

**Newark Educators Community Charter School**  
**PARENT HANDBOOK**

The Newark Educators Community Charter School will be a safe, positive, and productive place in which our students will excel. The staff, parents, and the community will work collaboratively to facilitate student problem-solving and decision-making capacity. Student achievement will be assessed continually to monitor progress. Teachers and students will be held accountable to high standards, not only academically, but in conduct as well. NECCS students will be encouraged to be determined, respectful,

<p>excellent, positive, thoughtful, and safe members of the community.  <i>As a Parent/Guardian at NECCS, I will...</i></p>	<p><i>As a Student at NECCS, I will...</i></p>	<p><i>As a Member of the Staff at NECCS, I will...</i></p>
<p>Do whatever it takes to educate my child at the highest possible level</p> <p>Provide a supportive home environment by monitoring homework through the student planner and reading daily with my child</p> <p>Make a sincere effort to volunteer or participate in school-related activities before, during, or after school hours, including attending FSCC meetings, academic functions, and family retreats</p> <p>Collaborate with staff by supporting the discipline plan of the classroom and school and attending all scheduled conferences</p> <p>Stress good attendance as a priority</p> <p>Ensure my child will follow the established school uniform policy</p> <p>Support my child(ren) and help him/her demonstrate the D.R.E.A.M.S. code of conduct</p>	<p>Do whatever it takes to be my best and become a thoughtful, respectful, and successful student</p> <p>Come prepared to think, work, and learn, and do whatever it takes for me and my fellow classmates to learn</p> <p>Complete all assigned work and project assignments thoughtfully, carefully, and on time</p> <p>Ask questions when I do not understand what is taught or what is expected of me</p> <p>Come to school every day unless I am sick and arrive at school on time</p> <p>Carry myself with pride and dignity, and behave in a manner that protects the safety and rights of everyone in the school</p> <p>Wear my uniform and understand that I am a representative of NECCS</p> <p>Live with D.R.E.A.M.S. to the best of my ability at home,</p>	<p>Do whatever it takes to educate every student at the highest possible level</p> <p>Ensure a safe learning environment so that all of my students can succeed academically and personally</p> <p>Create a student-centered classroom and school where students are actively engaged in learning</p> <p>Communicate regularly and respectfully with students' parents/family, and other staff and do my best to address any concerns they may have</p> <p>Support students in living with D.R.E.A.M.S. at school</p> <p>Accept responsibility for making NECCS students and Newark Educators Community Charter School a success</p> <p>Provide equitable and fair access and opportunity to all students</p>

Accept responsibility for making my child and NECCS a success	school, and in the community Accept responsibility for making myself and NECCS a success	
Signed:	Signed:	Signed:
Date:	Date:	Date:

School Mission

The Newark Educators’ Community Charter School’s mission is to create a rigorous learning community that supports the academic, social, and personal growth of children. NECCS staff will craft engaging, relevant, and challenging learning opportunities for students to discover and understand the connections between school and the world. NECCS will be a place where the collective knowledge of educators and families advance student development. The school will develop the potential of each student through individualized programming, self-reflection, and student collaboration. NECCS students will acquire the knowledge, critical thinking strategies, and confidence fundamental to personal and academic excellence in high school and beyond.

NECCS Academic Program

Our educational program provides an engaging curriculum that is responsive to students’ individual needs. In grades kindergarten through second grade, a classroom of 25 students has two co-teachers so that students are given the support they need and deserve to meet high expectations. The program for the third through fifth grade is a hybrid of co-teaching and departmentalization implemented to enrich learning by increasing content specialists. Staff will use professional learning communities to drive rigor, build on strengths, and address developing areas of each individual student.

Core academic program highlights include:

Balanced Literacy Approach	<b>The Balanced Literacy Approach</b> develops students’ reading, writing, speaking and listening through daily students receive individualized instruction through reading and writing conferences. Strategically targeted skill instruction in small groups, and whole class instruction accelerate effective and high order comprehension skills.
Investigations Math Program	<b>The Investigations Math Program</b> equips students with the ability to understand, use, and evaluate a variety of problem solving strategies, to share their solutions using multiple methods, and apply math skills to real world contexts
FOSS Science Program	<b>The FOSS Science Program</b> teaches children important scientific concepts while developing the critical thinking and skills of real scientists, such as observing, testing hypotheses, and analyzing new information.
Social Studies Inquiry Approach	<b>The Social Studies Inquiry Approach</b> instill in students the skills and knowledge of researchers through in-depth, units of study each year. Students learn to formulate their own questions, investigate a range of topics, and present what they learn in written,

	visual and oral formats.
--	--------------------------

The *Responsive Classroom* is another foundational approach we utilize that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning. Grounded in the belief that it is important to know children individually, culturally, and developmentally, the Responsive Classroom Approach provides strategies and routines which structure the school day, underscore the critical importance of classroom organization, support community, engage families, and stress the importance of personal responsibility. At the heart of the *Responsive Classroom* approach are ten classroom practices:

<b>Morning Meeting</b>	gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
<b>Rule Creation</b>	helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
<b>Interactive Modeling</b>	teaching children to notice and internalize expected behaviors through a unique modeling technique
<b>Positive Teacher Language</b>	using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
<b>Logical Consequences</b>	responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
<b>Guided Discovery</b>	introducing classroom materials using a format that encourages independence, creativity, and responsibility
<b>Academic Choice</b>	motivating students and accelerating their development by allowing students teacher-structured choices in their work
<b>Classroom Organization</b>	setting up the physical room in ways that encourage students' independence, cooperation, and productivity
<b>Working with Families</b>	creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
<b>Collaborative Problem Solving</b>	using conferencing, role playing, and other strategies to resolve problems with students

#### NECCS and Special Education

Newark Educators Community Charter School recognizes the importance and promise of the Individuals with Disabilities Education Act (IDEA), and the Rehabilitation Act of 1973 Section 504. IDEA insures a Free and Appropriate Public Education (FAPE) for all children in the Least Restrictive Environment (LRE) to the maximum extent appropriate. Newark Educators Community Charter School believes that all students benefit from an inclusive education where students of varying abilities learn together.

The school is committed to the implementation of structures that maximize student inclusion in regular classrooms. An Individualized Education Program (IEP) is provided for each child eligible for special education.

Once a child is made eligible for special education and related services, a program will be created based on a least restrictive environment for the child, with the intention of educating classified students amongst his/her non-disabled peers as much as possible. Parents will work closely with the NECCS Special Education team to develop the most effective, rigorous program that meets each student's unique needs through an Individualized Education Plan (IEP).

It is our goal to educate each and every student as effectively and successfully as possible through each child's Individualized Education Plan.

Should a parent have concerns over the implementation of the IEP, or any other issue concerning a Special Education student, the parent can contact the School Social Worker or the Special Education Coordinator to set up an appointment to conference. It is the expectation that NECCS and parents will work collaboratively to resolve any conflicts and find common ground in educating the student; however, it is a parent's right to file a complaint against the school if they believe it is warranted. Newark Educators Community Charter School is responsible for providing parents with a copy of the Parents Rights in Special Education (PRISE): New Jersey's guide for parents to support them in understanding the special education process, and the means to file a complaint against the school should a parent feel the need.

### Student Rights and Responsibilities

Newark Educators Community Charter School is committed to establishing a safe and nurturing learning environment where students can grow academically, socially, and emotionally. NECCS values and enforces preventive measures as a means to successfully achieve those goals. All constituents will have a voice, responsibilities, the right to participate, and opportunities to succeed. Respect for oneself, others and the school shall be modeled by all children and staff. Students will be expected to practice the appropriate behavior in the school building, on school buses, and outside the school building. Students will be empowered in the following ways:

- Students will be taught how to be active participants in their education;
- Students will be taught the skills to make informed decisions and act appropriately on them;
- Students will be given the structure and support they need to persevere
- Students will be held accountable for their actions.

Students are responsible for the following code of conduct to support positive decision making and a healthy school climate: Determination, Respect, Excellence, Attitude, Make a Difference, and Safety. Students at Newark Educators Community Charter School are expected to abide by the following guidelines in all areas of the school and community:

	<i>Determination</i>	<i>Respect</i>	<i>Excellence</i>	<i>Attitude</i>	<i>Make a Difference</i>	<i>Safety</i>
Classroom	Self-correction “Do it and do it better”; Never give up; Do your best work	Cooperation, responsibility, empathy, and self-control	Performance, High Standards, “Put your best foot forward”, Learning, and Execution	Optimism, Positive work ethic, Flexibility, Responsibility	Take positive initiative, Be a part of the solution, Help make things better	Self-Control, Honesty, Listen to the Teacher
Community Space	Finish your meal on time	Use your low voice, cooperate with others	Pay attention to healthy options, Help clean up	Use your manners	Make it look better after you are finished	Sit and do not run, pay attention
Offices	Have a purpose	Respect the area by waiting quietly	Cooperate with the staff and leave it the way you found it	Use your manners, be genuine, and be responsible	Try to make the situation better, think with your head	Respect others’ privacy, Listen to the staff
Hallways/ Staircase	Have a purpose and a hall pass, keep your eyes forward	Keep a quiet body and a quiet mouth, Care about the belongings and work of others	Check yourself, follow directions and re-directions	Eyes forward, head up, smile, stand straight and tall	Be a positive role model, keep belongings together and off the floor	Have a hall pass, Walk one step at a time, personal space, listen for directions
Bathroom	Stay on task	Use bathroom properly, respect others privacy	Move quickly and quietly to and from the bathroom	Treat the bathroom as if it is yours, be responsible	Clean up after yourself, report anything unsafe	Remove yourself from danger and tell an adult
Courtyard	Try and try your best, cooperate with friends	Respect everyone’s space, include your friends, listen to the teacher	Exercise and move around, Play healthy and fun games	Positive attitude, Be a good sport	Play with everyone, Use your words to solve problems,	Use equipment properly, Remove yourself from

					Be a friend	danger and tell an adult
Off-Campus	Remember your purpose, Try and try your best	Represent yourself, your family, and your school with dignity	Ask questions, make an effort, participate, and learn	Be responsible for your own learning and make it fun	Help others if they need it	Remove yourself from danger and tell an adult

Students at Newark Educators Community Charter School are expected to uphold all school rules and standards for behavior on school grounds and when representing the school, including extracurricular activities, aftercare, field trips, family retreats, and digital communication with students and families from the school. Students are subject to consequences for inappropriate behavior within the aforementioned settings.

### **Discipline Policy Goals**

NECCS is committed to a discipline policy that creates a safe and orderly school environment that will enable students to achieve to their fullest potential. The Discipline Policy will provide students with greater opportunities to become independent, self-disciplined citizens in the school community and society. The traditional mission of our public schools has been to prepare our nation’s young for equal and responsible citizenship and productive adulthood. Today, we reaffirm that mission remembering that democratic citizenship and productive adulthood begin with standards of conduct and standards for achievement in our schools. We, therefore, recognize the following goals for learning:

- to maintain safe, orderly and drug free schools;
- to learn and work in schools that have clear discipline codes with fair and consistently enforced consequences for misbehavior;
- to treat each other with courtesy and respect;
- to be able, as students, to meet with counselors, and/or support staff for a behavior intervention plan;
- to be supported by parents, the community, public officials, and business in our efforts to uphold high standards of conduct and achievement.

### **INTRODUCTION**

The primary objective of the Newark Educators’ Community Charter School is to develop each student’s potential for learning and to foster positive interpersonal relationships. If this is to be accomplished, it is necessary that the school environment be free of disruptions which interfere with teaching and learning activities.

The Discipline Policy/Plan for the NECCS serves as a Code of Conduct and a guide for schools to develop preventive measures to promote positive, responsible behavior through school-based planning and staff development at all levels. As a Code of Conduct, the plan provides a clear delineation of infractions categorized by levels of severity. Each level of infraction is accompanied by disciplinary

measures which may be taken based on school law and the good judgment of the school community dedicated to providing a safe, orderly learning environment. This dedication extends beyond the immediate environment of the school. This document provides measures to ensure appropriate student behavior as well as a definition of the collaboration between school and law enforcement.

The discipline policy requires the Discipline Committee of staff to develop a school discipline plan which implements the provisions of the district plan. The discipline committee shall establish:

1. a plan of discipline for each classroom with positive, preventive disciplinary measures inclusive of Positive Behavior Supports;
2. intervention and referral service guidelines to address the needs of individual student's behavioral and social adjustment as well as academic progress with emphasis on specific strategies for appropriate adjustment;
3. staff development at the school and classroom level on measures to promote positive, responsible behavior such as conflict resolution, peer mediation, effective classroom management, and an effective behavior adjustment program;
4. measures for parent training on discipline and dissemination of the Student/Parent Handbook on Student Discipline.

### **Policy Manual**

Newark Educators' Community Charter School teachers, parents, and professional staff have developed a detailed Code of Conduct, to be approved by the Board, which conforms to New Jersey state law 18A: 37-2; 37-2.1. Newark Educators' Community Charter School have defined school rules regarding student conduct and outlined sanctions to be imposed for breach of these rules. Students must agree to conform to reasonable standards of socially acceptable behavior, to respect the person, property and rights of others, and to obey constituted authority and respond to those who hold that authority. Each student must adhere to these rules and regulations, and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. In developing regulations to implement this policy, the Principal shall provide appropriate recognition for students who consistently maintain high standards of self-discipline and good citizenship.

The student discipline policy and expulsion criteria will be disseminated by providing a copy of the Policy Manual to every student's family, to each staff member, and by making a copy available to any other stakeholder. A memorandum of understanding must be signed.

### **CONDUCT/DISCIPLINE\***

The Newark Educators' Community Charter School believes that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of pupils.

The school expects pupils to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other pupils, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment.

NECCS believes that standards of pupil behavior must be set cooperatively by interaction among the pupils, parents/guardians, staff and community, producing an atmosphere that encourages pupils to grow in self-discipline. Such an atmosphere must include respect for self and others, as well as for district and community property.

NECCS has developed and implemented a code of student conduct which establishes standards, policies, and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions, and as appropriate, conduct away from school grounds. Each pupil of this school shall adhere to the rules and regulations established by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. The Superintendent's designee and appropriate school-based personnel shall provide to pupils and their parents/guardians the rules of this District regarding pupil conduct and the sanctions that may be imposed for breach of those rules. Provisions shall be made for informing parents/guardians whose primary language is other than English.

In developing the standards, policies, and procedures to implement this policy, the Superintendent, principal, and behavior interventionist shall ensure that the code of student conduct is:

- (i) based on parent, student, and community involvement which represents, where possible, the composition of the schools and community;
- (ii) based on locally determined and accepted core ethical values;
- (iii) board approved.

NECCS has developed regulations that:

- A. require pupils to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority and respond to those who hold that authority; and
- B. establish the degree of order necessary to the educational program in which pupils are engaged.

The Discipline Committee shall meet on multiple occasions during the school year and will annually review and update the Code of Student Conduct, as appropriate. This process shall include:

- A. parent, student, and community involvement which represents, where possible, the composition of the schools and community; and
- B. Pupils who display chronic behavioral or academic problems may be referred to the I & RS Committee for general education interventions, or to the child study team for evaluation or testing.
- C. A pupil whose presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, may be moved to an alternative placement, suspended or expelled, following due process.

Staff shall comply with state and federal law and the regulations of the New Jersey Administrative Code in dealing with discipline and/or suspension of all pupils with disabilities.



<b>Behavior/ Infraction</b>	<b>1<sup>st</sup> Incident</b>	<b>2<sup>nd</sup> Incident</b>	<b>3<sup>rd</sup> Incident</b>	<b>NOTES</b>
<ul style="list-style-type: none"> <li>Disruptive behavior (talking at inappropriate times, gets out of seat/off carpet)</li> <li>Breaking class rules</li> </ul>	Give student verbal reminder of appropriate behavior to give them the opportunity to improve the behavior.	Redirect student and give them a warning of the consequence that will follow if behavior is repeated.	Reflection to be signed by Legal Guardian and returned to school next day. <u>AND</u> Silent Lunch/No Recess	If reflection is not returned the following day, teacher must contact Legal Guardian via telephone, and student receives Silent Lunch/No Recess
<ul style="list-style-type: none"> <li>Defiance (action contrary to what teacher has asked)</li> <li>Disrespect towards teacher</li> <li>Disrespect toward classmates (name-calling)</li> </ul>	Give student verbal reminder of appropriate behavior to give them the opportunity to improve the behavior. <u>AND</u> Give student a warning of the consequence that will follow if behavior is repeated.	Reflection to be signed by Legal Guardian and returned to school next day. <u>AND</u> Silent Lunch/No Recess	Teacher contacts Legal Guardian to establish recognition of pattern with this behavior. Teacher will notify guardian in advance that if behavior continues it will result in detention	If reflection is not returned the following day, teacher must contact guardian via telephone, and student receives Silent Lunch/No Recess
<ul style="list-style-type: none"> <li>Failure to complete assignments (classwork)</li> </ul>	Give student verbal reminder of appropriate behavior to give them the opportunity to improve the behavior.	Redirect student and give them a warning of the consequence that will follow if behavior is repeated.	Reflection to be signed by parent and returned to school next day. <u>AND</u> Opportunity to complete work during Silent Lunch/No Recess	

<ul style="list-style-type: none"> <li>Continuation of Level 1 behaviors</li> </ul>	Detention Behavior Interventionist will contact Guardian Evidence of Level 1 has been submitted	Parent Conference with teacher/student/behavior interventionist Behavior Interventionist will set up meeting	Administrative Conference Teacher Student Parent Principal	At Parent Conference a Behavior Management plan will be created
<ul style="list-style-type: none"> <li>Unsafe behavior (throwing materials, misuse of furniture) without injury</li> </ul>	Loss of School privilege 1 week recess	Parent Conference with Behavior Interventionist and Teachers	Administrative Conference	Must complete discipline

	Create poster/presentation about safety in classroom. Present to upper and lower grades during morning meeting	+Behavior Management Plan		referral.
• Leaving the classroom without permission	Written Reflection/ Phone to parent by B.I.	Detention	Parent Conference 1 Full Day In School Suspension	Must complete discipline referral
• Play fighting (ex. pinching, slapping, pushing, shoving, tripping, pulling, punching, etc.) Both children participate	Loss of School privilege 1 week recess Create poster/presentation about safety in classroom. Present to upper and lower grades during morning meeting	Detention Parent Conference with Behavior Interventionist and Teachers  +Behavior Management Plan	Administrative Conference	Must complete discipline referral
• Disruptive Behavior on the transportation, on field trip, during school functions	Written Reflection Loss of School privilege 1 week recess Create poster/presentation about safety in classroom. Present to upper and lower grades during morning meeting	Parent Conference Detention	Legal Guardian must accompany child on all school functions in/or of school for following trip *For the safety and security of child. The child will not participate and will remain in school with another teacher	Must complete discipline referral
• Profane/Obscene/ Indecent/ Offensive/ Immoral Language or Gestures	Written Reflection Conference with Behavior Int. 3 days Loss of School Privilege (ex. Silent lunch, no recess, no activity/ choice time)	Parent Conference Loss of School Privilege	Administrative Conference Detention	Must complete a discipline referral

<ul style="list-style-type: none"> <li>Vandalism/destruction of property</li> </ul>	<p>Responsive Classroom “Break It Fix” Suspension</p> <p>Parent Conference</p>	<p>Consequence of Contract 2-day Suspension Parental Conference Probation Contract</p>	<p>Consequence of Contract 3+ day Out of School Suspension Parental Conference with Action Plan Administrative Referral to I&amp;RS</p>	<p>Must complete discipline referral</p>
<ul style="list-style-type: none"> <li>Improper Urination/Defecation</li> </ul>	<p>Refer student to nurse</p> <p>Conference with Behavior Interventionist Half Day ISS Suspension</p>	<p>See School Psychologist</p>	<p>See Nurse Medical clearance needed by Nurse Dyfus contacted</p>	<p>Must complete a discipline referral</p>
<ul style="list-style-type: none"> <li>Unauthorized use of portable electronic communication devices</li> </ul>	<p>Loss of Privilege 3 consecutive days Legal Guardian Conference Evidence submitted to Behavior Interventionist</p>	<p>Parent Conference</p>	<p>Administrative Conference 1-day Suspension Behavior Out of School</p>	<p>Must complete discipline referral</p>
<ul style="list-style-type: none"> <li>Contaminating Food</li> </ul>	<p>Referral to Clinician Parent Conference with Action Plan</p>	<p>Consequence from contract</p> <p>Referral to I&amp;RS</p>	<p>Referral to outside agencies Medical Clearance needed by the Nurse Dyfus contacted</p>	<p>Must complete a discipline referral</p>
<ul style="list-style-type: none"> <li>Harassment, Intimidation, Bullying</li> </ul>	<p>Administrative Conference 1-day Suspension Behavior Contract Community</p>	<p>Consequence of Contract 2-day Suspension Parental Conference</p>	<p>Consequence of Contract 3+ day Suspension Parental Conference</p>	<p>Must complete discipline referral</p> <p>Any staff member who</p>

	Service Witness must complete HIB report Parent Conference	Probation Contract	with Action Plan Administrative Referral to I&RS	witnesses bullying behavior is responsible for reporting it
<ul style="list-style-type: none"> <li>Sexually inappropriate behaviors</li> <li>Indecent exposure</li> </ul>	Complete Incident Report B.I Conference Behavior Contract	Consequence of contract 3 day suspension Parent Conference with action plan		Must complete social work referral
<ul style="list-style-type: none"> <li>Threaten to harm or kill self or others</li> </ul>	Complete Incident Report Refer to Outside Services Referral to Social Worker Parent Conference 5 Day (OSS)	Referral to I&RS Complete Incident Report Refer to Outside Services Referral to Social Worker Parent Conference 6 Day (OSS)	Referral to Outside agencies Complete Incident Report Refer to Outside Services Referral to Social Worker Parent Conference 7 Day (OSS)	Must complete discipline referral  Social Work referral
<ul style="list-style-type: none"> <li>Fighting with Intent to Hurt</li> </ul>	1-Full day (ISS) Suspension Community Service Legal Guardian Conference	1-day (OSS) Suspension Community Service Behavior Contract Created	3-day (OSS) Suspension Community Service I&RS Referral	Must complete discipline referral Witness Statement Incident Report
<ul style="list-style-type: none"> <li>Stealing</li> </ul>	Parent Conference  Behavioral Contract Loss of Privilege for 1 week	Parent Conference Behavioral Contract Detention 1 Half-Day (ISS) Suspension	Referral to I&RS Referral to Outside Agencies	
<ul style="list-style-type: none"> <li>Extreme Defiance (Students who</li> </ul>	Administrative	Outside	4 (OSS) Out	

continued disruptive Level II misconduct, who are currently on the I&RS roster, have met with families at least three times regarding the behavior and disciplinary actions, and who have already been suspended for more than six days for the behavior this year shall be referred to the Child Study Team for evaluation	Consequence Parent Conference Behavior Contract	Community Assistance Medical Release (DYFS)	of Suspension Community Assistant Needed	Incident Report Classroom Referral
<ul style="list-style-type: none"> <li>Unauthorized Possession, use or distribution of medication</li> </ul>	Referral to Nurse, if medication is for student  Police Action	Referral to Outside Agencies Indefinite Suspension pending next Board Meeting (Home instruction after 5 days)	Indefinite Out of School Suspension	Incident Report Witness Report
<ul style="list-style-type: none"> <li>False Alarm/Pulling Fire Extinguisher</li> </ul>	Loss of Privilege for 1 week Community Restitution Parent Conference	Parent Conference I&RS Referral 1 Full Day (OSS) Behavior Contract	2 Day (OSS) Suspension Parent Conference	Admin contacts Police
<ul style="list-style-type: none"> <li>Possession, use, or transfer of dangerous weapons to cause or inflict physical harm</li> </ul>	Indefinite suspension pending next board meeting. Parent Conference Referral to Social Worker Complete Incident Report	Police Intervention Referral to Child Study Team for Evaluation	Lockdown when appropriate	Principal must contact police
<ul style="list-style-type: none"> <li>Possession, use, distribution of alcohol, marijuana, prescription drugs, imitation controlled substances, controlled or drug paraphernalia</li> </ul>	Parent Conference Police Action (DYFS) (CHAT)	Indefinite Suspension pending Board Meeting		Principal must contact police Incident Report Witness Report

<ul style="list-style-type: none"> <li>Violate any Federal, State or Local statute or regulation</li> </ul>	Administration will contact authorities based on crisis	Indefinite Suspension pending Board Meeting		Principal must contact police Incident Report Witness Report
<ul style="list-style-type: none"> <li>Gang recruitment on school property</li> </ul>	Counseling Legal Guardian Conference Outside Agencies	Indefinite Suspension pending Board Meeting		Principal must contact police Incident Report Witness Report

**Substance Abuse**

In accordance with statute and code, penalties shall be assigned for use, possession, and distribution of proscribed substances and drug paraphernalia. The penalties shall be graded according to the severity of the offense. Infractions shall be reported to the local law enforcement agency in accordance with the district's memorandum of agreement. Confidentiality shall be protected in accordance with federal and state law.

**Weapons Offenses**

Any pupil who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property or on a school bus or at a school-sponsored function shall be immediately removed from the school's regular education program for a period not less than one calendar year, subject to modification by the Superintendent's designee on a case by case basis. The principal shall be responsible for the removal of such students and shall immediately report them to the Superintendent. The District shall also notify the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice. The superintendent's designee shall determine at the end of the year whether the student is prepared to return to the regular education program, in accordance with procedures established by the Commissioner of Education. Teaching staff members and other employees of this board having authority over pupils shall take such lawful means as may be necessary to control the disorderly conduct of pupils in all situations and in all places where such pupils are within the jurisdiction of this District.

**Harassment, Intimidation, or Bullying**

NECCS expects pupils to treat each other with civility and respect, and will not tolerate acts of harassment, intimidation, or bullying. Like other disruptive or violent behaviors, this conduct interferes with a pupil's ability to learn and a school's ability to educate its pupils in a safe environment. NECCS prohibits acts of harassment, intimidation, or bullying against any pupil. "Harassment, intimidation, or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication 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 handicap, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function or on a school bus and that :

A. a reasonable person should know, under the circumstances, that the acts will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or

B. has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school. "Electronic communication" means a communication that is transmitted by means of an electronic device, including,

but not limited to a telephone, cellular phone, computer, or pager, that takes place on school property, at any school-sponsored function or on a school bus.

Any school employee, pupil or volunteer who has witnessed, or has reliable information that a pupil has been subject to harassment, intimidation or bullying, must report the incident to the appropriate school official designated by the administration. The Superintendent shall ensure that NECCS developed appropriate procedures addressing:

A. a mechanism for reporting acts of harassment, intimidation, or bullying, including a means of anonymous reporting;

B. the prompt investigation of reports of such acts, identifying either the principal or the principal's designee as the person responsible for the investigation;

C. the range of ways in which a school will respond once an incident of harassment, intimidation, or bullying is identified; and

D. consequences, discipline, and remedial action for a person who commits an act of harassment, intimidation, or bullying, who engages in an act of reprisal or retaliation against a person who reports such action, or who falsely accuses another of bullying as a means of harassment, intimidation, or bullying.

The Behavior Interventionist shall take all necessary steps to publicize this policy, and shall inform pupils and staff that harassment, intimidation, or bullying is prohibited on school property or any school sponsored function. This information shall also be incorporated into the student handbook and employee training programs.

The principal shall ensure that the rules for this policy are applied consistently and uniformly, and that all disciplinary sanctions are carried out with necessary due process. The District shall review all related policies on a regular basis.

## **CONCERNS OUTSIDE SCHOOL ENVIRONMENT**

Students are expected to behave appropriately under all circumstances. Students are therefore subject to appropriate disciplinary action, up to and including expulsion, for misconduct occurring both during school and school-sponsored events whether on or off school property. Additionally, students are expected to utilize electronic forms of communication in accordance with all provisions of the District Discipline Policy. The factors to be considered include, but are not limited to:

1. Whether the student is "enroute" to or from school;
2. The student's proximity to the school;
3. The length of time that elapsed since the student was on school property;
4. Whether there is a connection to an on-premises altercation or confrontation; and
5. Whether the student has returned to the custody of the parent;
6. Whether the electronic communication emanated from any school-related conflict or negative encounter.

## **ROLE OF THE LAW ENFORCEMENT AGENCIES AND SCHOOLS**

The role of the Newark Police Department and the Newark Public Schools is to foster an environment in which students, faculty, administrators, and the community are able to learn, work, and live in a safe environment. It shall be the sole prerogative of school officials to impose disciplinary sanctions for infractions of school rules and policies. It is the responsibility of school authorities to notify the Newark Police Department when any criminal activity is detected or suspected. It is the responsibility of the Newark Police Department to respond when drugs, alcohol or weapons are found on school property or when a student is suspected of any criminal offenses under New Jersey States Statutes. In order to define the responsibility for safety in and around the school environment a Memorandum of Agreement has been instituted between the Newark Public Schools and the Newark Police Department.

## SEARCH AND SEIZURE

### Philosophical Basis:

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property guaranteed by the Fourth Amendment of the United States Constitution. That individual right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students.

Opportunities	Responsibilities
<ul style="list-style-type: none"> <li>• Student shall enjoy privacy in their personal possessions unless the principal has a reasonable suspicion the student is concealing material, possession of which is prohibited by law or the rules of the District.</li> </ul>	<p>Students have the responsibility for not carrying or concealing any material that is prohibited by law or by the Student Code of Conduct.</p>
<ul style="list-style-type: none"> <li>• Students shall receive notification at the beginning of the school year that their lockers may be subject to general search.</li> </ul>	<p>Students have the responsibility for the contents of their locker. School personnel and/or members of the Newark Public Schools Security Force have the right to search lockers if there are reasonable grounds for suspecting that the contents include weapons, stolen goods, contraband, illegal substances, or materials whose possession is prohibited by the rules of the District.</p>

## CONDUCT/DISCIPLINE REGULATIONS

### School Property/School Functions

#### Purpose:

To establish guidelines for student conduct while on school property, at school functions, or school-related activities that are designed to ensure safe teaching, learning and recreational environments. Confidentiality shall be observed in accordance with federal and state laws.

#### Responsible Person(s):

Student  
 Parent  
 Teacher  
 Security Staff  
 All other school staff

Principal  
Regional Superintendent

**Procedures:**

1. All staff and students are expected to adhere to the "Student Code of Conduct"
  - A. students exhibiting outlined misbehavior will be subject to the accompanying disciplinary action contained therein;
  - B. the appropriate staff person(s) is/are expected to enforce the disciplinary actions assigned to specific misbehavior.
2. In accordance with New Jersey State Statute and the Administrative Code, penalties shall be assigned for use, possession, and distribution of proscribed or controlled dangerous substances, weapons and/or any other criminal violation of state statute or law. The penalties shall be graded according to the severity of the offense. Infractions shall be reported to the local law enforcement agency in accordance with the terms and conditions outlined in the district's memorandum of agreement with that agency.
3. The student shall:
  - A. conform to standards of socially acceptable behavior and abide by district policies and all relevant laws regarding, among other things, internet usage, possession of electronic devices, controlled dangerous substances, weapons, and dress code;
  - B. respect the person, property, and rights of others;
  - C. obey authority and respond to those who hold that authority;
  - D. immediately report to any school authority, any threats to his/her person, in order to protect the safety of the student and to rectify the situation;
  - E. review and adhere to the "Student Code of Conduct" which consists of four levels of misbehavior and the accompanying disciplinary actions to be exercised by the district;
  - F. sign the "Memorandum of Understanding" which indicates that he/she reviewed and understands the contents of the "Student Code of Conduct", the Policy on Harassment, Intimidation and Bullying, and Policy on Student Access to Personal Cell Phones.
4. Parents/guardians are responsible for:
  - A. reviewing the "Student Code of Conduct";
  - B. signing annually the "Memorandum of Understanding" which indicates that he/she has reviewed and understands the content of the "Student Code of Conduct", the Policy on Harassment, Intimidation, and Bullying and the Policy on Student Access to Personal Cell Phones;
  - C. attending parent conferences scheduled to discuss the rules of conduct and infractions thereof.
5. The principal must:
  - A. establish the degree of order necessary to conduct the educational program in his/her school building;
  - B. review and distribute to his/her staff, the "Student Code of Conduct", the Student/Parent Handbook with a "Memorandum of Understanding" and the policy/administrative regulation, "Conduct/Discipline - organizational meeting";
  - C. arrange at the beginning of the school year student assemblies for the same purposes with follow-up activities in student advisory sessions in classrooms;
  - D. conduct three times a year informational sessions to inform students about the code of conduct which should be conducted by support staff personnel;

The Behavior Interventionist must:

A. arrange a meeting with the Parent Teacher Association (PTA), Parent Teacher Organization (PTO), School Leadership Council (SLC) in September of every school year to review and distribute the “Student Code of Conduct” and the “Memorandum of Understanding”.

B. Workshops for parents will be conducted twice a year by support staff and/or parent liaisons;

C. establish a discipline subcommittee

D. develop an annual discipline plan inclusive of positive behavior supports and a review of its implementation on a quarterly basis, minimally, by Regional Superintendent;

E. in accordance with established procedures, respond immediately to student, teacher and/or staff complaints of physical or verbal threats and/or incidents committed by other students, teachers, district’s employees or outside persons;

F. plan and implement staff development relating to discipline, behavior management, and pupil personnel issues;

G. upon observing a student who appears to be under the influence of a controlled or dangerous substance, make arrangements for an immediate medical exam for the student.

H. Disciplining of students:

- upon disciplining a student, notify parents in writing of the charges and discipline imposed according to procedures established and conduct a full investigation including staff statement and student/witness statements within 24 hours of the suspension.

- issue an incident report to the Principal.

- Under no circumstance should a suspension be imposed for an unspecified time period.

- principals may only suspend a student twice in an academic year,

- not to exceed 4 days per suspension.**

- proposed suspensions greater than 4 days must be referred to the Superintendent and/or board in accordance with district policy;

**No Pre-Kindergarten or Kindergarten** students shall be suspended without Interventionist and principal approval. Students in grades 1, 2, and 3, can only be suspended upon approval of the principal. On-Site Suspension is a preferable option. Students in grades 4 and 5 may be suspended up to 4 days. For schools with on site suspension programs, these suspensions count towards the total maximum of 8 suspension days per year.

L. report all reported gang related activities to the Director of Security;

M. attend regular I&RS / 504 meetings in accordance with a Request for Assistance (RFA);

N. upon discovering allegations of student sexual misconduct, child abuse or neglect, notify immediately the Division of Youth and Family Services (DYFS), the police and appropriate school personnel. Issue an incident report to assistant superintendent and central office. In the event of student sexual harassment, allegations must be reported to the district affirmative action officer;

O. assure that staff prepares the appropriate incident report regarding violence, vandalism and/or substance abuse as required by Code.

6. In addition, the principal may:

A. refer students who display chronic behavioral and/or academic problems to the I & RS/504 committee for possible interventions or to the child study team for

identification as eligible for special education services;

B. suspend or recommend for expulsion, in accordance with the district's due process procedures, any student whose presence poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process as established in Level 3 or Level 4 of the Discipline Code;

C. contact police when the welfare and safety of the school is in jeopardy and complete an incident report which is forwarded to the assistant superintendent and central office.

7. The teacher must:

A. establish the parameters of acceptable behavior necessary to conduct the educational program in his/her classroom and document interventions and presuspensions by completing Disciplinary Notification;

B. review with, and distribute to, his/her students the "Student Code of Conduct" and the Student/Parent Handbook with a "Memorandum of Understanding" each

C. collect the "Memorandum of Understanding", signed by both parent and student, and place it in the student's cumulative record;

D. upon discovering allegations of student sexual misconduct, child abuse or neglect, notify immediately the Division of Youth and Family Services, the police and appropriate school personnel. In the event of student sexual harassment, allegations must be reported to the district affirmative action officer.

8. The Superintendent or his/her designee shall:

A. review and approve all school safety and discipline plans and staff development on a quarterly basis;

B. conduct reviews of the "Student Code of Conduct" with school site administrators to ensure adherence to the terms and conditions contained therein; documented in Principals' Quarterly Report.

C. review all suspensions on a monthly basis and intervention plans developed at suspension hearings.

D. conduct suspension hearings for all major disciplinary actions (suspensions in excess of 4 days) no later than 48 hours of the suspension. In the event the parent cannot attend the hearing, the parent shall be notified of the results (unless the parties agree otherwise). Parents shall be given an Appeal Form as part of the suspension package and have the Appeal Form returned within 20 school days from the suspension date;

## GLOSSARY OF TERMS

**Behavioral Adjustment Program** - An intervention program that has a preventative discipline component and a developmental component that develops a plan to improve students' behavior.

**Behavioral Contract** - Agreement between students, parents and staff member that specifies behaviors that must be changed and consequences to follow if behavior is not changed. The contract may specify a reward for successful completion.

**Bullying** – imbalance of power

**Cellular Telephone** - Any electronic device for two-way communication.

**Chronic** - Three times per marking period.

**Class Cutting** - Intentional failure to attend class

**Conference** - Meeting between student and/or parent/guardian and staff member. The purpose of the conference is to review the behavior, find solutions to the problem and address academic, personal, and social issues that might have caused or contributed to the behavior.

**Continued Disruptive Behavior** - Behavior that disrupts the educational process despite any intervention process previously taken.

**Corporal Punishment** - is a form of physical punishment that involves the deliberate infliction of pain as retribution for an offence, or for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behavior deemed unacceptable.

**Disrespectful Behaviors** – could be examples of talking back, not following directions, inappropriate Tone of Voice, talking while teacher/classmates are talking, eye rolling, sucking teeth, neck rolling, purposefully ignoring

**Disruptive Behavior** - Any behavior which interferes with the educational process in the classroom/school building.

**Electronic Communication** - means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager, that takes place on school property, at any school-sponsored function or on a school bus.

**Expulsion** - The exclusion of students from attending their regular school setting and may be put into an alternative site program.

**Extreme Defiance** - Hostile refusal to comply with a directive or behavior that interrupts the educational program.

**Harassment, Intimidation or Bullying** - Harassment, intimidation or bullying means any gesture or written, verbal, or physical act that takes places on school property, at any school-sponsored function, or on a school bus or through school-related electronic communication that:

a. is motivated by an 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

b. a reasonable person should know, under the circumstances, that the act(s) will: (1) have the effect of harming a student or damaging the student's property; (2) place a student in reasonable fear of harm to his/her person or damage to property; or (3) have 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.

**I&RS** - Intervention and Referral Service Committee is a team that utilizes a multidisciplinary approach to encourage student success through prevention and intervention strategies and supports. A case manager is identified for each student referral so that an individualized plan can be created to help students overcome their academic and/or social emotional difficulties.

**Logical Consequence** - consequence is clearly connected to the student's behavior and its function

**Loss of Privilege** - Possible elimination from school wide activities that are not related to the educational program.

**Obscene** – could be described as putting up middle finger, making gestures with body or cursing

**Peer Counseling** - The counseling of students on how to handle problems or situations by other students.

**Peer Mediation** - Voluntary participation in a structured process where a neutral third party assists disputing parties in identifying and satisfying their interests relative to the dispute.

**Scholastic Dishonesty** - includes the following forms of cheating:

- A. copying from another student's test paper; or
- B. using material during a test which is not authorized by the person giving the test; or
- C. collaborating with another student during the test without authority; or
- D. knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test
- E. substituting for another student or permitting another student to substitute for one's self to take a test
- F. bribing another person to obtain a test that is to be administered; or
- G. securing copies of the test or answers to the test in advance of the test; or
- H. plagiarizing - appropriating another's work and using as one's own for credit without the required citation and attribution
- I. colluding - engaging in fraudulent collaboration with another person in preparing written work for credit.
- J. tampering with, changing, or altering a record or document of a school by any method, including but not limited to computer access or other electronic means.

**Sexual Assault** - inappropriate physical contact of a sexual nature such as touching, patting, pinching, etc., engaging in physical sexual aggression.

**Sexual Harassment** - engaging in sexually suggestive comments, innuendoes or propositions;

**Sexual Inappropriate** – could be behaviors such as kissing, hugging, showing private body parts, making comments about one's sexuality, repeating any explicit lyrics, gestures, or language, making modifications to school uniform,

**Superintendent's Suspension** - a suspension that is used when a principal believes that a student is so disruptive as to prevent orderly operation of classes or other school activities, present danger of physical injury to other students or school personnel, or that he/she will benefit from an alternative educational experience. The principal shall refer such cases to the appropriate Regional Superintendent, giving a brief summary of the student's behavior.

**Suspension** - a function of the school principal, is a serious disciplinary sanction which may be taken against the student; withdrawal of a student from his/her regular classes for a given period of time; such action is to be taken only as a last measure after all other disciplinary techniques have been exhausted.

- a. **In School Suspension** - disciplinary technique which is designed to penalize students for their behavior while still ensuring that they participate in the academic community in some way
- b. **Out of School Suspension** – student is not permitted on school grounds for a designated time deemed by the principal

**Truancy** - Failing to come to school when mandated and leaving school property without permission.

**Unauthorized** – not having official permission

## **WEAPONS AND DANGEROUS INSTRUMENTS**

NECCS prohibits the possession and/or use of firearms, other weapons, or instruments that can be used as weapons on school property, on a school bus, at any school function, or while enroute to or from school or any school function. The principal shall make the final determination that a particular object is a dangerous instrument in any case where there is a question of its possession or use posing a threat to students, staff or property. Any pupil who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property, on a school bus, or at a school-based function shall be immediately removed from the District's regular education program pending a hearing before Superintendent's designee to remove the pupil from the regular education program for a period of not less than one calendar year.

The principal/designee shall be responsible for the removal of such a pupil and shall immediately report the removal to the Superintendent. The Superintendent may modify a pupil's removal on a case-by-case basis. The principal shall also notify the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice. A student found or observed on school property or at a school event in possession of a weapon or dangerous instrument other than a firearm shall be reported to the principal/designee immediately. The principal shall immediately inform the SUPERINTENDENT and appropriate law enforcement officials with all known information concerning the matter, including the identity of the pupil involved. Assault by a student with a weapon on a teacher, administrator, board member or other employee of the board is strictly prohibited and shall result in the student's immediate removal from the general education program for a period not exceeding one calendar year. Subject to a hearing, the student shall be placed in an alternative education program.

The State District Superintendent shall determine at the end of the year whether the student is prepared to return to the regular education program in accordance with procedures established by the Commissioner of Education.

Disciplinary action shall be taken against students who possess, handle, transmit, or use firearms, other weapons, or dangerous instruments. Classified students shall be disciplined in accordance with their IEP and in compliance with law and administrative code. As in all disciplinary cases, due process will be provided (see policies Special Education Suspension and expulsion).

## **SUSPENSION AND EXPULSION**

**A student may be suspended or expelled from the Newark Educators' Community Charter School based on criteria determined by the Board of Trustees, which are consistent with the provisions of N.J.S. 18A: 37-2, and approved by the commissioner as part of the school's charter. The Principal, after teacher consultation, may recommend student expulsion.**

NECCS believes that positive approaches to acceptable behavior are usually more effective. However, in order to ensure that schools operate in an orderly fashion and to teach pupils the consequences of disruptive behavior, it is sometimes necessary to penalize pupils when there is a violation of the Discipline Plan and Policy.

Pupils who indulge in disruptive behavior may be suspended or expelled in accordance with law. Any student who commits an offense involving a firearm shall be removed immediately from the general education program for not less than one calendar year pursuant to law. This removal may be modified by the Superintendent on a case-by-case basis.

Any student who commits an assault with a weapon other than a firearm on a teacher, administrator, board member or other employee of the District shall be removed from the general education program for a period not to exceed one calendar year.

### **Behavioral Adjustment Program**

As an alternative to home suspension, the administration may make facilities for behavioral adjustment programs available whenever possible. Students are required to occupy themselves with school learning packet during such suspensions. No socializing shall be permitted. Pupils shall be counted as present in school but absent (excused) from individual classes.

The Discipline Plan and Policy provides detailed procedures for suspension/expulsion and specifies:

- minimum due process and parent/guardian notification procedures;
- procedures for full due process suspensions of 10 days or more;
- remedies to be utilized prior to suspension/expulsion, where applicable;
- conditions under which pupils are referred to the child study team prior to a recommendations for expulsion;
- suspension/expulsion procedures for classified students;
- conditions under which the District Superintendent will conduct a hearing;

### **SUSPENSION AND EXPULSION/PUPIL DUE PROCESS**

NECCS believes that positive approaches to acceptable behavior are usually more effective. However, in order to ensure that schools operate in an orderly fashion and to teach pupils the consequences of disruptive behavior, it is sometimes necessary to penalize pupils when there is a violation of the District's Conduct/ Discipline Regulation. Pupils who engage in disruptive behavior may be suspended or expelled. Further, any pupil who commits an assault upon a board member, teacher, administrator or other

employee of the Newark School District shall be immediately suspended from school consistent with procedural due process pending appropriate disciplinary proceedings.

**Examples of conduct warranting suspension or expulsion include but are not limited to:**

1. continued and willful disobedience
2. open defiance of authority
3. conduct constituting a continuing danger to other pupils
4. physical assault upon another pupil or staff member
5. attempting to take personal property or money from another pupil by force or fear
6. willful causing, or attempting to cause, substantial damage to school property
7. incitement of misbehavior
8. possession, or consumption of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence thereof

**In School Suspension Program for Grades 1-5**

As an alternative to home suspension, the administration may recommend an In-school Suspension.

**SUSPENSION AND EXPULSION/PUPIL DUE PROCESS REGULATIONS**

**Purpose:** To establish procedures for in-school or out-of-school suspension and expulsion from NECCS.

**Responsible Person(s):**

Student  
Parent/Guardian  
Teacher/Staff member  
Behavior Interventionist  
Principal  
Superintendent  
Board

**Procedures for Suspension:**

1. Any student who violates the Conduct/Discipline Policy shall be disciplined in accordance with the “Disciplinary Options/Responses” outlined “Student Code of Conduct.” This discipline may include (ISS/OOS) suspension.

2. Principals have authority to out-of-school suspend a student twice in an academic year and for a maximum of 4 days per suspension. A student who is suspended shall:

A. be removed from his/her class and kept under supervision until the close of the school day or the arrival of his/her parents/guardians;

B. attend the parent/guardian conference scheduled by the administrator or behavior interventionist

C. be given an opportunity to present his/her version of the incident; “Student Witness Statement”.

D. be required to complete learning packet during the period of his/her suspension;

E. upon the student’s readmission, failure to complete any makeup assignments will result in a meeting with the parents/guardians and effect their cumulative grade.

3. The parent/guardian of a suspended student:

A. will be notified in writing (preferably by certified mail posted on the day of suspension) using "Notice of Suspension:"

- (1) of the child's suspension and length thereof;
- (2) of the specific reason(s) for the suspension;
- (3) of a need to attend a conference with a school administrator.

B. is invited to attend a conference with a school administrator. If the parent/guardian fails to attend the conference, the principal should make every effort to arrange another date for the conference but at no time should the student be denied access back into school after he/she has served the assigned number of days for his/her suspension;

C. is responsible for making sure his/her child completes all assigned work while on suspension and he/she must sign off on assignments;

D. will, in the case of suspensions in excess of 5 days or expulsions, be notified of all due process rights.

E. if child has been suspended and returns to school without legal guardian and they are under suspension, authorities may be notified for trespassing. Dyfus will be contacted. If the child typically travels by themselves from school, the suspended child will only be released to their legal guardian.

4. The teacher/staff member who observes an infraction which he/she believes may warrant suspension must:

- A. report all violations to Behavior Interventionist using "Staff Incident Report"
- B. provide written documentation of the incident;
- C. participate in the suspension conference;
- D. record all suspensions on the cumulative records;
- E. assign to and collect from each suspended student, his/her homework and class assignments;
- F. maintain the suspended student on the register and mark him/her absent in the roll book during the period of suspension;
- G. in the case of a classified student, the child's case manager must be notified immediately of proposed disciplinary action.

5. The Behavior Interventionist presiding over a suspension shall:

A. remove the student from class but keep him/her in school, under supervision, until the close of the school day or the arrival of the student's parent/guardian;

B. advise the case manager immediately through email of any proposed disciplinary action against a classified student;

C. provide the appropriate notifications to the parent/guardian of suspension and the reasons;

D. gather information regarding the incident resulting in the suspension;

E. submit a written report of the incident to Principal (see "Suspension Hearing Report")

F. conduct an informal hearing in the case of proposed suspensions under 5 days and institute interventions to address the cause of the suspension and to transition the student successfully upon the student's return;

G. prepare and submit to the Superintendent each month, his/her "Suspension Report" which shall include the following:

- (1) name of each pupil suspended;
- (2) reason for suspension;
- (3) date suspended;
- (4) principal's conference date;
- (5) case disposition information;
- (6) date of student's return to class;

(7) number of school days suspended.

H. provide written appeal procedures ("Information Sheet for Parents Wishing to Appeal") to each parent/guardian;

I. make recommendations for Superintendent's Suspension when appropriate and complete ("Superintendent's Suspension Data")

J. refer a disruptive student to Principal when he/she believes that the student's behavior:

(1) prevents orderly operation of classes or other school activities;

(2) presents a clear and present danger of physical injury to other students or school personnel

(3) will benefit from an alternative educational experience.

6. The Superintendent designated as the hearing officer for a proposed suspension of 5 days or more will:

A. review each suspension;

B. hear parent/guardian grievances and suspension appeals;

C. review, approve/deny requests for "Superintendent's Suspension";

D. schedule and conduct "Superintendent's Suspension" hearing within 48 hours excluding weekends and holidays);

E. notify the parent/guardian (preferably by certified letter) of the scheduled hearing ("Notification of Evidentiary Hearing for Superintendent's Suspension) and include date, time and place of the hearing, and the following in the communiqué:

(1) a full hearing which will afford him/her procedural due process;

(2) review the charges against him/her;

(3) obtain the name(s) of any adverse witness(es);

(4) review any statements and/or affidavits submitted by adverse witnesses;

(5) speak in his/her own defense;

(6) present witnesses and evidence in his/her own defense se;

(7) cross-examine adverse witness;

(8) be represented by counsel;

(9) appeal.

F. maintain a record of the hearing;

G. notify the parent/guardian via attendance counselor of the results of the suspension hearing;

H. recommend alternative interventions or programs;

I. report monthly all superintendent suspensions to the State District Superintendent or his/her designee;

J. if appropriate, refer the matter to the Board for consideration of expulsion.

### **Expulsion:**

1. Any student expelled from a regular school setting may be considered for an alternative site program.

2. Expulsions will only be considered if one or more of the following has occurred:

A. The district superintendent with his/her staff has exhausted all means of attempted correction of repeated misconduct;

B. The nature of a single act presents such a clear possibility of danger to others that immediate definitive action is indicated.

3. The parent/guardian of a student scheduled for an expulsion hearing will be:
  - A. notified of the charges against the student;
  - B. advised by mail of the student's right to:
    - (1) a full hearing which will afford him/her procedural due process;
    - (2) review the charges against him/her;
    - (3) obtain the name(s) of any adverse witness(es);
    - (4) review any statements and/or affidavits submitted by adverse witnesses;
    - (5) speak in his/her own defense;
    - (6) present witnesses and evidence in his/her own defense;
    - (7) cross-examine adverse witnesses;
    - (8) be represented by counsel;
    - (9) appeal.
4. Prior to scheduling an expulsion hearing, the Principal must submit to the Board
  - A. all relevant documentation;
  - B. a recommendation to expel.
5. Upon receipt of information from the Board members will:
  - A. proceed with or deny scheduling of an expulsion hearing;
  - B. schedule an expulsion hearing if the evidence of violation warrants same;
  - C. decide alternative educational programs for students;
  - D. notify or consult with juvenile authorities and law enforcement agencies where appropriate;
  - E. advise the student(s) and parents/guardians of their right to appeal.
6. A classified student may be expelled from certain programs; however, in no event may the District cease in providing educational services to an age- appropriate classified student.

### **Suspension and Expulsion of Students with Disabilities**

A student with disabilities may be suspended or expelled from the Newark Educators' Community Charter School based on criteria determined by the Board of Trustees, which are consistent with the provisions of N.J.S. 6A:14-2.8, and approved by the commissioner as part of the school's charter. The Principal, after teacher consultation, may recommend student expulsion.

Disciplinary action initiated by the charter school board which involves removal to an interim alternative educational setting, suspension for more than 10 school days in a school year or expulsion of a student with a disability will be in accordance with 20 U.S.C. §1415 (k), as amended and supplemented.

Except where contradicted by statute, the Principal may order the removal of a student with a disability for disciplinary reasons from his or her current educational placement to an interim alternative educational setting, another setting, or a suspension for up to 10 consecutive or cumulative school days in a school year. Such suspensions are subject to the same district board of education procedures as non-disabled students. However, at the time of removal, the Principal will forward written notification and a description of the reasons for such action to the student's case manager.

Removals of a student with a disability from the student's current educational placement for disciplinary reasons will constitute a change of placement if the removal is for more than 10 consecutive or cumulative school days. In reaching decisions for removal, the Principal will consider such factors as the

length of each removal, the total amount of time the student is removed and the proximity of the removals to one another. The Principal in consultation with the student's case manager will determine whether a series of short-term removals constitutes a pattern that indicates need for a change of placement.

The Newark Educators' Community Charter School Board is committed to provide services that enable all disabled children to progress appropriately in the general education curriculum and advance appropriately toward achieving the goals set out in the student's IEP. This commitment applies to all disabled children who:

- Are removed from current placement for more than 10 cumulative or consecutive school days in the school year
- Experience a series of short-term removals not deemed a change of placement
- Exhibit behaviors that are not manifestations of the student's disability and result in removals that do constitute a change of placement.

In the case of a removal for drug or weapons offenses under 34 C.F.R. §300.520(a)(2), or a removal by an administrative law judge for dangerousness consistent with 34 C.F.R. §300.521, the charter school board will provide services to the student with a disability consistent with 34 C.F.R. §300.522.

### **Special Education Suspensions: Removal For More Than 10 Consecutive Days**

If a special education student is removed (suspended) for more than (10)consecutive days, an automatic change of placement occurs. Once the change of placement occurs, a Manifestation Determination (MD) meeting will be conducted. If the behavior is a manifestation of his disability, the principal cannot suspend and the CST will review the Behavior Improvement Plan (BIP) and/or conduct a Functional Behavioral Assessment (FBA). A change of program may occur at the IEP meeting. If the behavior is not a manifestation of the disability, services must continue and review of Behavior Improvement Plan (BIP) and/or conduct a Functional Behavioral Assessment (FBA), if appropriate.

### **Removal for More Than (10) Cumulative Days**

If a **special education student** is suspended for **more than 10 cumulative days**, the administrator and case manager shall consult to determine if these removals constitute a change of placement. A change in placement occurs: if the student is subjected to a series of removals that constitute a pattern because they accumulate to more than 10 school days in a year, and because the behavior is substantially similar to behavior in previous incidents, and consideration of the following factors: length of each removal; total amount of time student is removed; the proximity of the removals to one another should be considered. • If a change of placement occurs, the IEP team will conduct a Manifestation Determination Meeting and determine if the behavior is manifestation of the disability.

• If the behavior is a manifestation of the disability, the student cannot be suspended. The IEP team must review the Behavior Intervention Plan (BIP) and/or conduct a Functional Behavioral Assessment. The IEP team may change the program at the IEP meeting. • If the behavior is **not** a manifestation of the disability, the administrator may suspend the student and educational services must be provided. A review of BIP and/or a FBA, if appropriate should be conducted.

• If it is not a change in placement, the student may be suspended. The school official, in consultation with the student's education teacher and case manager, shall determine the extent of the student's level of services.

### **Removal to a 45 Day Interim Alternative Education Setting (IAES)**

Special Education students may be removed to an Interim Alternative Education Setting (IAES) for drugs, weapons, or serious bodily injury to another. An Administrator Law Judge may remove the student for 45 calendar days when the action of the student is likely to result in injury to self and/or others. For both circumstances a Manifestation Determination (MD) must be conducted. If the behavior **is** a manifestation, the Behavior Improvement Plan (BIP) and/or Functional Behavioral Assessment (FBA) must be reviewed. If behavior **is not** a manifestation, as appropriate, the BIP and/or FBA must be conducted.

## **SPECIAL EDUCATION GLOSSARY OF TERMS**

**Basis of Knowledge** - protections for students not yet eligible for special education. An LEA is deemed to have knowledge that a child is a child with a disability if, before the behavior that precipitated the disciplinary action occurred: 1) the parent expressed concern in writing to administrator or teacher, 2) the parent has requested an evaluation, or 3) a teacher or other school personnel expressed specific concerns regarding patterns of behavior to administrator

**BIP – Behavior Intervention Plan**- A plan designed to teach the student a more acceptable behavior in place of inappropriate or problem behavior. The plan will include positive behavioral interventions, strategies and supports.

**Change in Placement** – A removal from the student’s program for disciplinary reasons that trigger procedural safeguards.

**FBA – Functional Behavioral Assessment** - A problem-solving process that relies on a variety of techniques & strategies to identify the purposes of specific problem behavior & helps IEP teams to select interventions to address problem behavior.

**Formal Hearing** – Determines the facts and is conducted by the board within 30 days of the decision to remove a student for more than **10 consecutive** school days. Results of this hearing may be appealed to the Commissioner of Education.

**IAES - Interim Alternative Education Setting** - Must be selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the IEP and to address behavior (for why the child is being removed) that are designed to prevent the behavior from recurring.

**Informal Hearing** - provides an opportunity for a student to present his/her version of events to the school administrator before the student may be suspended.

**MD – Manifestation Determination:** Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, relevant IEP team members and parent shall review all relevant information in the student’s file, including the IEP, any teacher observations and any relevant information provided by the parents to determine if conduct was 1) caused by, or was in direct and substantial relationship to, the child’s disability, or 2) a direct result of the LEA’s failure to implement the IEP.

**Newark Educators' Community Charter School**  
**INFORMATION SHEET FOR GUARDIANS WISHING TO APPEAL**

1. If, after meeting with the principal, you feel that the suspension of your child is not justified, you may appeal the principal's decision to the Superintendent, who will review the principal's decision and issue a determination upon an examination of the appropriate documentation and conference with any appropriate personnel as needed. The disciplinary action against the pupil will not be "stayed" during the appeal process, but a student's record will be expunged if the principal's decision is overturned as set forth below.
2. If, after meeting with the Superintendent, you feel that the suspension of your child is not justified, you may appeal to the Board, who will review the determination of the superintendent in the matter set forth above.
3. After a decision on an appeal is reached, you will be informed within 3 days in writing of the decision and the reasons therefore.
4. If the superintendent finds that the action of the student did not justify his/her suspension from classes, the student shall be exonerated and any record of disciplinary proceeding shall be expunged from the record.

### **DRESS AND GROOMING**

The NECCS recognizes the right of students and parents/guardians to exercise personal judgment in matters of dress within certain boundaries. Neatly attired students take pride in themselves and are more likely to practice habits of self-discipline and to display a positive attitude and demeanor.

In general, the NECCS prohibits pupil dress or grooming practices which:

- A. Present a hazard to the health or safety of the pupil himself/herself or to others in the school;
- B. Materially interfere with school work, create disorder, or disrupt the educational program;
- C. Cause excessive wear and damage to school property; and
- D. Prevent the pupil from achieving his/her own educational objectives because of blocked vision or restricted movement.

Specific examples of attire prohibited by this policy include, but are not limited to:

- (1) hats or other head coverings, except in the case of religious observance
- (2) attire with slogans that can be considered obscene, profane, inappropriate, or derogatory;
- (3) dresses and shorts of unsuitable or inappropriate length, see-through tops or exposed underwear
- (4) sunglasses worn in school during the school day, unless medically prescribed.

Students shall not wear on school property any type of clothing, apparel or accessory that indicates the student has membership in or is affiliated with any gang associated with criminal activities. The District shall consult with local law enforcement authorities to determine which gangs are associated with criminal activities. All suspicion of gang related activity shall be reported to the director of security by the building principal.

### **Student Access to Personal Cell Phones**

Safety is the primary concern for the Newark Educators Community Charter School and the ability of parents and guardians to communicate with their children in an emergency situation is essential. Further, the District understands that students may need access to their cell phones when walking home from school or for after school activities that they may attend immediately upon leaving the school premises. As such, the District allows students to carry **concealed** on their persons or carrying bags under the condition that the cell phones remain off (not on a silent ring or “vibrate” setting) at all times during the school day, on school premises, or at school functions. In the event of an emergency, the school administration (or the classroom teacher upon the direction of the school administration) will direct the students when they may safely turn on a cell phone. If the student desires to carry a cell phone during the school day, the parent/guardian and student must execute a User Agreement specifically identifying the cell phone and acknowledging that the District assumes no responsibility for any loss or damage to the cell phone. The form must be on file in the school office before the device is brought to school.

Violation of this policy may be punishable as a Level III offense under the District’s Discipline Plan and Policy. Further, the student’s cell phone will be confiscated, the student’s parent/guardian will be contacted to retrieve the phone, and cell phone carrying privileges may be suspended or revoked.

**Additionally, in event that a student uses a cell phone (or any component thereof) to facilitate the commission of a crime or the infliction of injury or harm to persons or property, the violation shall be deemed a Level IV offense and the student will be reported to law enforcement.**

### **Detention**

Detention as it states in the Discipline Plan is an example of a logical consequence given to the child according to the infraction in Level 2. **Detention is only applicable to Grades 2-5.** Detention will only be held on Tuesday and Thursday from 3:00-4:00. The teacher must submit the names of students plus the infraction which led to this consequence. The teacher is responsible to submit the appropriate work to be completed during this time. The Behavior Interventionist is responsible for contacting the parent when detention is given. If the parent fails to pick up the child at 4:00 or refuses to comply with the consequence administrative action will be taken.

### **Community Assistance**

#### **Challenge Program of New Jersey, Inc**

Behavioral Health Sciences Building  
183 South Orange Avenue  
Newark, New Jersey 07103  
Contact: Dr. Wanda Edwards  
(973) 972-1084

#### **Community Resource Officer**

Contact: Michael Phelba  
(973) 733-6118

#### **It Takes a Family**

1-877-652-7624 #0161942  
Call directly (609)-933-7044.

**New Jersey State Division of Youth and Family Services (DYFS)**

**Project 99**

239 Washington St. Suite 301  
Newark, NJ 07102  
973.565.9199

**Trinitas Regional Medical Center**

Essex County Kids Connection  
182 Roosevelt Ave  
Newark, NJ 07102  
Contact:

**University Behavior Health Center for Newark (UBHC)**

402 Route 35  
Stratford Ave  
Neptune, NJ 07753  
Contact:  
(973) 869-2784

**Youth Court**

31 Green St R310  
Newark, New Jersey  
Contact: Ranice Gordon  
(201) 208-7369

**Youth Development Clinic**

Contact: Rose Gordon  
Email: [rgordon@ydcnj.org](mailto:rgordon@ydcnj.org)

**NECCS and Harassment, Intimidation, and Bullying (HIB) Policy**

The Board of Trustees of the Newark Educators' Community Charter School prohibits acts of Harassment and Bullying. NECCS expects pupils to treat each other with civility and respect, and will not tolerate acts of harassment, intimidation or bullying. Like other disruptive or violent behaviors, this conduct interferes with a pupil's ability to learn and a school's ability to educate its pupils in a safe environment.

**Harassment, Intimidation and Bullying are:**

Any gesture, written or verbal, physical act or electronic communication that takes place on school property or off school grounds when it involves students from the school and has a deleterious impact on the real or perceived safety of students and the disruption of the learning environment.

Incidents of HIB including cyber-bullying that occur away from school grounds may also be included if they endanger the safety of students or staff.

Motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or mental, physical or sensory disability or any other distinguishing characteristic.

When a reasonable person should know, under the circumstances that the act will have the effect of harming the pupil or damaging his/her property, placing the pupil in fear of harm to his/her person or personal property

Insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in or substantial interference with the orderly operation of the school.

Also a pupil exercising power and control over another pupil, either in isolated incidents or patterns of HIB behavior

“Electronic communication” means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager, that takes place on school property, at any school-sponsored function, on a school bus, or any space where there is an exchange between students of NECCS.

Students should conduct themselves as appropriate to their levels of development, maturity and demonstrated capabilities with proper regard for the welfare of others including staff and other pupils. Severity of behaviors and history of other such behaviors will be considered when designing the consequences of infractions.

There are a range of ways in which NECCS will respond once an incident of HIB is identified, which shall be defined by the Lead Administrator in conjunction with the Anti-Bullying Specialist, but shall include an appropriate combination of counseling, support services, intervention services, and other programs

Consequences and Remedial Action for infractions are mandatory (N.J.A.C. 6A: 16-7.9 (a) 2). They may include a range and variation in type depending on the results of investigating the factors above. These include: Admonishment, Apology of Action, Temporary removal from classroom, Deprivation of privileges, Classroom or administrative detention, Referral to the Student Advisor, In-school suspension, Out of school suspension, Long Term Suspension, Legal action and Expulsion, Restitution/Community Service, DREAMS Character Camp, Saturday Academy, Mediation, Peer support group, Recommendations of pupil behavior or ethics council, Behavioral assessment/evaluation, Pupil counseling, or Parent conferences.

#### *Reporting Procedures*

Any member of the Board, school employee, contracted service provider, pupil or volunteer who has witnessed, or has reliable information that a pupil has been subject to harassment, intimidation or bullying, must report the incident to the appropriate school official designated by the administration or to any school official who shall immediately initiate procedures. Complaints alleging violation of the HIB Policy must be reported verbally to the Principal on the same day when the school employee, contracted service provider, or volunteer witnessed or received reliable information regarding any such incident. All acts of HIB must be reported in writing within two days of when school employee, contracted service provider, or volunteer witnessed or received reliable information regarding any such incident..

The principal must inform parents of all students involved in the alleged incident. The principal may discuss the availability of counseling and other intervention services

Use of an incident reporting form to document the allegation and begin the investigation is required through a specific HIB reporting form. Anonymous reports are also permitted. If someone reports HIB verbally, the employee, contracted service provider, or volunteer who receives it will complete the form. A verbal report or anonymous report is considered official, but disciplinary action may not be taken based solely on an anonymous report. Timely reporting, in compliance with the procedures in the Policy, makes the person who reports it immune from a cause of action for damages arising out of failure to report the incident.

### *HIB Investigations*

Once reported the incident must be investigated. The principal serves as the Anti-Bullying Coordinator and is responsible for ensuring that the investigation is carried out. The investigation will be initiated by the Principal within one day of report by informing the Anti-Bullying Specialist. The Anti-Bullying Specialist will lead the investigation of HIB reports and report results of investigation to the Principal within two days of completing the investigation. The investigation shall be completed as soon as possible, but no later than ten days of the written report. The results must be reported to the Board no later than the next board meeting following the completion of the investigation, along with information or action taken by the Principal.

Parents of students who are parties to investigation are entitled to receive information about the investigation. In accordance with federal and state law, including the nature of the investigation and whether evidence of HIB was found, and whether discipline was imposed or services provided. The information provided to parents will be provided in writing within five days after the results are reported to the Board

A parent can request a hearing before the Board. The hearing must be held within ten days of request. The Board will meet in executive session for the hearing. The board may hear from the school's Anti-Bullying Specialist about the incident, recommendations for discipline or services, or programs instituted.

At the next board meeting following receipt of the report the board shall issue a decision, in writing, to affirm, reject, or modify the Principal's decision. The Board's decision may be appealed to the Commissioner of Education, no later than ninety (90) days after the issuance of the board's decision. A parent, student, guardian, or organization may file a complaint with the Division of Civil Rights (OCR) within 180 days of the occurrence of any incident of HIB.

### Prohibited Items and Search and Seizure

Students are expected to come prepared to engage in productive learning. Toward this end, all toys, games, dolls, action figures, electronic devices, all cards, jewelry, trinkets, and other items that are not conducive to the school experience are prohibited without the written approval from leadership, teachers, and parents. Students who bring such items to school will be asked to write a reflection and the item will be confiscated and submitted to the administration. Parents will be notified and asked to come and pick it

up within one day of confiscation. Newark Educators Community Charter School is not responsible for items left after one day.

Search and Seizure may occur when a school official has a reasonable suspicion that a search of that particular students will result in evidence that that students violated the law or school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process may be removed from the student. The following rules apply to the search of school property assigned to a specific student;

- School authorities will make an individual search of a students belongings only when there is a reasonable suspicion/concern that a student is in possession of a prohibited item on school property
- Searches shall be conducted under the authorization and presence of the co-directors or his/her designee
- Items which are prohibited on school property will be removed from student and held for an adult to retrieve from school office within 48 hours.

Students are not permitted to bring cell phones, iPods, or like devices to school. These items will also be confiscated. Parents who wish to contact their child must call the main office, who will deliver a message to their child.

### Student Records

Newark Educators Community Charter School, like all charter schools, are subject to the federal Family Education Rights and Privacy Act of 1974 (FERPA) which requires a school to protect a student's privacy. The school will not disclose any information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent(s) or guardian(s) of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the head of school. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA.

### Daily Attendance and Arrival

School attendance is required every day, and parents are encouraged to ensure that their child attends school every day. If for any reason your child is absent, you must notify the school as soon as possible. Upon the student's return, they should have a note from their parent or guardian or doctor. Certain absences are excused:

- Doctor-excused illness
- Religious Holiday
- Death in the family

Students with perfect attendance will be recognized at the end of the school year. Students with patterns of absence may be referred to the Student Advisor or the School Resource Officer for support in establishing a more productive pattern of attendance.

Students are expected to arrive to school prepared to learn and on time by 8:00AM. Arrival transitions are dependent on weather, and will be taught and rehearsed during the first six weeks of school.

Attendance will be taken promptly at 8:00AM, and students who arrive after 8:00AM will be considered late. Students with patterns of lateness may be referred to the Student Advisor or School Resource Officer for support in establishing a more productive pattern of arrival.

Students are responsible for assignments and projects that were assigned when not present in the classroom. It is the responsibility of the student to submit work within the deadline that has been arranged with the teacher. Failure to submit work on time will be reflected in the student's report card.

### Dismissal

Students who are not enrolled in afterschool, must be picked-up by 3:00. Because safety is paramount, we require that a certified adult supervise students at all times. Meetings and administrative and professional duties for all staff begin promptly at 3:00. Staff cannot leave their duties to supervise children except in cases of an emergency. In addition, in order to ensure the safety of every student; anyone, i.e. a sister, grandfather, or person brings student to school, picking up a student who is not a custodial parent must have signed permission from the custodial parent on file in the front office.

### Early Dismissal

The administration of the NECCS realizes that there may be opportunities in which a child may need to leave school before the end of the day. If this becomes necessary, parents / guardians must report to the school and sign student out in the main office. Early dismissals are discouraged because valuable instructional time from your child's education is lost. It is also disruptive to overall classroom instruction when a teacher has to stop. Repeated early dismissals greatly affect a student's ability to acquire critical skills; accordingly, five early dismissals will be considered an absence. The administration will meet with that parent / guardian of students with a pattern of tardiness.

No student shall be permitted to leave the school unless they are met in the school office by their parent(s) or legal guardian(s) or a person authorized by the parent(s) or legal guardian(s) in writing.

### School Delays, Closings, or Early Dismissals

Please review school calendar for school closings. In the event of severe weather conditions, families will receive a call to alert you that the school is delayed, closed, or closing early. Please update your contact information if it changes. In the event of a change in school hours, you will receive as much advance notification as possible, either written or by telephone. During a delayed opening, school will begin at 10:00 A.M., unless notified in advance.

### School Uniforms

In order to create a consistent and safe environment that is free of distractions, Newark Educators Community Charter School will institute a uniform dress code for all students. We believe that a higher standard of dress encourages greater respect for individuals, students and others, and results in a higher standard of behavior. In other words, students who come to school dressed properly will excel academically and conduct themselves appropriately while at school. Accordingly, uniforms are worn on the first day of school and every day unless a letter is sent home indicating otherwise. Clothing that is ripped, see through, or tight is not allowed. Items that are disruptive to learning will be confiscated. These items may include, but are not limited to, jewelry, belts, accessories, footwear, or hats. Students may not change out of the uniform at any point during the school day. Students must wear the uniform on school field trips. Staff will provide written reports of any student who is not in compliance with these regulations.

#### *Uniform Requirements:*

*Tops:* White or light blue long or short-sleeved dress shirt or collared shirt. Shirts must be tucked in at all times.

*Bottoms:* Navy blue dress pants, skirts, skorts, or dresses.

*Footwear:* Soft bottomed shoes. No “wheelies”, flip-flops, or high-heeled shoes.

*Sweater:* Navy sweater. Jackets and hooded sweaters are not a part of the uniform,

*Gym Attire:* Students have the option to wear navy sweatpants or knee-length shorts, a sweatshirt or a white or navy t-shirt, and rubber shoes on days that they have gym. They may not change into gym clothes during the school day.

#### Cell Phones

Cell phone use is not permitted during the school day. Calling, texting, and accessing the internet on phones or other electronics is strictly prohibited. This policy is meant to help maintain an educational focus in the classroom. In this day and age, the administration knows how important it is for parents to be able to contact their child in the case of an emergency. Students are not allowed to use cell phones in school or on school field trips. If a student has a matter that requires contacting a parent, they may use a school phone under the supervision of a staff member. If a student has a cell phone, it must be turned completely off and must not be on the vibrate setting. We also ask that parents not call or text your child during the school day, as it will disrupt the instructional program. If a cell phone is used during school, rings or vibrates during school, or is seen by a staff member, it will be confiscated and only returned to parent/guardian. Students who violate this policy will be subject to disciplinary action and confiscation. These items will be available for parent pick-up from 3:00 – 5:00 Monday through Thursdays. If you have any concern about your child’s ability to follow this policy, cell phones and electronic devices can be left at home. If you need to reach your child, in the case of an emergency, you can contact the front desk at (973) 732 – 3848. NECCS is not responsible for lost or stolen cell phones.

#### Parent’s Rights and Responsibilities

As a valued parent of a student at NECCS, it is important to highlight your rights that will be protected and upheld during the course of the school year. As a parent, you have the right:

- to collaborate with teachers, administration, and other support staff on disciplinary and academic plans of action, evaluation, and intervention
- to make phone or email contact with your child's teacher, administration, or other support staff with a concern and receive a response within one working day, unless that staff member is ill.
- to visit your child in the classroom through a scheduled appointment with the teacher and after signing in at the security desk
- to approve or deny permission for your child's photograph or interviews to be used in evaluation, operations, or other purposes not directly related to the student's academics.

NECCS welcomes your time, talent, and energy to your child's school through participation in Family Day retreats, the FSCC, volunteering within the school, and other special projects.

One of the keys to the success of Newark Educators' Community Charter School is the strong working relationship between parents, teachers, and students. As members of the NECCS community, parents are expected to provide a safe, positive, and productive place in which all students can learn. Together, we will create a community conducive for all learners. The following are ways that we will work together to fulfill our mission to support each student's academic, social, and emotional growth:

- Be positive about school
- Model work ethic and self-determination by asking questions about what your child is learning, and how they feel about what they are learning
- Compliment your child for using thinking skills, and convey how much you like learning things from your child.
- Praise your child's perseverance, effort, and excellence
- Teach your child what school and education mean to a person's future. Try to relate what your child is learning to the daily lives of your family.
- Help your child follow through with homework assignments.
- Help your child get settled and ready to work in an organized study area that is free from distractions. A specific, comfortable work space enhances work efforts.
- Sit down with your child and review homework and organization skills.
- Listen to your child read reading assignments aloud. Notice when your child misreads or mispronounces a word and help him/her sound it out. Ask your child questions to assess comprehension. Question your child's understanding of new vocabulary. Stay in contact with teachers to monitor problems and concerns through the student planner.
- Check for errors in completed assignments. Rather than giving away the correct answers, have your child rework incorrectly answered questions. This will help your child be more self-assured and confident at school. If your child seems to be having a lot of difficulty, contact the teacher so that your student's needs can receive more careful attention.
- Encourage your child to communicate with you and the teacher if there are particular difficulties with classmates and peers.
- Discuss local and world events with your child. Discuss the causes of such happenings. Discuss the effect of the events and how they relate to your student.
- Teach your child to have an open mind. Be willing to discuss issues.
- Teach your child to search for the truth and to determine personal values accordingly. Stand up for what you believe in. Be rational and reasonable in discussions. Strive to understand all points of view.
- Expect your child to be responsible at home. Encourage cleanliness and neatness.
- Model honesty, respect and responsibility on supporting and following Newark Educators Community Charter School expectations everyday.
- Be an active participant in the NECCS Family School Community Council

NECCS Family School Community Council (FSCC)

Every parent, guardian and family member with a child in the school is a member of the Family Council. The Family Council meets every month to share information, discuss timely issues, coordinate parent volunteer opportunities, arrange support for all-school events, organize fundraisers, support orientation of new parents, organize for advocacy on educational issues, and-- most importantly-- to enjoy one another as a community. Meeting dates will be announced via school newsletter, flyer, or school's website (www.newarkeducators.org).

p

**Student Statement of Understanding**

I have read and understand NECCS discipline policy and agree to follow it to the best of my ability.

**I understand I have the following rights:**

- to receive an education,
- be informed of the rules,
- be treated with respect,
- be able to ask questions and express my views during appropriate times,
- be able to appeal a consequence to the Administrator and
- have personal information be kept private.

**I understand I have the following responsibilities:**

- to respect myself by doing the best job I can (being prepared for school, completing my schoolwork and acting safely),
- to respect others by treating them with dignity and helping them to learn,
- to respect the environment by using equipment and materials appropriately and helping keep my surroundings clean and orderly.

Student Signature: \_\_\_\_\_

Grade: \_\_\_\_\_

\_\_\_\_\_

**Newark Educators' Community Charter School**  
**Memorandum of Understanding**

**\*This document should not be signed without accompanying "Student Code of Conduct" booklet**

We the undersigned have read and reviewed the "Student Code of Conduct." We understand its content and will adhere to the rules and regulations of the district. My child understands that any threat to his/her person is to be reported immediately to the building principal for his/her safety.

It is my understanding that such reporting will be kept confidential. I also know that I

may ask questions and review the “Student Code of Conduct” at a regularly scheduled meeting at my child’s school every year.

Student’s Signature

---

Parent’s/Guardian’s Signature

---

Home Telephone Number

---

Teacher’s Signature Date

---