Justice Practices.....	9
Social Emotional Learning	10
SCHOOL SECURITY	10
ADDRESS AND TELEPHONE NUMBER CHANGES.....	10
LEGAL CUSTODIAN	11
VISITORS	11
MEETING REQUESTS.....	11
SCHOOL OPERATIONS	12
Emergency Contact, Authorization for Visitation and Release of Students	12
ARRIVAL.....	12

DISMISSAL	13
DISMISSAL CHANGES:.....	13
UNSCHEDULED SCHOOL CLOSINGS.....	14
STUDENT SUPERVISION.....	14
EARLY DISMISSAL (Abbreviated Instructional Days) (1:10pm dismissal).....	15
STUDENT DRESS CODE PROCEDURES	15
Dress Down and Class Trip Attire	16
Clothing Not Permitted at Atlantic Community Charter School	16
Religious Attire	16
LUNCH POLICY.....	17
RELIGIOUS OBSERVATIONS	17
STUDENT RECORDS	17
PERSONAL POSSESSIONS.....	17
Cubicles	18
Legitimate Use of School Cubicles	18
Search and Seizure of Backpacks	18
STUDENT PICTURES	19
ACADEMICS	19
Marking System.....	19
PARENT CONFERENCES, REPORT CARDS, & INTERIM REPORTS	20
Honor Roll.....	20

Advanced Placement Policy21

HOMework GUIDELINES21

 Make Up Work21

STUDENT TRANSPORTATION21

 Bus Contractor.....21

 Accidents22

 Current Contact Information.....22

 Aides; Transportation.....22

SCHOOL TRANSPORTATION (DUTIES AND RESPONSIBILITIES)23

BUS BEHAVIOR: CONDUCT OF STUDENTS24

 General Rules25

BULLYING AND THE ANTI-BULLYING BILL OF RIGHTS—REPORTING OF HARASSMENT,
INTIMIDATION AND BULLYING25

 COMMUNICATION WITH BUS DRIVERS/AIDES26

 DIGITAL VIDEO/AUDIO RECORDING DEVICE.....26

 DRUG, ALCOHOL, TOBACCO USE – CHARTER SCHOOL POLICY.....26

 EMERGENCY PHONE NUMBERS.....27

 PARENTS ON THE BUS: PROHIBITED!27

 PICK UP OF STUDENTS.....27

 SEAT BELTS28

 SMOKING, EATING, DRINKING PROHIBITED28

FIELD TRIP POLICY	28
Transportation for School Trips	29
REQUESTS FOR ACADEMIC SUPPORT AND RELATED SERVICES.....	29
Intervention Procedures for Poor Academic Performance Deficiency.....	30
Reading / Math Intervention and Enrichment Plan.....	30
RETENTION POLICY.....	30
PARENTAL CONCERNS AND COMPLAINTS	31
AFTER SCHOOL PROGRAM	32
After School Program	32
STUDENT TEXT BOOKS AND INSTRUCTIONAL MATERIAL	32
Lost or Stolen Books and Instructional Materials	32
Textbooks, Calculators And Novel Distribution And Collection.....	33
Chromebook Guidelines.....	33
HEALTH.....	34
Covid-19 Guidelines	35
Accidents and Illness	34
Medication Administration	34
Head Lice	35
Substance Abuse	35
ATTENDANCE.....	35
Excused Absences	36

Unexcused Absences.....	36
Tardy.....	37
SCHOOL RULES AND CONSEQUENCES	37
Hallway/Exit/Entrance	37
Main Building Bathroom Expectations.....	38
Classroom/Instructional Areas.....	38
Cafeteria/Lunch Procedures	39
Disciplinary Actions	41
CELL PHONES AND ELECTRONIC DEVICES	42
Restraint	42
Mandatory Reporting:	43
Positive Classroom Management System	44
Responsibilities of Administrators.....	44
Responsibilities of Teachers	45
Responsibilities of Students.....	46
Responsibilities of Parents, Advocates, Caregivers, and Guardians.....	46
Positive Behavioral Incentives:	47
Parental Acknowledge Student Code of Conduct Contract	48
Harassment, Intimidation, and Bullying (HIB).....	49
Consequences and Appropriate Restorative Actions	50
DUE PROCESS/BOARD HEARING	67

PARENTAL INVOLVEMENT POLICY	67
Communication and Climate.....	68
Parenting For Supporting School Achievement	69
STUDENT ACHIEVEMENT.....	69
VOLUNTEERING.....	69
SCHOOL DECISION MAKING AND ADVOCACY.....	70
HARASSMENT, INTIMIDATION AND BULLYING POLICY	71
RECEIPT OF HANDBOOK FORM.....	81

ABOUT THE PARENT-STUDENT HANDBOOK

The Parent-Student Handbook is a summary of the policies and procedures that are essential for parents/guardians and students to be aware of upon enrollment in the Atlantic Community Charter School. The Parent-Student Handbook does not represent the school's comprehensive policy and procedure manual, which is a public document and available to any parent/guardian and/or student for review by contacting the Main Office. The School's Policies and Regulations can be accessed through our website. The Parent-Student Handbook serves to give relevant information to parents and students to support them during their tenure at Atlantic Community Charter School.

CHARTER SCHOOL CONTACT PERSONS

The following school officials may be contacted from 8:00 am through 4:00 pm, Monday through Friday according to the Charter School calendar:

<u>Name</u>	<u>Official</u>	<u>Telephone Number</u>
Christopher Armstrong	Lead Person/CSA	609-428-4300 x105
Steve DiMatteo	Assistant Principal of Student Pupil Services/Director of Special Education	609-428-4300 x103
Sharon Mauriello	Supervisor of Elementary Education, After School Program Director	609-428-4300 x 118
Marcella Scivoletto	Student Accounting Specialist	609-428-4300 X102
Denise Vincent	Principal Secretary	609-428-4300 X101
Joanne Lapent	Admin. Assistant, Student Affairs	609-428-4300 X100
Patricia O'Connell	Curriculum Supervisor, Aftercare Director	609-428-4300

MISSION STATEMENT

The mission of Atlantic Community Charter School is to inspire today's learners to be tomorrow's leaders by empowering students through the development of the necessary academic, social, and emotional skill sets to prepare them for success in their future. Learners will be active participants in an engaging educational environment characterized by the rigor of the New Jersey Student Learning Standards and the New Jersey Social and Emotional Competencies"

VISION STATEMENT

Atlantic Community Charter School was founded on the high hope that an established charter school can create a learning environment that will deliver outstanding academic results by addressing student and family needs. Through ACCS's organizational design, families will be encouraged to participate in a learning community that offers educational services for their students' entire elementary and middle school experiences. The greatest hallmark of the school is its ability to replicate the highly successful models and practices that have achieved positive results in schools across the state and country.

SCHOOL CULTURE

Atlantic Community Charter School provides a safe and secure environment for learning and growing. ACCS's goal is to empower students through active learning and provide them with the confidence and tools to be self-sufficient as they move on to middle school, high school, college, and beyond. With a focus on academics, restorative practices, and life skills through a partnership with parents and the community, ACCS challenges students to push themselves. The teachers stimulate their students' curiosity and encourage them to reach far and wide and to believe in themselves.

Restorative Justice Practices

Atlantic Community Charter School will implement restorative justice practices within the school to provide social and emotional learning and support to our school community. Restorative Justice is a framework for community building and responding to challenging behaviors through meaningful dialogue. Implementing restorative practices shifts the conversation between teachers and students to

be less punishment-oriented and offers an opportunity for all people affected by the action to have a dialogue about how to make things right and restore the classroom community.

Social Emotional Learning

ACCS will implement a school wide Character Education program that focuses on Kindness and Respect to the uniqueness of every individual, and mindfulness activities to support and enhance our focus on Social Emotional Learning and Restorative Practices.

SCHOOL SECURITY

The primary responsibility of every staff member of Atlantic Community Charter School is to ensure the safety and security of all students. All staff members shall be governed by the policies and procedures as set forth by the Atlantic Community Charter School Board of Trustees and Lead Administrator in order to protect the well-being of all students. Atlantic Community Charter School will take reasonable and appropriate measures to safeguard students during the course of the school day and at any school sponsored event.

All visitors must show proof of valid ID to enter the building.

ADDRESS AND TELEPHONE NUMBER CHANGES

An information file on each student is maintained by the school, which includes the student's address, phone number and emergency phone number. It is imperative that this information is kept up-to-date. Any changes in address or telephone number must be reported to the school office as soon as possible.

Failure to advise the school of appropriate emergency numbers will affect the school's ability to contact you via our One Call automated dialing system with information such as school closings or emergency dismissals as well as students' participation in extracurricular activities and programs.

LEGAL CUSTODIAN

A record shall be kept indicating the legal custodian of each pupil. Such custodian shall be responsible for informing the Lead Administrator of any change in the pupil's custody. ***If one parent/guardian has been awarded custody of the pupil in a divorce, the other parent/guardian shall present to the Lead Administrator a letter from the custodial parent authorizing him/her to accompany the child from school before the child may be released.*** The Lead Administrator may take reasonable steps to verify the letter. It is the responsibility of the person or agency having custody to inform the school that such authorization will be required.

VISITORS

Visitors are welcome in the school and must show proper identification. All visitors to the school **must present valid ID** and report to the Main Office upon arrival to receive a pass from the Main Office. Visitors that are not identified on the Authorized Visitation, Pick-Up, and Emergency Drop-Off form will not be allowed in the classroom without verbal confirmation from the parent/guardian

Any visitor requesting to observe a student and or classroom shall not be permitted to observe a student and/ or classroom without the prior written authorization of the parent/guardian and the administration.

MEETING REQUESTS

To schedule a meeting with one of the administrators, please contact the main office to arrange a time and date with 24 hour notice. Please do not show up unannounced as the school administrators cannot meet with you at that time due to other duties and for safety and security reasons.

To schedule a meeting with one of your child's teachers, please contact them directly or leave a message with the main office.

SCHOOL OPERATIONS

Emergency Contact, Authorization for Visitation and Release of Students

No student shall be released from school or permitted visitors during the school day without the written authorization of the parent/guardian. Parents shall complete the Authorization for Pick-Up, Visitation, Dismissal and Emergency Drop-Off Form. **Each student must have one other person on their form listed in case of an emergency beside their parent/guardian.** The parent/guardian shall supply the names, addresses and phone numbers of any individual who will be allowed to:

- Visit your child during the school day;
- Assume responsibility for and transport your child at dismissal;
- Assume responsibility for your child/children in the event that the parent cannot be reached at the time of illness, injury, or emergency dismissal.

The parent/guardian shall also supply a description of the means by which the child shall be transported.

Atlantic Community Charter School shall release all children to their parents/guardians. **It is the responsibility of the parent/guardian to inform the school of all custody orders and any revocation of parental rights.**

ARRIVAL

Students should not arrive and/or parents/guardians should not drop off students at school before 8:30 a.m. Student supervision begins at 8:30 a.m. daily during full and abbreviated instructional days.

- All students who are dropped off by parents are to be dropped off at the parent pick-up/drop-off door (Exit 4 Rear of Building).
- All students arriving by bus are to enter the building through the side door (Exit 2).
- All students are to report to their classroom upon arrival, where breakfast will be served.
- Any student arriving after 8:50 a.m. is considered late.
- **All late students must be signed in at the Main Office by a parent/guardian.**

DISMISSAL

It is the responsibility of the Principal or designee to develop and implement dismissal procedures appropriate for students of different ages and to specifically inform parents of school dismissal practices.

Request for early dismissal should be avoided as much as possible. In the event it becomes necessary for a student to leave school during the day, **the parent must report to the Main Office and sign the student out.** No parent/guardian shall attempt to pick-up a student early without reporting to the Main Office. **Early dismissal will be prohibited during the final fifteen (15) minutes of a regular school day.** Parents will be strongly encouraged to wait until the end of the school. Daily interruptions during the instructional day are an interruption to both the teacher and the other students in the classroom.

DISMISSAL CHANGES:

A written note is REQUIRED for any dismissal changes (i.e. parent pick up, after school program, or bus) otherwise the student will be placed on the bus to go home. This is to ensure all students are accounted for.

In the event of an *emergency and dismissal plans* need to be changed, **you must call the office by 2pm on regular dismissal days.**

At dismissal, no student will be able to change their designated dismissal plan without prior parent approval. No student shall be released from the school's supervision and control without the following information on record:

- The means by which a pupil is to be transported
- The student's designated bus route. Bus transportation is provided and coordinated by the district in which you live. **No parent is permitted to change or alter their child (ren) pick-up or drop-off location without prior approval from your sending district. No parent is permitted to place their child on any other bus other than the one assigned by your sending district.** Parents must notify the school of any changes made by your sending district. It is the parent's responsibility to make the necessary arrangements to have their child(ren) picked up from the bus stop. All students

in grades kindergarten through 2nd grade must be picked up from their designated bus stop from a parent/guardian or an authorized designee. Your failure to have a designated person to pick-up your child on time from the bus stop may result in the bus driver returning your child to the school. In any event it will then be the parent's responsibility to pick your child up from the school. Repeated occurrences of your failure to pick your child up from the bus stop may result in your child losing his/her ability to ride the bus.

- The name, address and telephone number of the individual(s) who are authorized to sign-out a student and/or accompany a student from school to their after-school destination.

These conditions must be communicated in writing and signed by the parent and/or guardian in compliance with enrollment. Any requests for changes in these conditions must be communicated, in writing, and in advance, to the Principal or designee. It is expected that parents will assume an appropriate degree of responsibility in providing for the supervision of their child. In this regard, parents are expected to read school notices, and advise school officials of any change in conditions affecting their child(ren), and act reasonably and responsibly in ensuring the safe drop off and pick up of their child. Parents and/or guardians are expected to follow all school-wide safety procedures.

UNSCHEDULED SCHOOL CLOSINGS

In the event of inclement weather or other unforeseen reasons causing the closing of school, announcements will be made over the One Call automated dialing system, and at www.AtlanticCommunitycharter.com. To communicate important announcements to parents it is imperative that we are provided updated contact information.

STUDENT SUPERVISION

Atlantic Community Charter School recognizes that the responsibility for the supervision of students is shared among all staff. It is expected that the staff will maintain adequate supervision of students during the school day and of students that are involved in any school sponsored activity or event. Staff members who are assigned an individual or a group of students during a specified time period or activity possess the primary responsibility for supervising those students. The Principal will assign staff members to monitor and provide on-site supervision during the appropriate arrival and dismissal of students. Assigned staff members are punctual, engaged and

remain alert when monitoring their assigned duty areas to help ensure the safety of students. The Principal or designee seeks the cooperation of parents and/or guardians to prevent any child from being unsupervised on school property during morning arrival and afternoon dismissal.

Parents may not drop off students at school before 8:30 a.m. The school staff will provide supervision for all students beginning at 8:30 a.m. and at the conclusion of school as students are leaving the building at 3:45 p.m. Parents must pick their child(ren) up on time. Students will not be allowed to linger outside the building after dismissal. If a child is not picked-up by 3:45 p.m. he/she will be placed under the supervision of the after school program director who will make reasonable attempts to locate a parent/guardian or the emergency contact designated on the student information form. If the parent cannot be reached by 5:45 pm, the Juvenile Police Unit will be notified and determine next actions to be taken. Chronic situations will result in an administrative meeting and/or removal from afterschool activities.

EARLY DISMISSAL (Abbreviated Instructional Days) (1:10pm dismissal)

Atlantic Community Charter School will perform adequate and reasonable procedures to ensure that all parents and/or guardians are notified of abbreviated instructional days. Acceptable procedures include, but are not limited to mailings, newsletters, school communication board, student notices and electronic services.

In this regard, parents are encouraged to read school notices, advise school officials of any change in conditions affecting their child(ren) and act reasonably and responsibly in ensuring the safe pick up of their child.

STUDENT DRESS CODE PROCEDURES

Students will be required to wear their uniforms at all times unless otherwise specified by the Administration. ACCS. Students should present an appearance that will indicate their seriousness of purpose and pride. The parent/guardian will be contacted if a child arrives at school out of dress code, since it is the parent's/guardian's responsibility to uphold the school's dress code policy. The teacher will notify the parent/guardian of the student in non-compliance and will administer disciplinary action in accordance with classroom disciplinary consequences. Please refer to the Student Code of Conduct Discipline Procedures.

Allowable Clothing:

Navy blue or khaki pants; Navy blue jumpers, skirts, shorts or khaki pants; white, light blue or navy blue collared polo or white shirt; navy blue vest, sweater, tie or blazer. No lettering may be present on shirts or pants unless it is Atlantic Community monogramming. Black, navy blue or brown belts must be worn and shirts must be tucked in. Skirts or skorts must be as long as the reach of their arm to their legs. Stockings and socks are to be white or navy blue. Students may be asked to change clothing if it is excessively tight or short. **No hooded sweatshirts are permitted.**

Students are encouraged to wear all black shoes, sneakers or boots (including the sole, laces, and stitching) daily (**NO CROCS OR SLIP IN UGGS**). Students may wear navy blue or white sweaters or sweatshirts without lettering, logos or hoods, navy blue vest or blazer. Coats or jackets may **not** be worn in the classroom. *Students must wear the normal school uniform during gym class.* Sneakers must be worn on Gym days.

Dress Down and Class Trip Attire

Authorized Dress Down days will be noted on the school calendar, parent reminders, or through the use of our One Call automated dialing system. On Dress Down days or days when students are dressed down for a school trip, students must wear clothing that is appropriate for school. Students are not permitted to wear shorts over 6" above their knees. Students are not permitted to wear halter tops or other clothing which may expose their chests. Students are not permitted to wear pajama pants or any other sleep attire. Students may be excluded from the trip if they arrive dressed in inappropriate attire.

Clothing Not Permitted at Atlantic Community Charter School

Scarves, sports headbands, earrings which exceed 1 and 1/4" in diameter, and hats may not be worn during the school day. Leggings or Jeggings and hood sweatshirts are not permitted at Atlantic Community. Backless and opened toed shoes are not to be worn. Excessive violation of this policy will result in confiscation of improper clothing accessories, to be returned to the parent at a scheduled parent conference.

Religious Attire

Students may wear religious attire with appropriate headdress but must adhere to the navy blue and white school colors.

LUNCH POLICY

All students attending the Atlantic Community Charter School will remain in school for lunch. Students may bring a lunch or purchase a lunch at school. Cost will be determined on a per household basis in September. If your child brings a lunch to school, please be sure to write your child's name and classroom on his/her lunch bag or box. No students may leave school grounds for lunch.

RELIGIOUS OBSERVATIONS

Parents and students desiring to be absent to observe a religious holiday must inform the Child Accountant of their intent prior to the holiday. The documented religious absences will not be counted in the official record.

STUDENT RECORDS

Parents are entitled and welcome to review the contents of their child's records. These records are kept confidential unless there is a valid reason to suspect child abuse. Records are made available to the Division of Child Protection and Permanency in such instances. Any parent may request to examine their child's records. This request should be made in writing to the Principal. The Principal or designee shall be present when the records are examined. If a parent challenges reports or items in the records, the procedure in N.J.A.C. 6A:32-7.1 will be followed.

PERSONAL POSSESSIONS

Parents/guardians are requested not to permit their child(ren) to bring expensive or fragile objects to school. Steps should be taken to label or otherwise identify clothing, books and personal items. The school is not responsible for items destroyed or stolen from common areas within the school and school grounds. Parents/guardians are encouraged to check their child(ren)'s backpacks on

a daily basis to ensure that inappropriate items, such as contraband, are not brought onto school property. **ACCS is not responsible for damage or theft of student person electronic devices (cell phones, ipads, gaming systems). These items should not be brought to school.**

Cubicles

All cubicles assigned to pupils are the property of Atlantic Community Charter School. At no time does the school relinquish its exclusive control of its cubicles.

Legitimate Use of School Cubicles

The school will assign cubicles to all pupils for convenience and temporary use. Pupils are to use cubicles exclusively to store school-related materials and authorized personal items such as outer garments, footwear, grooming aids or lunch. Pupils shall not use the cubicles for any other purpose, unless specifically authorized by School Board policy or the Principal or his/her designee, in advance. Pupils are solely responsible for the contents of their cubicles and should not share them with other pupils. Students are expected to keep their cubicles neat and clean. **Cubicle privileges will be denied to any student who violates the rules or uses a cubicle which is not assigned to him/her.** No items should be attached to the cubicles.

Search and Seizure of Backpacks

Random searches of backpacks and their contents have a positive impact on deterring violations of school rules and regulations, ensure proper maintenance of school property and provide greater safety and security for pupils and personnel. Accordingly, the Board of trustees authorizes the Principal or his/her designee to search backpacks contents at any time, without notice, and without parental/guardianship or pupil consent. The Principal or his/her designee shall not be obligated, but may request the assistance of a law enforcement officer in conducting a backpacks search. The Principal or his/her designee shall supervise the search. In the course of a backpack search, the Principal or his/her designee shall respect the privacy rights of the pupil regarding any items discovered that are not illegal or against school policy and rules.

When conducting backpack searches, the Principal or his/her designee may seize any illegal or unauthorized items, items in violation of Board policy or rules or any other items reasonably

determined by the Principal or his/her designee to be a potential threat to the safety or security of others. Such items include, but are not limited to the following: firearms, explosives, dangerous weapons, flammable material, illegal controlled substances or controlled substance analogues or other intoxicants, contraband, poisons and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items or seizure of items that schools are required to report to law enforcement agencies. Any items seized by the Principal or his/her designee shall be removed from the backpack and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/guardian shall be notified by the Principal or his/her designee of items removed from the backpack.

STUDENT PICTURES

Each school year, color pictures are taken of all students in the school. ***All students must dress in uniform*** for all class and end of year group pictures. Purchase of the pictures of the student is optional.

ACADEMICS

Marking System

For each of the marking periods during the school year, students are graded as follows:

Grades K-1 (Including Special Area Grades)

S= Secure (I can do it by myself)

D= Developing (I can do it with some assistance)

B= Beginning (I need support to complete the task)

In order to be considered passing you must receive above a 2.0 cumulative.

Grades 2nd – 8th

Grades are calculated based on the following percentages:

A = 90- 100% Mastery of content

B= 83- 89% Approaching mastery of content

C= 76-82% Developing mastery of content

D= 70-75% ask risk for not meeting mastery of content

F= 69% or below - performing below grade level and not growing towards mastery of content

Special Area Grades (2nd – 8th Grade)

AP = Advanced Proficient

P = Proficient

PP= Partially Proficient

Students with an Individualized Educational Program will be graded in accordance with their individual requirements.

PARENT CONFERENCES, REPORT CARDS, & INTERIM REPORTS

Parents are encouraged to attend the Parent/Teacher Conferences each marking period in all grades to review their child's progress in school. Any report card not picked up during that time will be mailed within 48 hours after the last date of conferences.

Interim reports are sent home halfway through each marking period. It is important that parents remain in contact with the classroom and/or special education teachers during the marking period to be aware that a student's performance may decline after the interim report was issued. The teacher is responsible to send a deficiency notice after the interim report should the student's performance decline.

Honor Roll

Honor rolls will be posted following each report card period and will be based on the following:

A Honor Roll—A's in all subjects

B Honor Roll—A's and B's in all subjects

Each marking period, students who make the "A" and "B" Honor Rolls will be honored during a character assembly and a culminating celebration at the end-of-the school year. Final grades will be calculated using the 4.0 point scale.

Advanced Placement Policy

Students' academic performance will be reviewed annually to communicate any concern regarding a student not being appropriately challenged as it relates to their assessed academic ability over a one year period. Atlantic Community Charter School, in consultation with the parent would consider the academic and emotional maturity of the student, to determine his/her appropriate program and/or level.

HOMWORK GUIDELINES

Homework offers the opportunity to explore new topics, work independently, develop responsibility and self-discipline and share knowledge with parents. Students who excessively fail to complete school and homework assignments regularly will receive grades which reflect the weighted importance of the assignments. Students with an IEP will complete homework according to their program requirements. Communication between the parent and teacher about concerns utilizing the agendas or homework folders is essential.

Make Up Work

Students who are absent from school for any reason will be required to make-up all work before the close of the marking period period. It is the responsibility of the student's instructional teacher to supply the required assignments. Any student that has been suspended or dismissed early must complete all assignments presented during his/her absence. During long-term leaves of absences, it will be the parent's responsibility to notify the student's instructional teacher and arrange for the collection and completion of all required assignments.

STUDENT TRANSPORTATION

Bus Contractor

Safety Bus Company: 609-646-3035

Integrity Bus Company: 609-965-8100

Pleasantville School District: 609-383-6800 Ext 4172

Accidents

In the event of a school bus accident, the procedures listed below will be followed:

- **Bus Company** will contact the police and/or ambulance, school, and the Office of the School Business Administrator. During this process the charter school will ascertain the facts about the accident to better inform the parents of the students.
- **Charter school** officials will contact the parents of the students on the bus and inform the parents of the accident and the health and condition of their particular child. No matter how “small” the accident may be, charter school officials will be in contact with parents to provide updates concerning the bus accident. Parents are strongly urged not to go to the scene of the accident unless directed to be school or police. Overloading the accident scene will actually make it more dangerous than waiting for the children to be released by police investigators and transported by their bus or a relief bus to their school or home.
- **School Nurse Review**—In cases when the students were being transported to school, upon arrival at the school, the school nurse shall check all students and appropriate action may be taken, if necessary. Parents of the students, at all times will be apprised of any developments during this review process.
- **The School Business Administrator** will report the accident to county and state officials as required by law.

Current Contact Information

It is important that the charter school has working telephone numbers from parents on file, in case of an emergency.

Aides; Transportation

Several of the school buses have a bus aide who assists the bus driver with the students. The transportation or bus aide, shall, during student drop-offs and student pick ups

- Get off the bus and assist children on the bus by standing at the base of the entrance stairwell and ensuring they are able to prevent a child from falling backwards or forward unto the street and that the children are orderly as they board or disembark from their bus..

- Get off the bus and assist children off the bus.

If the bus aide does not perform these duties, or if there is no bus aide, please contact the charter school official.

Transportation aides cannot physically pick up any child or carry a child on or off a bus. Aides cannot go into the school or go into a house of the student. The aide must always be near the bus to assist the driver with the students on the bus. Parents should always make the bus aide (or bus driver if no bus aide is assigned) aware of anything unusual or important occurring with their child that could affect their conduct or disposition on the ride to school, so that the driver/aide will be more prepared to react to a special need should it arise. The Aide or Driver will also pass this information on to the school personnel receiving the children if it warrants continued awareness with-in the school building.

SCHOOL TRANSPORTATION (DUTIES AND RESPONSIBILITIES)

The major duties of a transportation aide, as so prescribed by the Atlantic Community Charter School, are:

To attend to the special needs of identified students.

To maintain order on the transportation vehicle and actively supervise students. Aides must sit in the rear of the bus so they can better observe the behavior of the students on the vehicle. In the rare situation where two bus aides are assigned, one should remain in the back of the bus with the other sitting in the middle of the bus so there will be balanced awareness and reaction time

To assist students getting on and off the transportation vehicle. The aide must get off the vehicle and stand by the door of the vehicle to offer assistance.

To assist students in safely riding on the transportation vehicle.

To participate in all training activities for the protection and safety of all students on the transportation vehicle, e.g., exit drills.

To act in a courteous and professional manner to all students on the transportation vehicle and to all school personnel and parents involved with student transportation.

To ensure that all students have their seat belts properly fastened while the transportation vehicle is in motion.

- While children are onboard, the bus aide must never be distracted from his/her duties by reading a book or magazine, listening to music through earbuds, using or talking on their

cellphone, etc. They must always be focused on the needs of their student passengers at all times.

All transportation aides are subject to criminal background checks as prescribed by law. Drivers and aides are prohibited from leaving the immediate area of the school vehicle while there are children on the bus.

The Atlantic Community Charter School requires that either the bus driver and/or the student transportation aide on each route speak the English language fluently. For safety reasons, it is imperative that directions given by the bus driver and/or transportation aide be clearly understood by the parents and students on the route.

BUS BEHAVIOR: CONDUCT OF STUDENTS

All students are expected to behave in a proper manner while on the bus. The bus driver and aide must ensure that all students get to their school in a safe and timely fashion.

The bus driver will report all misconduct to the bus aide. The driver will also complete an incident/conduct report. A copy of the report will be sent to the school principal, and a copy will be mailed to the parent. In cases where the safety of the driver, aide or students on the bus is in question, the driver will call the police.

Riding a school bus is a privilege subject to students behaving reasonably well and following directions as given by the driver or aide. Chronic misbehavior or dangerous conduct may be cause to suspend for an appropriate period of time a student's bus riding privileges. In cases where exhaustive efforts to turn around poor or dangerous conduct has been ineffective, termination of bus riding privileges for the balance of the school year may be the only safe and prudent action left for the school administrator.

Please review the following bus conduct rules with your child:

General Rules

- No smoking is permitted on any school bus operated in the State of New Jersey.
- No eating or drinking is permitted on any bus contracted by the Atlantic Community Charter School.
- Students must be seated, facing forward, at all times when the bus is in motion. There is to be no sitting or standing in the aisles.
- Care must be used when entering or exiting the bus. Students must not rush or push or trip others to get a seat on the bus.
- No part of the student's body may stick out from a window opening, particularly hands or head.
- No objects may be thrown on the bus or out the window.
- Fighting and excessive misbehavior of any kind are prohibited.
- Exiting from the bus is only through the front door. In an emergency and at the driver's direction, the rear emergency exit may be used.
- Directions by the driver or aide must be heeded at all times.
- No foul or abusive language will be permitted at any time.
- Students will be responsible for any damage they may cause.
- Seat belts must be worn at all times when the bus is so equipped. New Jersey State Law (R.S. 39:3B-11)
- Earphones must be worn when students are listening to music.
- Please review the code of conduct for further information.

BULLYING AND THE ANTI-BULLYING BILL OF RIGHTS—REPORTING OF HARASSMENT, INTIMIDATION AND BULLYING

The bus company shall comply with all applicable provisions of the New Jersey Anti-Bullying Bill of Rights Act—N.J.S.A. 18A:37-13.1 et seq., all applicable code and regulations, and the Anti-Bullying Policy of the Board of Trustees. The charter school shall provide to the contracted service provider a copy of the board's Anti-Bullying Policy.

In accordance with N.J.A.C. 6A:16-7.7 (c), a contracted service provider, who has witnessed, or has reliable information that a student has been subject to harassment, intimidation, or bullying

shall immediately report the incident to any school administrator or safe schools resource officer, or the School Business Administrator/ Board Secretary.

Once again, the bus driver and/or the bus aide, by law, has to report acts of bullying to the charter school principal.

COMMUNICATION WITH BUS DRIVERS/AIDES

The Atlantic Community Charter School requires that either the bus driver and/or the bus aide speak the English language fluently. It is important that directions given by the bus driver or bus aide be clearly understood by the students.

If there are any problems with your child and the driver or aide, do not discuss problems with the driver or the aide. Please call the charter school official for assistance.

Parents, guardians and/or the general public are prohibited from going on the bus. Be advised that intentional trespassing on a school bus is regarded as a crime and police reserve the right to react accordingly.

DIGITAL VIDEO/AUDIO RECORDING DEVICE

A digital video/audio recording device will be used on the school vehicle. The use of the digital video/audio recording device will be an aid in monitoring student behavior. In cases where it is available, audio/video recordings may be reviewed in the investigative process. Parents are NOT permitted to view these recordings as other children are present and their privacy cannot be invaded through general viewing by non-school personnel unless court ordered.

DRUG, ALCOHOL, TOBACCO USE - CHARTER SCHOOL POLICY

The Atlantic Community Charter School Policy Concerning Drugs, Alcohol, Tobacco and Controlled Dangerous Substances contains the following paragraph:

Students are prohibited from possessing, consuming or distributing drugs or alcohol in any form while at school, in co-curriculum programs, on school grounds, attending a school-related function on or off campus, **and when going to and coming from school**. Students are further prohibited from vaping, smoking cigarettes or using other tobacco products in any form in school buildings or on school grounds.

If the bus driver or the transportation aide observes a student violating the policy by possessing, consuming or distributing drugs or alcohol or if the student appears to be under the influence of a chemical, that behavior will be reported to the school administrator as soon as possible.

EMERGENCY PHONE NUMBERS

The charter school needs the latest and most accurate phone numbers of the parents/guardians of our students. Emergencies happen and we may need to contact you. Please provide us with the most current telephone numbers.

If you change your telephone number during the school year, please notify the charter school so that we can update your records.

PARENTS ON THE BUS: PROHIBITED!

Parents, guardians, relatives, friends and the general public are prohibited from entering the vehicle. The safety of all the students on the bus is the district's paramount concern. ***Failure to comply with the above directive, may result in student's loss of bus privilege, asked to withdraw from the school, and/or police intervention.***

If a parent has a problem or issue with the driver, aide, or any passenger on the vehicle, the parent should immediately contact the principal of the charter school.

PICK UP OF STUDENTS

You can expect delays during the first week of school as the drivers and students become familiar with their routines. Buses follow a pre-determined route and schedule and after the first week or so they will fall into a consistent routine. After that, if the buses do run late it is most likely due to unforeseen circumstances such as traffic or weather conditions or when there is a

substitute driver. Your patience and understanding during these adjustment times is greatly appreciated.

The initial time your child is given as a pick-up time is an approximate time. You will know after the first week of school what time to more accurately expect the bus and should still plan to be ready at least 10 minutes prior to that. Minor modifications to the actual pick-up time may vary during the school year due to changes in a route i.e.: additional students or fluctuations in traffic patterns.

Please have your child ready and waiting for the bus.

SEAT BELTS

In accordance with New Jersey State Law R.S. 39:3B-11, each passenger on a school bus which is equipped with seat belts shall wear a properly adjusted and fastened seat belt or other child restraint system. Passengers are not permitted to stand while the vehicle is in motion. Please discuss with your child of the importance of wearing the seat belt.

SMOKING, EATING, DRINKING PROHIBITED

Smoking, eating, and drinking on the bus is prohibited by students, the bus driver, and bus aide. If the bus driver or aide is smoking, eating or drinking, please contact the school principal.

FIELD TRIP POLICY

Atlantic Community Charter School field trips are designed to coordinate with, compliment and provide hands-on experience relating to our curricula. Therefore, in order to link field trips to the curricula and to extend and enhance learning in the classroom, all students will be required to adhere to the policies set forth in the Atlantic Community Charter School Handbook and Policies and Procedures. Any student found not to be compliant with the policies may be subjected to exclusion from the field trip(s).

In our efforts to ensure students' safety without compromising their enjoyment, Atlantic Community Charter School sets a definitive number of chaperones to accompany the students

and teachers on the field trips. Chaperoning is done on a volunteer basis. Your child's teacher will arrange for parents to chaperone. No person under the age of eighteen (18) will be permitted to serve as a chaperone on field trips. Any class that is scheduled for a field trip and fails to acquire the appropriate number of chaperones will not be permitted to go; **the trip will be canceled.**

Parents will be provided a pre-approval class trip permission form and a permission slip that should be signed during the first two days of school. All new students should complete the permission slip process during the registration process. Students may not be permitted to participate in class trips for the following reasons:

- Misbehavior on any prior class trip;
- Excessive disciplinary problems and /or suspensions;
- Non-completion of academic requirements;
- Failure to meet financial obligation to school (i.e., fundraising balances, lost books);
- Recommendation with documentation by the administrator organizing the trip.

Transportation for School Trips

School based transportation may be provided for trips, assemblies, and/or instructional activities. Parents will be provided transportation approval forms to be completed and signed during the first week of school. All general school policies are enforced during the transportation of students. Any violations will result in disciplinary action and/or loss of privileges.

REQUESTS FOR ACADEMIC SUPPORT AND RELATED SERVICES

Atlantic Community Charter School Office of Special Education and Related Services is directed towards developing an equal and appropriate educational program for all children regardless of their academic needs and/or disabilities. Parents who suspect that their child may be struggling academically due to a possible learning condition or health impairment should request a conference with their child (ren) teacher to discuss the student's difficulties. Upon the conference the parent may be directed to speak with someone from our Intervention and Referral Services (I&RS) team.

Intervention Procedures for Poor Academic Performance Deficiency

Students who are not meeting the minimum requirements in any class will be issued a deficiency report by the subject area teacher. The deficiency report will serve as a notice that your child is having academic difficulty and that there is the possibility of failure. It is important that the recommendation made in the deficiency report be followed. The teacher will also make an attempt to reach the parent by phone to discuss the cause for the student's deficiency; however the full responsibility is on the parent to contact the teacher to discuss a plan for the child's academic success upon receiving the Notice of Deficiency.

Reading / Math Intervention and Enrichment Plan

Reading and Math Intervention/Enrichment classes are daily academic classes in either Language Arts Literacy or Mathematics. They are instructional blocks in addition to their core reading or mathematics class. Students receive instruction using the iReady Online Instruction program and/or a standards-based program. Students may be pulled throughout the day by the Instructional Strategists for target instruction.

RETENTION POLICY

In general, children should be placed at the grade level to which they are best adjusted academically, socially, and emotionally. Atlantic Community Charter School reserves the right to assess all students' academic ability to best place them in the appropriate program and level. No child should ever be excluded because of his/her academic ability. The educational program shall provide for the continuous progress of children from grade to grade, with children spending one year in each grade.

Students' academic performance will be reviewed each marking period to communicate any concern for retention as the need arises. The school will assess, remediate, provide intervention, and/or evaluate to determine if a learning disability exists, in response to a student's poor performance. Ultimately, if intervention has proven unsuccessful and the student is not considered to have a learning disability, retention may be considered.

The following premises form the basis for the promotion/retention policy of the Atlantic Community Charter School:

1. Early identification of learning difficulties is essential in order to provide prompt, effective remediation and avoid the development of a pattern of failure.
2. Retention in primary grades (K-1) is preferable; however, a child may be retained at any grade level when deemed necessary.
3. Appropriate interventions (i.e. summer school) will be attempted and documented prior to consideration of retention.
4. Retention must be considered on an individual basis.
5. Retention must be viewed as an appropriate placement for maximal learning rather than as punishment for failure. However, students who willfully refuse to complete all academic tasks assigned consistently throughout the year and who have received 2 or more failing grades in two or more core subject areas shall be considered for retention.
6. The requirements for graduation from elementary school of an educationally disabled pupil shall be set forth in the pupil's individualized education program. Completion of those specialized requirements shall qualify the pupil for graduation and entry to secondary school.
7. After ten (10) unexcused and/or excused absences a student may be subject to retention for not meeting education requirements as set forth by attendance laws of the State of New Jersey.

PARENTAL CONCERNS AND COMPLAINTS

Parents are encouraged to promptly bring all academic concerns to the attention of the classroom teacher. If the concern is unresolved after consultation with the teacher, or if for any reason a parent/guardian is uncomfortable bringing a concern to a teacher, the parent/guardian should bring the concern to the attention of the Principal.

A conference will be held with all concerned parties to quickly address any issues with staff or Administration. Parents may also file a grievance with the Board of Trustees. Teachers are available to speak with parents, between 8:20 – 8:30 a.m. and after 3:40 p.m. or by appointment during their planning block. Any parent may visit a classroom **with prior approval** from Administration.

AFTER SCHOOL PROGRAM

After School Program

Atlantic Community Charter School offers K-8th grade Extended-Learning through the after school program. The program is available Monday-Friday from 3:50 - 5:45 p.m. as a resource to support academics and social/emotional development. The after school program provides a wide range of benefits to youth, families, and communities. The Extended-Learning Program can enhance academic performance, reduce inappropriate school behaviors of youth, promote physical health, and provide a safe, structured environment for children of working parents. The After Care Director ensures every child is carefully supervised, engaged in learning, and provided a healthy snack during the program. Any parent who desires to enroll their child(ren) may request an application for enrollment. **Parents or guardians are required to pick-up their child(ren) on time or make appropriate arrangements upon dismissal. Failure to comply will result in suspension and/or expulsion from the After School Program.**

STUDENT TEXT BOOKS AND INSTRUCTIONAL MATERIAL

Lost or Stolen Books and Instructional Materials

Atlantic Community Charter School will provide approved textbooks and material for all its students. Students are expected to use textbooks, care for them and return them in good condition.

- Students will be charged the replacement cost if a textbook or novel is lost.
- Students will be charged the replacement cost if a book is damaged and is not usable.
- Students will be responsible for completing assignments during the time between the loss of the book and receipt of a new textbook. "Loaners" will be provided for classroom use.
- Students who do not return books will not have report cards and transcripts mailed until the account for the lost/damaged textbook is paid for in full or the Lead Administrator has waived such fees.

Textbooks, Calculators And Novel Distribution And Collection

- Students will be issued textbooks and supplies throughout the school year that align with the curriculum.
- Materials are numbered and recorded by the teacher.
- Students are held responsible for maintaining the textbooks and supplies that have been assigned to them.
- The teachers will collect the textbooks and supplies and match the numbers to each student's name based on the number at the time of distribution.

Chromebook Guidelines

Student Chromebooks are a crucial piece of instructional equipment to aid in their learning experiences. Chromebook should be only used for academic purposes.

While using Chromebooks students must follow the following guidelines:

1. No food or drink should be in close proximity to the device.
2. Chromebooks must be handled with care when plugging in the charger and/or headphones, when closing and opening the screen, and during transit times.
3. Students must use their ACCS Google Logins to access the computer, no personal logins are permitted.
4. Chromebooks website history is able to be tracked through our school server, therefore any student who visits inappropriate websites, will be subject to disciplinary consequences and/or Chromebook removal.
5. Students must ensure Chromebooks are charged and ready for use each day.
6. Any Chromebook issues must be reported to the classroom teacher immediately.
7. Any intentional Chromebook damage will be subject to disciplinary action.
8. Damage to Chromebooks may result in loss of privilege to utilize a school issued device.

HEALTH

Accidents and Illness

Our school Nurse is prepared to take care of minor accidents and illnesses. Students in 3rd – 8th grades who become ill may be given a pass and escorted to the Nurse's station for evaluation. In grades K–2nd, the paraprofessional will walk the child to the Nurse.

Students should immediately report any accidents to school officials. Parents will be notified of any illness or accident that requires serious medical care or attention. Unless a responsible adult is at home or parental permission is received, no pupil will be sent or taken home. No student can leave school without permission of the Nurse or Administrator.

Physicals are given in accordance with New Jersey State guidelines.

Medication Administration

The Atlantic Community Charter School policy allows the administration of medication to pupils during school hours only when failure to take such medicine would jeopardize the health of the pupil or the pupil would not be able to attend school if the medicine were not made available to the pupil during school hours. The State of New Jersey has very specific guidelines for the administration of medication in school. Our school policy will be administered according to those guidelines.

Prescription medications may be administered if the parent brings the medication in its original pharmacy container and gives written permission for its administration including the reason or purpose for its administration and possible side effects of the medication. **Medication in School** permission forms are available in the school health office. Children are not allowed to carry medication to and from school.

Please notify the school Nurse of any health changes your child may experience such as allergies, asthma, required daily medications, serious injuries, etc.

Head Lice

Periodic head checks are done for head lice and ringworm. Children found to have either condition are not permitted to return to school until the school Nurse checks them and finds that the condition has been effectively treated. It is recommended that parents check their children for head lice and ringworm on a regular basis and the school Nurse be notified if head lice, nits or ringworm are found so that the rest of the class can be checked. Both conditions spread easily.

Substance Abuse

Any student suspected of being under the influence of any legal or illegal substance without a physician's order will be evaluated by the school Nurse. Upon the Nurse's observations, the student will be driven to an appropriate facility by an Administrator to be tested. At that time, a parent or guardian will be notified. All cases will be handled based upon the guidelines set forth in the Atlantic Community Charter School's Policy and Procedure 5131.6 Substance Abuse.

ATTENDANCE

Atlantic Community Charter School policy requires that the students enrolled in this institution attend school regularly in accordance with the laws of the state of New Jersey and board policy 5113 Attendance, Absences and Excuses. Absences from school jeopardize the ability of a pupil to satisfactorily complete the educational program offered by this school and violates the aforementioned State statutes regarding attendance. Therefore, no student shall be absent from or tardy to school and/or classes without an acceptable reason. A student's enrollment in school is his/her commitment to attend all class periods.

The school day begins at 8:30 a.m. for all grade levels; any arrivals after 8:50 a.m. are marked tardy. The school day ends at 3:45 p.m. Students removed from school before 12:00 p.m. without an acceptable reason will be considered as an unexcused absence. All students who are being checked out of school early must be checked out before 3:00 p.m. Any parent who wishes to check their child out of school after 3:00 p.m. must wait for 3:30 p.m. dismissal.

Excused Absences

Attendance at school may be excused by such circumstance as the Principal and/or Board determine as good cause. The parent or guardian of the absent child is required to alert the school by 8:15 a.m. on the day of absence or tardiness.

Excused absences include but are not limited to the following circumstances:

- The pupil's **illness where a doctor's note is provided** that documents the days absent and type of illness
- Observance of **religious holiday approved by review** of Principal and consistent with N.J.S.A. 18A:36-14 through 16
- Documentation of **death or illness in the family**
- Pupil suspensions from school/bus
- The pupil's required attendance in court
- School sponsored educational activity (field trip)

Unexcused Absences

An unexcused absence is defined as a pupil's absence for all or more than 3.5 hours of a school day for any reason other than those listed above or absence that does not have the necessary documentation or approval of the Principal and/or board. Unexcused absences constitute trancies and shall be subject to the disciplinary rules that Atlantic Community sets forth. Such actions include but are not limited to:

- After 3 days absent a letter is mailed to the parent/guardian. A teacher phone call is also made.
- After 6 days absent, a letter is mailed, a member of the Attendance Action Team will be making contact; if no response, a home visit is made.
- After 8 days absent, a conference with the Principal is held.
- After ten (10) unexcused absences parents will be notified that their child is truant and the matter will be referred to Municipal Court.
- Parent notification and/or Administrative Hearing.

- Referral to the Division of Child Protection and Permanency (DCPP) for students with five or more consecutive unexcused absences, if the Principal or his/her designee has reasonable cause to believe that the child has been abused or neglected in accordance with the laws of the state of New Jersey and board policy 5113 Attendance, Absences and Excuses.
- Referral to Municipal Court after five (5) unexcused absences in one marking period in accordance with the law.

Other possible action includes referral to a State agency or Social Worker for further investigation. Before any action is taken, every effort shall be made to identify the habitually truant student, investigate the cause and notify the parent or guardian of the impending disciplinary action.

Atlantic Community Charter Schools strive to develop good habits of attendance and promptness. If this responsibility is to be acquired, there must be cooperation between the home and school. We therefore ask that you send a note in with your child or bring your child in when he/she is tardy. In the event of unexcused or chronic tardiness, the school may contact you by telephone or letter and require a conference. We need your cooperation to ensure that your children are in school by 8:30 a.m. on a daily basis.

Tardy

- Three unexcused tardy days are equivalent to one unexcused absence.

SCHOOL RULES AND CONSEQUENCES

Hallway/Exit/Entrance

Students are not to enter the building until 8:30 a.m. unless they are under the direct supervision of a teacher. Bus students will enter through the side door (Exit 2) and report to their classrooms. Students may be dropped off at the parent pick-up/drop-off door (Exit 4) until 8:45 a.m. After 8:45 a.m. they may be dropped off at the front entrance. Students will be accompanied by their teacher when going to and from class or during any other transitions. Students are required to have a pass at all times when traveling in the hallways without a staff member. All hall movement is expected to be done in complete silence. It is the expectation of Administration that individual

classroom teachers maintain appropriate behaviors while their classrooms are in the hallways. Consequences may include disciplinary actions as outlined in the Disciplinary Procedures:

Main Building Bathroom Expectations

At all times, students will be required to be with their entire class and under the supervision of the teacher or with a bathroom hall pass to use the bathrooms. Students must sign in and out on the classroom log sheet when using the bathroom. Only one student at a time should leave the classroom with permission to use the bathroom. Students in grades K – 1 must be accompanied. It is expected that all students will use the toilet appropriately, wash hands and dispose all trash appropriately. Upon usage, students shall return promptly and directly to their classroom. Consequences may include:

- Students who don't have a bathroom pass will be sent back to the classroom and will face classroom consequences.
- For minor infractions (e.g. flushing, washing improperly, etc.), students will be asked to remedy the situation.
- Students who fail to return to the classroom in a timely fashion will face classroom consequences.
- Vandalism is severe misbehavior and will result in an administrative disciplinary response as outlined in the Student Code of conduct Discipline Procedures.

Classroom/Instructional Areas

It is the expectation that all instructional areas will be calm, quiet working environments that are conducive to learning. Each classroom will collaboratively establish classroom expectations, rules and consequences. The class rules/expectations will be posted in the classroom, communicated to parents, taught and re-taught when necessary. The rules will be reviewed periodically. As new students enroll, classroom buddies will be assigned to teach the class rules and review school wide rules. No child will be left unsupervised in any classroom. When the teacher exits the classroom, the doors will be locked to ensure student safety. Consequences may include:

- Teachers will determine their own classroom management plan with consequences for misbehavior; consequences should follow the concept of progressive discipline steps. We

want to encourage students to learn appropriate behavior so that we can provide the best structure for learning.

- Classroom specific procedures, behavior contracts and parent communication will occur on an on-going basis.
- Occasionally, time-out procedures within the classroom may be necessary. Hallways or other unsupervised areas will not be used for time-out spots.
- Please refer to the Student Code of Conduct Discipline Procedures for additional information.

Cafeteria/Lunch Procedures

Students are required to maintain an orderly atmosphere while dining. Students are required to use appropriate manners, keep their voices at a moderate level, and to wait at their table until excused by appropriate cafeteria staff. Any student having an ongoing problem with regard to behavior in the cafeteria may be moved and asked to eat in a separate area until the student is determined to be able to handle him/herself with other classmates in the general eating area. If students litter the floor or table or throw food, they will be required to clean-up their mess and pick-up litter. All food must be eaten in the cafeteria unless otherwise approved by the Principal. No students may leave school grounds for lunch. Consequences may include:

- If students use the wrong procedure, they will be sent back to practice the correct procedure.
- If students litter the floor or table, or throw food, they will be required to clean up their mess and pick up litter.
- Children who frequently disrupt lunchtime for others may be removed from the cafeteria or moved to another table or room.
- Please refer to the Student Code of Conduct Discipline Procedures for additional information

PROCEDURES FOR DISCIPLINE AND SAFETY

Teachers must exhaust all methods of classroom management before a disciplinary referral is sent to the office. A parent phone call, a warning letter sent home, home visit, or parent conference by the teacher must have been made prior to the referral.

After such, the teacher refers the student directly to the Administration with supporting documentation accompanied with the Student Disciplinary Referral Form. After the situation has been referred to Administration, the disposition of the referral rests solely with the Administrator.

In cases of emergency disciplinary problems, i.e. fighting, smoking or violence towards a staff member, suspicion of alcohol or drug use, etc., staff members should contact the office immediately. Students may be required to be picked up by the parent and removed from the school directly following an incident. If the parent can't pick the child up he may be removed from the school by an administrator, and at the discretion of the administrator, driven to the student's home or the home of an approved emergency contact.

In accordance with the provisions of N.J.S.A. 18A:37-2, any student who is guilty of continued and willful disobedience, open defiance of the authority of any teacher or person having authority over the student, the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, and of the following:

Possession and/or use of firearms (as defined in N.J.S.A. 2C:39-1(f))

- The use of ordinary objects as weapons;
- The use of terroristic threats and/or criminal misconduct;
- Continued and willful disobedience;
- Open defiance of the authority of any teacher or person, having authority over the student;
- Conduct of such character as to constitute a continuing danger to the physical well-being of other students;
- Physical assault upon another student;

- Taking, or attempting to take, personal property or money from another student, or from the student's presence, by means of force or fear;
- Willfully causing, or attempting to cause, substantial damage to school property;
- Participating in an unauthorized occupancy by any group of students or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the Principal or other person then in charge of such building or facility;
- Incitement which is intended to and does result in unauthorized occupation by any group of students or others of any part of a school or other facility owned by any school district;
- Incitement which is intended to and does result in truancy by other students;
- Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises;
- Participating in actions that violate the character values of ACCS on or away from school premises;
- Exuding behaviors that interferes with the administration of a safe and disciplined instructional program; or
- Exuding behaviors that jeopardize the maintenance of order in the school.

Disciplinary Actions

The administration and staff will apply the following guidelines for the consistent administration of discipline. Decisions regarding disciplinary matters will depend upon the following reasons:

- Due process will be provided to every student;
- An investigation of the matter, i.e. consideration of mitigating circumstances;
- Determination of the severity of the offense;
- Repetition of occurrence (i.e. first occurrence, second occurrence, etc.); and
- Policy as set forth in the discipline code.

A notice of any disciplinary action taken by Administration will be given to the student before he/she leaves for the day. A telephone call to the student's main contact number will also be made to notify the parent/guardian of disciplinary action taken no later than 4:30PM on the date of incident. A home visit may also be warranted for serious offenses needing immediate attention from the parent/guardian. As a result of chronic behaviors which negatively impact the student and or other students, a student may be given a behavior contract and/or discipline contract. Non-compliance with elements within the contract may result in out -of -class placement and disciplinary hearing with the Principal or designee.

CELL PHONES AND ELECTRONIC DEVICES

Cell phones, I-pods, handheld games, laser pointers or any other electronic devices that are not part of the instructional program will not be allowed. Unless usage is directed by a teacher for instructional purposes, all cell phones must remain completely off and put away during school hours (8:30AM to 3:45PM and 3:45 PM-5:45 PM during the After School Program). All electronic devices and cell phones that ring, vibrate, and/or are visible during the school day will be confiscated under the guidelines in the Discipline Procedures.

Cell phones and electronic devices that are used in a manner to threaten, bully and/or cause harm to another student may be confiscated for the remainder of the year and/or held as disciplinary evidence. Atlantic Community Charter School is not responsible for items lost or stolen.

Restraint

The policy of Atlantic Community Charter School is not to restrain any individual(s) who wishes to leave our property. If an individual(s) wishes to leave the property, he/she will be permitted to do so and the police will be notified. No physical restraint will be utilized unless it is to protect the individual or another person. All cases will be handled based upon the guidelines set forth in the Atlantic Community Charter School's Policies and Procedures. Atlantic Community Charter staff are trained in Handle with Care restraint procedures. If a student is restrained they will be seen by the nurse and parents will be notified.

Mandatory Reporting:

All residents of New Jersey are mandated reporters, meaning that any person who has a reasonable cause to believe that a child has been subjected to acts of abuse or neglect should immediately report this information to the proper authorities.

Atlantic Community Charter School

Student Code of Conduct

Revised August 2023

Positive Classroom Management System

It is the goal of the Atlantic Community Charter School to provide a positive learning environment for every student. In order to accomplish this goal it requires an understanding of and adherence to acceptable standards of respectful behavior that will allow student learning to take place. The Student Code of Conduct must be implemented with fidelity. Student expectations must be taught and reinforced in a positive manner. A great deal of attention must be applied to creating positive learning environments in which student expectations are modeled and reinforced at all times in addition to student interventions are put in place that match the specific student need.

It is the responsibility of all to ensure that standards of behavior are taught and positively reinforced in every school every day by every staff member utilizing school wide behavior plans, and positive behavior supports. This includes careful monitoring of student's academic progress with appropriate interventions, to avoid behavioral disruptions often caused by academic failure.

For schools to be safe and orderly everyone has a responsibility. Every student, parent/guardian, teacher, administrator, support staff and district personnel has a role.

The following are some of each group's responsibilities:

Responsibilities of Administrators

- Define, teach, model, reinforce, and support appropriate student behaviors to create positive school environments.
- Expand the adoption and implementation of Alternatives to Suspension at the school.
- Distribute the Student Code of Conduct to students, parents and all school personnel annually and post on website.
- Implement the Student Code of Conduct in a fair and consistent manner.
- Review each discipline referral and ensure that appropriate interventions and/or corrective strategies/consequences are developed and implemented in accordance with the Student Code of Conduct.
- Use professional judgment to prevent minor behavioral incidents from becoming major challenges.
- Implement all Atlantic Community Charter School Board policies in a fair and consistent manner.
- Maintain accurate personal discipline data of students

- through student management systems.
- Ensure that behavior support plans for at risk youths are implemented with high levels of integrity and compliance.
 - Provide options for students based on Restorative Practices, so they can repair the harm done to other and all parties can learn from the incident in a productive manner.
 - Provide teachers with the tools to provide Restorative Practices in their classrooms and throughout the school.
 - Ensure teachers provide academic work for students while outside of the classroom setting.

Responsibilities of Teachers

- Implement classroom meetings and or circles daily to connect with all students as human beings to create a positive learning environment.
- Define, supervise, teach, model, and support appropriate student behaviors based in Restorative Practices to create positive school environments.
- Use appropriate classroom management strategies to maintain a learning environment that supports academic success.
- Establish positive behavioral expectations consistent with Student Code of Conduct.
- Provide a positive classroom and school environment.
- Provide corrective feedback and re-teaching of a behavioral skill when a student demonstrates challenging behavior or when misconduct occurs.
- Address infractions through a variety of interventions, including positive behavior interventions and supports.
- Use professional judgment to prevent minor incidents from becoming major challenges.
- Report the behavior to the appropriate school administrator at the school for a student who engages in ongoing misconduct, despite appropriate interventions.
- Request additional training or staff development as needed.
- Refer students to Intervention and Referral Services (IR&S) who are in need of additional support.
- Provide academic work for student while out of the classroom setting.
- Reach out to families for support and guidance for each student.
- Demonstrate and teach the acceptance of individual differences between people by being kind.
- Ensure classroom is neat, clean and organized. Complete weekly desk

organization to ensure students are ready to learn.

Responsibilities of Students

- Attend school and all classes daily as scheduled.
 - Follow cell phone procedures by turning off your phone and placing it in your backpack.
 - Participation in Calm Classroom and other brain breaks
 - Participating in Classroom meetings/circles
 - Remain quiet, seated, and attentive during all announcements including dismissal.
 - Be prepared for transitions
 - Using manners such as please, thank you, hello, good morning, etc.
 - Complete academic work as assigned and on time
 - Be an active learner & listener in your classroom
 - Remain quiet, in line, and be mindful of personal space when in the hallways and lunchroom.
 - Ensure classroom and learning environment stays clean, neat, and organized including floors, desks, bathrooms and surrounding areas.
 - Follow and adhere to all safety rules and procedures during emergency drills, and while riding the bus to ensure your safety and the safety of others.

- Read and follow the guidelines set forth in the Student Code of Conduct.
- Be Kind by showing acceptance of individuals and respecting everyone's uniqueness
- Show respect by using school appropriate language and actions.
- Be a HERO by **H**elping **E**veryone **R**espect **O**thers
- Be a buddy not a bully, when bullying and/or harassment occurs.
- Report any bullying and/or harassment to an adult
- Respect the rights of other students, parents, faculty, staff, school visitors, school property and the property of others
- Ask teachers, counselors, support staff, parents, school administrators, and other adults for help in solving problems

Responsibilities of Parents, Advocates, Caregivers, and Guardians

- Make sure your child comes to school every day on time and ready to learn.
- Create a positive relationship with your child's teacher through open

communication.

- Attend functions at your child's school, as necessary, to evaluate his/her academic and/or behavioral progress.
- Read the Student Code of Conduct
- Support your child in following the Student Code of Conduct.
- Teach your child to respect the rights of others and to be KIND.
- Teach your child to respect school property and the property of others.
- Seek available resources to support your child within the school and the community.
- Encourage student to complete all academic work as assigned.
- Join and attend PTO meetings monthly.
- Attend and support school functions.
- Visit the school website and other social media outlets to keep you abreast of what is going on in your child's school.
- Join your child's class dojo.
- Provide updated emergency contact and health information for each student
- Adhere to bus policy. Parents may not get on the bus for any reason. Call the school with any concerns/issues.

Positive Behavioral Incentives:

- Caught You Being Good Dollars – Staff provide students dollars based on positive behavior and actions.
- Positive HERO Office Referrals – Staff provide students with positive referrals for demonstrating HEROIC behaviors.
- Caught You Being Kind – Students are recognized by staff when caught doing a random act of kindness.
- Monthly HERO rewards – School wide monthly activities for students with no student behavioral referrals.
- Golden Garbage Can awards – bi-weekly competition for the cleanest classroom.
- Owl's Nest – School Store – Students can spend their caught you being good dollars to purchase items.
- Learner to Leader – Students who demonstrate Leadership qualities earn a special shirt and dress down privileges
- Awards Assemblies – Students are celebrated for academic excellence, perfect attendance, and character awards.
- HERO of the Month – Classes select a student who has demonstrated heroic behaviors during the month to be celebrated.
- Art Award – Student artwork is selected and displayed throughout the school.
- Classroom Incentives – Teacher selected incentives.

Parental Acknowledge Student Code of Conduct Contract

As the parent/guardian of the student listed below, we hereby confirm that we have received a copy of the Atlantic Community Charter School's Student Code of Conduct and that:

1. We accept the responsibilities expected of me as a parent/guardian of a student.
2. We acknowledge receipt of the policies, procedures, rules, regulations and practices as presented in this document.
3. We understand that there will be consequences should my child fail to abide by as outlined in the Student Code of Conduct behavioral expectations of the Atlantic Community Charter School

Date

Name of Student (please print)

Student Signature

Parent's/Guardian's Signature

Harassment, Intimidation, and Bullying (HIB)

Definition

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

“Harassment, intimidation or bullying” means 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:

1. 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; and that
2. Takes place on school property, at any school-sponsored functions, on a school bus, or off school grounds, and that takes place through electronic communication.
3. 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 **person or damage** to his property; or that
 - b. has the **effect of insulting or demeaning** any student or group of students in such a way as **to cause substantial disruption** in, or **substantial interference** with, the orderly operation of the school; or
 - c. **creates a hostile educational environment** at school for the student; or
 - d. **infringes on the rights of the student at school** by interfering with a

student's education or by severely or pervasively causing physical or emotional harm to the student.

Consequences and Appropriate Restorative Actions

The Atlantic Community Charter School Board of Trustees requires its school administrators to implement procedures that ensure both the appropriate consequences and Restorative responses for pupils who commit one or more acts of harassment, intimidation, or bullying consistent with the Code of Pupil Conduct. **The following factors**, at a minimum shall be given full consideration by school administrators in the implementation of appropriate consequences and restorative measures for each act of harassment, intimidation and bullying by pupil:

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

However, an administrator may issue discipline for an incident even if there is no finding of harassment, intimidation or bullying. For example, two students engage in a fistfight that is witnessed and broken-up by teachers. The anti-bullying specialist may investigate to determine if the fight stemmed from any of the characteristics cited in the Harassment Intimidation and Bullying law. The anti-bullying specialist may make a finding of no harassment intimidation and bullying; however, the students will still receive discipline for the fight itself.

Code of Conduct

Tier I Unacceptable Student Behaviors

Grades K - 2

Tier I violations include infractions that are generally violations of classroom rules and expectations. These are typically violations that can be corrected by the classroom teacher. Teachers must keep a written record of the infraction.

<u>Tier 1 Misconduct</u>	<u>Possible Action Taken for Tier I Misconduct by the teacher</u>
<ul style="list-style-type: none"> ➤ Cheating ➤ Inappropriate use of electronic devices, including cell phones (any and all social media sites, email, text messages, snapchat, etc.) ➤ Disruptive Behaviors ➤ Wearing hats, hoodies, or other apparel disruptive to the educational process or other Dress Code Violations ➤ Push, Kick, Hit (minor infractions) ➤ Leaving class without permission ➤ Failure to follow directions ➤ Hazardous Unsafe behaviors (minor: standing on a chair, laying on the floor, etc.) ➤ Throwing objects not causing harm to another person 	<p>Verbal Reprimand Calm Corner Contact parent Lunch Detention by teacher Warning Letters Redirection Letters Warning loss of computer Privileges/confiscate phone until the end of school day (1st Offense Only) Restorative Justice Practices (See appendix)</p> <p>SSC Room (Student Support Center) Reset: Must contact administrator</p>

*****Please note continuation of Tier 1 misbehavior will be moved to a Tier II offense with possible Tier II disciplinary actions.***

Code of Conduct

Tier II Unacceptable Student Behaviors

Grades K - 2

Tier II violations include infractions that are generally violations of classroom or school rules and expectations. Depending on the severity of the violation will determine if it needs to be handled by the classroom teacher or requires administrative action. Teachers must keep a written record of the infraction.

If the offense requires administrative action, a student behavior referral must be completed immediately followed by a phone call to the office requesting an administrator.

<u>Tier II Misconduct</u>	<u>Possible Action Taken for Tier II Misconduct by Teacher/School Disciplinarian or Designee</u>
<ul style="list-style-type: none"> ➤ Continuation of Level 1 behaviors ➤ Inappropriate Language/Profanity at a staff member ➤ Inappropriate Language/Profanity in the school setting ➤ Defiance/Disobeying authority of school personnel <p>Administrative Action:</p> <ul style="list-style-type: none"> ➤ Hazardous/Unsafe behaviors in school (moderate: harming self or others) ➤ Throwing objects causing harm to another staff member or student ➤ Harassment/Intimidation and Bullying (Continuation) ➤ Inappropriate use of electronic devices, including cell phones (any and all social media sites, email, text messages, snapchat, <i>inappropriate video/pictures of students and staff</i>, etc.) 	<p>Contact parent Lunch Detention with teachers Warning Letters Redirection Letters Parent/Teacher/Administrator Meeting Restorative Justice Practices (See appendix) Student Behavioral Referral (<i>After all of the above has occurred</i>)</p> <p><i>Assigned by administration only:</i> Loss of computer privileges/Phone Confiscated and must be picked up by parent/guardian (All other offenses) SSC Room (Student Support Center) Possible meeting with Guidance Counselor/Social Worker/School Psychologist Possible HIB investigation Possible Crisis Clearance/Psychiatric Clearance</p>

*****Please note continuation of Tier II misbehavior will be moved to a Tier III offense with possible Tier III disciplinary actions.***

Code of Conduct

Tier III Unacceptable Student Behaviors

Grades K - 2

Tier III violations include infractions that are generally violations of classroom or school rules and expectations. Depending on the severity of the violation will determine if it needs to be handled by the classroom teacher or requires administrative action. Teachers must keep a written record of the infraction.

If the offense requires administrative action, a student behavior referral must be completed immediately followed by a phone call to the office requesting an administrator.

<u>Tier III Misconduct</u>	<u>Possible Action Taken for Tier III Misconduct School Administration</u>
<ul style="list-style-type: none"> ➤ Continuation of Level I or II behaviors ➤ Harassment/Intimidation and Bullying (Continuation) ➤ Physical Altercation/Fighting ➤ Threats/Intimidation to another student ➤ Threats/Intimidation to a staff member ➤ Hazardous/Unsafe behaviors in school (severe: throwing chairs, desks, standing/climbing on tables, etc.) ➤ Stealing from another student, teacher, school, or off premises trips ➤ Pull Fire Alarm ➤ Extreme Defiance ➤ Inappropriate touch 	<p>Contact parent Parent/Teacher/Administrator Meeting Loss of computer privileges/Phone <i>Phone confiscated by teacher/staff member and turned into Administration. Phone must be picked up by parent/guardian</i> Restorative Justice Practices (See appendix) Possible I&RS intervention Possible HIB investigation</p> <p>Other Possible Disciplinary Actions: <i>Assigned by Administration</i></p> <ul style="list-style-type: none"> ➤ Student Behavioral Referral ➤ SSC Room (Student Support Center) ➤ Weekly meetings with one of the following: Guidance Counselor/Social Worker/School Psychologist ➤ Possible In-School Suspension ➤ Possible Out-of-School Suspension as identified by N.J.S. 18A:37-2 ➤ Possible loss of field trips and/or other privileges ➤ Possible Crisis Clearance/Psychiatric Clearance

*****Please note continuation of Tier III misbehaviors will be moved to a Tier IV offense with possible Tier IV disciplinary actions.***

Code of Conduct

Tier IV Unacceptable Student Behaviors

Grades K - 2

Tier IV violations include infractions that are generally violations of classroom or school rules and expectations. Tier IV violations require administrative action.

Tier IV violations require administrative action a student behavior referral must be completed immediately followed by a phone call to the office requesting an administrator. This must be done immediately following the infraction.

<u>Tier IV Misconduct</u>	<u>Possible Action Taken for Tier IV Misconduct by Administration</u>
<ul style="list-style-type: none"> ➤ Continuation of Level I, II, or III behaviors ➤ Harassment/Intimidation and Bullying (threats) ➤ Extreme Insubordination ➤ Physical attack on staff ➤ Cyberbullying ➤ Possession distribution of explosives ➤ Hazardous Unsafe behaviors on the school bus (severe) ➤ Hazardous/Unsafe behaviors in school (severe) ➤ Possession of a weapon (knife, gun, scissors, or anything that may be used as a weapon) ➤ Arson ➤ Destruction of school property ➤ Possession, use, or distribution of alcohol, drugs, or any illegal substance ➤ Terroristic threat ➤ Inappropriate Sexual Misconduct 	<p>Contact parent Loss of computer privileges <i>Phone confiscated and turned into Administration must be picked up by parent/guardian</i> Restorative Justice Practice (See appendix) Possible HIB investigation</p> <p>Other Possible Disciplinary Actions: <i>Assigned by Administration</i></p> <ul style="list-style-type: none"> ➤ Lunch Detention ➤ SSC Room (Student Support Center) ➤ In-School Suspension ➤ Weekly meetings with one of the following Guidance Counselor/Social Worker/School Psychologist ➤ Out of School Suspension ➤ Police Intervention ➤ Expulsion (depending on the severity of the infraction, administrative review, and board hearing) ➤ Possible loss of field trips and/or other privileges ➤ Possible Crisis Clearance/Psychiatric Clearance

Code of Conduct

Tier I Unacceptable Student Behaviors

Grades 3-5

Tier I violations include infractions that are generally violations of classroom rules and expectations. These are typically violations that can be corrected by the classroom teacher. Teachers must keep a written record of the infraction.

<u>Tier 1 Misconduct</u>	<u>Possible Action Taken for Tier I Misconduct by Teacher</u>
<ul style="list-style-type: none"> ➤ Cheating ➤ Inappropriate use of electronic devices, including cell phones ➤ Disruptive Behaviors ➤ Wearing hats, hoodies, or other apparel disruptive to the educational process or other Dress Code Violations ➤ Push, Kick, Hit ➤ Leaving class without permission ➤ Failure to follow directions ➤ Hazardous Unsafe behaviors (minor: standing on a chair, laying on the floor, etc.) ➤ Throwing objects not causing harm to others ➤ Other offenses that may cause substantial disruption or harm within the school setting 	<p>Verbal Reprimand Contact parent Warning Letters Redirection Letters Warning loss of computer privileges/ Confiscate Phone/items and return to student at the end of the school day (1st Offense Only) Lunch Detention by Teacher Restorative Justice Practices (See appendix) SSC Room (Student Support Center): Reset by Administration</p>

*****Please note continuation of Tier 1 misbehavior will be moved to a Tier II offense with possible Tier II disciplinary actions.***

Code of Conduct

Tier II Unacceptable Student Behaviors

Grades 3 – 5

Tier II violations include infractions that are generally violations of classroom or school rules and expectations. Depending on the severity of the violation will determine if it needs to be handled by the classroom teacher or requires administrative action. Teachers must keep a written record of the infraction.

If the offense requires administrative action, a student behavior referral must be completed immediately followed by a phone call to the office requesting an administrator.

<u>Tier II Misconduct</u>	<u>Possible Action Taken for Tier II Misconduct by Teacher/School Administrator</u>
<ul style="list-style-type: none"> ➤ Continuation of Level 1 behaviors ➤ Harassment/Intimidation and Bullying (Continuation) ➤ Inappropriate use of electronic devices, including cell phones (any and all social media sites, email, text messages, snapchat, <i>inappropriate video/pictures of students and staff</i>, etc.) ➤ Inappropriate Language/Profanity in the school setting ➤ Defiance/Disobeying authority of school personnel ➤ Hazardous/Unsafe behaviors in school (moderate: harming self or others) ➤ Throwing objects causing harm to another staff member or student ➤ Other offenses that may cause substantial disruption or harm within the school setting 	<p>Contact parent Warning Letters Redirection Letters Administrative Lunch Detention Parent/Teacher/Administrator Meeting Student Behavioral Referral (<i>After all of the above has occurred</i>) Loss of computer privileges <i>Phone confiscated and turned into Administration must be picked up by parent/guardian</i> Restorative Justice Practices (See appendix) Possible I&RS intervention</p> <p>Other Possible Disciplinary Actions: <i>All Assigned by Administration</i></p> <ul style="list-style-type: none"> ➤ SSC Room (Student Support Center) ➤ Possible Student Behavioral Referral ➤ Weekly meetings with one of the following: Guidance Counselor/Social Worker/School Psychologist ➤ Possible In-School Suspension ➤ Possible Out-of-School Suspension ➤ Possible Crisis Clearance/Psychiatric Clearance

****Please note continuation of Tier II misbehaviors will be moved to a Tier III offense with possible Tier III disciplinary actions.**

Code of Conduct

Tier III Unacceptable Student Behaviors

Grades 3 – 5

Tier III violations include infractions that are generally violations of classroom or school rules and expectations. Depending on the severity of the violation will determine if it needs to be handled by the classroom teacher or requires administrative action. Teachers must keep a written record of the infraction.

If the offense requires administrative action, a student behavior referral must be completed immediately followed by a phone call to the office requesting an administrator.

<u>Tier III Misconduct</u>	<u>Possible Action Taken for Tier III Misconduct by Administration</u>
<ul style="list-style-type: none"> ➤ Continuation of Level I or II behaviors ➤ Harassment/Intimidation and Bullying (Continuation) ➤ Inappropriate Language/Profanity at a staff member ➤ Physical Altercation/Fighting with another student ➤ Threats/Intimidation to another student ➤ Threats/Intimidation to a staff member ➤ Hazardous/Unsafe behaviors in school (severe: throwing chairs, desks, standing/climbing on tables) ➤ Stealing from another student, teacher, school, or off premises trips ➤ Pull Fire Alarm ➤ Extreme Defiance ➤ Inappropriate touch to another student ➤ Conduct unbecoming in a school setting ➤ Stealing 	<p>Contact parent Administrative Lunch Detention Administrative After School Detention (Gr. 5 only) Parent/Teacher/Administrator Meeting Loss of computer privileges/Phone <i>Phone confiscated and turned into Administration must be picked up by parent/guardian</i> Restorative Justice Practices (See appendix) Possible I&RS Intervention Possible HIB investigation</p> <p>Other Possible Disciplinary Actions: <i>All Assigned by Administration</i></p> <ul style="list-style-type: none"> ➤ SSC Room (Student Support Center) ➤ Possible Student Behavioral Referral ➤ Weekly meetings with one of the following: Guidance Counselor/Social Worker/School Psychologist ➤ Possible In-School Suspension ➤ Possible Out-of-School Suspension ➤ Possible Police Intervention ➤ Possible Administrative Review, Board

<ul style="list-style-type: none"> ➤ Cyberbullying ➤ Gambling ➤ Smoking/Vaping on School Property ➤ Destruction of school property/vandalism ➤ Sexual Harassment ➤ Wearing gang related apparel/accessories ➤ Inappropriate Sexual Misconduct ➤ Unintentionally Hitting/Striking a staff member ➤ Other offenses that may cause substantial disruption or harm within the school setting 	<p>Hearing, Expulsion</p> <ul style="list-style-type: none"> ➤ Possible loss of field trips and/or other privileges ➤ Possible Crisis Clearance/Psychiatric Clearance
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*****Please note continuation of Tier III misbehaviors will be moved to a Tier IV offense with possible Tier IV disciplinary actions.***

Code of Conduct

Tier IV Unacceptable Student Behaviors

Grades 3 - 5

Tier IV violations include infractions that are generally violations of classroom or school rules and expectations. Tier IV violations require administrative action.

Tier IV violations require administrative action a student behavior referral must be completed immediately followed by a phone call to the office requesting an administrator. This must be done immediately following the infraction.

<u>Tier IV Misconduct</u>	<u>Possible Action Taken for Tier IV Misconduct by School Administrator</u>
<ul style="list-style-type: none"> ➤ Continuation of Level I, II, or III behaviors ➤ Harassment/Intimidation and Bullying (threats) ➤ Extreme Insubordination ➤ Physical attack on a staff member ➤ Cyberbullying ➤ Possession distribution of explosives ➤ Hazardous Unsafe behaviors on the school bus (severe) ➤ Possession of a weapon (knife, gun, scissors, or anything that may be used as a weapon) ➤ Arson ➤ Possession, use, or distribution of alcohol, drugs, or any illegal substance ➤ Terroristic threat ➤ Inappropriate Sexual Misconduct ➤ Assault and Battery ➤ Sexual Assault ➤ Conduct Unbecoming in school setting ➤ Other offenses that may cause substantial disruption or harm within the school setting 	<p>Contact parent Administrative After School Detention Loss of computer privileges/<i>Phones Confiscated, turned into administration, and must be picked up by a parent/guardian</i> Restorative Justice Practices (See appendix) Weekly meetings with one of the following: Guidance Counselor/Social Worker/School Psychologist Possible I&RS Intervention Possible HIB investigation</p> <p>Other Possible Disciplinary Actions: <i>Assigned by Administration</i></p> <ul style="list-style-type: none"> ➤ Possible Student Behavioral Referral ➤ Possible In-School Suspension ➤ Possible Out-of-School Suspension ➤ Possible Police Intervention ➤ Possible Administrative Review, Board Hearing, Expulsion ➤ Possible Alternative Education Program ➤ Possible loss of field trips and/or other privileges ➤ Possible Crisis Clearance/Psychiatric Clearance

Code of Conduct

Tier I Unacceptable Student Behaviors

Grades 6 -8

Tier I violations include infractions that are generally violations of classroom rules and expectations. These are typically violations that can be corrected by the classroom teacher. Teachers must keep a written record of the infraction.

<u>Tier 1 Misconduct</u>	<u>Possible Action Taken for Tier I Misconduct by Teacher</u>
<ul style="list-style-type: none"> ➤ Cheating ➤ Late to class ➤ Inappropriate use of electronic devices, including cell phones ➤ Disruptive Behaviors ➤ Wearing hats, hoodies, or other apparel disruptive to the educational process or other Dress Code Violations ➤ Push, Kick, Hit/Horseplay ➤ Profanity/Inappropriate language ➤ Failure to follow instruction ➤ Hazardous Unsafe behaviors (minor: standing on a chair, laying on the floor, etc.) ➤ Throwing objects not causing harm ➤ Other offenses that may cause substantial disruption or harm within the school setting 	<p>Verbal Reprimand Contact parent Warning Letters Redirection Letters Warning loss of computer privileges/ Confiscate Phone/items and return to student at the end of the school day (1st Offense Only) Lunch Detention by Teacher SSC Room (Student Support Center): Reset by Administration Restorative Justice Practices (See appendix)</p>

*****Please note continuation of Tier 1 misbehavior will be moved to a Tier II offense with possible Tier II disciplinary action-ns.***

Code of Conduct

Tier II Unacceptable Student Behaviors

Grades 6 - 8

Tier II violations include infractions that are generally violations of classroom or school rules and expectations. Depending on the severity of the violation will determine if it needs to be handled by the classroom teacher or requires administrative action. Teachers must keep a written record of the infraction.

If the offense requires administrative action, a student behavior referral must be completed immediately followed by a phone call to the office requesting an administrator.

<u>Tier II Misconduct</u>	<u>Possible Action Taken for Tier II Misconduct by Teacher/School Administrator</u>
<ul style="list-style-type: none"> ➤ Continuation of Level 1 behaviors ➤ Harassment/Intimidation and Bullying (Continuation) ➤ Inappropriate use of electronic devices, including cell phones (any and all social media sites, email, text messages, snapchat, <i>inappropriate video/pictures of students and staff</i>, etc.) ➤ Inappropriate Language/Profanity in the school setting ➤ Defiance/Disobeying authority of school personnel ➤ Hazardous/Unsafe behaviors in school (moderate: harming self or others) ➤ Throwing objects causing harm to another staff member or student ➤ Leaving class without permission ➤ Other offenses that may cause substantial disruption or harm within the school setting 	<p>Contact parent Administrative Lunch Detention Warning Letters Redirection Letters Parent/Teacher/Administrator Meeting Student Behavioral Referral (<i>After all of the above has occurred</i>) Loss of computer privileges/Phone Confiscated and must be picked up by parent/guardian (All other offenses) Restorative Justice Practices (See appendix) Possible I&RS intervention Possible HIB investigation</p> <p>Other Possible Disciplinary Actions: All Assigned by Administration</p> <ul style="list-style-type: none"> ➤ SSC Room (Student Support Center) ➤ Possible Student Behavioral Referral ➤ Weekly meetings with one of the following: Guidance Counselor/Social Worker/School Psychologist ➤ Possible In-School Suspension ➤ Possible Out-of-School Suspension ➤ Possible Crisis Clearance/Psychiatric Clearance

*****Please note continuation of Tier II misbehaviors will be moved to a Tier III offense with possible Tier III disciplinary actions.***

Code of Conduct

Tier III Unacceptable Student Behaviors

Grades 6 - 8

Tier III violations include infractions that are generally violations of classroom or school rules and expectations. Depending on the severity of the violation will determine if it needs to be handled by the classroom teacher or requires administrative action. Teachers must keep a written record of the infraction.

If the offense requires administrative action, a student behavior referral must be completed immediately followed by a phone call to the office requesting an administrator.

<u>Tier III Misconduct</u>	<u>Possible Action Taken for Tier III Misconduct by School Administrator</u>
<ul style="list-style-type: none"> ➤ Continuation of Level I or II behaviors ➤ Harassment/Intimidation and Bullying (Continuation) ➤ Physical Altercation/Fighting with another student ➤ Inappropriate Language/Profanity at a staff member ➤ Threats/Intimidation to another student ➤ Threats/Intimidation to a staff member ➤ Hazardous/Unsafe behaviors in school (severe: throwing chairs, desks, standing/climbing on tables) ➤ Stealing from another student, teacher, school, or off premises trips ➤ Pull Fire Alarm ➤ Extreme Defiance ➤ Inappropriate touch to another student ➤ Conduct unbecoming in a school setting ➤ Stealing ➤ Cyberbullying ➤ Gambling 	<p>Contact parent Parent/Teacher/Administrator Meeting Administrative lunch detention Administrative After School Detention Loss of computer privileges/Phone <i>Phone confiscated and turned into Administration must be picked up by parent/guardian</i> Restorative Justice Practices (See appendix) Possible I&RS Intervention Possible HIB Investigation</p> <p>Other Possible Disciplinary Actions: <i>All Assigned by Administration</i></p> <ul style="list-style-type: none"> ➤ SSC Room (Student Support Center) ➤ Possible Student Behavioral Referral ➤ Weekly meetings with one of the following: Guidance Counselor/Social Worker/School Psychologist ➤ Possible In-School Suspension ➤ Possible Out-of-School Suspension ➤ Possible Police Intervention ➤ Possible Administrative Review, Board Hearing, Expulsion ➤ Possible loss of field trips and/or other privileges

<ul style="list-style-type: none"> ➤ Smoking/Vaping on School Property ➤ Destruction of school property/vandalism ➤ Sexual Harassment ➤ Wearing gang related apparel/accessories ➤ Inappropriate Sexual Misconduct ➤ Unintentionally Hitting/Striking a staff member ➤ Other offenses that may cause substantial disruption or harm within the school setting 	<ul style="list-style-type: none"> ➤ Possible Crisis Clearance/Psychiatric Clearance
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*****Please note continuation of Tier III misbehaviors will be moved to a Tier IV offense with possible Tier IV disciplinary actions.***

Code of Conduct

Tier IV Unacceptable Student Behaviors

Grades 6 - 8

Tier IV violations include infractions that are generally violations of classroom or school rules and expectations. Tier IV violations require administrative action.

Tier IV violations require administrative action a student behavior referral must be completed immediately followed by a phone call to the office requesting an administrator. This must be done immediately following the infraction.

<u>Tier IV Misconduct</u>	<u>Possible Action Taken for Tier IV Misconduct by School Administrator</u>
<ul style="list-style-type: none"> ➤ Continuation of Level I, II, or III behaviors ➤ Harassment/Intimidation and Bullying (threats) ➤ Extreme Insubordination ➤ Physical attack on a staff member ➤ Cyberbullying ➤ Possession distribution of explosives ➤ Hazardous Unsafe behaviors on the school bus (severe) ➤ Possession of a weapon (knife, gun, scissors, or anything that may be used as a weapon) ➤ Arson ➤ Possession, use, or distribution of alcohol, drugs, or any illegal substance ➤ Terroristic threat ➤ Inappropriate Sexual Misconduct ➤ Assault and Battery ➤ Sexual Assault ➤ Conduct Unbecoming in school setting ➤ Other offenses that may cause substantial disruption or harm within the school setting 	<p>Contact parent Loss of computer privileges/Phone Confiscated and must be picked up by parent/guardian Administrative After School Detention SSC Room (Student Support Center) Restorative Justice Practices (See appendix) Weekly meetings with one of the following: Guidance Counselor/Social Worker/School Psychologist Possible I&RS Intervention Possible HIB investigation</p> <p>Other Possible Disciplinary Actions: <i>Assigned by Administration</i></p> <ul style="list-style-type: none"> ➤ Possible Student Behavioral Referral ➤ Possible In-School Suspension ➤ Possible Out-of-School Suspension ➤ Possible Police Intervention ➤ Possible Administrative Review, Board Hearing, Expulsion ➤ Possible Alternative Education Program ➤ Possible loss of field trips and/or other privileges ➤ Possible Crisis Clearance/Psychiatric Clearance

the above depending on the severity of the infraction on a case-by-case basis.

Atlantic Community Charter School

Code of Conduct Unacceptable Bus Behaviors Grades K – 8

Riding the bus is a privilege for all students at ACCS. Students are expected to follow all bus safety rules and expectations. Any student that does not adhere to the rules will receive an appropriate consequence based on the severity of the behavior.

<u>Bus Misconduct</u>	<u>Possible Action Taken for Bus Misconduct</u>
<ul style="list-style-type: none"> ➤ Out of seat/Standing ➤ Horseplay ➤ Defiance of driver/bus aide ➤ Hit/kick/punch ➤ Eating/Drinking on bus ➤ Hands/Feet/Body outside bus window ➤ Yelling ➤ Using Profanity ➤ Throwing objects out of the window ➤ Throwing Objects on the bus ➤ Excessive Noise ➤ Weapons ➤ Smoking ➤ Alcohol/Drugs ➤ Vandalism ➤ Inappropriate Sexual Contact ➤ Endangering the safety and welfare of all/others ➤ Other offenses that may cause substantial disruption or harm on the bus ➤ Inappropriate use of cell phone to video/photo students and/or staff. 	<p>Parent Contact Verbal Warning Written Warning Seat Change Bus Referral Bus Suspension Removal from bus</p> <p>Other Possible Disciplinary Actions: <i>Assigned by Administration</i></p> <ul style="list-style-type: none"> ➤ Possible Student Behavioral Referral ➤ Possible In-School Suspension ➤ Possible Out-of-School Suspension ➤ Possible Police Intervention ➤ Possible Administrative Review, Board Hearing, Expulsion <p><i>Administration reserves the right to impose appropriate discipline based on the severity of the behavior.</i></p>

*****Administration has the authority at any time to impose disciplinary action other than the above depending on the severity of the infraction on a case-by-case basis.***

*****Administration has the authority at any time to impose disciplinary action other than the above depending on the severity of the infraction on a case-by-case basis.***

Restorative Justice Appendix

These are some examples of restorative practices that can be implemented (this list is not inclusive of all possible actions):

- Continued Circle Practice
 - Create a dedicated circle for the harm experienced in the specific incident being addressed
- Assign sessions with a social worker or licensed professional counselor
- School/Community Service
 - Cleaning areas of the school or community that were damaged by student's actions if appropriate
 - Contributing something positive to areas of the school/community that were impacted by student's actions
 - Apology letter
 - Assisting teacher/staff with duties
- Experiential Learning – *Researching and educating others on the action that caused harm.*
 - Learning a skill that teaches the student to value people or places they harmed.
 - Stealing –how stealing affects so many people/school.
 - Defacing property – understanding the ripple affect
 - Volunteer to read anti-bullying theme stories to students in younger grades

DUE PROCESS/BOARD HEARING

When all resources used to improve a student's poor behavior are exhausted, the student will be suspended indefinitely pending a board hearing. Home instruction will be provided in accordance with state guidelines if the student has exceeded 5 days of suspension. The student will appear before the board of trustees and may have representation if so desired, to speak on his/her behalf. At this hearing a decision will be made by the board to impose any further disciplinary action up to and including expulsion. All actions referred to the Atlantic Community Charter School Board of Trustees will be reported to the School Safety Data System (SSDS).

Atlantic Community Charter School encourages the partnership between the parents and teachers. We encourage direct contact from the teacher to the parents of their students.

We believe that the classroom teacher best handles most behavioral issues. However, in severe discipline cases as indicated in the above table, students will be referred to the administration. Questions or concerns regarding how any discipline issue is being handled should be directed to the Supervisor of Elementary Education's attention. A meeting to address concerns should be scheduled within 48 hours unless the School Principal is unavailable.

PARENTAL INVOLVEMENT POLICY

In support of strengthening student academic achievement, each local educational agency (LEA) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to,

parents of participating children a written parental involvement policy that contains information required by section 118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the LEA's plan developed under section 1112 of the ESEA, submitted to the state educational agency (SEA).

The Atlantic Community Charter School Board of Trustees believes that the education of children is a joint responsibility that is shared between the school and the parent(s)/guardian(s). Atlantic Community Charter School recognizes the diversity of family structures, circumstances, cultural backgrounds, and is committed to the educational success of all children. ACCS Parental Involvement Policy will support the development, implementation and regular evaluation of parental involvement programs.

The Atlantic Community Charter School Board encourages parental involvement through parent-teacher conferences that permit two-way communication between home and school; open houses that will provide the parent/guardian with the opportunity to see the school facility, meet the faculty, and observe the program on a first hand basis. Atlantic Community Charter School is dedicated to providing open communication and interaction opportunities for parents/guardians to facilitate and support parenting, student achievement, volunteering and school decision making, and advocacy. The following five essential standards shall be implemented on a continual basis:

Communication and Climate

- Parents are welcome to visit facility and classrooms
- All staff shall ensure that a warm and welcoming environment is provided
- Parent/Teacher Conferences shall be scheduled at regular intervals to share students' strengths, talents and interests
- Parent/guardians shall be invited to attend regularly scheduled open houses
- Regular dissemination of information as it relates to academic programs, student achievement and parental interest through website announcement, email, handouts
- Staff shall ensure accurate and timely feedback between home and school

Parenting For Supporting School Achievement

- Parents are encouraged to be actively involved in their child's education at school
- Parent/family involvement programs shall be regularly offered
- Parent/family training activities to focus on parental needs and student achievement shall be offered

STUDENT ACHIEVEMENT

- Staff shall encourage the development of mutual goals and shared vision for student learning with the community of parents
- Staff shall ensure clear communication of curriculum standards, class requirements, state testing requirements, employment expectation, etc.
- The school shall offer special education and related services
- The school shall offer Extended-Learning program opportunities
- The school shall provide student support services
- The school shall provide thorough information of special learning needs, IDEA/504 process, gifted and enrichment opportunities
- Supplemental education services shall be arranged as needed;
- Academic enrichment clubs and activities (homework club, academic achievement club, etc.) shall be provided
- The school shall showcase student achievement by displaying work, awarding and recognizing student achievement

VOLUNTEERING

- Parents/guardians are encouraged to participate in volunteer activities
- The school shall identify and inform parent/guardians of services, available resources, volunteer opportunities and their relevance to student success and school goals

- Regular appreciation and recognition shall be conducted for volunteer service

SCHOOL DECISION MAKING AND ADVOCACY

- Parents/guardians shall have representation on the board of trustees and school level decision-making and planning bodies;
- Parents/guardians shall be involved in the process of school review and improvement under section 116 of the ESEA
- Parents/guardians shall be provided with a schedule of monthly board meetings;
- An annual meeting shall be convened to inform parents of their participation under the mandatory guidelines and their right to be involved
- A flexible number of meetings to inform, promote, and maximize parental involvement and participation shall be offered



Atlantic Community Charter School

HARASSMENT, INTIMIDATION AND BULLYING POLICY

Section 1. Statement prohibiting Harassment, Intimidation or Bullying of a Student

Atlantic Community Charter School prohibits acts of harassment, intimidation or bullying of a student. Atlantic Community Charter School has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards; 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 and disciplined environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect and refusing to tolerate harassment, intimidation or bullying.

Section 2. Definition of Harassment, Intimidation or Bullying

Atlantic Community Charter School establishes that "harassment, intimidation or bullying" means 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; and that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that a reasonable person should know, under the circumstances, that the act(s) 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 person or damage to his property; or has the effect of insulting or demeaning any student or group of students; or creates a hostile educational environment for the student by interfering

with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Section 3. Description of the Type of Behavior Expected from Each Student

Atlantic Community Charter School expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities, with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment, consistent with the code of student conduct. Atlantic Community Charter School believes that standards for student behavior must be set cooperatively through interaction among the parents and other community representatives, school administrators, school employees, school volunteers and students of the school district, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff and community members. Students are expected to behave in a way that creates a supportive learning environment. Atlantic Community Charter School believes that the best discipline is self-imposed, and that it is the responsibility of staff to use instances of violations of the code of student conduct as opportunities for helping students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students' abilities to grow in self-discipline.

Students at Atlantic Community Charter School will:

Treat each other respectfully; refuse to harass, intimidate, or bully; refuse to let others harass, intimidate, or bully; refuse to watch, laugh, or join in when someone is being bullied; Try to include everyone in play, especially those who are often left out; and report incidents of harassment, intimidation, or bully to an adult.

Section 4. Consequences for Violation of the Harassment, Intimidation or Bullying

Atlantic Community Charter School requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit

one or more acts of harassment, intimidation or bullying, consistent with the code of student conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation or bullying by students. Appropriate consequences and remedial actions are those that are graded according to the severity of the offenses, consider the developmental ages of the student offenders and students' histories of inappropriate behaviors.

Factors for Determining Consequences

Age, developmental and maturity levels of the parties involved and their relationship to the school district; degrees of harm; surrounding circumstances; nature and severity of the behaviors; incidences of past or continuing patterns of behavior; relationships between the parties involved; and context in which the alleged incidents occurred.

Factors for Determining Remedial Measures

Personal life skill deficiencies; social relationships; strengths; talents; traits; interests; hobbies; extra-curricular activities; classroom participation; academic performance; and relationship to students and the school district.

Environmental

School culture; school climate; student-staff relationships and staff behavior toward the student; general staff management of classrooms or other educational environments; staff ability to prevent and manage difficult or inflammatory situations; social-emotional and behavioral supports; social relationships; community activities; neighborhood situation; and family situation.

Examples of Consequences and Remedial Measures

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of HIB may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in Atlantic Community Charter School's approved code of student conduct. Consequences for a student who commits an act of HIB 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 must be consistent with Atlantic Community Charter School's approved code of student conduct. Remedial measures shall be

designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation or bullying.

The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

Admonishment; Temporary removal from the classroom; deprivation of privileges; classroom or administrative detention; referral to disciplinarian; In-school suspension during the school week or the weekend; after-school programs; Out-of-school suspension (short-term or long-term); reports to law enforcement or other legal action; expulsion; and bans from providing services, participating in school-district-sponsored programs or being in school buildings or on school grounds.

Examples of Remedial Measures

Personal restitution and restoration; peer support group; recommendations of a student behavior or ethics council; corrective instruction or other relevant learning or service experience; supportive student interventions, including participation of the Intervention and Referral Services team; behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate; behavioral management plan, with benchmarks that are closely monitored; assignment of leadership responsibilities, involvement of school “disciplinarian;” student counseling, parent conferences; alternative placements; student treatment; or student therapy.

Environmental (Classroom, School Building or School District)

School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying; school culture change; school climate improvement; adoption of research-based, systemic bullying prevention programs; school policy and procedures revisions; modifications of schedules; adjustments in hallway traffic; modifications in student routes or patterns traveling to and from school; supervision of student before and after school, including school transportation; targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus); Teacher aides; Small or large group presentations for fully addressing the behaviors and the responses to the behaviors; general professional development programs for certificated and non-certificated staff; professional development plans for involved

staff; disciplinary action for school staff who contributed to the problem; supportive institutional interventions, including participation of the Intervention and Referral Services team Parent conferences; family counseling; Involvement of parent-teacher organizations; involvement of community-based organizations; development of a general bullying response plan; recommendations of a student behavior or ethics council; peer support groups; alternative placements (e.g., alternative education programs); school transfers; and law enforcement involvement or other legal action.

Section 5. Procedures for Reporting an act of Harassment, Intimidation or Bullying

Atlantic Community Charter School requires the Principal at each school to be responsible for receiving all complaints alleging violations of this policy. All board of education members, school employees, and volunteers and contracted service providers who have contact with students, are required to verbally report alleged violations of this policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incidents. All ACCS members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the school Principal within two school days of the verbal report. The Principal is required to inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. Students, parents, and visitors are encouraged to report alleged violations of this policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident. Students, parents, and visitors may report an act of harassment intimidation or bullying anonymously. Formal action for violations of the code of student conduct may not be taken solely on the basis of an anonymous report. A member of a board of education or a school employee who promptly reports an incident of harassment, intimidation or bullying, and who makes this report in compliance with the procedures in the district's policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

Section 6. Procedure for Reporting Harassment, Intimidation, or Bullying

Atlantic Community Charter School requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation or bullying. The

investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school anti-bullying specialist appointed by the Principal. The Principal may appoint additional personnel who are not school anti-bullying specialists to assist the school antibullying specialist in the investigation. The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than 10 school days from the date of the written report of the alleged incident of harassment, intimidation, or bullying. Should information regarding the reported incident and the investigation be received after the end of the 10-day period, the school anti-bullying specialist or the Principal shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident. The Principal shall proceed in accordance with the code of student conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the chief school administrator within two school days of the completion of the investigation. As appropriate to the findings from the investigation, the chief school administrator shall ensure the code of student conduct has been implemented and provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, or take or recommend other appropriate action, as necessary. The chief school administrator shall report the results of each investigation to the board of education no later than the date of the regularly scheduled board of education meeting following the completion of the investigation. The chief school administrator's report also shall include information on any consequences imposed under the code of student conduct, intervention services provided, counseling ordered, training established or other action taken or recommended by the chief school administrator. Parents of the students who are parties to the investigation shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents includes the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether consequences were imposed or services provided to address the incident of harassment, intimidation or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the board of education.

A parent or guardian may request a hearing before the board of education after receiving the information. When a request for a hearing is granted, the hearing shall be held within ten (10) school days of the request. The board of education shall conduct the hearing in Executive Session

to protect the confidentiality of the students. At the hearing, the board of education may hear testimony from and consider information provided by the school anti-bullying specialist and others, as appropriate, regarding the alleged incident, the findings from the investigation of the alleged incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination. At the regularly scheduled board of education meeting following its receipt of the report or following a hearing in executive session, the board shall issue a decision, in writing, to affirm, reject, or modify the chief school administrator's decision. The board of education's decision may be appealed to the Commissioner of Education no later than 90 days after the issuance of the board of education's decision. A school administrator who receives a report of harassment, intimidation, or bullying from a district 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.

Section 7. Range of Response once Harassment, Intimidation or Bullying has been identified

The Principal of Atlantic Community Charter has the authorization to define the range of ways in which school staff will respond once an incident of harassment, intimidation or bullying is confirmed, and the chief school administrator shall respond to confirmed harassment, intimidation and bullying, according to the parameters described below and in this policy. Atlantic Community Charter School 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. 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 district levels or by law enforcement officials. 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 suspension or expulsion.

In considering whether a response beyond the individual is appropriate, school officials 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 district)

responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based HIB prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers. This policy and the code of student conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation or bullying occurring off school grounds when:

The alleged harassment, intimidation or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other students; and either; A reasonable person should know, under the circumstances, that the alleged behavior 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 person or damage to his property; or The alleged behavior has the effect of insulting or demeaning any student or group of students; or The alleged behavior creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Section 8. Prohibition against Reprisal or Retaliation of any person who reports an act of harassment, intimidation or bullying and the consequence and appropriate remedial action for a person who engages in reprisal or retaliation.

Atlantic Community Charter School prohibits a board of education member, school employee, contracted service provider who has contact with students, school volunteer or student from engaging in reprisal, retaliation or false accusation against a victim, witness, one with reliable information or any other person who has reliable information about an act of harassment, intimidation or bullying or who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures.

Section 9. Consequences and appropriate remedial action for a person found to have falsely accused another as a means of harassment, intimidation or bullying.

Atlantic Community Charter School prohibits any person from falsely accusing another as a means of harassment, intimidation or bullying. Atlantic Community Charter School's consequences and remedial actions regarding any person found to have falsely accused another as means of harassment, intimidation or bullying for:

Students – Consequences and appropriate remedial action for a student could range from positive behavioral interventions up to and including suspension or expulsion

School Employees –Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students could entail discipline in accordance with district policies, procedures and agreements

Visitors or Volunteers – Consequences and appropriate remedial action for a visitor or volunteer could be determined by the school administrator after consideration of the nature, severity and circumstances of the act, including law enforcement reports or other legal actions, removal of building or grounds privileges, or prohibiting contact with students or the provision of student services.

Section 10. Statement Policy Publication

Atlantic Community Charter School requires the chief school administrator to annually disseminate the harassment, intimidation and bullying policy to all school employees, contracted service providers who have contact with students, school volunteers, students and parents who have children enrolled in a school in the school district, along with a statement explaining that the policy applies to all acts of harassment, intimidation and bullying that occur on school property, at school sponsored functions or on a school bus and, as appropriate, acts that occur off school grounds. The chief school administrator shall post a link to the policy that is prominently displayed on the home page of the ACCS Website. The chief school administrator shall ensure that notice of the district's policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures and standards for schools within the school district.

The chief school administrator shall post the name, school phone number, school address and school email address of the district anti-bullying coordinator on the home page of the school district's Website. Each Principal shall post the name, school phone number, school address and school email address of the both the school anti-bullying specialist and the district anti-bullying coordinator on the home page of each school's Website.

The chief school administrator and the Principal shall provide training on the school district's harassment, intimidation, or bullying policies to school employees, contracted service providers and volunteers who have significant contact with students. The training shall include instruction on preventing bullying on the basis of the protected categories and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation or bullying. The school district's employee training program shall include information regarding the school district policy against harassment, intimidation or bullying, which shall be provided to full-time and part-time staff, contracted service providers and school volunteers who have significant contact with students. The chief school administrator shall develop and implement a process for annually discussing the school district policy on harassment, intimidation and bullying with students. The chief school administrator and the Principals shall annually conduct a re-evaluation, reassessment, and review of the harassment, intimidation and bullying policy, with input from the school anti-bullying specialists, and recommend revisions and additions to the policy as well as to harassment, intimidation and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

* * * * *

Please read the Atlantic Community Charter School Student Handbook, review the Handbook with your child and discuss your behavior expectation, along with the school.

RECEIPT OF HANDBOOK FORM

I HAVE READ THE STUDENT HANDBOOK AND HAVE DISCUSSED IT WITH MY CHILD.

PARENT'S SIGNATURE

Date Signed

STUDENT'S SIGNATURE

Grade Level

Date Signed

Grade

Teacher

My signature above indicates my willingness to support the policies and procedures outlined in the Atlantic Community Charter School Student Handbook.

Please return this page to your child's homeroom teacher.